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Teaching materials currently in use in the social studies program for grades seven through twelve in fifty selected New England secondary schools

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SERVICE PAPER

MATERIALS USED IN SOCIAL STUDIES

GRADES SEVEN-TWELVE

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Service Paper

TEACHING MATERIALS CURRENTLY IN USE IN THE SOCIAL STUDIES PROGRAM FOR GRADES SEVEN THROUGH TWELVE IN FIFTY SELECTED NEW ENGLAND SECONDARY SCHOOLS

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PART I.

THE INTRODUCTION, PROBLEM, AND METHODS USED TO SOLVE IT.

Introduction .-- The Social Studies are of timely value in the field of education today. The place they should hold in the curriculum, and just what they should consist of is discussed frequently. The purpose of the Social Studies in general is to help youth to know what it is like to live in society, what it should mean to him to live with himself and other men, in order that he may take an intelligent and effective part in evolving society.[1]

I believe that the Social Studies play a very important part in working toward the seven cardinal principles of education, namely; health, command of the fundamental processes, character, citizenship, worthy use of leisure time, worthy home membership, and vocation.

It is pertiment to quote here the National

1/ National Council for Social Studies Year Book-Elements of Social Studies Program-Sixth Year Book (1936)

Council for Social Studies which believes similarly with myself on practically all the points regarding a curriculum for the Social Studies. "The Social Studies should be the core of the curriculum since they furnish essential materials and ideas to help train for better living." The Social Studies should form a part of the school program for every year and for every pupil, being continuous from kindergarden through grade twelve with the program for each year based on the preceeding one. The program should be given to arouse the pupil's interest and adapting the material to the pupil's abilities and relative importance of subject matter. The methods used in the Social Studies should not cause them to appear to be merely exercises of memory, but should be to develop correct appreciation, understandings, and attitudes. They should be looked upon as closely interrelated and each constantly drawn upon to help the other. The materials used are of great importance in this respect. The Social Studies should give us a knowledge of the world we live in and an ability to adjust ourselves most happily to the conditions in which we must live.

The Social Studies courses need more vividness and realism. Most of the text books of Modern History courses, for example, lack atmosphere. Part of the

difficulty lies because of the abstractness of Social Sciences. They are also less systematic than most of the courses encountered by pupils.

The most prominent of the objectives of the Social Studies is to train for citizenship. In order to do this they will occupy a central point in the curriculum. The psychological unit of approach is the correct one.

The Problem - - I have always been keenly interested in the aquiring and the gathering of information regarding the most popular and useful materials used in the Social Studies in the Junior and Senior High School. It is the purpose of this service paper to aquaint me with many good texts and supplementary materials used in the Social Studies. Also, by research, to know the most popular Social Studies courses in grades seven through twelve and to find out their appropriate grade placement. It is the aim of the Social Studies to develop in young people the desire and ability to participate effectively in democratic living.[1] Therefore, it is to the advantage of all those who intend to be future Social Studies teachers to become thoroughly familiar with the most popular materials in this field.

1/ Kronenberg, Henry; Courses and Units in the Social Studies,; National Council for Social Studies, February 1941, Page 2.

Methods employed in this study.-- In order to find out the most popular Social Studies courses, authoritative books were read and carefully analyzed, which gave data and information concerning subjects offered in Social Study courses. As the number of courses offered were too lengthly to submitt in a check list, I had to confine myself to the naming of sixteen most important subjects in the Social Studies program on the Junior and Senior High School level. From my extensive reading in this field, before making out my check list I drew up an outline of a course of study for junior and senior high classes.

As this course of study is for the secondary school I should like to start out with grade seven. This presupposes that the children by the time they have arrived at junior high school have a fairly good knowledge of the Social Studies by having studied them in the first six grades under such titles as " Pioneer Life in Our Country", "The History of Our Community," or " Our American Neighbors and How They Live".

Grade Seven -- VII B - OUR WORLD CIVILIZATIONS- (Constant)

I -(a) - Great Britain - Commerce

(b) - France - Industry

(c) - Germany - Industry and Trade

(d) - Orient - Japan and China

II. - Become familiar with this world we live in by maps, pictures, and globes.

III. -What we owe to the principle countries.

Grade VII-A-

I.- Contributions of Old World to New.

II.- New Europe and New World.

This course in World Civilizations is offered as a constant in order that the pupil will have a broad knowledge socially, geographically, economically, etc., about the world he lives in. A scrap book might be kept in which were collected various pictures representing the customs, habits, industries, etc., of the various people. This type of course helps towards promoting social consciousness and broad mindedness. Projects could be created by groups, one making typical foreign villages and the like. Visual aids of all types are good.

Grade Eight-- VIII-B - United States History (Constant)

I.- - Constitution of the United States.

(a)- Discuss - principles, meanings, and interpretations.

(b)- Bill of Rights and Amendments.- Why proposed and what they embody.

II. -- Period of Exploration and Settlements

(a)-Who were pioneers from England, France, Spain, and the Neitherlands

in the colonization of America, and why was each important?

III. -- Problems of New Government.

IV. -- Growing Nation.

(a)Westward Expansion; Party Strife; Expansion to Southwest and Pacific.

V.-- Industrial Revolution-What it was and its effects.

Grade VIII-A -- United States History.(cont.)

I.-- Civil War- Treated socially,politically,and economically. Compare with today.

II.-- Reconstruction.

III.--Struggle over Government in the Age of Big Business.-National leaders.

IV.-- Developing natural resources.

V.--United States as a World Power.

(a) World War I

VI.--Current Events-President Roosevelt.

This course in United States History should be offered at this time in all programs and made a constant. By studying United States History the pupil has a better appreciation of this country, in which he is a part. It helps develop better citizenry and places a new emphasis on the making of the Constitution and just what it means, It helps us to see and appreciate the place our country holds in the world.

Although a definite unit or outline is followed there should not be one text book. A convenient library containing adequate books of interest on all the units should be used. Biographies are good to read, for developing a real appreciation for a character in history. Plays presented by the pupils and radio talks pertaining to the subject being studied are valuable in the studying of a unit as well as a debate sometimes. I don't believe in elective courses in the Social Studies in the junior high school because I feel that one course a year is sufficient if it is well integrated, and this should be constant for all departments.

Grade IX-B--SOCIAL AND ECONOMIC PROBLEMS and VOCATIONAL PLANNING

I.-- Public Safety - Protection of life, liberty and property as guaranteed by the Constitution. Problems of crime, housing, safety in all phases of life.

II.- What is the importance of the home? Emphasize its place as a social agent alone, and with other social agents.

III. - Education - Opportunities in school and out of school. What part does the school play in the life of us as an individual and as a group?

IV. - What part does the church play in the community, and what is its importance to the

individual and world?

Optional V. -How should immigration be handled in a community?

VI.- Recreation - What type should be offered?

Grade IX-A - - Economic Problems , Civics.

I.- Economic problems.

(a) - Taxation in a community- purpose.

