

A COURSE OF STUDY IN SOCIAL STUDIES SELECTED FROM PRIMARY READERS

THESIS

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PREFACE

The problem of the thesis is one of collecting and organizing data. The material is found in books and magazines dealing with the subject of social studies and in many primary readers. Such material should be available to teacher and pupil.

The first step has been to study recent books and articles on social studies in an effort to determine the philosophy and objectives of the leaders in the field. After determining the philosophy, objectives, principles and nature of the social studies in primary grades, the second step has been to examine the primary readers for social studies content and to organize the material under the subjects appropriate for the first three grades. The final problem has been one of evaluation of material found.

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Chapter I

THE NATURE AND PURPOSE OF THE SOCIAL STUDIES

In the beginning, it is well to attempt to define the term "social studies".

Quoting from The Social Studies Curriculum - 1936 - Fourteenth Yearbook, Department of Superintendence:

Definitions of terms involving human beings are always vague and more or less false, for the things defined are not isolated things like sticks, stones, and pieces of iron which can be separated in fact from one another. No human action or saying can be actually isolated from actions and sayings that have gone before, that are going on concurrently, and that will go on in the future. The social studies embrace bodies of knowledge and thought pertaining to the relations of human beings - men, women, and children - to one another and to the principal environment in which they live and work. The social studies are all alike in that they deal with human beings in their relations to one another and their physical environment. No sharp line divides the social studies from literature, language, the arts, geography, and the natural sciences. Yet they are concentrated on human relations rather than on matters of grammar, personal appreciation or physical objects.¹

During recent years social studies have come to have a new significance. They now play a leading role in the primary grades and are definitely connected with the child's everyday experiences. It is only quite recently that children are encouraged to express their own thoughts or to form their own conclusions. In the not distant past, they were required to learn facts from a book or from the teacher's recitation of these facts, with little or no regard for their background or experiences.

1. The Social Studies Curriculum, 1936 - Fourteenth Yearbook, Department of Superintendence, p. 53, National Education Association, 1201 16th Street, Washington, D. C.

Grace E. Storm says that the modern movement in education is based upon: (1) a better understanding of the child; (2) a realization that normal children have two outstanding traits - activity and curiosity. In the kindergarten and primary grades the term "social studies" has come to mean an integrated program of community life, geography, social types, civics, and history.²

Miss Storm continues:

The purpose of the social studies is to awaken the child so that he may see and appreciate some of the human relationships which he has experienced. He cannot grasp the far reaching benefits of organized society, but he can learn to appreciate what people do for him, where he gets his clothing and food and why there are safety rules. The child's first school experiences should be related to his personal experiences. The activities of the social studies must begin with the social group most familiar to the child; that is, the home or community. Constructive and creative activity belong to childhood, and while such activity is not an end in itself, it is a means of acquiring understandings and concepts. Such activity, however, must always be controlled and directed. Pupils may dramatize, build, construct, and draw, but they must do so in order to solve real problems. Moreover, they should acquire real knowledge as a result of the activity.³

It is the teacher's duty to see that the child becomes acquainted with different manners of living and the various standards of behavior, and gains a simple understanding of contemporary life. Excursions under wise guidance give functioning and significant value to the subject matter. One of the aims of modern education is for the situation to carry over to something else so that the child may use what he has already gained.

2. Childcraft, Volume 5, W. F. Quarrie & Company, Chicago, 1934, page 237.

3. Ibid., page 269

One outstanding characteristic of modern education is that it is active, not passive; children are to participate, not merely to sit and listen. Joseph Lee says:

The child's method of study is by impersonation, by putting himself inside the things he wants to know, being it, and seeing how he feels.⁴

Froebel says:

What the child imitates, he is trying to understand.⁵

Dewey says:

