THE ROLE OF THE SOCIAL STUDIES IN THE INTEGRATING CURRICULUM OF SECONDARY SCHOOLS

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THE ROLE OF THE SOCIAL STUDIES IN THE INTEGRATING CURRICULUM OF SECONDARY SCHOOLS

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CHAPTER I

INTRODUCTION

Problem of the Study

The aims of the social studies and the objectives of education have a common purpose, the bettering of human relationships. In the final objective, all of the activities of school add up to this one objective: physical education aims at improving the health and mental hygiene of the pupil; science seeks to give him knowledge about his environment in order that he may adjust himself to it; history gives knowledge of the past that it may serve as a guide in present relationships; mathematics presents needed skills in economic pursuits; and vocational subjects develop skills that make better homemakers and breadwinners. All of these work together for the development of better citizens and, in turn, for the improvement of human relationships. One source very aptly states why the social studies should be used as an integrating or unifying agent in correlating such activities:

Since the purposes and the content of the social studies are based on human relations, it seems logical that the social studies should have a large share in providing necessary information, in developing scientific thinking about human relations, and in contributing toward loyalties and feelings which are basic to democratic relationships. It is obvious also that this challenge cannot
be answered by adding bits of information here, an occasional unit there, and a reference to democratic values elsewhere. A systematic and comprehensive reconsideration of the place of intergroup education in the whole social studies program should be put into effect, it seems.

Taba and Van Til state that the aims of intercultural education, or the improvement of human relationships, cannot be achieved through traditional content or routine teaching nor through sporadic unplanned efforts, such as an occasional unit on immigration, some brief teaching of Negro history, a celebration of Brotherhood Week, or a program emphasizing the unity of all peoples. Some way must be found of unifying the entire curriculum around the theme of better human relationships. The problem of the present study concerns itself with the feasibility and the value of using the social studies as an integrating agent for the entire curriculum.

Purpose of the Study

The purpose of this study is to make an investigation of the place of the social studies in an integrating curriculum with the objective of determining their value and ways and means of using the social studies to achieve integrating individuals. Attention is directed to

1 Hilda Taba and William Van Til, editors, Democratic Human Relations, Sixteenth Yearbook of the National Council for the Social Studies, 1945, p. 21.

2 Ibid., p. 22.
The need and nature of an integrating program, to the values of the social studies as an integrating agent, and to ways and means of using the social studies in this manner.

The Sources of Data

No experimental study is conducted as a part of this investigation; however, all source material is taken from professional literature in the field of education. Yearbooks of the National Society for the Study of Education, of the various social studies associations, and reports of national committees are utilized for studying the philosophy and the objectives of education and the aims and objectives of the social studies. Other source material is bulletins, magazine articles, and the writings of educators on various aspects of the subject matter.

Limitations of the Study

This study is limited to a consideration of the place or value of the social studies as an integrating agent in the curriculum of a secondary school. The literature consulted as source material likewise is limited to these areas, with a few exceptions.

Definition of Terms

A definition of certain terms used in the study will serve as an aid in developing the needed understanding for presentation of the research data. If there is a lack of understanding of the meaning of the
curriculum, of an integrating curriculum, or of social studies, comprehensive conception of the problem as a whole may not be attained.

Curriculum. — "The curriculum is . . . composed of the actual experiences which children undergo under the guidance of the school." ³

Social studies. — Social studies is that part of the school program which embraces all thought and action involved in human relationships. This conception of social studies is expressed in the Texas State Department of Education bulletin entitled Teaching the Social Studies in Junior and Senior High Schools of Texas. ⁴

Integrating curriculum. — The Universal Reference Library defines the term "integration" as follows: "... the orderly arrangement of the physical, mental, and emotional components of the personality into a stable and harmonious pattern of behavior." ⁵ According to this definition, integration is the self-adjustment of the individual, and as such it is continuous and never completed. The curriculum that is integrative in nature would then be integrating instead of integrated, and would be based on some medium used to link the

³ Alice Miel, Changing the Curriculum, p. 9.

⁴ Texas State Department of Education, Teaching the Social Studies in Junior and Senior High Schools of Texas, Bulletin No. 12, 1938, p. 3.