(b) - How are adequate transportation and communications facilities provided within our country? What vocational opportunities are afforded in these industries.

(c) - Wise selection of an occupation and wise living.

(d) -Place of public utilities in a community.

II. - Civics. - (Choice of two out of four)

(a) - Developing of local government in United States.

(b) - Developing of state government.

(c) - Developing of National government.

(d)- American people direct own government.

This type of course of study for grade nine affords a good background for high school studies. It helps the

pupil to see the relation between sociology, civics, economics, and guidance. This type of program helps the boy and girl to appreciate his own talents, qualities, etc. and provides a foundation for clear thinking and wise action.

This course should be taught by means of discussion in the classroom, textbook, and extra materials like motion pictures, magazines, bulletins, posters, etc. Field trips are often useful. This type of course certainly aims towards developing many of the principles set forth in education. Always keep books pertinent to the subject near at hand, such as on shelves in the classroom.

Grade X-B and A. --WORLD PROBLEMS and WORLD HISTORY
or
ANCIENT HISTORY (elect either one)

I-World Problems and History.

(a) Why we study history.
Storm centers today.

(b) How the idea of industrial democratic civilization developed and the contributions of the ancients.

(c) March towards democracy in Great Britain and Western Europe.

(d) Industrial Revolution in England 1750-
It's spread-Produced First and Second World Wars.

(e)Russia-Governmental experiments.

(f)World's march towards democracy.

II-Ancient History .

(a)Orient Nations.

(b)Ancient Hellas.

(c)Early Greece.

(d)Foreign Wars of Greece.

(e)Civil War among Greeks.

(f)Early Rome to Supremacy in Italy.

(g)Rome from Republic to Monarchy.

(h)Roman Empire.

(i)Breakup of Roman Empire.

I would suggest the offering of both these courses in grade ten but that all students not having the course in World History in grade seven be advised to take the one in World Problems in grade ten. However, there may be a real desire on the part of some pupils to know something of Ancient History as compared to our world today. For them, grade ten is a good time to offer this course and allow them to make a choice between the World History and the Ancient History. The World History gives the pupil an appreciation of the many sided nature of history and how it can contribute to human life today. An interest in men and things of the past will lead to the reading of good literature. The work of this year is approached historically, whereas that of grade seven

was approached from a more geographical point of view.

Grade XI-Aand B-AMERICAN HISTORY*(constant ingrade XI or XII)

I-Foundation of our country.

II-Colonial Experiences

III-Organizing the government and experiments in it.

(a)Confederation.

(b)Federation.

(c)The Federalist decade.

(d)The great experiment-Democracy.

IV-Nationalism vs. Sectionalism.

V-Industrial changes in the United States.

VI-Economy of an Expanding Nation.

VII-Evolution of Government in the United States.

(a)Constitution and Supreme Court.

(b)Transportation and Communication.

(c)Human loyalty.

(d)Emotional loyalty-Calhoun and Webster.

(e)Slavery Struggle-1820-1870.

(f)Reconstruction-1865-1886.

VIII-Public Money and its uses.

IX-A Nation Transformed.

(a)Small Business-1860.

(b)Big Business-1865 and after.

(c)Result on Population.

(d)Double revolt against Big Business.-
American minded people secure social
control of the railroads.

X-United States in the family of Nations.

This course is offered as a constant for all pupils in grade eleven or twelve, because by it they can understand more readily what it means to be an American. It is necessary to have this type of course in high school so that the pupil can receive a broad view of the place he now is a citizen of, and so he can see the contributions and various factors which helped build America. Whenever it is possible, current events should be brought into this course, and students should at all times be counseled to keep alert for newspaper articles, etc. which have any bearing on the unit being studied.

Grade XII-A and B- PROBLEMS OF DEMOCRACY and AMERICAN POLITICAL INSTITUTIONS (constant)

I-Political ideals and practices.

II-Rights and duties of the citizen.

III-Why we have government?

IV-Development of our governmental system.

(a)English background.

(b)Geographie, economic, political, and religious factors influencing early American institutions(political).

V-People of the United States.

VI-The family and the home.

VII-Contributions of science and invention to modern life.

VIII-How our governments determine policies?

IX-Business organization and management.

X-How bills are paid.-

(a)Governmental budgets.

(b)Bond issues,etc.

XI-Markets,money,and credit.

XII-Distributing and useing wealth.

XIII-How our governments are controlled.

(a)Development of democratic suffrage and political parties in the United States.

(b)Patronage,pressure groups,elections.

(c)Public opinion.

XIV-Sharing the returns from production.

XV-How International Relations are organized.

(a)International interdependence;world communication.

(b(International law;Hague Tribunal;League of Nations;World Court.

XVI-Citizenship.

(a)Meaning;ways of obtaining it;rights, limits,duties.

XVII-Our nation and the future.

Through this course life in its many aspects is witnessed. By this program for grade twelve a better knowledge of the organization of our government in its many aspects is noted. It gives one an appreciation of the ways by which human knowledge has been advanced and human comfort promoted. By the offering of this course as a constant, the student closes his four years of high school with a Social Studies course that intergrates political science, civics, sociology, economics, and history.

This course of studies for the secondary school I believe would be worth discussing and should help towards making it the "core" of the secondary school program. The extra-curricula activities can help much, for example: clubs, forums, movies, etc., in bringing the Social Studies to the pupil indirectly and through an enjoyable medium. These might be offered as an elective for an extra credit in a subject and a group might get together with a teacher as a guide, and do a good job, (current events), in helping the subject be of lasting use.

Building the check-list.-- The second part of the study was the compiling of the check-list. This list when completed was sent to fifty superintendents of schoolsin cities and the larger towns of New England. By contacting the superintendents, then both the junior and senior high school was notified. The schools were selected on a wide range basis, in order

to get information from all types of localities and school systems. The types of schools selected were all public in nature, many of the high schools offering college preparatory, general, commercial, and vocational courses for four years.

At the top of the check list a business letter was sent in which I stated the reasons for my desiring the information I requested from their schools. Then the check list was organized under the following four headings, each having a column of its own: (1) Subject-in this column was listed the sixteen subjects most commonly offered in the Social Studies curric ula which include:

(a) World History	(i) Economics
(b) Modern History	(j) Sociology
(c) Ancient History	(k) World Geography
(d) Medieval History	(l) Econ. Geography
(e) American History	(m) Far East History
(f) Problems of Democracy	(n) Civics
(g) English History	(o) Current Events
(h) Social Studies	(p) World Problems

Under each subject was listed college preparatory program, general, commercial, and vocational. (2) Grade placement of each subject with directions given to please circle the grade and program in which each subject was offered; (3) Title and author of basic text used in each of the sixteen subjects; and (4) Supplementary material, which included visual aids,

pamphlets,etc. At the end of the check list the name of the school reporting was asked,the name of the teacher,and whether or not they desired a copy of the study when it was completed.