Only with children having specialized intellectual abilities is it possible to secure mental activity without participation of the organs of sense and the muscles - the sense organs are simply pathways of stimuli to motor responses and that it is only through these motor responses that growth of knowledge occurs. Children develop into satisfactory life as adults by having had a full satisfactory period of growth in a wholesome social atmosphere. The new school is increasingly thoughtful of the whole child, of his physical, mental, emotional, and social needs. It seeks to provide for the satisfaction and development of those needs through social living together of boys and girls of the same social maturity under the guidance of a socially minded and intellectual leader. Little children's interests are normally in the Here and Now. They are chiefly concerned with movement and color, sights and sounds, mechanics and tools, and the mechanics of whys of what is going on around them.⁶

4. Reed, Mary M., and Wright, Lula E., The Beginnings of The Social Sciences, Charles Scribner's Sons, Dallas, 1932. p.8. Authors quote from Lee, Joseph, Play in Education, Macmillan, 1929, pp. 108, 109.

5. Ibid. The authors quote from Froebel, Mother Songs, Games, and Stories, Tr. by Frances and Emily Good, Wm. Rice, Fleet Street, London, 1892.

6. Ibid. The authors quote from Dewey, John, Interest and Effort in Education, Houghton Mifflin, 1933, pp. 69-71.

Grade placement is determined by: (1) evidence of ease of learning; (2) child interest, and, (3) utility to pupils.⁷ The grade placement according to the Texas Tentative Course of Study, grades one to six, 1936, is as follows:

First grade - the home
 Second grade - the neighborhood
 Third grade - the community

According to Henry Harap, the trend for grade placement is as follows:

First grade - home life and school life
 Second grade - community life with a scattering of courses in Indian life, primitive life, food, clothing, and shelter.
 Third grade - no distinct trend is observable; most common themes are foreign lands, city or community life, Indian life, primitive life, colonial life, and our state and early explorations. There is a tendency to organize the work of all twelve grades around areas of democratic living. The early grades are devoted to building of the foundations for and understanding of democracy.⁸

There are certain significant principles pertinent to the Social Studies.⁹ Some of them follow:

1. Social studies experiences of pupils must become increasingly one of problem solving.
2. Evaluation of social studies must be largely in terms of abilities and behavior.
3. Evaluation of social studies must be in terms of enhanced understanding and levels of growth.

7. The Social Studies Curriculum, Fourteenth Yearbook, 1936, Department of Superintendence, National Education Association, pp. 165-166.

8. Harap, Henry, "Trends in the Early Elementary Curriculum", Childhood Education, October 1937, p. 53, 1201 16th street, N. W. Washington, D. C.

9. Texas Tentative Course of Study for the years one through six, May, 1936, selected from twenty-three principles, p. 164.

4. The use of democratic principles in the classroom is necessary if we are to train pupils in meeting situations in a democratic society.
5. Growth through purposeful activity is more important than the mere learning of facts.
6. Means should be provided for pupils to check and evaluate their own work.
7. Economy in learning requires that the educational resources of the local community be utilized to the fullest extent.
8. A type of method which emphasizes how to think instead of what to think should be utilized.
9. No stereotyped method of classroom procedure can be employed in teaching in a field which deals with life itself.
10. The technique of group thinking and the making of group decisions by pupils under teacher guidance forms a necessary principle of social studies.
11. The thought and cooperative processes should be developed and applied in as wide variety of situations as possible.

Some worthwhile objectives are:¹⁰

Making possible growth in,

1. Ability to meet effectively situations involving food, clothing, and shelter in the home and in the community.
2. Ability to cooperate with others in the home and in the community.
3. Ability to utilize an understanding of the home and its problems, and of the neighborhood and of the community and their problems.
4. Understanding of man's increasing control over nature as exemplified in the neighborhood.

10. Texas Tentative Course of Study, years one through six, May, 1936, Objectives from pp. 168, 175, 183.

5. Understanding of the necessity of making adaptations in the home, neighborhood and community.

6. Understanding of and ability to perform the activities involved in producing, distributing, and conserving in the home.