⁵ The Universal Reference Library, p. 511.
different areas together into a unified whole. This medium may be some subject area of the curriculum, or it may be centers of interest with branching aspects.

Method of Organization of the Study

Chapter I presents an over-all view of the study; states the problem involved, and purpose of the study, and the definition of terms used in the study; describes the organization of the presentation of data; and reviews briefly some related studies. An analysis of an integrative program is given in Chapter II. Attention is given here to the nature of integration, to the requirements of an adequate integrating agent, and to a description of an integrating curriculum. Chapter III contains an analysis of the social studies, including the subject areas under this heading, the aims and objectives of these subject areas, and recommended practices and procedures in the teaching process. Chapter IV presents theory, philosophy, and practice in the integration of the social studies in the secondary school. Chapter V contains a number of proposed plans for the use of the social studies in an integrating curriculum. The final chapter presents certain conclusions and recommendations which appeared to be warranted by the study.

Related Studies

Integrating a curriculum often involves making a change in the curriculum. No research is available regarding the value of social
studies as an integrative agent in the curriculum, but there are a num-
ber of studies on ways and means of changing the curriculum to make
it a more effective agency for developing better human relationships.
These studies, therefore, may be considered as related to the present
one.

Emphasis was directed to the need for changes in the curricu-
lum by a national study made by the Department of Secondary School
Principals in 1936. In the study made by the committee appointed by
the department, the entire school curriculum was examined with particu-
lar reference to its place in American democracy and to ways of chang-
ing the curriculum to make it more efficient in meeting the needs of
education in a democratic society. Criteria for evaluating a curriculum
were developed, but no specific application was made of these criteria.
The value of the study lay chiefly in the attention it called to the need
for studying the curriculum and adapting it to meet the needs of society.

A major research study on the curriculum of childhood and
youth education was made by the staff of the Horace Mann-Lincoln In-
stitute of School Experimentation from 1946 through 1947. Three
different investigations were made. The first was a critical appraisal
of child development materials from the standpoint of their vital

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6 Bulletin of the Department of Secondary School Principals,
XX, No. 59 (1936), 1.

7 Childhood-Youth Education Committee, Developing a Curricu-
um for Modern Living, p. vii.
contributions to the curriculum. The second was a study of the social bases of the curriculum, and the third was a "reasoned theory of a curriculum which would utilize our knowledge of children as they grow and mature in this American society with its democratic orientation and direction." The expressed purpose of the research was "to develop an approach to the curriculum which relates the best we know about children and youth growing up in our society in terms of the democratic values of society." Major curriculum issues were defined in the study, the needs of the children and the nature of society were analyzed, and ways were studied whereby the entire school organization—teachers, learners, and the community—could work together in developing an adequate curriculum for use in a democratic society. The final chapter presented tests for measuring the effectiveness of the curriculum. This study, because it stresses the need for a curriculum adequate for use in a democratic society, is very closely related to the present one.

Other research on curriculum changes has been made by a number of graduate students at the North Texas State College. Manire, in 1949, made a study to determine the sound curriculum for a junior high school based on the psychological, sociological, and democratic

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8 Ibid.  
9 Ibid., p. viii.
needs of youth. His investigation included an appraisal of several types of curriculums, including the one used at the present time in the junior high schools of Dallas, Texas. Much attention was devoted in his study to the needs of youth in a democratic society. From readings in professional literature, he developed psychological, sociological, and democratic criteria for guidance in establishing a curriculum. These criteria were then applied to six curriculum programs surveyed in the study. The following conclusions were formulated:

1. The curriculum should be organized around big purposes and needs areas.

2. Out of the six curriculum programs studied, the one proposed by Stratemeyer had a reasonably sound list of principles and procedures. Some authorities believe that spiritual values should be omitted due to the fact that this phase may be considered a tool rather than a major area. If this is done, the following areas remain:
   a. Family membership.
   b. Community membership.
   c. Work and occupational pursuits.
   d. Leisure-time activities.  


11 Ibid., p. 73.
Manire made the following recommendations as a result of his study:

1. Functional purpose areas should be emphasized in junior and senior high schools.

2. A plan should be worked out to provide a logical transition from present emphasis upon separate subjects to the integrating program.

