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An Investigation of the Interests of Intermediate Grade Children of Fresno, California, Public Schools in the Teaching Materials of the Social Sciences

Beulah Vandament

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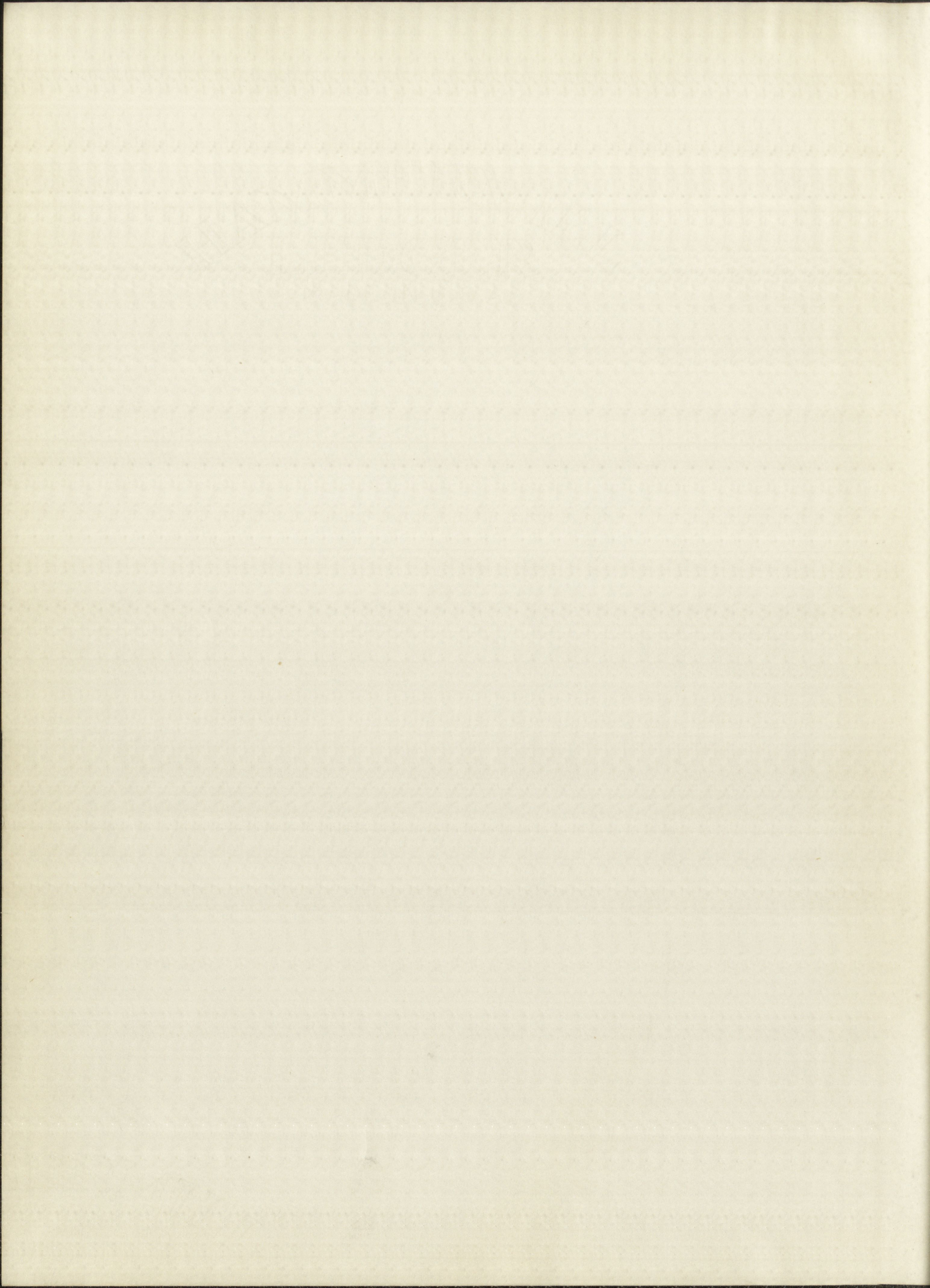
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AN INVESTIGATION OF THE INTERESTS OF INTERMEDIATE GRADE
CHILDREN OF FRESNO, CALIFORNIA, PUBLIC SCHOOLS IN
THE TEACHING MATERIALS OF THE SOCIAL STUDIES

By

Beulah Vandament

A Thesis

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1950



January 1, 1914

Wm. H. Hays

Wm. H. Hays
Athletic Director

+ FORD +
+ COOKSVILLE +

1914



This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

E. J. Castetter
DEAN

Aug. 1, 1949
DATE

AN INVESTIGATION OF THE INTERESTS OF INTERMEDIATE GRADE
CHILDREN OF FRESNO, CALIFORNIA, PUBLIC SCHOOLS IN
THE TEACHING MATERIALS OF THE SOCIAL STUDIES

by

Beulah Vandament

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thesis, has been accepted by the Graduate Committee of the
University of New Mexico in partial fulfillment of the require-
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MASTER OF ARTS

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CULTURE OF PEACHES ON THE
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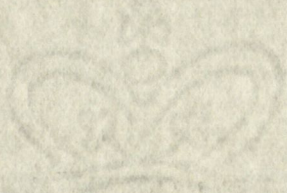
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CHAPTER I

INTRODUCTION

Arousing pupil interest in a problem has long been recognized as an essential factor of good teaching. The maintenance of interest during the learning process is equally important. Children at the elementary school level may not always feel a need for beginning a particular project, but a natural curiosity regarding an almost limitless number of subjects can be relied upon and used to guide them in a desired direction. To help stimulate and sustain an initial interest the experienced teacher makes use of a variety of teaching materials; in the social studies field there is a particularly wide range from which to choose. However, the selection of appropriate materials is dependent upon an understanding of children's interests and their readiness to accept such materials.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to investigate the interests of elementary school children of the intermediate grades in the social studies teaching materials; (2) to compare the interests of children in certain materials with the frequency of the

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materials' utilization as made by a group of intermediate grade teachers; and (3) to suggest a usage or grade placement of specific materials, if there is a decided indication, in accord with these findings.

Importance of the problem. While child interest is accepted as a criterion in the selection of teaching materials, the predominance of certain interests should not be taken for granted without actual verification. Custom, and not proof of appeal to interests, may account for the heavy dependence upon some materials of instruction to the exclusion of others which might prove equally desirable. This study, through a direct inquiry into the preferences of children, attempts to develop an additional basis for the evaluation of materials. Other criteria, such as the needs and abilities of the children and the usefulness of the material in teaching what is desired, are not to be ignored. However, a low interest rating in a material, considered desirable by other standards, should stimulate an attempt to discover a reason for the comparative unpopularity of the material and means for the needed correction. If the selection of new materials becomes the problem at hand, it is hoped that this study may serve as an extra guide.

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II. DEFINITION OF TERMS

Social studies. The term social studies is used to designate the school subjects which deal with human relationships. The field is now considered to include those subjects once taught separately as geography, history, and civics. Content and treatment of the field may vary, but the basis continues to be human relationships.

Elementary school. That period of a child's school experience between the kindergarten and junior high school level is referred to in general as the elementary school period. Although some school systems still retain the seventh and eighth grades in the elementary division, there is a decided trend toward the inclusion of only the first six grades. Of these, grades four, five, and six are often designated as the intermediate grades. This investigation will be limited to the grades in the latter classification.

Social studies teaching materials. The teaching materials of the social studies can be considered in two categories: printed materials and audio-visual materials. The first includes textbooks, workbooks, and reference books, and all other printed matter used for instructional purposes. Audio-visual materials, interpreted broadly,

cover all materials read, heard, or observed; here, however, the phrase will be limited to those teaching materials which help pupils to learn by listening and looking. The list includes such items as projected and unprojected pictures, maps and globes, charts, models, specimens, posters, motion pictures, radio, records, and similar materials.

III. SOURCES OF THE DATA

The data in this study were obtained from two different sources. One source of information was developed through the use of a questionnaire sent to all the intermediate grade teachers of the Fresno, California, city schools. The questionnaire dealt with the types of social studies teaching materials in use, the frequency of the usage, and an indication of those materials considered by the teacher to be most popular with the children of her grade.

The second source of data consisted of the preferences expressed by children at the intermediate grade level in the same city. For them a questionnaire similar to that used with the teachers, but simpler in form, was constructed on which they indicated degrees of interest in materials commonly used in social studies teaching.

Opportunity was also given for their designation of especial favorites.

IV. METHOD OF PROCEDURE

The questionnaires answered by teachers were collected and mailed to the investigator by the principals of the schools to which the questionnaires had been sent. The questionnaires were separated according to grades and tabulations for each grade were made of the responses given for each item listed in the questionnaire.

Children's questionnaires were distributed to the schools selected for sampling in numbers sufficient for entire rooms. The administration of the questionnaires was carried on by the regular classroom teachers and the completed forms were then collected in each school and returned to the investigator. For these, the method of tabulation employed was similar to the procedure followed in handling the teachers' questionnaires.

For both questionnaire surveys, percentages based on the total number of responses for each item were computed for each type of response. Tables and graphic representations based on these figures have been constructed as aids in an interpretation of the results of the investigation.

A more complete discussion of the distribution of the questionnaires will be taken up in Chapter II. The treatment of the data will be discussed in greater detail in Chapter III for the children's questionnaire and in Chapter IV for the teachers' questionnaires.

V. REVIEW OF RELATED LITERATURE

As curriculum makers for the elementary school who regard the social studies as the core of the whole curriculum have increased in number, there has been a corresponding increase in current publications of attention devoted to the various phases of the social studies. Of those phases, the materials of instruction have constituted an important part of the discussions concerning the social studies. In line with this interest, much has been written about the values, techniques of usage, and procurement of the so-called audio-visual materials.

Discussions of materials. The Eighteenth Yearbook¹ of the National Council for the Social Studies is devoted entirely to discussions of the values and methods of use of audio-visual materials in the social studies. Entire

¹ "Audio-Visual Materials and Methods in the Social Studies", Eighteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1947. 214pp.

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regard the social sciences, the study of the human mind
and how it functions, there are two main branches
the natural sciences and the social sciences. The natural
sciences are those which deal with the physical world
to the extent that it can be observed and measured. The
social sciences, on the other hand, deal with the human
mind and its activities. The study of the human mind
is a very difficult task, for it is not possible to
observe and measure the mind directly. However, the
study of the mind can be approached in a number of
ways. One way is to study the behavior of the mind
as it is manifested in the actions of the body. Another
way is to study the mind as it is manifested in the
products of the mind, such as art, literature, and
science. The study of the mind is a very important
part of the study of the human sciences, for it is
the mind which is the source of all human activity.

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products of the mind, such as art, literature, and
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part of the study of the human sciences, for it is
the mind which is the source of all human activity.

chapters deal separately with such varied materials as realia, pictures, films and filmstrips, lantern slides, posters, charts, graphs, maps, radio, and recordings of various types.

Wesley and Adams² have given over a section of their book, Teaching Social Studies in Elementary Schools, to a very thorough treatment and description of the teaching materials of the social studies. Complete lists of resources and equipment are supplied with recommendations for their most effective use.

A list of objectives prepared for the Onawa, Iowa, Public Schools gives the arousing of interest a prominent rating. In explaining their philosophy, Weisensee states that:

Education proceeds according to interest and emotional disturbance aroused by a particular subject or activity. The appeal which comes through the sense of sight and hearing intensifies the interest and emotion thereby increasing the energy expended in the educational process. It acts as a stimulus to further work with the printed page and discussions.³

Somewhat older than the above references but still of value for its inclusiveness is the Eighth Yearbook of

² Edgar B. Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools, Boston: D. C. Heath and Company, 1946. 362 pp.

³ John P. Weisensee, A Study of Audio Visual Education, Onawa Public Schools, Onawa, Iowa Board of Education, 1942. p. 4.