Since social studies are concerned with the child's relation to the environment in which he lives, the teacher must know what the child's life is; she must study life relations here and now - keep close to the child's home life and make real life situations motivate drill. (The child's life is to investigate, to manipulate, to imitate adult activities, to dramatize play, to work in self directed groups, to choose activities, and to talk about his experiences. The environment should be one which will not only teach facts but make the child curious as to why changes come and how we know facts to be true. The teacher's concern is knowing the kind of environment to arrange which will provoke children to work, to play, to think, to question, and to make demands on her for help. The social studies teacher should be willing to accept "deferred dividends"; qualities, abilities, attitudes, and interests must be produced that can only be judged in the later life of the pupil, especially if she has in mind the big objectives pertaining to character and citizenship. The teacher's great task is to help the child find and fill his place in the world in which he lives and to do better those things which he will eventually do, anyway. It is very significant that the child form right attitudes about upright

character, have respect for the rights and convictions of others, participate actively and cooperatively in the affairs of the community, and have some worthwhile and abiding interests.

Chapter II

SUBJECTS OF ACTIVITIES FOR THE PRIMARY GRADES

In keeping with the principles and objectives agreed upon by the acknowledged leaders in the field of social studies, the following subjects seem to be significant for primary children.

ANIMALS-

1. Art Stories, Book Two, pages
(Zoo animals, scrapbook story and poem) .. 35-70
2. At Home And Away
 "Pets in the City" 64-67
 "Pets and Recreation in the Country" . . . 128-142
3. Baby Animals
 "Baby Chicks" 7-10
 "Baby Opossums" 11-14
 "Baby Rabbits" 15-21
 "pep" (dog) 27-34
 "Calico" (cat) 35-43
 "Black Tips" (fox) 45-56
 "Baby Squirrels" 57-70
 "Spotty" (baby deer) 71-80
 "Baby Deer Mice" 81-91
 "Baby Cubs" 92-106
 "Silver Heels" (mare and colt) 121-134
 "Grunts" (pigs) 135-145
 "Racky and Packy" (raccoons) 147-157

	"The Turkey"	83-88
	"A Pet We Love" (police dog)	94-100
	"The Chipmonk"	101-106
	"Goldfish"	158-162
	"The Rabbit"	169-174
	"Butterflies and Moths"	208-212
	"The Turtle"	213-218
14.	<u>Elson Basic Reader, The</u> , Primer	
	"Billy and the Nuts"	67-70
	"Little Rabbit"	71-75
	"The Snow Picnic"	82-86
15.	<u>Everyday Life Stories</u>	
	(pets)	1-57
16.	<u>Fun with Nick and Dick</u>	
	(pets)	37-66
	"Friends In the Woods"	131-164
17.	<u>Good Companions</u>	
	"About Jocko"	5-24
	"About Micky"	25-46
	"About Sandy".	47-72
	"About Rabbits".	73-96
	"About White Mouse"	107-117
18.	<u>Good Times Together</u>	
	(pets and other animals)	39-58
19.	<u>Growing Up</u>	
	"Shell-back's Winter Home" (turtle).	103-108

20. Interesting Things to Know
- (dogs) 7-42
112-120
- (bees, tadpoles, butterflies, spiders) 266-267
21. Laidlaw Readers, The, Book Three
- "Trading Timothy Titus" (cat) 48-54
22. Lazy Kitty, The
- (stories about animals) 26-51
23. Names and Games
- (pets) 91-95
24. New American Readers, Book Three
- "The Story of a Dog" 41-45
- "How They Sleep" 75
- "The Lost Campbell" 83-85
- "The Little Kittens" 252-253
25. New First Reader
- (about animals) 39-43
84-89
26. New Stories and Old
- (wild animals' photographs). 152-157
- "Road Runner" 208-215
27. New Trails in Reading, Third Reader (True animal tales)
- "Marjorie, the Wise Donkey" 1-11
- "Kit Carson and the Bears" 12-16
- "Coco, the Goat" 17-25
- "Rover, The Farmer's Helper" 26-35