Schools replying to the check list--- The check list was sent to fifty New England cities andtowns. There were twenty-three replies which is a little less than half the number sent. The school systems that were sent a check list are:

Amesbury		Quincy	X	Brockton	X
Arlington		Wellesley	X	Salem	X
Reading	X	Canton		New Bedford	
Lexington		Belmont	X	Springfield	X
Winchester	X	Framingham		Worcester	
Norwood	X	Cambridge	X	Peabody	
Brookline		Weston		Beverly	
Newton		Marlboro		Bangor, Me.	
Milton	X	Fall River		Providence, R.I.	X
Medford		Newburyport		Manchester, N.H.	X
Dedham		Woburn	X	New Haven, Conn.	X
Waltham		Lowell		Nashua, N.H.	X
Watertown		Lawrence		Portland, Me.	
Needham	X	Chelsea		Concord, N.H.	X
Everett	X	Lynn	X	Hartford, Conn.	X
Somerville		Danvers	X	Wakefield	X
Revere		Plymouth	X		

In the preceeding list I have marked with an "X" the school systems that returned their check list to me.

PART TWO.

SUMMARY OF CHECK LIST.

The following chart is a complete summary of all the data obtained from the individual check lists that were returned.

MATERIALS USED IN SOCIAL STUDIES

SUBJECT	GRADE PLACEMENT: GRADE	GRADE PLACEMENT: NUMBER OF SCHOOLS	TEXTBOOKS USED	FREQUENCY OF TEXT X ONE SCHOOL	SUPPLEMENTARY MATERIALS
WORLD HISTORY	7 8 9 10 11 12	1 1 1 11 1 1	Hayes & Moon-"Medieval & Modern History. Pahlow's-"Mans Great Adventure. Roger's, Adams, Brown, -"Study of Nations" Hughes:"Making of Today's World" Becker, Duncalf - "Story of Civilization" Capen's;-"Across the Ages" and "Mans Progress" Webster's;-"Early European History.	X X X X X X X X X X X X X X X X	Map books made by teacher. Library and Class Room References. Scholastic Magazine Davis: "Life On A Medieval Barony" Public Affairs Pamphlets.
MODERN HISTORY	7 8 9 10 11 12	0 0 0 10 4 1	Beard, Robinson & Smith;-"Our Own Age" Beard & Robinson;-"European History" Hazen;-"Modern European History" Pahlow;-"Man's Achievement-Age of Science & Democracy" McKinley, Howland & Dawn-"World History Today" Becher;-"Modern History" Hamm;-"Modern Europe" Webster;-"Modern Civilization"	X X X X XX XXXX XX XX	Current Events Movies Map Work Supplementary Reading Wall Maps-Progression Maps Individual Maps "American Observer" Webster-Asia Pamphlets Good Neighbor Series Weekly News Review Bulletin Board Material
ANCIENT HISTORY	7 8 9 10 11 12	1 0 12 3 2 1	Morey; "Ancient Peoples" West;-"Ancient World" McKinley, Howland, Dann;-"World History in Making" Pahlow;"Man's Achievement to Age of Steam" Breasted, Robinson; "Earlier Times" Hayes & Moon-"Ancient History" Webster-"Ancient Civilization" Miller-"Greece & Greeks" Hamilton-"Wonders of the Past"	X XXX X XX XXX XXX XX X X	Weekly Maps and Bulletin Board Material Library References Classroom References Davis' Readings " Rome & Greece" Selected Pictures Stories ex. "Friends of Caesar" Cartoons Dolls in Costume-Modelling Clay Art Projects-Egypt, Greece, Rome.

MATERIALS USED IN SOCIAL STUDIES

SUBJECT	GRADE PLACEMENT: GRADE	GRADE PLACEMENT: NUMBER OF SCHOOLS	TEXTBOOKS USED.	FREQUENCY OF TEXT X ONE SCHOOL	SUPPLEMENTARY MATERIALS
AMERICAN HISTORY	7	5	Muzzy;"History of our Country"		Weekly news review.
			Fites;"History of United States"		Library work.
			Harlow;"Story of America"		Films- some from B. U. Library
			Moon;"Story of Our Land & People"	XXXXXXXXXXXX	Mapbook of teacher's making.
	8	6	Canfield & Wilder;-"United States in Making"	XX	Classroom references.
				XXXX	Slides.
				X	Scholastic Magazine.
					Records.
	9	0	Magruder;"American Government"	X	Adams " Epic of America"
			Hamm;"American People"	XXXX	Pamphlets.
				XXXX	Common Sense of Constitution.
	10	0	Faulkner;"American Way of Life"	XXXX	American Observer.
			Southworth;" American History"	X	America Today.
	11	14	Casner & Gabriel;"Exploring American History"		World Almanic.
				XX	New York Times.
	12	12	Vannesta & Adams;" Record of America"		Varnest & Smiths "Scholastic History of the United States.
				XX	Work Books.
			Keohane & Keohane;"Government in Action"	XX	Studebaker's " Rights We Defend"
			Garner & Capen;"Our Government"	X	
			Guitteau;"History of United State	X	
			Chadsey,Weinberg & Miller; "Making of America"	X	
			Vannest & Smith; " Socialized History of United States"	X	
PROBLEMS OF DEMOCRACY	7	0	Kidger;"Problems of American Democracy.	XXXXX	Discussing of Current Problems.
					Selected Magazines & Periodicals.
			Barnes & Dail;" American Life Problems"	X	Pamphlets
	8	0	Patterson, Little,Burch;"Problems of American Democracy"		Bryson-"Communism, Facism & Democracy"
				XX	Supplementary Texts.
	9	0	Greenan & Meredith:"Problems of Democracy"		Krug- "Why Taxes"
				XXXX	Kaes & Morgan "Democracy and Its Competitors"
	10	1	Gosliar & Goslen,Stover"American Democracy Today & Tomorrow"	X	Town Reports.
	11	4	Gavian;"Our Changing Social Order	X	Our Times.
			Landis: "Social Living"	X	
	12	14	Russell & Briggs;" Meaning of Democracy.	X	
			Rugg;-"Problems of Culture"	X	