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the National Education Association, Department of Supervisors and Directors of Instruction.⁴ Devoted to a treatment of materials of instruction, the yearbook deals with printed materials, supplies, visual aids, and community resources. For the determination of instructional materials most needed by a school system it is pointed out that, "Consideration should be given first to the children - that is, the interests, needs, and abilities of the children in the different grades and localities to be served."⁵

Presenting a case for more extensive use of materials of instruction in the classroom, Brooks expresses the doubt that:

"It is questionable whether words and the academic traditions of verbalism can ever achieve the development of attitudes, ideals, loyalties, and skills in the sense of new philosophy, and so long as the verbal traditions persist these areas of the curricula will not be implemented."⁶

⁴ "Materials of Instruction:" Eighth Yearbook of the National Education Association, Department of Supervisors and Directors of Instruction, Washington, D. C., 1935. 242 pp.

⁵ Maycie Southall, "The Supervisor's Relation to Improvement of Materials of Instruction" in "Materials of Instruction" Eighth Yearbook of the National Education Association, Department of Supervisors and Directors of Instruction, Washington, D. C., 1935. p. 150.

⁶ F. E. Brookes, "Neglected Areas of Curriculum Implementation," Educational Record, 20:243, April, 1939.

Workbooks are discussed by Tryon⁷ and he concludes, without the submission of evidence, on the basis of an analysis that workbooks are not helpful. He suggests for their replacement instructional aids of the teacher's construction on the order of guide sheets made to fit particular situations and subject to change as needed.

The difficulty of children's encyclopedias is treated by Edgerton⁸ who points out that the easiest topics are still too difficult for the average intermediate grade child. He makes recommendations for the simplification of the reading matter and the addition of more graphic representations.

Thomson⁹ reminds those interested in developing modern techniques in social studies that visual aids are not new for they include the old stand-bys such as blackboards, books, globes, maps, and other familiar materials. Projective equipment is merely the new addition. He stresses the availability of a great many visual aids to be used directly in regular lessons; but he warns that they should be used as aids, not as substitutes for teaching.

⁷ Rolla M. Tryon, "The Development and Appraisal of Workbooks in the Social Sciences," School Review, 46:17-31, January, 1938.

⁸ Ronald B. Edgerton, "How Difficult are Children's Encyclopedias?" Elementary School Journal, 45:379-385, March 1945, and 455-467, April, 1945.

⁹ Thomas M. Thomson, "Visual Aids in Social Studies," The School (Elem. ed.), 36:288-292, January, 1948.

Textbooks are accepted by Tanser¹⁰ as a standard part of the materials of instruction. However, he makes emphatic denial of the value of authorized textbooks on the grounds that they will continue in use long after their real usefulness is over and that they encourage a heavy dependence on the textbook as a means of instruction.

Discussions of needs and practices. From a study of 227 classes in the Chicago area, Park¹¹ advances the following conclusions concerning the use of visual aids:

(a) more perceptual experiences are given during periods of class discussion than during any other type of class activity; (b) the most common means of presentation is the blackboard and the map; (c) fewer teachers make use of the globe, field trip, slides, motion pictures, and phonograph records; (d) the use of perceptual media seems to vary from teacher to teacher; and (e) more perceptual experiences could be given with profit to pupils.

In a study utilizing actual questions of teachers raised in meetings, institutes, and workshops, those

¹⁰ H. A. Tanser, "Do We Need an Authorized Textbook in Social Studies?" The School (Elem. ed.), 34:56-57, September, 1945.

¹¹ Joe Park, "Are We Using Visual Aids?" Social Education, 121:163-65, April, 1948.

questions rated by Michaelis¹² as considerable dealt with the use of various specific procedures and devices and uses of material aids.

Young¹³ in a review of the findings of the Research Division of the National Education Association describes a questionnaire survey of social studies instruction. In the results of the investigation, more auditory and visual aids were recognized as one of the three greatest needs listed.

In a later survey, Gorman¹⁴ reports much the same general need. Over 50 per cent of the teachers questioned admitted a need for help in certain phases of instruction, particularly in the use of visual aids.

Wendt summarizes the needs in the field of audio-visual instruction thus:

Many educators have been hoping for decades that progress could be made in getting teachers to accept audio-visual materials as a natural part of a continuum of all materials. Until these materials are easily available and until teachers approach each teaching situation with enthusiasm for using the teaching tool that can do the most effective job, we will not have reached maturity in the field of audio-visual education. Apparently for years to

¹² John U. Michaelis, "Current Problems of Elementary Teachers," The School (Elem. ed.), 38:221-25, May, 1947.

¹³ William E. Young, "Methods of Learning and Teaching," Review of Educational Research, XI:446-58, October, 1941, citing "Improving Social Studies Instruction," National Education Association, Research Division, Research Bulletin 15:187-258, November, 1937.

¹⁴ Frank H. Gorman, "Teachers Evaluate Instruction in Elementary Social Studies," Social Education, 10:219-21, May, 1946.

come there must be special institutes and special courses in audio-visual education re-emphasizing to teachers the extremely important contribution audio-visual materials can make to the development of meaning. And in turn, it must be emphasized again and again how important is the development of meaning to all teaching.¹⁵

Limitations of previous studies. Those contributors to the field reviewed in the above pages have expressed opinions concerning the use of materials in the social studies. Some have employed surveys and questionnaire techniques in arriving at their conclusions. However, no reference has been found of a direct approach to children in an effort to discover their interests. Observed interests and a study of results secured from different methods and use of materials have undoubtedly influenced the opinions.

This study, then, is an attempt to verify to some degree the accuracy of the opinions expressed. The results of the teachers' questionnaires should indicate what teachers believe the interests of children to be in the materials that can be used in the social studies. The results of the children's questionnaires should either confirm the assumptions of teachers and authorities or bring to attention those interests, or lack of interest, which have not been accorded sufficient recognition.

¹⁵ Paul Wendt, "Social Learning Through Audio-Visual Materials," Eighteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1947. p. 9.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

In Chapter II the construction, content, and distribution of both forms of the questionnaire used are discussed.

Chapter III takes up an analysis of the interests of children as indicated by the survey.

Chapter IV is concerned with the study of the preferences, or practices, of teachers in connection with the materials of instruction and some recognition of the agreement or disagreement of these preferences with those of the children questioned.

In conclusion, Chapter V summarizes the findings of the investigation and brings into clearer comparison the results of the two surveys. In conclusion, certain recommendations are made for the selection and use of social studies teaching materials.

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CHAPTER II

CONSTRUCTION, CONTENT, AND DISTRIBUTION OF THE QUESTIONNAIRES

In order to secure the data necessary for the study of children's interests, two questionnaires were prepared. One was designed for the teachers of grades four, five, and six; the other for the direct use of children in those grades.

The availability of materials was used as a basis for the selection of items included in the questionnaires. Textbooks are furnished by the State and an adequate supply for all schools is maintained. Supplementary texts and library books, in addition to those found in the individual school libraries, are provided on request by a central professional and elementary circulating school library. Materials such as globes and maps are a part of each school's equipment as provided by the Board of Education. An Audio-Visual Department for the entire elementary city school system maintains a library of films, slides, records, recordings, specimens, mounted pictures, folders of related pictures and clippings, and similar materials for circulation among the schools. Heavier projection and sound equipment is also available from this department on request. However, many of the schools

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In order to secure the best results
of children's instruction, the following
One has devoted for the purpose of the
and all; the other for the purpose of
grades.

The availability of materials and
for the selection of these materials in the
Textbooks are furnished by the State
supply for all schools in the State.
and library books, in addition to the
Divisional school library, the State
central professional and administrative
library. Materials are also available
each school is assigned to the State
State. An audio-visual center for the
city school system and a library
also. Records, reports, and other
folders are retained in a separate
materials for the school system.
Section and for the purpose of
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possess adequate equipment of this type in addition to the smaller projectors, radios, and phonographs kept in each school as permanent equipment.

In the construction of both questionnaires, the need for brevity became a governing factor. The unduly long questionnaire may invite careless responses induced by a desire to finish a monotonous chore quickly, or it may be laid aside and neglected entirely. Therefore, finer distinctions as to types of materials have been eliminated from both questionnaires.

I. THE CHILDREN'S QUESTIONNAIRE

Construction and content. For the children's form of the questionnaire, brevity was doubly essential not only because of short interest spans on the part of the children but also from the point of time consumed from other classroom activities. In an actual administration of the questionnaire to a group of children it was found that the distribution, explanation, checking, and final collection of the forms required not more than twenty minutes.

Figure 1 shows the children's questionnaire in its complete form. This was arranged and mimeographed on a single sheet of legal size copy paper. The twelve principal items were presented in the form of questions with multiple responses.

possess adequate training of the type which is
usually provided in the schools of the country.
In the case of the school as a person, it is
needed for private business. The school
long questionnaires and the results of the
a desire to limit the number of children
laid aside and the results of the
functions as to the results of the
from both questionnaires.

It is the purpose of the
questionnaire and the results of the
of the questionnaire, which are usually
because of the interest in the results of the
but also from the fact that the results of the
room activities. The results of the
questionnaire to a set of questions is
determination, evaluation, and the results of the
of the questionnaire.

FIGURE 1
QUESTIONNAIRE ADMINISTERED TO CHILDREN

About Your Social Studies

Grade _____

DIRECTIONS - Put the number of the answer that fits best for you in the box at the side of each question. For example, if you almost always have a library book to read, you would mark the sample question like this:

SAMPLE - Do you like to read library books?

1. most of the time 2. sometimes 3. hardly ever

☐

1. Do you look carefully at the pictures on your bulletin board?

1. most of the time 2. sometimes 3. hardly ever

☐

2. Do you read things posted on your bulletin board?

1. most of the time 2. sometimes 3. hardly ever

☐

3. If you have a radio program at school, do you listen carefully?

1. most of the time 2. sometimes 3. hardly ever

☐

4. If phonograph records are played for you at school, do you listen closely?

1. most of the time 2. sometimes 3. hardly ever

☐

5. When you can, do you choose library books to read that tell about the people and places you are studying in social studies?

1. most of the time 2. sometimes 3. hardly ever

☐

6. How often would you like your whole class to study together the same lesson in a book?

1. most of the time 2. sometimes 3. hardly ever

☐

7. Do you like to use the questions listed in books to help you learn about people and places?

1. most of the time 2. sometimes 3. hardly ever

☐

8. Do you like to use an encyclopedia?

1. most of the time 2. sometimes 3. hardly ever

☐

9. If you can find things at home which help show or tell about what you are studying, do you bring them to school?

1. most of the time 2. sometimes 3. hardly ever

☐

Tell which you like best:

10. If you were going to make something for your social studies, which would you rather make?

1. models 2. posters or pictures 3. maps and charts

☐

11. If you want to find out where a place is, which would you rather use?

1. a globe 2. a big wall map 3. a map in your book

☐

12. Which of these helps you best to understand about people and places?

1. movies 2. filmstrips 3. lantern slides

☐

These questions have named many things which you may use in your social studies. Name two which you would like to use, or have, more often.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

REPORT OF THE

COMMISSIONERS OF THE

BOARD OF TRUSTEES

FOR THE YEAR 1900

CHICAGO, ILL., 1901

PUBLISHED BY THE

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Indicating the number of the response chosen in a box at the left of the question was requested in order to facilitate the final tabulation of the results. In the first nine items where a degree of interest was to be expressed, the same possible answers were repeated. To avoid the complete finality of such terms as always and never, the phrases "most of the time" and "hardly ever" were substituted. Before adopting definitely these responses, however, children were questioned at random to determine the meaning of such responses in connection with a similar question. The general agreement seemed to be that "most of the time" was close but not quite as strong in meaning as "always"; that "sometimes" meant about half way between "always" and "never"; and that "hardly ever" came close in meaning to "only once or twice in a long time". It was with the approval of the children thus questioned that such possible answers as "almost always" and "almost never" were rejected in favor of those which appear in the questionnaire.