28.	<u>Our Friends at Home and School</u>	
	(pets)	10-21
29.	<u>Pet Club, The</u>	
	"The School Pet Club"	3-163
	"The Garden Pet Club"	163-222
30.	<u>Pets and Playmates</u>	
	(pets)	9-13 21-25 44-49 60-63 73-80 101-109 121-131 136-143
31.	<u>Pets and Toys</u>	
	(frog)	70
32.	<u>Playfellows</u>	
	"Jack and Tan and Dan"	7-34
	"Nell and Peter Rabbit and Pretty Polly" . . .	41-62
33.	<u>Road of Health to Grown-Up Town, The</u>	
	"How Little Pig Learned to be Content"	66-67
34.	<u>Robert's School</u>	
	(pets)	50-76
35.	<u>Science Stories, Book One</u>	
	(animals)	52-87
36.	<u>Science Stories, Book Two</u>	
	"How Animals Get Food"	48-65
37.	<u>Shug the Pup, Third Reader (Story of a Real Dog)</u>	
38.	<u>Silent Reading Hour, The, Third Book</u>	
	"Lady Jane, the Swan"	221-234

	"Hunting Wild Goats"by Seaplanes".	235-246
39.	<u>Sniff</u>	
	(The Story of a Dog)	1-177
40.	<u>Squirrel Tree, The</u>	
	(The Story of a Squirrel)	5-94
41.	<u>Stories About Henry</u>	
	(pets)	1-93
42.	<u>Stories for Everyday</u>	
	(True Animal Stories)	125-133
43.	<u>Stories of Animals and Other Stories</u>	
	"Trip to the Zoo", " Our Animal Book" . . .	30-57
44.	<u>Story Pictures of Farm Animals</u>	
	(photographs and descriptions) . . .	
	"Pigs"	7-16
	"Geese"	17-22
	"Sheep"	23-32
	"Turkeys"	33-38
	"Horses"	39-66
	"Cats"	67-76
	"Dogs"	77-84
	"Chickens"	85-104
	"Ducks"	105-112
	"Bees"	113-118
	"Pets"	119-136
	"Cows"	137-155

52. Wag and Puff

(pets) 1-23

53. We Three and Scottie

(pets) 7-103

54. Winston Readers, The, Third Reader

"Why the Bear's Tail is Short" 25

BIRDS-

1. Art Stories, Book One
 - "Jim's Bird House" 78-81
2. Child-Library Readers, Book Three
 - "How the Woodpecker Saved Hiawatha" 30-34
 - "Why the Robin's Breast Is Red" 35-38
 - "What Robin Told" (poem) 39
 - "The Chic-a-dee" (poem) 158
 - "How the Bluebirds Began Housekeeping" 159-163
(a true bird story)
3. Child-Story, Third Reader
 - "Our-out-of-Door Friends" 299-364
(includes birds)
4. Child's World, The, Third Reader
 - "A Story of Bird Life" 20-24
 - "Bob White" 25
 - "The White Blackbird" 192-198
 - "The Brown Thrush" 199
 - "The Birds of Killingsworth" 213-217
5. Elementary Science for the Grades, Book Two
 - "A Bird Friend" 71-75
 - "Winter Bird" (cardinal) 117-123
6. Elson Basic Reader, Primer
 - "Birds" 76-81
7. Fun With Nick and Dick
 - "Birds"
8. Interesting Things to Know

"The Value of Birds"	132-140
"John James Audobon"	141-143
"Organizing the Bird Club"	144-146
"Reports of the Bird Club"	147-152
9. <u>Laidlaw Readers, The</u> , Book Three	
"The Robin's Nest"	24-26
"The Brown Thrush"	88-89
"The Lark and the Farmer"	90-92
10. <u>New Stories and Old</u>	
"Road Runner"	208-215
11. <u>Reading Literature</u>	
"Who Stole the Bird's Nest?" (poem)	69-72
"The Brown Thrush"	90-91
"Robin Redbreast"	172-173
"The Bluebird"	179
12. <u>Silent Reading Hour, The</u> , Third Reader	
"Jerry the Kingbird"	152-160
"Two Little Birds and a Great Man"	176-178
13. <u>Winston Readers, The</u> , Third Reader	
"The Larks in the Wheat" (play)	46-48
"Chicadee" (poem)	146
14. <u>World About Us, The</u>	
"A Lesson on Birds"	48-52
"The Bird's Christmas"	104-106