MATERIALS USED IN THE SOCIAL STUDIES

SUBJECT	GRADE PLACEMENT: GRADE	GRADE PLACEMENT: NUMBER OF SCHOOLS	TEXTBOOKS USED.	FREQUENCY OF TEXT: X ONE SCHOOL	SUPPLEMENTARY MATERIALS
SOCIAL STUDIES	7	4	Rugg Series:"Citizenship & Civic Affairs"		Current Events Weekly Magazine
	8	4	Hughes:"Building Citizenship"		Maps, Pictures.
	9	3	Cosner & Gabrial:"Exploring American History"		"Junior Review" weekly magazine.
	10	1	Tyron, Lingsley & Morehouse:- "American People & Nation"	X X X	Newspaper Clippings
	11	2	Wirth & Thompson:"History of American Progress"	X	Slides (4 sets), Charts.
	12	2		X X	
				X	
				X	
ECONOMICS	7	0	Smith:"Introduction to Fundamental Problems"		
	8	0	Goodman & Moore:"Economics in Everyday Life"		
	9	0	Shiells & Wilson:"Business & Economic Problems"		Public Affairs Pamphlets
	10	2	Janbel: "Principles of Economics"	X X X	Newspapers
	11	4	Corbett & Corwin: "Modern Economics"		Better Business Reports
	12	12	Fairchild: " Economics"	X X	Films on Industries, regions,
			Southwestern: " Introduction to Economics"		Current magazine articles.
				X	Pamphlets- Consumer Education, Labor.
				X	Social reform, social legislation.
				X	
				X	
				X	
				X	
SOCIOLOGY	7	0	Landis & Landis;"Social Living"		
	8	0	Gavian, Gray & Jones : " Our Changing Social Order"		
	9	0	Ross: " Civic Sociology"	X	
	10	0			
	11	1		X X	
	12	4		X	
WORLD GEOGRAPHY	7	5	Bradley:"World at War"		
	8	1	Harth & Stull: " Our World Today"		
	9	1	Huntington, Benson, McMurry : " Living Geography"	X	
	10	2	Englehart: "Our Global War"	X	
	11	0	Meyer & Hammer: "Old & New World"	X	
	12	1	Renner:"Human Geography in Air Age"	X	
			Brigham & MacFarland: " How the World Lives and Works"	X	
				X	
				X	
ECONOMIC GEOGRAPHY	7	0			
	8	0	Colby & Foster: " Economic Geography"		
	9	0			
	10	3	Staples & York ; " Economic Geography"		World Almanic with reference material
	11	2			W & V Geography - ATLAS
	12	1		X	Maps
				X	Reference Books - Clasroom Library
					Flims.

MATERIALS USED IN THE SOCIAL STUDIES.

SUBJECT	GRADE PLACEMENT: GRADE	* NUMBER OF SCHOOLS	TEXTBOOKS USED	FREQUENCY OF TEXT: X ONE SCHOOL	SUPPLEMENTARY MATERIALS
FAR EASTERN HISTORY	7	0	"Our Neighbors Across the Pacific" Pacific Relations Institute.		"Everyweek"
	8	0			Town Reports.
	9	0			Library material
	10	1		X	Reference books, Library & Classroom
	11	0			Armstrong " Government in Mass"
	12	1			Town Reports and Warrants.
					Reports of General Court
					Reader's Digest-appropriate articles.
CITIZEN-SHIP or CIVICS	7	0	Magruder:"American Government" Arnold, Banks, Row:" Building Our Life Together"	X X X X X X X	
	8	1	Hughes:"Building Citizenship" Gettell: " Constitution"	X	
	9	13	Young & Barton: " Growing in Citizenship"	X X X	
	10	0	Capen & Melchior: " My Worth to the World"	X	
	11	2	Bacon & King: " Our Life Today" Fineber & Fraser: " Democracy At Work".	X	
	12	4	Blough & Melure: " Functions of Citizenship" Edmonson & Dodineau:" Civics Through Problems".	X X X X	
CURRENT EVENTS	7	2	Young America World At War "World News of Week" Student Paper. Newspapers		"Current Events" weekly paper
	8	3		X	"Junior Review" or Scholastic Weekly Paper
	9	2		X	Currents events papers.
	10	2		X X X	American Observer
	11	3		X	Dailey Newspapers
	12	4			Current Radio Programme
INTER-NATIONAL RELATION	7	0	Pamphlets, Current Event Papers, and Magazines.	**	Rearder's Digest.
	8	0			
	9	0			
	10	0			
	11	0	The Americas - Reference Books & pamphlets.		
	12	1			

Part Three

In order to aquaint myself with the most popular texts used in the Social Studies courses in the Secondary Schools throughout New England ,I have carefully analyzed all those texts that were used in more than one school on my returned check list. I noted specifically any unique features in these books and the purpose the author was trying to convey when he wrote the book. Also, I noted the vocabulary and the style of writing of the author and gave my opinion as to where I thought the book would be of the most use in the Secondary School system.

Analysis of the most Popular Texts Used in the Secondary Schools.

" ANCIENT AND MEDIEVAL HISTORY"

Carlton Hayes and Parker Moon. - Columbia University.

This book is excellent for a survey course in Medieval, Ancient, or Early Modern History. There are many good illustrations, colored plates, maps, time charts, questions for review at the end of each chapter, topical references for further study, and a bibliography.

The narrative is simple and clearly readable. This book was written to give us some genuine world history of the past as a preparation for an understanding of the world problems of the present. It is divided into the following parts:

I-Beginning of civilization.

II-Classical civilization or Greek City State.

III-Classical level in Roman Empire.

IV-Classical Age in farther Asia.

V- Transition from classical to christian civilization.

VI-European civilization in Middle Ages.

VII- Transition from Medieval to Modern civilization.

The pictures in this text are very individualistic. Many are copies from the original pictures.Hayes and Moon's "Medieval History"is good for the lower high school classes as well as the upper ones.The vocabulary is not too difficult for any high school student.

" MAN'S GREAT ADVENTURE"

Edwin Pahlow-Professor of History, Ohio State University.
Ginn and Company--1932.

It should be the aim of all teachers who use this book to make young America aware of the fact that he is a citizen of the world as well as his native land,and that he needs to feel at home in both. Also,young Americashould be taught to think with social data,because he lives in a social world, and to call out and encourage idealism which youth possesses in abundance and which is eager for challenge. Political history is dealt with,but so also is social,economic,and religious.It is hoped that the text will demonstrate three points:(1)that the terms "ancient,""medieval",and "modern" are misleading;(2)that what we have is one single record of human experience;(3)that in that record the Hebrew prophets, the Greek philosophers,and the Roman jurists offer to our young people as many ideas to think with on life today as do any groups of men who happened to be born after Watt discovered that the kettle boiled.

The material itself is divided into six parts each of the parts containing from one to four so called units and each unit broken down into three to ten chapters. Pahlow does this type of arrangement in his other books ,also,and I do not like it.

The illustrationa are good,but there are very few maps,only seven,in the whole book. There is a key to pronunciation and key words are given at the close of each chapter as well as some questions.

This book may be used for a course in World History in grade ten for college preparatory or general course students but I wouldn't advise the use of it for trade or commercial course groups. For this group I would prefere a book like "Story of Nations" by Rogers,Adams,andBrown."Man's Great Achievement"is too detailed and involved and the arrangement too chopped up and complicated.

STORY OF NATIONS.

Lester Rogers,-Dean of School of Education,University of Southern California.

Fay Adams,-Professor,University of Southern California.

Walker Brown,-Vice Principal Junior High School, California.

Henry Holt and Company--1937.