Similarly, an effort was made throughout the questionnaire to keep the language clear and understandable to the majority of children. Questions concerning such materials as recorders, specimens, and realia were not directly used; for although their inclusion might seem desirable, they were omitted because of possible misunderstanding.

BOND

RECEIVED



Both questions 1 and 2 deal with bulletin board displays. However, this was considered advisable since a difference could be evident between interests in reading materials and merely looking at displays on bulletin boards.

Broadcasts of news, science, and other story materials designed for school audiences by a local radio station in the area plus the fairly general reception of a network program also prepared for school listening justified the inclusion of item 3.

The term phonograph records may or may not have implied other types of recordings and transcriptions to the children who have had experience with them. It was used, nevertheless, to avoid a more complex terminology.

Library books, according to a group of children consulted during the construction of the questionnaire, meant those books read for pleasure as apart from supplementary texts and other reference books. Numerous such books, popularly written about people and places often studied in the course of social studies units, are frequently available to children for free-time reading selection.

Interest in a textbook, it was believed, could be interpreted by children's acceptance of its more or less traditional use, the regular daily class assignment.

The term encyclopedia was employed as representative of the field of reference materials in discovering children's interests in that area.

Various sources have suggested pupil participation in the building of school museums and the collection of realia in connection with social studies units. Question number 9 was included to measure children's enthusiasm for this form of activity and material.

The responses for questions 10, 11, and 12 deviate from the pattern established in the preceding items. The nature of these last three questions make the indication of interest more apparent by a choice on the part of children from three possible materials or courses of action.

In choosing those items to appear in the questionnaire, reference was made to the work of Wesley and Adams¹ dealing with resources and equipment for the social studies. The final selection represents a necessary condensation of the suggested materials since obviously all those treated in the authority cited could not be utilized. As a result, the questionnaire can be expected to discover only general trends in interest.

The twelve questions used were considered as covering the major types of material known to be available and

¹ Edgar B. Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools (Boston: D. C. Heath and Company, 1946), Part V, pp. 219-74.

The first part of the report is devoted to a general survey of the situation in the country.

Of the total population of the country, the following figures are given:

Urban population: 1,200,000

Rural population: 8,800,000

Total population: 10,000,000

The following table shows the distribution of the population by sex and age:

Sex and age distribution of the population

This table shows the distribution of the population by sex and age.

The following table shows the distribution of the population by sex and age:

Sex and age distribution of the population

This table shows the distribution of the population by sex and age.

The following table shows the distribution of the population by sex and age:

Sex and age distribution of the population

This table shows the distribution of the population by sex and age.

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Sex and age distribution of the population

This table shows the distribution of the population by sex and age.

The following table shows the distribution of the population by sex and age:

Sex and age distribution of the population

thus within the experience range of the children. Although the materials named in questions 10, 11, and 12 might well have been listed separately for interest ratings as in the preceding questions, they were combined in order to avoid undue length in the questionnaire. Question 10 sets forth three of the activities most commonly used, as observed incidentally, in connection with social studies units. Question 11 lists wall maps, small maps, and globes in an effort to discover the reference most popular with children in making geographic locations. Similarly, question 12 was constructed to determine children's favorite projection medium. Other listings of the materials already mentioned might have revealed further preferences, but again the brevity which was deemed advisable in the construction of the questionnaire would have been sacrificed.

Distribution of the questionnaires. Six of the twenty-three elementary schools of the Fresno City system were chosen for sampling by means of the questionnaire. These schools were suggested by the superintendent as being representative of the different socio-economic areas of the city. With respect to curriculum, supervision, type and quality of instruction, the schools were not unlike other schools in the system.

In each of the schools selected a member of the currently active Social Studies Committee was contacted to distribute the questionnaires to the grades concerned in that particular school. It was requested that two fourth, two fifth, and two sixth grades be given the questionnaires under the direction of the regular classroom teacher.

In addition to the brief directions appearing at the beginning of each questionnaire, a separate sheet attached to each set of the questionnaires gave further explanation of the purpose of the sampling to the teacher and suggestions for the procedure of administration. Figure 2 is a copy of these directions.

II. THE TEACHERS' QUESTIONNAIRE

Construction and content. The teachers' questionnaire was designed to discover the degree of use teachers generally give to the various materials used in social studies teaching procedures. The entire questionnaire (See Figure 3.) was mimeographed complete on a single page. To it was attached a form letter (See Figure 4.) explaining the purpose of the investigation and the kind of help requested.

As previously stated, the availability of materials was used as a guide in the selection of materials to be named in the questionnaire. The form and content of this

Directions for Presenting the Questionnaire

Tell the children that these are some questions designed to let them show what they may or may not like to do when they are learning about people and places in their social studies.

Neither the child's name nor that of his school is to be placed on the paper. Only his grade - 4th, 5th, or 6th - is required.

Read the sample question and explain the checking used there. Show that for some children a (2) or a (3) might be the proper marking. In the twelve questions that follow, a choice is to be made from three possible answers.

The last section gives the child an opportunity to indicate his favorite materials.

After explaining the procedure, no further help should be necessary. However, if reading difficulties appear to be a handicap, the questions may be read to the children to expedite the checking.

FIGURE 2

DIRECTIONS FOR PRESENTING THE CHILDREN'S QUESTIONNAIRE

A Survey of the Teaching Materials of the Social Studies

Grade _____

A. Books

1. Indicate by a check mark which method of using the state social studies textbook you follow:

a. Regular daily assignments _____

b. Occasional assignments _____

c. Reference purpose only _____

2. Do you have supplementary textbooks (in sets or partial sets) for children of different reading abilities? Yes _____ No _____

3. Do you make use of single library copies of books on subjects related to your units of study? Yes _____ No _____

4. Do you use social studies workbooks? Yes _____ No _____

5. Do you use a standard children's encyclopedia? Yes _____ No _____

B. Check in the column which most nearly approximates your use of the following materials:

	Frequently	Occasionally	Seldom	Never
1. Unprojected still pictures				
2. Lantern slide projectors				
3. Filmstrips				
4. Stereoscopes				
5. Models (small scale replicas of originals)				
6. Authentic specimens (as coins, cotton bolls, arrowheads, and such)				
7. Graphs				
8. Charts				
9. Posters				
10. Globe				
11. Large wall map				
12. Small individual maps				
13. Motion pictures				
14. Radio				
15. Records and transcriptions				
16. Recorder (for making records of actual class proceedings				

C. Name five materials of instruction listed in either of the preceding sections which you have observed your class to accept with the most enthusiasm in the course of a social studies unit:

A SURVEY OF THE STATE OF TEXAS

1890

A. HOOKS

1. Indicate the year of the survey.
2. Do you know the name of the person who made the survey?
3. Do you know the name of the person who made the survey?
4. Do you know the name of the person who made the survey?
5. Do you know the name of the person who made the survey?
6. Do you know the name of the person who made the survey?
7. Do you know the name of the person who made the survey?
8. Do you know the name of the person who made the survey?
9. Do you know the name of the person who made the survey?
10. Do you know the name of the person who made the survey?

1. Do you know the name of the person who made the survey?
2. Do you know the name of the person who made the survey?
3. Do you know the name of the person who made the survey?
4. Do you know the name of the person who made the survey?
5. Do you know the name of the person who made the survey?
6. Do you know the name of the person who made the survey?
7. Do you know the name of the person who made the survey?
8. Do you know the name of the person who made the survey?
9. Do you know the name of the person who made the survey?
10. Do you know the name of the person who made the survey?
11. Do you know the name of the person who made the survey?
12. Do you know the name of the person who made the survey?
13. Do you know the name of the person who made the survey?
14. Do you know the name of the person who made the survey?
15. Do you know the name of the person who made the survey?

6. How many times has the survey been made?

the person who made the survey

of a certain number of

Jackson School
3750 Platt Avenue
Fresno, California

Dear Fellow Teacher:

Through your principal I am requesting your help in a survey which I am making of the interests of children in the teaching materials of the social studies. This involves also a study of the types of materials used at the various grade levels.

Since I am interested only in the results of the collected data, neither your name nor that of your school will be used in the study. An indication of the grade you teach is all that is required.

For your ease in completing it, this data sheet is so arranged that your answers can be given by a single check mark in every part except section C. Here a simple listing of five of the materials will be sufficient.

I shall be most grateful if you will finish this form and return it to your principal as soon as possible.

Sincerely yours,

FIGURE 4

LETTER ACCOMPANYING QUESTIONNAIRES SENT TO TEACHERS

questionnaire, as well as the children's questionnaire, were checked and approved by the investigator's supervising principal and the associate superintendent in charge of curriculum for the school system.

Section A of the questionnaire deals with the use of books and other printed materials. State textbooks, it has been pointed out, are issued to every public school in California so the question of how, not if, they are used became the pertinent one. This question is followed by those inquiring as to the use of supplementary texts, library books, workbooks, and encyclopedias. This last item was specifically named as children's encyclopedias since they are known to be the only type provided for use in the elementary schools of the system. In applying the test of availability, workbooks may be considered to some extent an exception since they are not supplied by the State. However, they were included in the questioning in an attempt to discover whether any teachers considered them sufficiently worth-while to secure them by some other means. Such a means might be the ordering, along with other school supplies, of master copy workbooks for use with duplicating machines.

The second section of the questionnaire takes up the frequency of use of the materials commonly termed as audio-visual aids. The list was made somewhat more

questionnaire, as well as the
choice and approval of the
principal and the committee
concerning the same.

Section 1. The purpose of this
book is to provide a
basis for the study of the
principles of the

Chapter 1. The purpose of this
book is to provide a
basis for the study of the
principles of the

Section 2. The purpose of this
book is to provide a
basis for the study of the
principles of the

Section 3. The purpose of this
book is to provide a
basis for the study of the
principles of the

Section 4. The purpose of this
book is to provide a
basis for the study of the
principles of the

Section 5. The purpose of this
book is to provide a
basis for the study of the
principles of the

Section 6. The purpose of this
book is to provide a
basis for the study of the
principles of the

detailed than that used in the children's inventory in order to determine a little more definitely the range of teacher utilization of these aids. Allowance for four possible responses were made: "frequently" as meaning often, "occasionally" with the meaning of being now and then, "seldom" as meaning rarely, and "never." These terms, it is understood, are relative, but it was not expected that teachers could be much more specific in their indication of usage.

Again, in the final section, as in the children's questionnaire, provision was made for a listing of children's more enthusiastic preferences as observed by teachers in their presentation of materials.

Distribution of the questionnaires. A sufficient number of questionnaires for the teachers of grades four, five, and six was mailed to the principal of each of the city's twenty-three elementary schools with the request that they be distributed to the teachers in those grades. These forms were later collected by the principals and returned by mail. From all but one of the schools contacted there was a partial or complete return of the questionnaires within a few weeks' period. Since this represented an approximate 85 per cent of those originally sent out, no follow-up of those missing was considered necessary.

...detailed that ...
...order to determine ...
...teacher utilization of ...
...also responses ...
...“consequently” ...
...“which” ...
...in understanding ...
...teachers could be ...
...of cases.

...again, in the ...
...questionnaire ...
...data's ...
...teachers in their ...

Utilization of the questionnaire
...number of questionnaires ...
...five, and ...
...of a twenty-five ...
...that they ...
...These forms were ...
...turned by mail. ...
...there was a ...
...action within a ...
...an approximate ...
...no follow-up of ...

CHAPTER III

ANALYSIS OF THE RESULTS OF THE CHILDREN'S QUESTIONNAIRES

A direct approach to the discovery of children's interests in the teaching materials of the social studies can now be undertaken through an examination of the responses children themselves have recorded on the questionnaires. This chapter is devoted to an organization and presentation of the data collected by this means and a study of the data's significance.