CIRCUS-

1. Big Top, The
 (Tales about circus animals) 1-120
2. Fact and Story Readers, Book One
 "The Circus Parade" 121-133
3. Fifty Flags and Other Stories
 "Billy's Bath" 176-180
 "The Big Shaggy Pup" 182-196
4. Silent Reading Hour, The, Third Reader
 "The Story of a Pet Bear" 205-209
 "The Circus Parade" (Poem) 219-220
5. Stories for Everybody, a Second Reader
 "The Circus" 24-31
6. Surprise Stories
 (circus) 72-101
7. We Three and Scottie
 "At the Circus" 105-113

COMMUNITY-

1. At Home and Away
 "City Helpers" 49-63
2. Best Stories
 "How the Silkworm Came to Japan" 171-178
 "The Story of Silk" 179-182
 "Raising Sheep for Wool" 183-186
 "The Story of the South's Cotton" 187-192

"A Cotton Plantation"	193-208
"Flax & Linen"	209-212
"The Story of a Pair of Shoes"	213-216
"The Farmer's Work"	217-220
"The Story of Wheat"	221-226
"Other Grains Used for Food"	227-229
"Milk - the Most Perfect Food".	230-237
"The Milkman" (poem)	238
"Vegetables"	239-241
"The Story of Meat"	242-246
"Our Lumber Industry"	247-254
"Saving Our Forests"	255-260
"In The North Woods"	261-282
3. <u>City Friends</u>	
"At the Park"	29-43
"The Big Store"	55-71
"A Fire Station"	87-97
"The Fire"	111-122
"The Moving Pictures"	124-132
"The Story of a Silk Dress"	134-149
"In the Cotton Field"	151-164
4. <u>David's Friends at School</u>	
"In the Neighborhood"	57-93
5. <u>Day In and Day Out</u>	
"Little Dog Snap" (stories)	122-132
6. <u>Everyday Life Stories, The</u>	
"The New Shoes"	94-109

"Going to the Dentist"	110-123
"Nancy's Hair Cut"	124-137
7. <u>Everyday Life With Nancy, Joe and Ruth</u>	
"Going to Market"	103-122
"At the Zoo"	123-151
8. <u>Fact and Story Reader, Primer</u>	
"The Milkman and the Children"	37-39
"The Postman and the Children"	40-42
9. <u>Fairy Find Out's Book</u>	
"zoo"	96-117
"Buying Food"	132-142
10. <u>Fifty Flags and Other Stories</u>	
"The Fire Engine",	98-125
("The Little Policeman and other stories)	
11. <u>Friends to Make</u>	
"In the City"	65-111
12. <u>Good Times Together</u>	
(museum, zoo, etc.)	103-120
13. <u>Happy Hour Readers, Jo-Boy</u>	
"A Ride to Town"	77
" The Store"	78
"Stop, Wait, Go"	82
"The Man in Blue".	83
"In the Letter Box"	87
"At Work in Town"	89
14. <u>Near and Far</u>	
(Stories about messages)	42-68

15.	<u>Neighborhood and Helpers</u>	
	"How Mail is Carried"	61-86
	"How News and Information Come to Us"	123-140
16.	<u>Our Friends at Home and School</u>	
	(Workers in the city)	130-151
17.	<u>Round About</u>	
	"The Toy Mender"	15-24
	"The Big Red Truck", "The Ride to the Farm,"	
	"The New Home"	38-56
18.	<u>Round About You</u>	
	(helpers)	67-104
19.	<u>Safe-way Club, The</u>	
	"Safety First" (story and play)	5-107
20.	<u>Stories for Everyday</u>	
	"My Policeman" (poem)	72
	"The Postman"	73
	"Safety First"	206
21.	<u>Story Book of Nick and Dick, The</u>	
	"City Stories"	176-210
22.	<u>Susan's Neighbors at Work</u>	
	"Workers Who Protect Us"	6-48
	"Workers Who Carry Our Messages"	50-86
	"Workers Who Produce Our Food"	87-134
	"Workers Who Help Us Play"	136-174
	"Workers Who Help Us Travel"	175-223
23.	<u>Wheels and Wings</u>	
	"Workers and Helpers"	103-137