It is the purpose of the "Story of Nations" to pass in review before the reader,like a pageant,the people of each

nation presented. The pupil of World History needs to see that permanent progress comes from the best contributions of all nations.It is hoped by the authors that the "Story of Nations" will give everyone who reads it a clear understanding and a real appreciation of the peoples of other nations in this modern close-together world.By this study,world friendship may be better promoted and a better understanding of our fellowman obtained which is the basis for a peaceful world .

This book is planned very simply and clearly.The print is fairly large and all the difficult words to pronounce are broken down into syllables in a bracket following the word. The book is divided into twenty parts.Each part is proceeded by a map dealing with the geographyof the chapter and a paragraph telling what is to be contained in that section. Thereare self-tests at the conclusion of each section,and some interesting books to read are suggested by the author.The arrangement of the book,each page divided into two columns and having several bold print headings on a page,makes it very easy reading.The vocabulary is also fairly easy.This book could be used in the tenth grade,as that is where the grade placement for Modern History is,but I think it could also be used nicely in the junior high school for any history class in the study of nations of the world.

" MODERN HISTORY."

Carl L. Becker-Professor of History, Cornell University.

Silver, Burdett, and Company--1934.

Carl'Becker's purpose in writing this "Modern History" wa to help the reader make an artificial extension of memory over the last four hundred years, so that by recalling the events that have occurred during that past time, he may more intelligently anticipate what is likely to occur during the years that are to come. The author tells a great deal about a few events and a few people to make them seem real and more interesting. Each chapter contains a kind of graphic representation of the course of events of the chapter, which will help the student at a glance to remember the most essential things.

The book is divided into four parts, these being:

I. Introduction to Modern History.

II. The Age of Kings and Nobles.

III. The Age of Political Revolution.

IV. The Age of Industrial Revolution

Part I and II include through the eighteenth century and Part III describes in the chapters such events as the French Revolution, Second Empire in France, Unification of Italy and Germany, Franco Prussian War and Political Freedom in Russia and Great Britain . These are included in fifteen chapters.

In the fourth section the Industrial Revolution and its results are discussed. The Alliances and Armament, the World War I, the Peace Conferences and the New World of Today are all related in eight chapters.

There are several good maps and many good illustrations, many copies from art museums both abroad and in this country.

Each chapter is followed by a good list of questions and selected readings which include brief accounts, biographies and historical novels.

I myself, liked this book and think it gives a good broad general account of Modern History for any high school pupil.

"WORLD HISTORY TODAY."

Albert McKinley, Ph. D.-History Professor, University of Penn.
Arthur Howland, Ph.D.-History Professor, University of Penn.
Matthew Dann, A.B.-Principal, Richmond Hill High School, New York.
American Book Company-1934.

This book was written to explain how our modern world came to be what it is. In the study of the pastcentury and a half is to be found the immediate origins of the economic and political structure of today.

The first seven chapters of "World History Today" are to be used either as a review by classes which have already

studied world history down to the eighteenth century,or as a preliminary survey for those taking up world history for the first time.This preview is followed by five chapters dealing with the great political and economic revolutions of the later eighteenth and early nineteenth century.Then the progress of democracy and of nationalism within the European states , and of international rivalries among them,is traced throughout the country. Three chapters then discuss the political,economic, and intellectual achievements of the wonderful century.

The four succeeding chapters follow the spred of European civilization and imperialistic control throughout the entire globe.The last four chapters take us back again to Europe where the intense rivalries are at lenghth fought out in the World War.

Aids for the teacher and pupils have been supplied in varied forms.There are many localized helps at the end of each paragraph and section.

There are many illustrations and maps. At the end of each chapter is a conclusion which is good as a summary.The vocabulary is simple,and this text could be used for any high school class.

"MAN'S ACHIEVEMENT TO THE AGE OF SCIENCE AND DEMOCRACY"
Edwin Pahlow-History Professor,Ohio State University.
Ginn and Company--1935

The work of the history teacher usually takes her from

the present, but it does inevitably bring us back to the presentand forces us to have an outlook in the future."This volume has been written in the spirit of hope", said Professor Pahlow, "in the belief that man can and ultimately will achieve order out of the present chaos."

Europe is not a unit politically, although it is culturally, so this book does not take European political life as though it were a single phenomenon. The main countries of Europe are taken up one at a time.

There are many good maps used in this volume and its plan of chapters etc. is the same as those in his other book, "Man's Achievement to the Age of Steam". Also, the same type of key words and study helps are used. This book is suitable for any tenth grade class in Modern History.

"Modern Europe"

Harrison C. Thomas.-Social Studies Department, Richmond Hill High School, New York.

William A. Hamm.-Assistant Superintendent, Walton High School New York.

Henry Holt and Company--1940.

"Modern Europe" was written to fulfill the main purpose of secondary school history, that is, to help young citizens to understand the world in which they live. This text has been organized around the outstanding features of contemporary civilization. Industrial, political, economic, and

social aspects of modern civilization have been emphasized. Ther are several chapters on science,art, and literature in order to broaden the view of European life.The charts,maps, half-tones,and cartoons are an important part of the text,as are the reading lists and questions for discussion that follow each chapter.

The first two sections of this book are devoted to a survey of the institutions of the eighteenth century. There are many contoversial issues raised in this book but both sides of the question are usually given. The author states that it is important that the pupil useing this text do also some supplementary reading.There is a reference list given for this purpose."Modern Europe" is divided into the following seven sections:

I-The old Regime and its Background.

II-Revolution and Reaction.

III-Economic and Social Factors in Modern History.

IV-Nationalism.

V-The Growth of Democracy.

VI-Imperialism.

VII-International Relations.

I liked this text and I think that it is suitable for all tenth grade Modern History classes with some other good Modern History books also made available to the pupils to be read as supplementary to this text.

HISTORY OF CIVILIZATION** (Modern and Ancient)
Hutton Webster, Stanford University.
D.C.Heathand Company--1940.

"History of Civilization" covers in its one volume thirteen centuries of European history. The student should by using it, gain some conception of man's cultural development through the centuries, some appreciation of the contributions made by peoples widely separated in space and time to what is steadily becoming the common possession of mankind. This book is a compilation of the widest scope, containing nearly six hundred extracts and dealing with the cultural development of humanity in all ages for which there are written records.

This huge book of nine hundred and eighty nine pages is only divided into five parts, which are:

I-Foundations of Civilizations.
II-Centers of Early Civilization.
III-Classical Civilization.
IV- Medieval Civilization.
V-Modern Civilization.

I thought that this book was quite advanced for tenth grade pupils. However, I suppose that if only a third or at the very most a half of the book was used in one year it would serve as a good survey book.

THE ANCIENT WORLD.

Willis M. West.-University of Minnesota.

Allyn and Bacon Company--1913.

Much space has been given to industrial and economic development and home life in this book ,and also much narrative is given to us in it.It is the story of the ancient peoples as they themselves told it in a simple manner.The author in writing this book has kept his mind constantly on the fact that the book is primarily for ninth grade pupils. There are many good maps. It is divided into six parts:

I-The Oriental Peoples.