Of the 4,500 children in grades four, five, and six throughout the city, a sampling of 1,076 represents slightly more than twenty per cent. A breakdown of the total number of children participating in the survey yields the following figures:

Fourth grade	326
Fifth grade	386
Sixth grade	<u>364</u>
Total	1076

I. TREATMENT OF DATA OBTAINED FROM QUESTIONS

Presentation of the data. Since the number of questionnaires returned by each grade varied and occasional papers were found on which particular items, for some reason, had not been checked, it has appeared advisable for

REPORT

TESTIMONY

ANALYSIS OF THE RESULTS OF THE TESTIMONY

A direct comparison of the results of the testimony

reveals in the results of the testimony

not be understood as a statement of the results

of the testimony, but as a statement of the results

This chapter is devoted to the results of the testimony

of the data collected by the testimony

data is significant.

Of the 4,000 children in the study, 1,000 were

examined in the study, and the results of the

slightly more than 1,000 children in the study

total number of children in the study is 1,000

the following table:

1. 1,000	2. 1,000
3. 1,000	4. 1,000
5. 1,000	6. 1,000
7. 1,000	8. 1,000
9. 1,000	10. 1,000

I. SUMMARY OF THE RESULTS OF THE TESTIMONY

1. The results of the testimony

2. The results of the testimony

3. The results of the testimony

4. The results of the testimony

the sake of more accurate comparison to express the varying degrees of interest not only as the exact number of responses to each interest rating but also as a percentage of the total number of responses made for the item under consideration. These percentages are given correct to the nearest whole number. Greater accuracy obtained by the addition of decimal fractions would only make the reading more difficult, it was felt.

Table I shows the complete questionnaire with the results of the tabulation expressed by grades for each item in each of the three interest ratings. Using this table as a master source of data, Figures 5, 6, and 7 have been constructed as means of further interpretation of the questionnaire results.

These Figures cover only items 1 through 9 since those questions had given opportunity for the expression of degrees of interest. Items 10, 11, and 12 had provided for the choice of materials or course of action and, as a result, must be considered separately.

The children's choice of responses for the first nine items were accepted as expressing the following degrees of interest:

TABLE I

FREQUENCY OF RESPONSES ACCORDING TO INTERESTS OF CHILDREN
IN SOCIAL STUDIES TEACHING MATERIALS

Question	Possible response*	Numbers and percentages** by grades					
		4th		5th		6th	
		No.	%	No.	%	No.	%
1. Do you look carefully at the pictures on your bulletin board?	(1)	235	72	240	62	216	59
	(2)	84	26	129	34	139	38
	(3)	7	2	17	4	9	3
2. Do you read things posted on your bulletin board?	(1)	154	47	188	49	158	43
	(2)	135	42	164	42	178	49
	(3)	37	11	54	9	28	9
3. If you have a radio program at school, do you listen carefully?	(1)	223	82	251	74	282	79
	(2)	37	13	67	20	68	19
	(3)	13	5	20	6	9	2
4. If phonograph records are played for you at school, do you listen closely?	(1)	246	75	307	81	253	70
	(2)	71	22	65	17	95	26
	(3)	9	3	9	2	16	4
5. When you can, do you choose library books to read that tell about people and places you study in social studies?	(1)	134	41	88	23	76	21
	(2)	132	41	205	53	164	45
	(3)	58	18	93	24	124	34
6. How often would you like your whole class to study together the same lesson in a book?	(1)	206	63	212	55	204	56
	(2)	91	28	142	37	110	30
	(3)	29	9	32	8	50	14

* Possible responses:

- (1) Most of the time
- (2) Sometimes
- (3) Hardly ever

** These percentages are given correct to the nearest whole number.

REPLY TO THE FOLLOWING QUESTIONS IN THE SPACE PROVIDED

QUESTIONS	ANSWERS
1. Do you have a car?	
2. Do you have a house?	
3. Do you have a job?	
4. Do you have a family?	
5. Do you have a pet?	
6. Do you have a garden?	
7. Do you have a car?	
8. Do you have a house?	
9. Do you have a job?	
10. Do you have a family?	
11. Do you have a pet?	
12. Do you have a garden?	

1. Do you have a car?
2. Do you have a house?
3. Do you have a job?

These questions are to be answered in the space provided.

TABLE I (continued)

FREQUENCY OF RESPONSES ACCORDING TO INTERESTS OF CHILDREN
IN SOCIAL STUDIES TEACHING MATERIALS

Question	Possible response	Numbers and percentages by grades					
		4th		5th		6th	
		No.	%	No.	%	No.	%
7. Do you like to use questions listed in books to help you learn about people and places?	(1)	185	57	169	44	120	33
	(2)	113	35	154	40	155	43
	(3)	27	8	62	16	89	24
8. Do you like to use an encyclopedia?	(1)	156	48	219	57	179	50
	(2)	97	30	107	28	115	32
	(3)	70	22	57	15	66	18
9. If you find things at home which help show or tell about what you are studying, do you bring them to school?	(1)	144	44	124	32	112	31
	(2)	112	35	154	40	130	36
	(3)	67	21	107	28	122	33
10. If you were going to make something for your social studies, which would you rather make?	(1) Models	148	46	178	47	159	44
	(2) Posters or pictures	104	32	104	28	104	29
	(3) Maps and charts	69	22	93	25	99	27
11. If you want to find out where a place is, which would you rather use?	(1) Globe	96	30	125	32	87	24
	(2) Wall map	180	55	200	52	205	56
	(3) Map in a book	49	15	60	16	71	20
12. Which helps you best to understand about people and places?	(1) Movies	257	79	308	82	323	89
	(2) Film-strips	33	10	50	13	26	7
	(3) Lantern slides	36	11	20	5	14	4

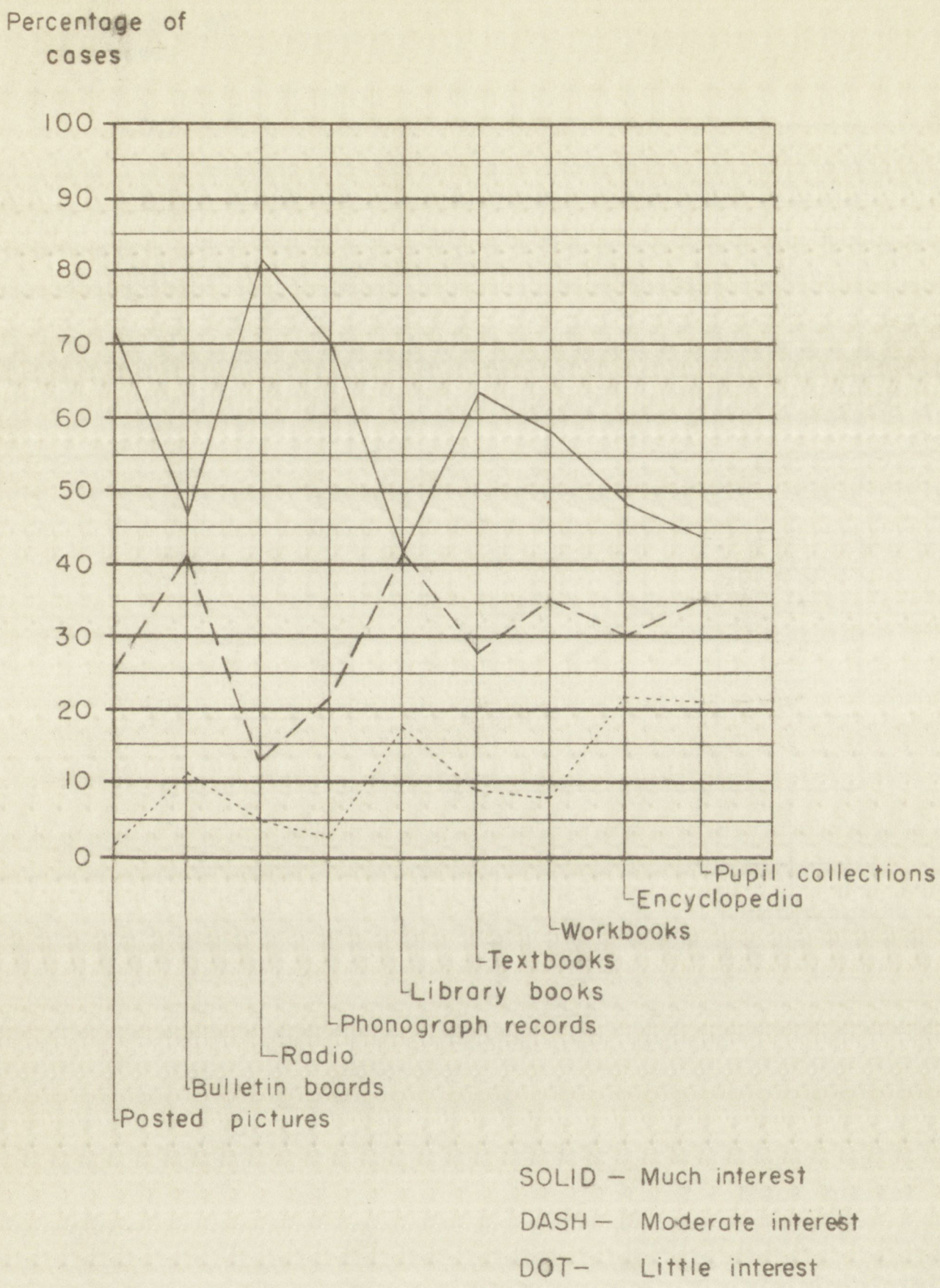


FIGURE 5
DISTRIBUTION OF THE INTERESTS
OF 326 FOURTH GRADE PUPILS

Percentage of
cases

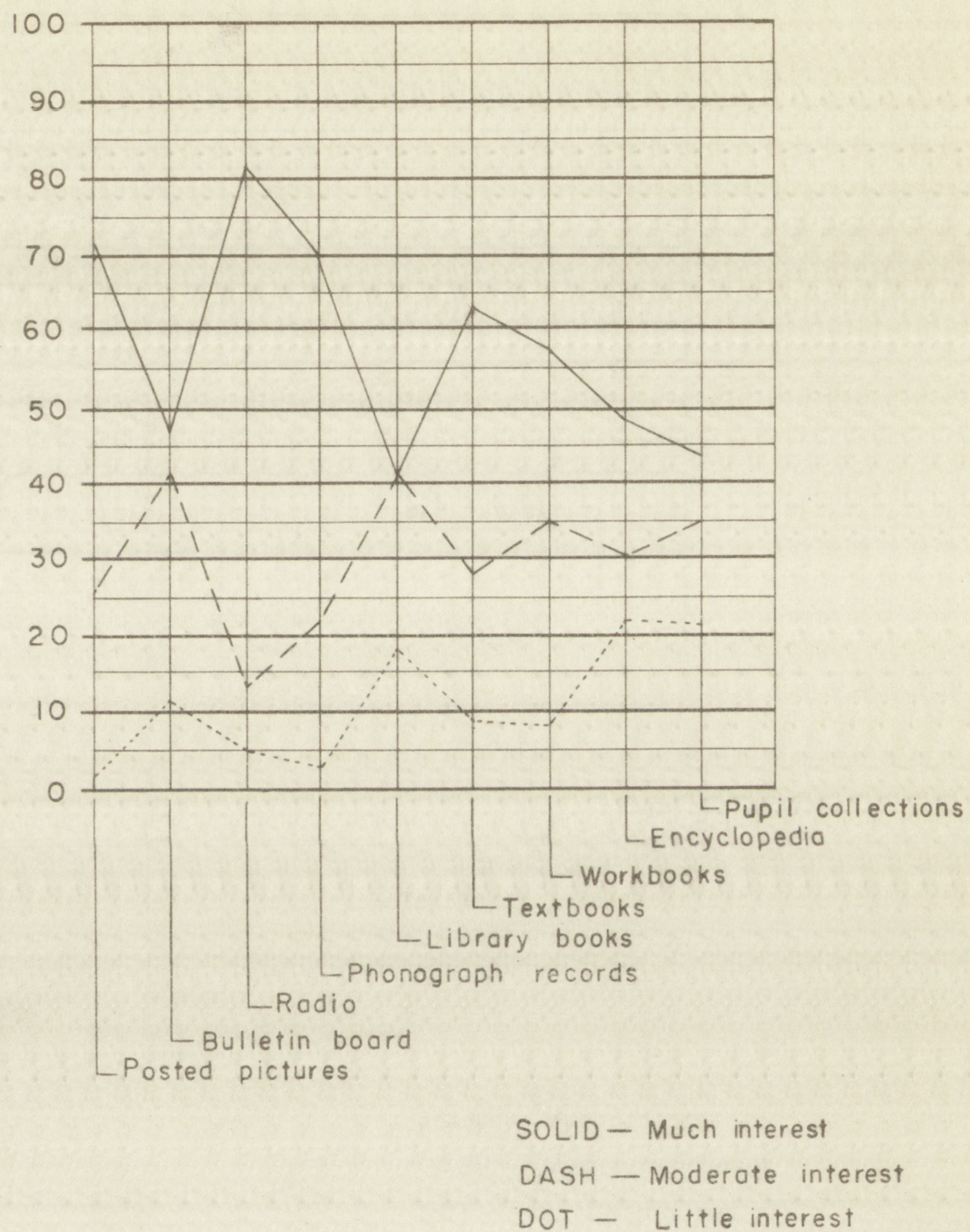


FIGURE 6
DISTRIBUTION OF THE INTERESTS
OF 386 FIFTH GRADE PUPILS

THE STATE OF TEXAS, COUNTY OF DALLAS, ss. I, the undersigned, a Notary Public in and for the State of Texas, do hereby certify that the within and foregoing is a true and correct copy of the original of the same, as the same appears from the records of the County of Dallas, State of Texas, in and to which said original is duly recorded.