FARM-

1. Animal Friends
 - "The Farmer" 46-47
2. Billy Boy on the Farm
 - (animals, food products, work, etc.) 1-122
3. Bob and Judy
 - "A Good Time at the Farm" 118-132
4. Child Story Readers, Second Book
 - "The Story of Milk" 81-84
 - "A Farm Story" 95-99
 - "Making a Garden" 133-138
 - "Vegetable Riddle" 139
5. Child Story Readers, Third Reader
 - "Picking Apples" 243-247
 - "Filling the Silo" 248-254
 - "The Heart of the Sugar Maple" 255-258
 - "Possum Hunting at Grandpa's" 259-263
6. David's Friends at School
 - (work and products of farm - good) 95-133
7. Everyday Life Stories, The
 - "Everyday Life on the Farm" 58-93
9. Friends to Make
 - "In the Country" 7-61
10. Good Friends (Happy Hour First Reader)
 - "At Cherry Farm" 115-133
11. Good Times Together
 - "In the Country" 81-100

12.	<u>Jo-Boy</u> (Happy Hour Primer)	
	"At the Farm"	91-111
13.	<u>Peter and Peggy</u>	
	"At the Farm"	49-92
14.	<u>Robert's School</u>	
	(garden)	96-109
15.	<u>Round About</u>	
	"Quack Quack, the Fisherman"	3-14
	"In the Country"	100-154
16.	<u>Tom, Jip and Jane</u> (Webster)	
	"Going to the Farm"	
	"Seeing the Farm", and other stories.	49-69
17.	<u>Under the Story Tree</u>	
	"The Farmer Boys"	81-87
18.	<u>Wag and Puff</u>	
	"Going to the Farm", "At the Farm", Little White Hen"	30-47
19.	<u>We Three and Scottie</u>	
	"Easter at the Farm"	125-134

HOLIDAYS-

1.	<u>Art, Literature, The</u> , Book Three	
	"A Christmas Wish"	26-27
	"Becky's Christmas Dream"	38-45
	"Christmas in Norway"	113-115
2.	<u>Child-Library Readers</u> , Primer	
	"The Round Yellow Things"	71-78

	"Mrs. Rabbit's Thanksgiving"	79-85
	"Who Saw Santa Claus?"	86-91
3.	<u>Child Library Readers</u> , Book Three	
	"A True Thanksgiving Story"	241-247
	"Kriss Kringle" (poem)	248
	"The Glad New Year"	268
	"What the New Year Brings"	269-277
4.	<u>Child's World, The</u> , Third Reader	
	"A Christmas Wish"	79-81
	"The Christmas Bells"	82-88
	"The Glad New Year"	99
5.	<u>Dinty, The Porcupine</u>	
	"The Wild Turkey"	153-163
	"Christmas in the Forest"	196-208
	"Mamsie's Birthday (Mother's Day)"	128-150
	"A Boy's Mother"	151-152
6.	<u>Duck and the Fox, The</u>	
	"Valentines"	113-115
7.	<u>Elson Basic Readers, The</u> , Primer	
	"How Patty Said Thank You"	95-99
	"The Little Christmas Tree"	100-105
	"Red Hen and the Valentines"	106-109
	"The Easter Surprise"	110-113
8.	<u>Elson Primary School Reader</u> , Book Three	
	"Little Pumpkin's Thanksgiving"	123-128
	"A Christmas Wish"	128-130
	"Gretchen's Christmas"	130-137