3. Work should be organized around a modified program such as that recommended by Voss in her thesis. 12

Manire's study is related to the present study in that an investigation was made of the need for changes in the curriculum to promote democratic living. Manire's study differs from the present study in that his purpose was to determine a sound curriculum, whereas the present investigation examines the way in which social studies are used as an integrative agent in the curriculum of the secondary school.

In 1949 Voss made a study to determine a sound program for organizing the needs of youth and the curriculum in the secondary schools. 13 Voss made an analysis of needs of youth and set up sociological, democratic, and psychological criteria of soundness. A

12 Ibid., p. 74.

relationship was established between the needs of youth and the criteria that she established. Voss concluded that these needs could be fulfilled in a curriculum built around the following purpose areas of living:

1. Living at home.
2. Leisure or recreational living.
3. Making a living (vocation).
4. Living in the community.  

Voss's study differs from the present one in that it included democratic and sociological criteria of soundness for evaluating a school program, whereas the present study examines the values of the social studies as an integrating agent in the curriculum.

Golson, in 1941, made a study of the major approaches to teaching the social studies based upon a democratic philosophy and the psychology of learning. He made a study of the practices of democracy essential in the organization of the approaches to the social studies, of the psychology of learning essential to a sound approach, and of the approaches to the social studies used in education. Major conclusions derived from the study were as follows:

14 Ibid., p. 62.
1. Subject matter in the social studies was arranged mainly in a logical arrangement.

2. The logical arrangement of the bodies of subject matter found in the social studies does not insure effective training in democratic practices.

3. The logical approach to the social studies is not based upon what is known of the ways in which effective learning takes place.

4. The approach through fusion of subject matter offers more opportunity for democratic practices than does the logical approach.

5. The approach to the social studies through the fusion of its subject matter makes whatever practices occur incidental to the learning of the subject matter.

6. The courses of study examined under the fusion approach are not truly psychological since subject content, rather than the individual, is the center of the program.

7. Since living, which involves human relationships, occurs throughout the school, every phase of it should insure a maximum of training in democratic practices.

Golson arrived at the general conclusion that the co-operative planning approach was the most effective method to be used in approaching the social studies if democratic skills were to be achieved.

In June, 1950, Roach completed a study to determine curriculum patterns based on field psychology. This research was limited to psychological criteria of soundness to be used as a plan for designing the curriculum. Roach studied concepts of integration, behavior,

16 Ibid., pp. 97-98.

learning, teaching, growth, and experience, and then analyzed several curriculum patterns. Roach's conclusions constituted a proposed curriculum pattern based upon field psychology. His study differs from the present one in that theories and proposed courses of study formed its basis, whereas curriculums in operation form the main basis of the current investigation.

A full understanding of what is meant by an integrating curriculum is necessary before consideration can be given to how the social studies may be used as an integrative agent in such a curriculum. The ensuing chapter attempts to build such an understanding by an analysis of an integrating program.
CHAPTER II

ANALYSIS OF AN INTEGRATING PROGRAM

The concept of an integrating curriculum may be best understood by tracing the way in which it has been developed in education. The purpose of the present chapter is to make a study of how the concept has developed, to define its constituents, and to formulate these in an orderly manner as a basis for plans to use the social studies as an integrating agent in the curriculum.

Development of Concepts of an Integrating Program

According to Van Dycke, subject areas were the basis for organizing and selecting subject content for nearly three hundred years.  

Followers of the educator, Herbart, asked for more and greater relationships between subject-matter areas, and many local workers saw other ways of organizing content; but, on the whole, national committees and leaders in education saw nothing about the subject organization to cause them to propose changes. With the advent of the scientific movement in education, the growing heterogeneity of the school's

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population, the Dewey theory that education is life, and the many increases in the complexity of social life, something had to be done with the curriculum.

No one method of changing or reorganizing the curriculum resulted, but a mass of confusing ideas and terms such as correlation, integration, co-ordination, fusion, and others began to emerge from attempts of individual educators to reorganize their curriculums. In the days of the Herbartians, there were proposals for closer relationships and co-ordination among subjects. In 1892 McMurray began a search for some method to use as a connection between subjects to bring unity out of them. He called attention to the need for greater unity in the content of education and for the elimination of the endless piling up of subject-matter courses. Except for efforts in scattered local communities and institutions, little progress was made in this direction for twenty-five years.