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of said County, at Dallas, Texas, this 1st day of January, 1901.

NOTARY PUBLIC IN AND FOR THE STATE OF TEXAS.

My Comm. Expires Jan. 1, 1902.

My Comm. No. 12345.

My Comm. No. 12345.

My Comm. No. 12345.

My Comm. No. 12345.

My Comm. No. 12345.

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My Comm. No. 12345.

My Comm. No. 12345.

Most of the time much interest

Sometimes moderate interest

Hardly ever little interest

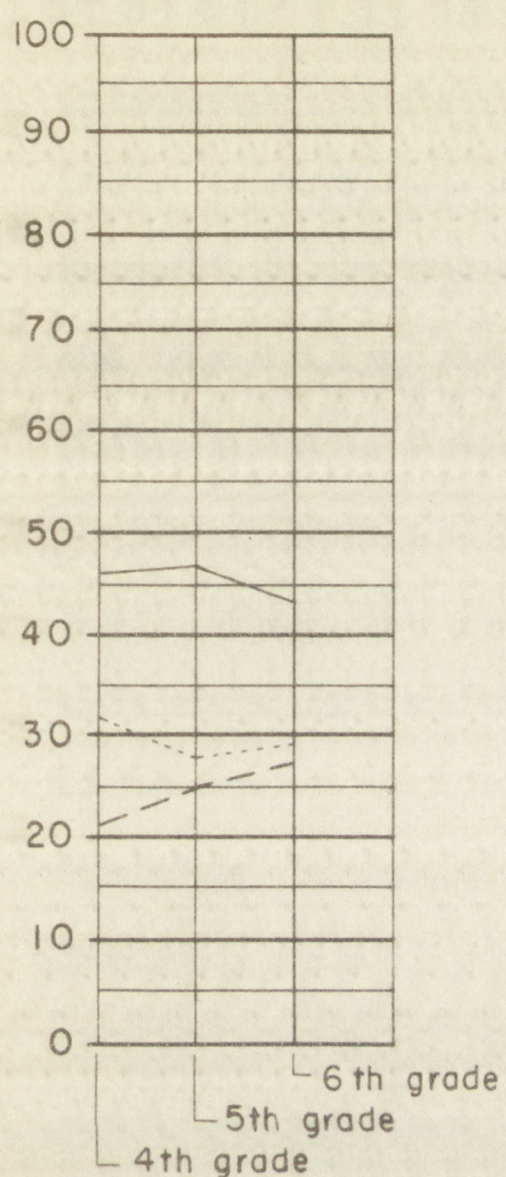
These degrees are so indicated on Figures 5, 6, and 7.

The preceding Figures have presented graphically the degrees of interest expressed by children for the materials covered in the first nine questions of the survey. In order to account for the preferences indicated in the remaining three questions, Figure 8 has been prepared.

Interpretation of the data. A study of Figure 5 (See page 31.) reveals the distribution of interests for fourth grade children. The greatest percentage expressed "much interest" in each of the items. This degree of interest ranged, however, from a high of 82 per cent for radio to a low of only 41 per cent for library books.

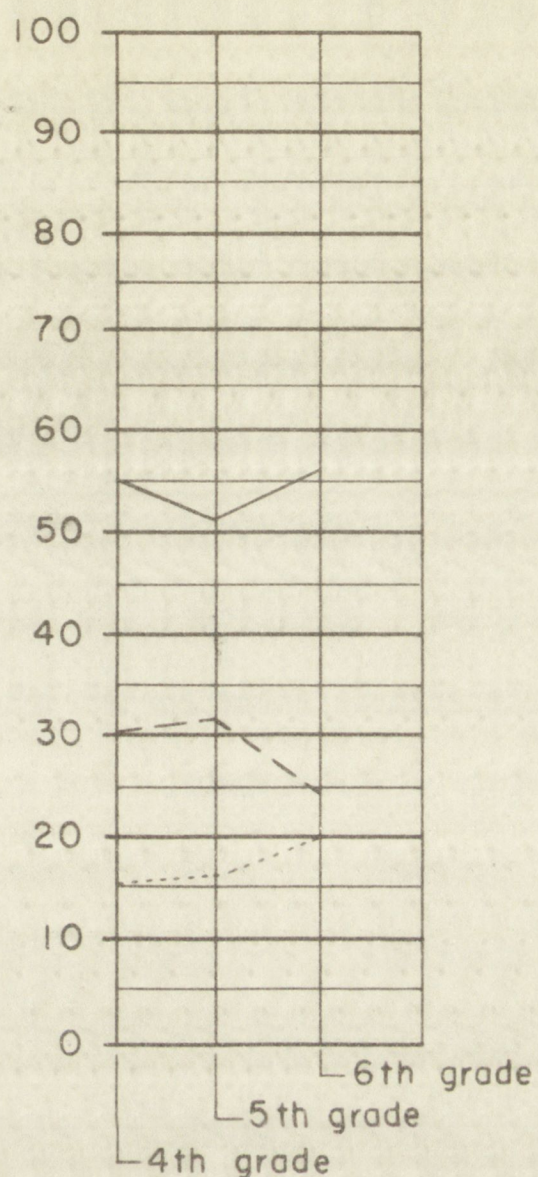
In descending order of percentages expressing "much interest" in the different materials, the items can be listed as: radio, posted pictures, records, textbooks, workbook exercises, encyclopedias, printed materials on bulletin boards, pupil collections, and library books. Only a small number expressed "little interest" in posted pictures, whereas the high number for this level of interest was centered on encyclopedias. This was still markedly below the number expressing "much interest" in the same item.