"A Christmas Tree"	137
"Where Do the Old Years Go"	138
"The First Easter Eggs"	139
"Only One Mother"	92
"Which Loved Best"	93
9. <u>Everyday Classics</u> , Book Three	
"Thanksgiving Day" (poem)	107-109
"A Visit from Saint Nicholas" (poem)	140-144
10. <u>Happily Ever After</u>	
"Jack-O-Lantern", "The Hallowe'en Party", The Night Before Christmas", Tomorrow", "The Easter Bunny" (pages not numbered)	
11. <u>If I Were Going</u>	
"Hallowe'en"	320-321
"The Thanksgiving Pie That Grew"	322-326
"The New Year"	328
"The Lost Valentine"	329-334
"April-Fooling Grandfather"	335-340
12. <u>Lazy Kettle</u> , The	
"Mr. Pumpkin Man"	195-196
"Hallowe'en Fun"	197-200
"The First Christmas"	201-203
"The Christmas Tree"	204
"The New Year's Gifts"	205-209
"Saint Valentine's Day at Straggly Brush".	210-213
"The Land of Flowery Easter"	214-218
13. <u>New Trails in Reading</u> , Third Reader (Webster)	
"Tiny Tim"	59-61

14. New Primer, The (Smedley and Olsen)
 - "Hallowe'en" (stories and poems) 50-63
 - "Santa Claus" 126
 - "Help Santa Claus" 127
 - "Happy Christmas Morning" 128
 - "A Book for Mother's Day" 91
15. Round About You
 - "Black and Gold" 218
 - "The Nodding Jack-O-Lantern" 219-223
 - "The Proud Turkey" 224-229
 - "A Christmas Present for Blackie" 230-233
 - "The Rabbit and the Easter Egg" 234-238
16. Stories of Animals, and Other Stories
 - "A Christmas Dinner" 187-198
17. Story Book of Nick and Dick, The
 - "Mary's Hallowe'en Party" 137-140
18. Storyland
 - "Hallowe'en" (poem) 40
 - "Wee Robin's Christmas Song" 41-44
 - "An Old Song 'Christmas'" (poems) 45
 - "The Christmas Tree" (story) 46-52
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2.	<u>At Home and Away</u>	
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6.	<u>The Dutch Twins Primer,</u>	
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"A Japanese Kite"	212-213
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"The New Waterfall" (Norway)	248-256
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"The Making of a Song" 154-156

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"Two Children of the Desert" 33-41

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12. Laidlaw Readers, The, Third Reader
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13. Lazy Kettle, The
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14. Little Indians 6
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21. Silent Reading Hour, The

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"The Swift Runner"	
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23.	<u>Stories of Animals, And Other Stories</u>	
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	"Little Star Face"	71-73
	"Indian Names"	74-82
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24.	<u>Story Book of Nick and Dick, The</u>	
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25.	<u>Tales and Travels</u>	
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	"The Field of Cloth of Gold"	89-93
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	"A Penny Post in Brittain"	143-146
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27. Treasure Box, The

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28. Windmills and Wooden Shoes

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2. Child Library Readers, Third Reader

"Why George Washington Did not Become a Sailor". 278-284

3. Child Story Readers, Third Reader

"Makers of Our Country" 369-413

4. Duck and The Fox, The

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5. Elson Primary School Reader, Book Three

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"A Plucky Boy" (Grant) 126-128

"Abraham Lincoln" 148-150

"Columbus and the Egg" 153-155

"The Flag Lady" 243-249

"Storing Food in Pioneer Days" 71-77

6. Happily Ever After

"Washington's Birthday" (no page numbers)

7. Lazy Kettle, The

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"A Home in the New Land" 97-99

"The Pilgrim's Thanksgiving" 100-103

"The Father of Our Country" 104-107

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8. My Health Habits

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"Christopher Columbus" 220-226

"The Boy Surveyor" 227-232

"Davy Crockett" 253-259

"How Davy Crockett Went Hunting" 260-262

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"Pioneer Life" 237-240

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11. New Trails In Reading, Third Reader

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12. Stories of Animals and Other Stories