II-The Greeks.

III-Graeco-Oriental World.

IV-Rome.

V-The Roman Empire.

VI-Romano-Teutonic Europe.

The illustrations are numerous and I particularly liked the beginning of each chapter witha quotation or poem from some famous person. The close of each chapter has a summary by asking Questions.

This book is of the old style text -1913-as is evident when compared with some of the other recent texts, It is simple enough in vocabulary,but I didn't particularly care for the style of this text.

MAN'S ACHIEVEMENT TO THE AGE OF STEAM.

Edwin Pahlow-History Professor,Ohio State University.

Ginn and Company--1934.

The author states that the world needs a generation that is world mindedas to space and time and that is sensitive to the complexity of the patterns whose rivalry goes to form world history.History should be laid hold of as the story of man's achievement.

This volume aims to lay the foundation for subsequent history reading or study by setting forth an outline of the historic period,fitted into an easily remembered time chart which can serve as a framework for all further reading. This book also aims to give students some understanding of why they study or ought to be studying history.

This book is divided into six parts,each part having two or three units,but this is not my idea of a fine arrangement of a history text.The units should include the while topic under discussion.

There are many pictures and diagrams,at the end of each chapter study helps which include key words,directed reading,questions,and things to do.

The vocabulary is good,not too advanced for a ninth grade,but I,myself,prefere a book which is not so divided up into parts,chapters, and so called units.

ANCIENT TIMES*-HISTORY OF THE EARLY WORLD.

James H. Breasted-University of Chicago.

Ginn and Company-1941.

This text is introduced to us by beginning man's human career with the Early Stone Age entirely surrounding the Mediterranean ,including the Near East,and then to continue it in chronological sequence down through the origins of civilization,to the point when these influences passed over into Europe.

It is divided into the following five parts:

I-Man before Civilization.

II-The Origins and Early History of Civilization in the Ancient Near East.

III-The Greeks.

IV-The Mediterranean World In The Hellenistic Age and the Roman Republic.

V-The Roman Empire.

There are four colored plates which cover a full page,and several very good maps.Each paragraph is marked in the margin in bold print the main thought of the paragraph. Each chapter at the end has a list of questions and a bibliography for topical studies.This text is s uitable for ninth grade pupils in all courses.

HISTORY OF OUR COUNTRY.

David S. Muzzey-Columbia University.

Ginn and Company--1939.

Muzzey's"History of our Country" is the most popular textbook in the American History class in grades eleven and twelve. It is the purpose of this book to associate the present with the past and vica versa,that is,to see how the events of the past help us to understand the world in which we are living today.The author thinks of this book as the lifestory of our country,not a collection of facts and dates,soley. Muzzey tells us his book is divided into the following units:

I-How our country was discovered and settled.

II-How our country won its independence and established a National Government.

III-How the sections of our country began to contend for their special interests.

IV-How our Union was enlarged,endangered, and preserved.

V-How our reunited Country increased in National wealth and power.

VI-How our country aquired distant possessions and put Democratic Government to the test.

VII-How our country was transformed by the World War.

VIII-How our country sought to return to"normalcy".

IX-How our country embarked on a new course.

At the beginning of each so called unit is presented

a brief picture of a condition or institution existing in society todayand then it is the purpose of that division to go back into the past to see how such a condition exists. It is the aim of this book to help increase patriotism in the hearts of its readers.

At the end of each chapter are given terms to be mastered,questions suggested by the chapter,special topics for reports and supplementary reading.There are many good pictures for illustrations,and also a large group of maps. The paragraph headings are all marked in bold print so as to impress the reader's mind with their importance and each chapter is approximately from twenty five to thirty five pages in lenghth.

I think Muzzey's"History of our Country" is an excellent book for an American History course for college preparatory or General course students,and also can be used in vocational and trade groups.The story is good ,and there are sufficient requirements present in it to enable any high school graduate to pass college entrance examinations.It is logical and vocabulary is not too advanced. No supplementary text is needed with Muzzey.

HISTORY OF THE UNITED STATES.

Ralph H. Harlow-History Professor,Syracuse University

Henry Holt and Company--1936.

Harlow's "History of the United States" is introduced on the first page to the reader by a large colored map showing the aquisitions of the various territories of the United States and on the following page is given a brief description of the map.

The emphasis in this book is placed on the economic and social factors in history,military affairs kept in narrow limits although the causes of the wars etc.are discussed fully.

Harlow's "History of the United States" is not arranged in units.He believes that chronilogical treatment brings out the relations of events in time,for example, he says he can't teach about the development of political parties in the Federalist and Jeffersonian periods unless he brings inat the same time,other phases of this period.

The illustrations are chosen with the idea of illustrating some of the more noteable developments in social and economic history,and captions that accompany the maps and pictures will help to increase the interest of the reader. Each of the forty seven chapters has at the end a list of questions and additional reference books.

This text contains many cross references to other pages and books.I think that the author desired the classes to use this as the basic text ,but also to read supplementary

books.Suggestions were made to make a topical outline notebook and thus understand the subject more clearly.

The vocabulary is fairly advanced and it is the old style chronological order type of text. It may be used nicely for an eleventh or twelfth grade class of college preparatory students,but as far asthe general run of high school classes, I wouldn't advise its use.

AMERICAN WAY OF LIFE.

Harold Faulkner-Professor,Smith College.

Tyler Kepner-Teacher,Brookline High School.

Hall Bartlett-Teacher,Garden City High School,New Jersey.

Harper Brothers--1941.

This book is designed and written to reach all types of high school pupils and those witha limited reading background and vocabulary. I don't think this book would fill the requirements as a text for one who was planning to take college entrance examinations.

Emphasis has been on the use of history in terms of today's values,and on the activity and performance of the pupil in terms of the understanding of those values. Emphasis on unitary concepts and historical understandings are developed and facts irrelevant to the concepts are excluded and thus past emphasis upon factual materials is greatly reduced.Emphasis is made to simplify presentation of material

Language, simple concepts, and vocabulary are appropriate for grades eleven and twelve. Educational equiptment and educational guidance is provided. The authors aim at a variety of of those pupils to whom the book is addressed and the encouragement of pupil learning through activity, such as, group or committee assignments. Vocabulary sections and biographies are suggested.

The illustrations are simple but realistic and in close touch with the text. There are maps, charts, diagrams, graphs, and schemic drawings. This book is very interesting and not crammed with facts. The ideas are very original and the pupil learns through radio dramas, etc.

EXPLORING AMERICAN HISTORY.

Mabel Casner-Washington School, West Haven, Connecticut.
Ralph Gabriel-History Professor, Yale University.
Harcourt, Brace, and Company--1932.