Percentage of
cases



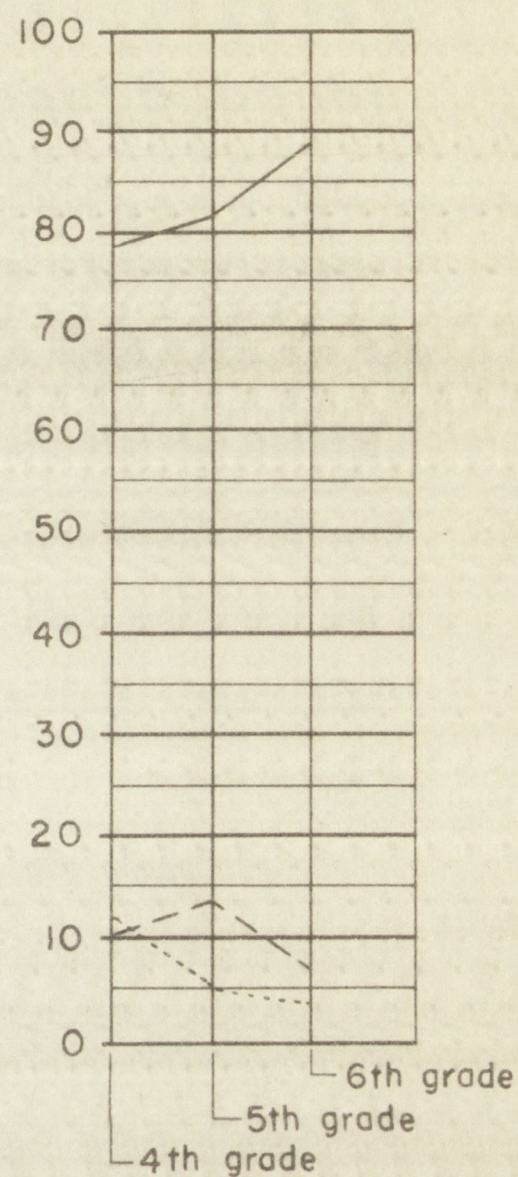
Choice of construction

SOLID — Models
DASH — Maps
DOT — Pictures
Posters



Material for use

SOLID — Wall map
DASH — Globe
DOT — Small map

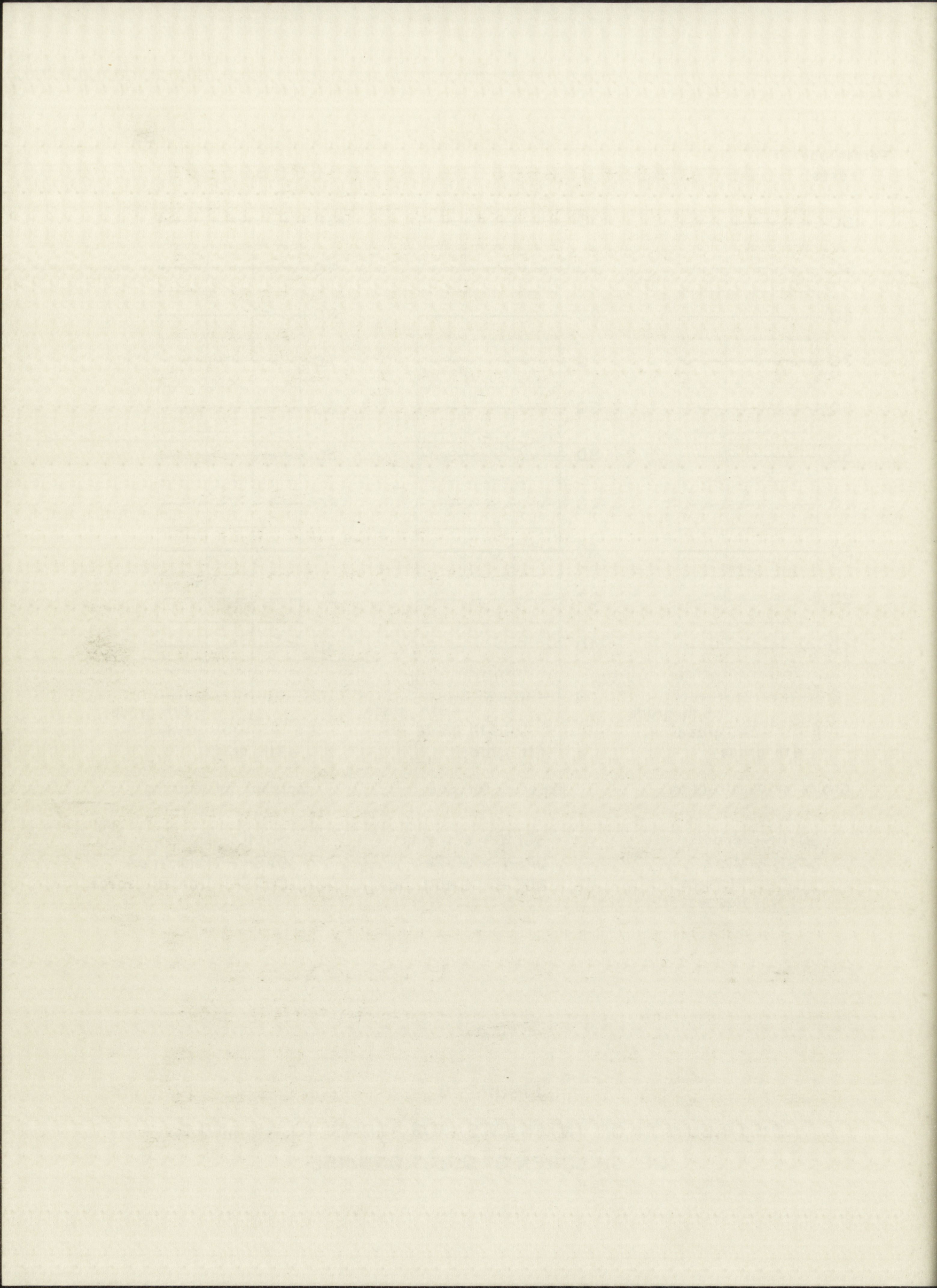


Material for learning

SOLID — Movies
DASH — Filmstrips
DOT — Lantern slides

FIGURE 8

DISTRIBUTION OF INTERESTS FOR ITEMS 10, 11, AND 12
OF CHILDREN'S QUESTIONNAIRE



In a study of Figure 6 (See page 32.) which deals similarly with the distribution of fifth grade children's interests, it is evident that "much interest" in all the items is not the rule. The number expressing "much interest" falls below "moderate interest" in library books and the making of pupil collections. More children in the fifth than in the fourth grade appeared willing to admit to the degree of "little interest", again chiefly for library books and pupil collections. Wider divergences of interests are also to be noted. Arranging the items for fifth grade children in a descending order of percentages claiming "much interest", the following list results: records, radio, posted pictures, encyclopedias, textbooks, printed material on bulletin boards, workbook exercises, pupil collections, and library books.

Figure 7 (See page 33.) shows graphically the interests of the sixth grade children. More children showed only "moderate interest" in printed materials posted on bulletin boards, library books, workbook exercises, and pupil collections than those claiming "much interest" in the same materials. In the case of library books and pupil collections, more children expressed "little interest" than those indicating the other degrees of interest. Considering again a descending order of items attracting "much interest", the listing takes this arrangement: radio,

records, posted pictures, textbooks, encyclopedias, reading materials on bulletin boards, workbook exercises, pupil collections, and library books.

From Figure 8 it can be observed that a very high percentage in each grade chose motion pictures as a medium of understanding about peoples and places. Lantern slides, by comparison, drop to an extremely low position.

Wall maps were the preference of a considerable majority in all three grades over the use of globes and small maps.

In the area of possible types of construction, the making of models carried the greatest appeal with the making of posters and pictures next but followed closely by map and chart construction.

II. REQUESTS FOR MATERIALS

Treatment of the data. In the final section of the questionnaire, the children were asked to name two materials previously mentioned which they would like to have, or use, more often. Every response, with the exception of irrelevant items or those not made clear enough for an understanding of what was intended, were originally recorded. However, it was discovered that eleven items received the major attention; and consequently, those items requested by not more than one or two children were dropped from

BOLD

COBBY 2 VITE



records, posted by the
materials in the
collections, and the
Your figure 2 is
percentage is also
of understanding and
by comparison, and
will make sure
majority in all
small made.

In the event of
making of models
line of persons
map and small
consequently.

III. PROCEEDING WITH THE

Treatment of the
questionnaire, the
previously mentioned
there often
even if one
standing of what
However, it was
major attention,
by not more than one

the list. Table II shows the materials requested most frequently.

In order to interpret exactly what materials were rated highest by children and in what order, a weighted frequency listing was devised for each grade. A particular item was selected. The number of times the material was given first choice by the grade being studied was multiplied by the number one. The number of times the material was listed as second choice was multiplied by two. It was then assumed that the remaining number of children in the grade had rated the material in at least third place and that number of children was computed. The number was then multiplied by three. Adding the three products and dividing the sum by the number of children for the entire grade provided a number which can be regarded as an index of the material's popularity. All eleven items were thus treated for each of the three grades. These index figures were used to classify the materials in an order of preference, and the results are set forth in Table III. The final column of the Table shows the results of averaging the index figures for each material and thus indicates the order of preference for all three grades.

the list. Table III shows the results of the analysis.

Results.

In order to determine the effect of the treatment

on the growth of the plants, the following experiment was conducted.

The plants were divided into two groups, one of which was treated

with the treatment and the other with the control.

At the end of the experiment, the plants were measured and the results

are given in Table III. The results show that the treatment

had a significant effect on the growth of the plants.

It was then assumed that the treatment had a significant effect

on the growth of the plants and the results are given in Table III.

The results show that the treatment had a significant effect

on the growth of the plants and the results are given in Table III.

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The results show that the treatment had a significant effect

on the growth of the plants and the results are given in Table III.

It was then assumed that the treatment had a significant effect

on the growth of the plants and the results are given in Table III.

Results.

TABLE II

FREQUENCY OF CHILDREN'S REQUESTS FOR MATERIALS

Material		Number of times requested in each grade		
		4th	5th	6th
Encyclopedias	First choice	26	14	14
	Second choice	39	16	22
Filmstrips	First choice	10	6	7
	Second choice	14	9	17
Globe	First choice	7	16	5
	Second choice	10	24	8
Lantern slides	First choice	11	3	2
	Second choice	16	4	5
Library books	First choice	13	13	7
	Second choice	21	12	12
Models	First choice	50	66	46
	Second choice	29	65	36
Movies	First choice	135	150	155
	Second choice	74	84	81
Posters and pictures	First choice	21	23	18
	Second choice	29	30	22
Radio	First choice	12	6	17
	Second choice	6	21	25
Records	First choice	5	15	11
	Second choice	12	12	17
Wall maps	First choice	22	26	26
	Second choice	42	43	46

INVENTORY OF THE ...

Material	
Expenditures	
Eliminations	
Globe	
Landmark films	
Library books	
Models	
Movies	
Posters and flyers	
Radio	
Records	
Self maps	

TABLE III

WEIGHTED FREQUENCY OF CHILDREN'S
REQUESTS FOR MATERIALS

Fourth Grade		Fifth Grade		Sixth Grade		Average for all	
Movies	1.88	Movies	2.00	Movies	1.92	Movies	1.93
Models	2.60	Models	2.48	Models	2.64	Models	2.57
Encyclopedias	2.72	Posters and pictures	2.70	Wall maps	2.73	Wall maps	2.75
Wall maps	2.73	Wall maps	2.80	Radio	2.83	Posters and pictures	2.77
Posters and pictures	2.77	Globe	2.82	Posters and pictures	2.84	Encyclopedias	2.82
Library books	2.85	Encyclopedias	2.88	Encyclopedias	2.86	Radio	2.88
Film-strips	2.89	Records	2.89	Records	2.88	Library books	2.89
Radio	2.90	Library books	2.90	Film-strips	2.91	Records	2.90
Records	2.93	Radio	2.91	Library books	2.92	Film-strips	2.91
Lantern slides	2.94	Film-strips	2.94	Globe	2.95	Globe	2.91
Globe	2.96	Lantern slides	2.97	Lantern slides	2.97	Lantern slides	2.96

Note: Numbers after the materials listed are index figures computed on the basis of frequency for first and second choices.

Interpretation of the data. In all grades it can be observed that movies are extremely popular as indicated by the frequency of requests for more of them. Models hold a similarly consistent place as second choice. For the remainder of the items the spread between the index figures of popularity ratings becomes less pronounced. Lantern slides in each listing occupy either the lowest or next to lowest rating.

A marked deviation from the other two grades' rating is to be noted in fourth grade children's requests for more use of encyclopedias. It has third place on their list while fifth and sixth grade children accord such usage only sixth place in their preferences. On the other hand, fifth grade children asked more frequently for globes than the other grades. Radio received its greatest approval in the requests made by sixth grade children.

Variations in the place ratings according to the frequency of requests made for the other materials were not so noticeable and the averages for all three grades can be listed in descending order as movies, models, wall maps, posters and pictures, encyclopedias, radio, library books, records, filmstrips, globes and lantern slides.

III. CONCLUDING STATEMENT

This Chapter has set forth the interests of children in materials of the social studies through two methods of approach. The first utilized the responses children made to questions about specific materials. The second gave the children an opportunity to name two of their favorite materials from all those suggested. To review briefly only the extremes of the interest ratings previously noted, movies, models, and large maps received high approval in both types of response. Lantern slides were consistently rejected by the majority. Although variations occurred in some cases, on the whole, the rise and fall of interests for materials in the three grades was much the same, so that no one material could be considered the exclusive interest of a particular grade. Fourth grade children appeared to be generally more enthusiastic for all materials whereas fifth and sixth grade children tended toward more conservative answers. This may, however, be evidence of more critical consideration on the part of older pupils.

CHAPTER IV

ANALYSIS OF THE RESULTS OF THE TEACHERS' QUESTIONNAIRES

An analysis of teachers' usage of materials can be employed as a less direct method for discovering children's interests in teaching materials since it may be tentatively assumed that teachers will tend to repeat as much as possible those practices which they feel arouse the most interest on the part of their pupils when those materials considered for use meet the other criteria of needs, pupil abilities, and adaptability to the teaching situation. The questionnaires submitted to teachers provide the source of information utilized in this chapter. A discussion of the data follows in terms of extent, treatment, and interpretation.

I. TREATMENT OF THE DATA

Extent of the survey. As it has been previously stated, 128 questionnaires were sent to the principals of the city's twenty-three elementary schools for distribution among the teachers of the fourth, fifth, and sixth grades. This number corresponds to the total number of intermediate grade teachers within the city. Altogether, 110 questionnaires were completed and returned. Of these, however, it was found that sixteen had been given, through

THE [illegible] [illegible]

ANALYSIS OF THE [illegible] [illegible]

IN ANALYSIS OF THE [illegible] [illegible]

EMPLOYED AS A [illegible] [illegible]

OF THE [illegible] [illegible]

RELATIVELY [illegible] [illegible]

MEAN AS [illegible] [illegible]

THE MOST [illegible] [illegible]

INTERESTING [illegible] [illegible]

RESEARCH, [illegible] [illegible]

SITUATION. THE [illegible] [illegible]

THE [illegible] [illegible]

A DISCUSSION OF THE [illegible] [illegible]

RESEARCH, [illegible] [illegible]

THE [illegible] [illegible]

THE [illegible] [illegible]

some error, to second and third grade teachers and were of no value to this study. It can be assumed, then, that only an approximate 87 per cent of the intermediate grade teachers were reached by the questionnaire. From them 94 completed questionnaires were received, or an approximate 85 per cent return was made.

Data from these questionnaires were handled separately by grades and were found to be distributed according to these figures:

Fourth grade	30
Fifth grade	34
Sixth grade	<u>30</u>
Total	94

Forms used in presenting the data. Complete tabulation of the data has been made and recorded. Table IV shows the results in both actual numbers of responses made and percentages based on the total number of responses made for each item for which teachers were asked to indicate their type, or frequency, of usage.

The last section of the questionnaire corresponds to the final section of the children's questionnaire in that it attempts to discover those materials for which children, in this case, were observed to show the most enthusiasm. Each teacher was asked to name five materials.

1030

1030

Some error, as noted, is present in the data.

no value to this study. It is not possible to

only an approximate estimate of the total number of

teachers were reached at the present time.

completed questionnaires were received, and the results

55 per cent of the total was used.

Data from these questionnaires were used in the

study of the effect of the program on the

to these figures:

Fourth grade	100
Fifth grade	100
Sixth grade	100
Seventh grade	100

Some use is made of the data in the

tion of the data has been made and reported.

the results in both actual numbers of responses and

percentages based on the total number of responses

each item for which responses were given to indicate

type of frequency of response.