About the beginning of the 1920's a movement for the reorganization of the curriculum got well under way. Local committees prepared programs based upon their conceptions of desirable changes, and national and state curriculum committees studied, prepared, and published numerous plans for organizing the curriculum in order to attain greater unity among the different subject areas. Curriculum committees debated the respective merits of correlation, co-ordination,

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2 Ibid.
integration, fusion, and enriched subject organizations. However, there was little agreement among groups; there were no common meanings, or common understandings of ideas for which the terms were supposed to stand.

One of the first terms to be used under the new emphasis was that of correlation. It was aimed to bring greater unity to the several fields of instruction, but in the beginning it was little more than cooperation between departments, such as English and the social studies. Progress from this point was in the direction of administrative rearrangements so as to make greater correlation possible. For example, attempts were made to teach history, geography, and literature simultaneously; that is, the geography of New England and the literature of that area would be taught at the same time as the history of the section was studied. This required changes in many ways, and a much closer relationship between the subject areas was established. The next development was the selection of some culture for study and at the time of study to examine the political, social, and economic history along with the geography, art, and literature of the people. Later on, broad topics or units were chosen, and materials were selected according to their relationships to the major principles or generalizations. This movement for unified emphasis, it is indicated, progressed

3 Ibid., p. 659.

from departmental co-operation to various plans for interdepartmental reorganization.

The report of the National Council of Teachers of English in regard to correlation in 1936 described the term "correlated curriculum" as a major attempt "to effect some educational synthesis." 5 In speaking of the various attempts in this direction, the report said that they "have been variously called correlation, fusion, and integration." Six forms of correlating the materials of English instruction were described, as follows:

1. Correlation of English with other fields through incidental references and isolated projects.
2. An English course based on correlation with other subjects, but not implying the modifications of courses in any other field or the co-operation of other subject teachers.
3. The fusion of English with one other subject.
4. The fusion of groups of subjects.
5. A curriculum based on the integration of all educational subjects.
6. A curriculum transcending subject-matter divisions. 6

Further on in its report the committee said that "correlation means . . . recasting the whole educational program in the mold of a central purpose, so that not only the parts but the whole will have a meaning, a meaning which will tie part to part by a recognizable bond." 7 Here the committee was describing what current educators

5Ruth Mary Weeks, A Correlated Curriculum, A Report of the Committee on Correlation of the National Council of Teachers of English, p. 5.
6Ibid., pp. 5-6.
7Ibid., p. 10.
are calling an "integrating program" with an integrating agent of some nature being used to tie the parts together or to establish a unifying relationship. Correlation, according to this definition, is integration as well as co-ordination.

Hopkins defined a correlated curriculum as "an attempt to bring vertical and horizontal unity into isolated subject matter." Such unity, he indicated, is obtained in three different ways, as follows:

1. The first is a synthesis of subject matters from various subjects in one field into a larger whole, such as the correlation of history and geography, economics and government, or history, geography and government into social sciences or social studies. Reading, writing, spelling, language and grammar may be correlated into a larger unit known as language arts. This type is frequently called fusion.

2. The second type is the synthesis of one subject with another not in its own field, such as the correlation of English with history, or science with English.

3. The third type is the synthesis of the subject matter of any subject with the life activities of children outside the curricular activities of the school. This means unification of history with present problems of family relationships; the unification of mathematics with buying the necessities of life more wisely; the unification of art with personal appearance; or some other aspects of family living.