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13. World About Us, The

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3.	<u>Best Stories</u>	
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4.	<u>Near and Far</u>	
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	"Stories About Messages"	42-68
5.	<u>New Trails in Reading, Third Reader (Webster)</u>	
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6.	<u>Round About You</u>	
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4. Child's World, The, Book Three

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"Who Loves the Trees Best?"	18
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6. Duck and the Fox, The

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"Winter Fun"	92-109
"Spring in the Country"	118-138
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7. Elementary Science For The Grades, Book Two

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"Webs of Silk"	12-17
"How Caterpillars Live"	18-24
"Queer Bed Covers" (caterpillars)	25-28
"Flowers From the Garden"	29-35
"How Seeds Take Trips"	36-41
"Are All Plants Alike"	42-49

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"A Nut Tree"	60-64
"Fall Wild Flowers"	65-69
"A Bird Friend"	71-75
"The Turkey"	83-88
"Flowers and Plants for Christmas"	89-93
"The Chipmunk"	101-106
"Our Christmas Tree"	107-111
"A Winter Bird" (cardinal)	117-123
"What the Sun Does for Us"	124-129
"Wind and Weather"	131-136
"Things the Air Will Do"	142-147
"Goldfish"	158-162
"Butterflies and Moths"	208-212
"The Turtle"	213-218
8. <u>Elson Primary School Readers</u> , Book Three	
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10. <u>Growing Up</u>	
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The oak tree

The Elm tree

A tree map

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12. Lazy Kettle, The

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14. New Trails in Reading, Third Reader (Webster)

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15. Pets and Toys

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16. Reading Literature, Book Three

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"How the Leaves Came Down" 249-250

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17. <u>Round About</u>	
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18. <u>Round About You</u>	187-216
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"Where Frogs Go in Winter"	
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19. <u>Science Stories</u> , Book One	
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20. <u>Science Stories</u> , Book Two	
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How Plants get food	
How living things help us	
"Land and Water"	105-121
"Sun, Moon, and Stars"	123-139
21. <u>Through The Year</u>	
"Autumn"	5-57
(caterpillars, seeds, homes, for animals, etc)	

"Winter"	58-95
(winds, clouds, toads, moths, etc.)	
22. <u>Treasure Box, The</u>	
"The Stars"	163-165
"The Cousins" (ants, bees, wasps).	186-189
23. <u>Wheels And Wings</u>	
"Outdoor Land"	70-101
24. <u>World About Us, The</u>	
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Chapter III

CONCLUSION

After examining these more than one hundred primary readers, it is evident that the books in adoption correlate rather closely with the activity subjects suggested by our state course of study. Other books examined, together with these in adoption, provide a choice of material for the first three grades. The content of the first and the second grade readers does not appear to measure up to that of the third readers. The third grade books are more varied in their interest and appeal and seem to provide all the material which would be desired for the study of children and customs of other countries. The first and the second grade readers lack some of the action, humor, and the element of surprise so essential to books for small children.

Readers published since 1930 show very definitely the influence of the recent awakening to the significance of the social studies, to the importance of the child's understanding and appreciating his relation to other people, and to the physical environment in which he lives. The books of an earlier period were devoted more to stories which taught a lesson, stories of fancy, and stories of heroes and adventure and poetry. Perhaps we have swung too far away from some of this material. As a rule, books of this later period are more varied in their content and more space is devoted to social studies. We find some attractive books now given entirely

to such subjects as the home, the farm, our neighbors or helpers, pets, and children of other countries.

Books of recent years show a great improvement. The covers are bright and attractive instead of drab brown and gray as were the covers of a few years ago. There are usually more and better illustrations throughout the books. The type, paper, and arrangement on the page show the result of more careful thought and planning.

Perhaps the greatest advancement made in the primary readers is in adapting the vocabulary to the needs and abilities of the child. This is sometimes done, however, at the expense of more vitally important ends. If only the interest of the reader may be sufficiently aroused, many other handicaps will be overcome. There is a great field open for writers who can arouse and hold the interests of our primary boys and girls.

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8. Better Citizenship For Little Americans, Edith W. Lawson; Beckley, Cardy Co., Chicago, 1933.
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