The last section of the questionnaire is devoted

to the final section of the questionnaire is devoted

that it attempts to discover the effect of the

children, in this case, were observed to have a

program. Each teacher was asked to indicate whether

TABLE IV

FREQUENCY OF USAGE MADE BY TEACHERS OF SOCIAL STUDIES MATERIALS

Material and classification of usage	Grades					
	4th		5th		6th	
	No.	%	No.	%	No.	%
State textbook						
Regular daily assignments	16	53.3	14	43.8	9	31.0
Occasional assignments	12	40.0	17	53.1	11	38.0
Reference purpose only	2	6.7	1	3.1	9	31.0
Total	30		32		29	
Supplementary textbooks						
Used	23	79.3	31	93.9	27	90.0
Not used	6	20.7	2	6.1	3	10.0
Total	29		33		30	
Library books related to units	29	100.0	30	93.8	28	100.0
Used	0		2	6.2	0	
Not used	29		32		28	
Total	29		34		30	
Workbooks						
Used	9	31.0	6	17.6	4	13.3
Not used	20	69.0	28	82.4	26	86.7
Total	29		34		30	
Children's encyclopedias						
Used	11	40.7	31	91.2	29	96.7
Not used	16	59.3	3	8.8	1	3.3
Total	27		34		30	
Unprojected still pictures						
Frequently	19	65.6	21	61.8	15	55.6
Occasionally	8	27.6	9	26.5	9	33.3
Seldom	1	3.4	4	11.7	2	7.4
Never	1	3.4	0		1	3.7
Total	29		34		27	

BATON ROUGE

TO THE BOARD OF

EDUCATION OF THE STATE OF LOUISIANA

Material and Supplies of various kinds					Amount	
					Used	Not used
State textbook					100.00	0.00
Regular daily assignments					10.00	0.00
Occasional assignments					5.00	0.00
Reference material only					5.00	0.00
Supplementary textbooks					10.00	0.00
Used					5.00	0.00
Not used					5.00	0.00
Library books related to course					10.00	0.00
Used					5.00	0.00
Not used					5.00	0.00
Workbooks					10.00	0.00
Used					5.00	0.00
Not used					5.00	0.00
Children's storybooks					10.00	0.00
Used					5.00	0.00
Not used					5.00	0.00
Unexpended at end of year					10.00	0.00
Totals					100.00	0.00

TABLE IV (continued)

FREQUENCY OF USAGE MADE BY TEACHERS OF SOCIAL STUDIES MATERIALS

Material and classification of usage		Grades					
		4th		5th		6th	
		No.	%	No.	%	No.	%
Lantern slides							
Frequently		12	40.0	11	33.3	9	30.0
Occasionally		17	56.7	16	48.5	18	60.0
Seldom		0		6	18.2	3	10.0
Never		1	3.3	0		0	
	Total	30		33		30	
Filmstrips							
Frequently		12	42.9	13	53.0	13	43.3
Occasionally		16	57.1	13	38.2	13	43.3
Seldom		0		3	8.8	4	13.4
Never		0		0		0	
	Total	28		34		30	
Stereoscopes							
Frequently		0		0		0	
Occasionally		7	25.0	5	15.2	4	14.8
Seldom		15	53.6	10	30.3	7	25.9
Never		6	21.4	18	54.5	16	59.3
	Total	28		33		27	
Models							
Frequently		5	17.3	1	3.1	4	15.4
Occasionally		10	34.4	14	43.8	12	46.2
Seldom		9	31.0	9	28.1	2	7.6
Never		5	17.3	8	25.0	8	30.8
	Total	29		32		26	
Specimens							
Frequently		16	53.3	15	44.1	16	55.2
Occasionally		14	46.7	17	50.0	10	34.5
Seldom		0		2	5.9	3	10.3
Never		0		0		0	
	Total	30		34		29	

TABLE IV (continued)

FREQUENCY OF USAGE MADE BY TEACHERS OF SOCIAL STUDIES MATERIALS

Material and classification of usage		Grades					
		4th		5th		6th	
		No.	%	No.	%	No.	%
Graphs							
Frequently		2	7.1	6	17.6	8	28.5
Occasionally		2	7.1	17	50.0	9	32.2
Seldom		9	32.2	8	23.5	8	28.5
Never		15	53.6	3	8.9	3	10.8
	Total	28		34		28	
Charts							
Frequently		4	15.4	7	20.6	9	31.0
Occasionally		8	30.8	21	61.8	15	51.7
Seldom		10	38.4	4	11.7	5	17.3
Never		4	15.4	2	5.9	0	
	Total	26		34		29	
Posters							
Frequently		10	33.3	12	37.5	13	44.8
Occasionally		15	50.0	15	46.9	13	44.8
Seldom		4	13.4	3	9.4	3	10.4
Never		1	3.3	2	6.2	0	
	Total	30		32		29	
Globe							
Frequently		20	66.7	24	72.7	22	78.6
Occasionally		9	30.0	5	15.1	4	14.3
Seldom		1	3.3	2	6.1	2	7.1
Never		0		2	6.1	0	
	Total	30		33		28	
Large wall maps							
Frequently		24	80.0	33	97.1	29	96.7
Occasionally		6	20.0	1	2.9	0	
Seldom		0		0		1	3.3
Never		0		0		0	
	Total	30		34		30	

GOVERNMENT

UNITED STATES DEPARTMENT OF AGRICULTURE

INVESTIGATION OF THE EFFECTS OF THE DRYING OF SOYBEANS

Frequency of usage					Frequency of usage				
Frequently					Frequently				
Occasionally					Occasionally				
Seldom					Seldom				
Never					Never				
Total					Total				
Frequently					Frequently				
Occasionally					Occasionally				
Seldom					Seldom				
Never					Never				
Total					Total				
Frequently					Frequently				
Occasionally					Occasionally				
Seldom					Seldom				
Never					Never				
Total					Total				
Frequently					Frequently				
Occasionally					Occasionally				
Seldom					Seldom				
Never					Never				
Total					Total				
Frequently					Frequently				
Occasionally					Occasionally				
Seldom					Seldom				
Never					Never				
Total					Total				
Frequently					Frequently				
Occasionally					Occasionally				
Seldom					Seldom				
Never					Never				
Total					Total				

TABLE IV (continued)

FREQUENCY OF USAGE MADE BY TEACHERS OF SOCIAL STUDIES MATERIALS

Material and classification of usage	Grades					
	4th		5th		6th	
	No.	%	No.	%	No.	%
Small individual maps						
Frequently	15	50.0	25	73.6	23	76.7
Occasionally	11	36.7	8	23.5	3	20.0
Seldom	4	13.3	1	2.9	1	3.3
Never	0		0		0	
Total	30		34		30	
Motion pictures						
Frequently	6	20.0	8	24.2	13	43.4
Occasionally	14	46.7	13	39.4	10	33.3
Seldom	7	23.3	10	30.3	3	10.0
Never	3	10.0	2	6.1	4	13.3
Total	30		33		30	
Radio						
Frequently	8	27.6	12	37.5	10	34.5
Occasionally	9	31.0	8	25.0	15	51.7
Seldom	7	24.1	10	31.3	2	6.9
Never	5	17.3	2	6.2	2	6.9
Total	29		32		29	
Records and transcriptions						
Frequently	3	10.7	3	9.1	8	27.6
Occasionally	17	60.7	13	39.4	12	41.4
Seldom	7	25.0	10	30.3	6	20.7
Never	1	3.6	7	21.2	3	10.3
Total	28		33		29	
Recorder						
Frequently	1	3.9	0		1	3.7
Occasionally	0		2	5.9	2	7.4
Seldom	0		2	5.9	5	18.5
Never	25	96.1	30	88.2	19	70.4
Total	26		34		27	

No attempt has been made to assign a place rating according to choice, as first or second, to the materials. Table V presents a simple tally of the number of times the material was mentioned in the collected questionnaires.

II. INTERPRETATION OF THE DATA

In the order of their appearance on the questionnaire, the responses concerning the use of the various materials can now be studied more closely.

Use of printed materials. From a consideration first of the printed materials, it is to be noted that fourth grade teachers depend somewhat more heavily on the practice of regular daily assignments in textbooks than the other grade teachers. On the other hand, more sixth grade teachers indicated a use of textbooks as one of reference only. However, in combining the responses for all three grades it is found that approximately 43 per cent use textbooks for regular assignments, 44 per cent for occasional assignments, and 13 per cent for reference purposes only.

Fifth and sixth grade teachers appear to tend somewhat more to the use of supplementary textbooks than fourth grade teachers. Of all the teachers, 88 per cent said they made use of supplementary textbooks.



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TABLE V

TEACHER-OBSERVED PREFERENCES OF CHILDREN

Material	Number of times mentioned by teachers of each grade			
	4th	5th	6th	Total
Movies	14	17	21	52
Wall maps	14	23	13	50
Specimens	9	22	16	47
Filmstrips	10	22	14	46
Posters and pictures	14	15	11	40
Radio	8	17	10	35
Models	6	9	13	28
Lantern slides	12	6	6	24
Globes	4	12	4	20
Small maps	2	7	6	15
Library books	8	5	1	14
Records	6	2	6	14
Textbooks	3	2	2	9
Reference books	1	4	3	8
Charts	1	1	5	7
Encyclopedias	0	1	6	7
Stereoscopes	2	1	0	3
Workbooks	0	1	2	3
Recorder	0	0	2	2
Still films	2	0	0	2
Graphs	0	0	1	1

The percentage of those using library books on subjects related to social studies units was even higher with an approximate 98 per cent signifying such use. This practice was rather evenly distributed among the three grades.

The popularity of workbooks at first glance appears to be repudiated. However, in view of the fact previously stated that they are not provided along with state textbooks, the observation that 20 per cent of the teachers still said that they used them becomes somewhat more significant. Whether more teachers would consider them worth using if they were available is a question that can not be answered here. Some teachers added notes to the effect that they used notebooks similar in content to workbook exercises. Others, without making this clarification may have placed a like construction on the question.

Children's encyclopedias were checked as being used in 78 per cent of the classes. They were shown to be used considerably less in the fourth grade than in the fifth and sixth grades.

Use of audio-visual materials. The remaining questions on the forms submitted to the teachers dealt with those materials more generally regarded as audio-visual in contrast to those already discussed as printed materials.

The purpose of this study was to determine the effect of the use of the word "and" in the opening sentence of a paragraph on the reader's impression of the writer's personality. The subjects were 25 college students, 12 males and 13 females, who were given a questionnaire to complete after reading the material.

The results of the study showed that the use of the word "and" in the opening sentence of a paragraph had a significant effect on the reader's impression of the writer's personality. The subjects who read the material with the word "and" in the opening sentence gave a more favorable impression of the writer's personality than the subjects who read the material without the word "and" in the opening sentence. This was true for both males and females. The subjects who read the material with the word "and" in the opening sentence also gave a more favorable impression of the writer's personality than the subjects who read the material without the word "and" in the opening sentence. This was also true for both males and females. The results of the study suggest that the use of the word "and" in the opening sentence of a paragraph can be used as a technique to create a more favorable impression of the writer's personality.

Use of the word "and" in the opening sentence of a paragraph had a significant effect on the reader's impression of the writer's personality. The subjects who read the material with the word "and" in the opening sentence gave a more favorable impression of the writer's personality than the subjects who read the material without the word "and" in the opening sentence. This was true for both males and females. The subjects who read the material with the word "and" in the opening sentence also gave a more favorable impression of the writer's personality than the subjects who read the material without the word "and" in the opening sentence. This was also true for both males and females. The results of the study suggest that the use of the word "and" in the opening sentence of a paragraph can be used as a technique to create a more favorable impression of the writer's personality.