The authors of this fine text book wanted to simplify the complex story of the American people by focusing the necessary details around a few main ideas. To make the past live, was one of the main objectivesof this book. Most of the pictures used were selected by a trial and error process in the classroom. History and geography are both woven together in this volume, therefore there are many good maps. The fundamental objectives of this text were: (1) the aquiring in socially helpful waysof a partial appreciation of what our

forefathers did for us;(2)the beginning of an understanding of how the life about us has evolved out of the life of the past; (3)a recognitionof the more important present day American trends and problems.

It is divided into four units;

I-An awakening old world discovers a strange new world.

II-The English take leadership in North America.

III-The thirteen colonies break with England.

IV-National Authority is Established.

Problems should be presented to the pupil and also topics for discussion. Certain problems are presented to the readerat the close of each chapter,as well as words to look up. I think that these authors believe firmly in the precept "learn by doing"By the way in which the book is made up. It is a good book for a junior high school history class but too simple for a senior high school class.

THE RECORD OF AMERICA.

Charles G.Vannest.

James T.Adams.

C. Scribner and Sons.--1935.

It is the purpose of the authors of this book to give to the reader "The Record of America" in its fourfold significance that is,politically,socially,economically, and culturally.

The historical material is presented in units and topics. This arrangement makes it possible to present an idea in logical sequence.The author believes that by this grouping is aquired a greater by the pupil and teacher to examine books and compare and collate authorities. It subordinates memory and develops the reasoning power of students by encouraging them to think of history as a living force affecting our times.

At the beginning of each unit is an introductory paragraph,setting forth the main ideas of the unit. At the beginning of each topic are stated the aims and objectives which the student should have in the study of the topic. At the end of each topic there are given books to read,questions on the text,exercises and floor talks which could intergrate some English in with the Social Studies.

There are numerous maps,illustrations,and pictures, throughout the book."The Record of America"is a good textbook for American History,although it is detailed and rather lengthly being about nine hundred pages in all. There are eight units beginning with,"How our country was founded" down to "Our Federal Constitution."

PROBLEMS OF AMERICAN DEMOCRACY.

Horace Kidger-Newton High School.

Ginnand Company--1940.

This book is used throughout New Englandin the Problems of Democracy course in grades eleven and twelve.

It is the aim of the author to present vital issues in our national life with the opportunity for discussion, investigation, and consultation. The book might have three su b-titles; (1) government in action, (2) applied economics, (3) sociology in practice. The information discussed is all correct and problems are logically planned. There are twenty one chaptersin the book. The ones that I thought would be of interest in course of this nature were :

I. Consumer Economics
II. Socialized Medicine
III. Big Business
IV. Rights of Women
V. The Labor Situation.
VI. Social Security.
VII. Crime.
VIII. Transportation
IX. Taxation.
X. Democracy.

Each chapter is reviewed by a list of questions at the end and also a list of key words or phrases used in the chapter as well as additional references for teachers and pupils to use. The vocabulary is very simple and this book is ment to be for any pupil of senior high school to acquaint them better with the democratic world in which they are living. Kidger's " Problems of Democracy" brings the

issues discussed down to the every day problems of the boy and girl.

PROBLEMS IN AMERICAN DEMOCRACY

S. Howard Patterson, Ph.D.

A.W. Selwyn Little, A.M.

Henry R. Burch, Ph.D.

The Macmillan Company -- 1940.

The text is very new and divided into four parts. Part one gives us basic social factors in modern civilization; Part two, economic aspects of modern civilization; Part three social aspects and part four the political aspects of modern civilization. These are different views of our American Democracy. Social problems are presented as dilemmas, as well as paradoxes.

Each chapter presents a particular problem, brought to a focus in the summary. Each chapter is opened with a brief statement of its objectives and closed with a vocabulary drill or word study. Also at the end of each chapter are questions on the text and suggested activities to stimulate action and reaction. A workable general bibliography and inclusive index are placed at the back of the book. Bold type marks the beginning of each paragraph heading. I think that this book is excellent for a twelfth grade class in Problems in Democracy.

COMMUNITY AND NATIONAL LIFE - CITIZENSHIP AND CIVIL AFFAIRS

Harold Rugg, Columbia University .

Ginn & Company , 1940.

This being one of the Rugg series - a progressive book - it is used in Social Studies Courses.

It provides a course of reading and study that will help boys and girls to understand the relationships which make their community what it is and which link their community to other units of government and social organization.

Accompanying this book is " The Pupils Work Book of Directed Study" because Rugg believes you learn by doing. This book repeats itself purposely because of the many important concepts generalizations and social themes. It is divided into units some of which are :

I. Changing of group life of America.

II. American way of government.

III. American government at work.

IV-. Press and American Life.

V. Public Opinion and American LIfe.

VI. American character and outlook.

Many charts are used and very good pictures ,also. An excellent bibliography is given at the end of each chapter for additional reading.This book is one that can be used nicely in the junior high school for a social studies cours e .However,it may be used also in a senior high school.

I know a community where this book is used in the senior high school, where a fused Social Studies programis given. This book is good in a vocational high school where a course that is simple, enjoyable, instructive, and not too detailed may be offered in the Social Studies.

ECONOMICS.-AN INTRODUCTION TO THE FUNDAMENTAL PROBLEMS.

Augustus H. Smith.-Teacher of Social Studies, High School of Commerce, Springfield, Massachusetts.

McGraw-Hill Book Company--1943.

This book is a foundation text in economics. The purpose of the author has been to include only those topics which he has found to be essential to an understanding of the business world. The book contains a variety of activities in the form of questions on the text, questions for discussion, topics for special reports, topics for debate, and special problems. At the end of each chapter are collateral readings and references.

This text contains the latest available facts about labor struggles, labor legislation, the conflict between the craft unions and the industrial unions, unemployment, unemployment insurance, old age security, pension plans, stock exchange regulation, regulation of banks, transportation problems, taxation, and public finance.

At the beginning of the book is a list of thirty four problems which are settled in the text. Each chapter is

introduced by a list of aims for that chapter. It is a simple book ,yet covering all the topics necessary for the high school pupil to know about. I particularly liked this book and if I were ever teaching economics I think I would use it for my text.

OUR CHANGING SOCIAL ORDER.

Ruth W. Gavian.

A.A.Gray.

Ernest R. Groves.

D.C.Heath &Company--1941.

The use of this book is good when one wishes to studycomtemporary problems from the sociological point of view. Effort has been made by the authors to select material that will help the student to improve his social adjustments. The first five units are designed to show him how to use in his daily life the basic principles of sociology,psychology,and mental hygiene.The basic reason this course was introduced into the curriculum was to prepare the student for well informed participation in public affairs. Throughout the book stress is laid on the need of realistic thinking,and of what may be termed as skeptical reading.The book is divided into ten excellent units ,and has a number of fine graphs and cartoons to illustrate the subject. This is a good book for a survey high school course in Sociology,which is a good elective for twelfth grade pupils.

ECONOMIC GEOGRAPHY.

Charles Colby-Professor of Geography,University of Chicago.
Alice Foster-Instructor ,University of Chicago.
Ginn & Company--1940.