In this part of the questionnaire four possible responses (frequently, occasionally, seldom, and never) were given for the teacher's choice in indicating the manner of using the material. These results are given in Table IV to which reference has already been made. In a review of these figures to observe any particular variations from grade to grade, none is especially noticeable except possibly in the cases of graphs and charts where the number of teachers admitting to their frequent and occasional use increases through the fifth and sixth grades.

If the four types of responses are divided arbitrarily into two classes with the first including frequent and occasional use of the materials and the second including those designated as seldom or never, a somewhat easier examination of the frequency of use can be made. With this in mind, Table VI has been prepared. A study of the Table reveals that teachers make considerable use of unprojected still pictures, lantern slides, filmstrips, specimens, globes, and both large and small maps. The frequency of these usages are not directly in line with the preferences expressed by children. In defense of the greater use of filmstrips, lantern slides, and still films over movies, which were the choice of children, it may be suggested that movies on a desired subject are not always as readily available as the other less expensive types of

TABLE VI

PERCENTAGES OF TEACHERS' USE OF AUDIO-VISUAL MATERIALS

Material used	Percentage of teachers using the material	
	Frequently or occasionally	Seldom or never
Unprojected still pictures	90.0	10.0
Lantern slides	89.2	10.8
Filmstrips	92.4	7.6
Stereoscopes	18.2	81.8
Models	52.9	47.1
Specimens	94.6	5.4
Graphs	47.3	52.7
Charts	71.9	28.1
Posters	85.7	14.3
Globe	92.5	7.7
Large wall maps	98.9	1.1
Small individual maps	93.6	6.4
Motion pictures	68.8	31.2
Radio	68.9	31.1
Records and transcriptions	62.2	37.8
Recorder (for making records of actual class proceedings)	6.9	93.1

EXPLANATION OF TERMINOLOGY

Materials used in the construction of the building are listed in the following table. The materials are listed in the order in which they are used in the construction of the building.

Unpainted steel	10.0	10.0
Painted steel	10.0	10.0
Aluminum	10.0	10.0
Steel joists	10.0	10.0
Roofs	10.0	10.0
Spikes	10.0	10.0
Clips	10.0	10.0
Brackets	10.0	10.0
Clips	10.0	10.0
Large wall nails	10.0	10.0
Small nails	10.0	10.0
Roofing	10.0	10.0
Roofing and waterproofing	10.0	10.0
Roofing (for water)	10.0	10.0
Roofing (for water)	10.0	10.0

TOTAL

TOTAL

TOTAL



projected materials. For some teachers the operation of a movie projector may be difficult. Neither do teachers appear to use models in proportion to children's expression of interest. On the other hand, teachers report that they do use large maps more than they use globes and small maps. Children have shown a similar preference.

Also to be noted from Table VI are the high percentages of those teachers describing their use of recorders and stereoscopes as being either seldom or never. Possible reasons, which must go without verification in this study can be advanced for the slight utilization of these two materials. Stereoscopes, although they have been observed incidentally as possessing appeal to children's interests, have been found on many occasions to carry such out-dated pictorial information as to cause their rejection by many teachers. On the other hand, the comparative newness and the degree of skill required for its operation may have deterred teachers from experimenting with the recorder as a teaching device. These reasons, it must be repeated, are offered only as possible explanations.

Comparison of observed preferences and children's expressed preferences. With reference to Table III (See page 40.) which shows children's preferences and to Table V (See page 51.) which lists the preferences teachers have

observed, some comparisons can be drawn. However, care should be used in taking these comparisons too literally. The expressions of children's interests are, by nature of the study, those of selected groups only which were considered representative of all the children. Teachers' observations, on the other hand, represent much more closely the opinions of all the intermediate grade teachers and thus, in turn, more children. Furthermore, the children's listing is the result of a weighted frequency of choice, while that of the teachers offers only a tabulation of the number of times an item was mentioned. With these facts in mind, a brief examination of Table VII can be undertaken.

Both lists of preferences are headed by movies. Teachers failed to place as high a rating on the appeal of models, encyclopedias, and records as the children had placed on such interests. On the other hand, it appears that teachers presume a greater interest in filmstrips than the children admit. The term specimen was not used in the children's questionnaire due to the difficulty of explaining briefly what was meant. Thus there was no opportunity for the inclusion of this item in the children's list. Otherwise, the list of the eleven materials most frequently mentioned by teachers is similar to the children's list of preferences.

TABLE VII

COMPARISON OF CHILDREN'S EXPRESSED PREFERENCES
AND TEACHERS' OBSERVED PREFERENCES

Order of preference as expressed by children	Order of preference as observed by teachers
movies	movies
models	wall maps
wall maps	specimens
posters and pictures	filmstrips
encyclopedia	posters and pictures
radio	radio
library books	models
records	lantern slides
filmstrips	globe
globes	individual maps
lantern slides	library books

III. CONCLUDING STATEMENT

In this chapter the results of the teachers' questionnaire have been discussed. The general pattern of usage of the materials listed appears to be much the same with some few exceptions. Fifth and sixth grade teachers reported more use of graphs, charts, and small maps than fourth grade teachers. For frequent usage more teachers in the sixth grade indicated motion pictures than teachers in the other two grades. Both fifth and sixth grade teachers indicated higher percentages of use with respect to encyclopedias and supplementary texts. Fourth grade teachers tended somewhat more to the use of textbooks for regular assignments; this was also true in the case of workbooks.

With only slight variations, teachers in all three grades observed much the same preferences for materials among children.

In this chapter the results of the treatment are discussed.

Observations have been made on the effects of the treatment on the behavior of the subjects. In general, the subjects have shown a marked improvement in their behavior. Some few exceptions have been noted, but the majority have shown a marked improvement. The subjects have shown a marked improvement in their behavior, and the results of the treatment are discussed in this chapter.

With only slight exceptions, the results of the treatment are discussed in this chapter. The subjects have shown a marked improvement in their behavior, and the results of the treatment are discussed in this chapter.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

Although some writers and investigators have expressed concern over the slight use teachers make of audio-visual materials, this investigation has brought out the fact that teachers of Fresno are using them in social studies teaching. With the exception of three items (recorders, stereoscopes, and graphs) over 50 per cent of the teachers reported using all the audio-visual materials about which they were questioned either frequently or occasionally. Of the printed materials used, percentages were high for the use of supplementary textbooks, library books, and encyclopedias. Fewer teachers used textbooks for regular daily assignments than those using them for only occasional assignments and reference purposes. A small percentage reported the use of workbooks.

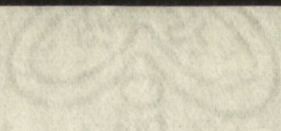
Teachers in all three grades appear to use much the same materials with corresponding frequency. A slight increase in the dependence on textbooks for regular daily assignments could be observed among fourth grade teachers.

Of the audio-visual materials, most dependence seemed to be placed on unprojected still pictures, lantern

slides, filmstrips, specimens, globes, and large and small maps. Using a corresponding number of materials from a listing of children's preferences as observed by teachers, a somewhat different rating results with movies given first place and followed by wall maps, specimens, filmstrips, posters and pictures, radio, and models. It is probable that disparities in the two listings are at least partially due to the lack, in some cases, of suitable materials either in quality or quantity; many teachers commented to the effect that they would use more if they were available. This lack, however, would apply equally to all the schools of the system.

Reviewing in general the interests of children, it can be pointed out that fourth grade children, on the whole, accord a more enthusiastic reception to all the teaching materials than fifth and sixth grade children who tend to moderate their enthusiasm somewhat. However, in all three grades, the rise and fall in degree of interest for all the materials is strikingly similar.

Further attention can be given to the general trends of children's interests with regard to specific materials. The majority showed a high degree of interest in looking at bulletin board displays, but no majority evinced a similar degree of interest in reading the materials placed there. A decided majority expressed their



approval of records and radio. However, they did not particularly care for reading library books connected with their social studies. If textbooks are used a surprising number indicated that they do like studying together the same lesson. An explanation of why this is true cannot be verified at this time.

Only the majority of fourth grade children enjoyed especially the workbook type of exercise. Above the fourth grade, a majority expressed much interest in using the encyclopedia. However, fourth grade children placed encyclopedias rather high on their lists of first and second choices in requesting materials to be used more often.

The making of school collections of materials brought from home or elsewhere did not appear to be particularly appealing. Most children expressed only a moderate interest in such activities. In the case of making such things as models, however, they became quite enthusiastic. Models were also placed high on the lists of requests for more frequent usage.

For locating places, children showed more readiness to use large wall maps in preference to globes and small maps.

In the choice of projected materials, movies were placed far ahead of filmstrips and lantern slides. Similarly, they headed the lists for first and second choices

of requested materials in each grade. If a first, second, and third place listing is made of the materials children ask to use or make more often, movies, models, and maps would be placed in that order.

The argument may be advanced that children like and ask for those materials with which they have had most experience. The evidence in this study casts some doubt on this. It is true only in some cases.

Neither movies nor models were placed high on teachers' lists of frequently used materials; nevertheless, the children have evidenced much interest in them. On the other hand, teachers professed much use of single library books to add to the understanding of people and places studied in the course of teaching units, but children gave a low interest rating to such materials.

II. CONCLUSIONS

In view of these findings, certain conclusions and recommendations can be made.

Children are very much interested in those teaching materials which give them an opportunity to learn by seeing and hearing. Reading is not their preferred medium of learning at this stage of their development. Teachers are aware of these preferences but do not, in actual practice, make as much use of them as the interests demand. This is

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not to be construed, necessarily, as an unwillingness on their part to give greater use to certain materials; instead, the materials may not be readily available.

No recommendations can be made for the reservation of certain materials to particular grades. Interest trends have been shown to parallel each other rather closely through the three grades. Certainly the use of the materials will be adapted to the different capacities of degrees of expected proficiency, but the original appeal seems to be much the same.

The popularity attested for movies, radio, and records indicate that those persons charged with the provision of materials of instruction should devote much attention to these areas. Radio programs should probably be given greater recognition. If they are considered not sufficiently worth-while, a policy of alert, constructive criticism could well replace one of neglect concerning this source of interest appeal for children.

Obviously, an investigation based on a survey, no matter how extensive, of the practices and interests in one city can not be considered as conclusive and representative of all teachers and children in other areas. Nevertheless, it is believed that the study can be used as something of a guide toward an increasing awareness of these interests and a verification, in several instances of

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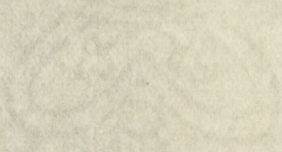
opinions advanced concerning the use of social studies teaching materials. Furthermore, it is hoped that the results here reported may stimulate more constructive action in the way of fitting practices to interests and an effort to improve practices which have not met with sufficient popularity. If, on the other hand, the lack of popularity is found to be deserved, that material may well be discarded. With these purposes in view, the investigation has been conducted. Children's interests, although not the sole criteria for the selection of teaching materials, must be borne constantly in mind if teaching is to reach and maintain its highest level of effectiveness.

opinions advanced concerning the use of animal traction
regarding weather. Furthermore, it is noted that the
guilt here reported may ultimately have been transferred
in the way of lifting attention to the use of animal
to improve production which have not met with sufficient
popularity. If, on the other hand, the use of animal
is found to be desirable, it will be necessary
to make. With these purposes in view, the following
been conducted. Children's interests, especially for the
role of the father for the selection of the best material
be borne sufficiently to make it possible to remain and
maintain the highest level of effort.

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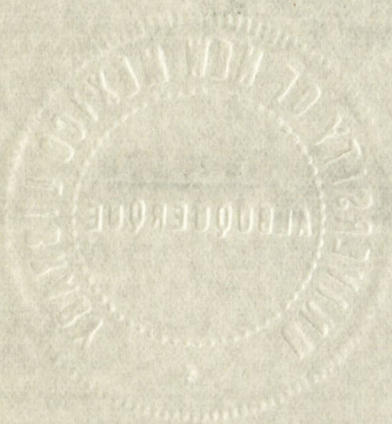
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