The center of interest in a book of this nature is the livlihood of mankind. It is for this reason that the work is divided into seven parts,the first,which is concerned with the world as a whole,and the other six with its major regions. The question of livlihood appears throughout the book,first introduced in terms of occupational groups and then in terms of major industries.

Political and physical colored maps are furnished abundantly in an Atlas section.This is a unique feature and a great help to the pupil. Climate,surface features, and soil are treated separatelyin the early part of the book. They are treated in a geographic manner. By means of maps,and text the distribution of the plains,hills,and mountains of the world is brought out."Economic Geography" is very sound in its organization and text. At the end of each chapter are a set of questions and exercises.The arrangement of material,vocabulary,and the pictures,maps,statistical tables and graphs,followed by the Atlas section, make this book a fine basic text for a tenth grade class in any department in economic geography.

BUILDING CITIZENSHIP.

R.O.Hughes-Pittsburgh Public Schools.
Allyn & Bacon--1933.

Citizenship must be thought and lived, it is not a thing to be memorized. In this book, the author suggests the fundamental facts that must be learned, but alsostimulating activities and sources of information which will provoke thought and arouse interest. He tries to talk with the young ones who use the book, rather than at them. Special attention has been given to the economic side of citizenship, It is divided into three parts each part containing many chapters. (1)The good c itizen in the life of his community, (2)the good citizen and his government, (3)the good citizen in his economic life. There are abundant illustrations which I enjoyed myself very much, and I also liked the reviews at the end of each chapter. The long listof interesting subjects "that you may like to know about" is rather unique as well as the interesting projects that can be undertaken. The vocabulary is simple and I think the book will prove highly successful in a course in Citizenship or Civics.

AMERICAN GOVERNMENT.

Frank A. Magruder, Ph.D. - Princeton University.

Allyn & Bacon - 1943.

A valuable feature of this book is its forward - looking chapters entitled, Winning the War, Planning Our Transition from War back to Peace, and Basis for a Lasting Peace.

To assist the students as well as the teachers

the author has an up to date workbook entitled " Our Government at Work" to accompany this text. Also, the latest edition of "National Governements and International Relations" will be helpful in studying foreign problems.

This book is divided into nine well organized units. They are :

I. Development of Government.

II. Legislative Powers.

III. Executive Department.

IV. Administrative Agencies.

V. The Judiciary and Civil Rights.

VI. Political Rights and Practice.

VII. The States.

VIII. Local Government.

IX. The Betterment of Society.

At the close of each chapter are questions on the text, some excellent problems for discussion, and a fine bibliography. In order to keep this book thoroughly up to date it is revised at least once a year. It is the most popular government book in the public schools system and this is very easy to see. I would certainly recommend it to any high school teacher who wished to give her class some good concrete ideas on the government of which both she and her pupils are a part.

PART FOUR

SUMMARY AND CONCLUSIONS.

From the returns received in the check lists that were sent out to the various New England Secondary Schools I gathered the following information:

GRADE SEVEN -- As grade seven is the first step upward in the secondary school it was the first one considered on my check list. The only two subjects in the Social Studies field that I submitted in the check list that have their grade placement in grade seven are, (1) Social Studies and (2) World Geography. The Texts that are most widely used in the Social Studies Courses are the Rugg Series on " Citizenship and Civic Affairs". In World Geography there are several books used, some of which are Bradleys " World at War" and Brigham & McFarland's " How the World Lives and Works". In these classes for supplementary materials used are included weekly current events magazines, maps, clippings, "Junior Review", charts, and slides.

GRADE EIGHT -- None of the subjects happened to have their grade placement exclusively in this grade, although the (1) social studies subject mentioned under grade seven did have an equal number of schools offering it in grade eight as well as grade seven.

GRADE NINE--The two subjects that have their grade placement very prominently here are,(1)Ancient History and

(2)Citizenship or Civics. The books which proved most popular in Ancient History are West's"Ancient World",Breasted's"Earlier Times",Hayes and Moon,"Ancient History",and Webster's"Ancient Civilization".In the Citizenship course Magruder's"American Government" seemed to be the most popular with Hughes'"Building Citizenship" following. The supplementary materials used are: town reports,"Everyweek",library material,"Readers Digest",maps, cartoons,movies,art projects,and others.

GRADE TEN--This grade has(1)Modern History,(2)World History, and(3)Economic Geography placed in her Social Studies curricula. By far the most popular text used in Modern History is Carl Becker's book of the same name,with Mc Kinley,Howland,and Dann's "World History Today" used frequently.The one book that is found in more World History classrooms than any other is Hayes and Moon's"Medieval and Modern History".Pahlow's " Man's Great Adventure" seems to be fairly popular. The only two books which are used in the Economic Geography classes reporting are Colby and Foster's " Economic Geography" and Staples and York's " Economic Geography". World Almanacs , atlas, films, "Scholastic Magazine", " American Observer", weekly news reviews, are among some of the supplementary materials used in these three tenth grade Social Studies Classes.

GRADE ELEVEN -- American History, the greatest of the Social Studies Courses, has its grade placement in the eleventh grade although several schools offer it also in the twelfth

grade. Muzzey's " History of Our Country" is the most popular text book used with Harlow's " Story of America", Faulkner's "American Way of Life", Hamm's " American People", and Magruder's " American Government" all being used equally as much. Several visual aids are offered as supplementary materials which include films such as,"Land of Liberty", slides records, magazines, pamphlets, maps, New York Times and work books. Several projects are engaged in by some of the schools.

GRADE TWELVE -- The subjects which have their placement in the last year of the senior high school are (1) Problems of Democracy, (2) Economics, (3) Sociology and (4) Current Events. The most popular text used in Problems of Democracy is Kidger's "Problems of American Democracy". The one most used in Economics is Smith's "Introduction to Fundamental Problems in Economics " and in Sociology, Gavian, Gray, and Groves' "Our Changing Social Order". Current Events has no text but uses pamphlets like "Young America", "News Week" etc. The supplementary materials used are selected magazines and periodicals, movies, daily papers, town reports, Readers Digest, Bryson's " Communism, Facism, and Democracy", and current radio programs.

From this survey, plus my individual reading, I have become more familiar with the type of subject offered in the Social Studies in the junior and senior high schools. For someone who hopes to start on a teaching career it is most

helpful for her to get acquainted with the most popular books and materials that are used in her field in the grades she hopes to teach. This I have done, by my survey made of some of the secondary schools in New England and I feel that by my getting familiar with these popular texts I have a far broader view of the Social Studies and I am better able to select and use Social Studies books that are worth while when I am a teacher in this field. This research was a service paper and I feel that it will be of service to me now and even moreso in later years.

The Social Studies today are of greater importance than twenty-five years ago when history was the only subject of this nature holding a prominent place in the curriculum. When we are revising our Social Studies programs and adding new texts and materials it should be kept in mind, to keep the good things from the old programs and add what will help toward making the pupil later in life attain those seven cardinal principles that education strives towards.

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