Hopkins said that types (2) and (3) are frequently called integration, since they deal with relationships outside of a particular subject. A close relationship between the two terms, correlation and integration, is thus indicated. Leonard distinguishes between the terms in the


9 Ibid.
following statement taken from his book, Developing the Secondary School Curriculum:

In general, we may say that the term correlation usually describes attempts to find points of contact between different fields while the term integration, as far as its application to the curriculum organization is concerned, is used to describe any plan which endeavors to establish new threads of relationship by cutting across subject lines, usually by establishing new groupings, subject areas or problems. Occasionally it is applied to the meanings inherent in the relationship between in-school and out-of-school experiences. Both terms, however, are used loosely, and to establish their meanings in particular situations one will have to examine the curriculum under each term. 10

Hatch and Stull advocated fusion to bring about greater relationships among the subjects of the curriculum. 11 They did not favor the abolition of subject lines but the blending of several courses in social science into one. Rugg, another outstanding educator, advocated the seeking of "new strands" for unifying knowledge, the purpose being to help youth to "understand modes of living and social problems." 12 He wanted to establish a series of well-integrated units which cut across all subject fields. He stated that he believed that there are many starting points, sequences, and plans of organization which may be effective, but that the effective ones must "start from the personal and


11 R. W. Hatch and De Forest Stull, "A Unit Fusion Course in the Social Studies for the Junior High School," Historical Outlook, XVII (December, 1926), 371.

12 Harold O. Rugg, American Life and the School Curriculum, p. 333.
social needs and experiences of the students and ramify ruthlessly across any conventional subject boundaries. Rugg contended that the curriculum should develop from present problems of youth, and not from changes in subject matter or in reorganization of subject fields. He asserted:

We must invent a new synthesis of knowledge and make it the basis of the entire school curriculum. The conventional barriers between the existing school subjects must be ignored in curriculum making. The starting point shall be the social institution, or the political and economic problem—not the subject. The first change, therefore, imperatively needed in the school curriculum is a change in the character of its content. Paralleling this there is a second: the critical need for a sweeping reconstruction of the organization of our entire school curriculum.

Rugg thus sounded a new note in the efforts to develop a curriculum for the schools. He was not so much concerned with the organization of subject matter by correlation, integration, or fusion, but he called for it to be developed from existing social conditions of the pupils. Interest was thus to be transferred from the subject matter of the curriculum to the boys and girls in the schools.

Hopkins carries this concept of Rugg's a little further: he asserts that "integration is a shorthand word used to designate intelligent

13 Ibid.

behavior." He further states that integration refers to continuous, intelligent, interacting adjusting. Each individual is born into a culture composed of a great variety of aspects—economic, esthetic, physical, religious, and the like. All of these are complex and more or less related. In developing from youth to maturity and finally to old age, the individual is affected by the culture around him and he in turn affects the culture. In other words, the individual is in the constant process of adjusting to his environment. He obviously does not complete this adjustment when he finishes high school or even when he completes a high level of study in college; the process goes on as long as there is life. An individual, then, is never integrated but is continually undergoing the integrating process.

Hopkins contends that these efforts toward adjustment in the interacting process are called behavior. He says that "all living is interacting, adjusting behavior." Since "integration" is a word used to describe behavior, it follows that the behavior may be either integrated or disintegrated. The relationship between it and education is expressed as follows:

Since life is an ongoing process, and since education is concerned with the improvement of life and living, it would seem that education must be concerned with

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16 Ibid., p. 2.
improving the ongoing, interacting process. Such behavior is purposeful, directed toward ends, consciously formulated and reformulated in the process by the individual as he resolves his disturbance. Purposeful behavior implies intelligent behavior. From the educational viewpoint, then, integration must be the shorthand word to describe the process involved in this intelligent ongoing, interacting, adjusting behavior. 17

Hopkins then describes characteristic behavior of an integrating individual. He asserts that

The integrating individual:
1. Makes wide contact with the environment.
2. Approaches the ensuing disturbances or problems with confidence, courage, hope, optimism.
3. Collects, selects, and organizes material for the solution of these problems.
4. Draws relevant conclusions.
5. Puts into practice the conclusions in changed behavior.
6. Takes responsibility for the consequences of his behavior.
7. Uses feelings either as instruments or ends as compatible with the preservation of wholeness.
8. Organizes pertinent aspects of his successive experiences so that they are better available for use in subsequent experiences. 18

Characteristics of the disintegrating individual are also listed by Hopkins for purposes of contrast. He says that

The disintegrating individual:
1. Moves within a narrow, increasingly circumscribed environment.
2. Attempts to escape the disturbances or problems which movement in such limited environment raises.

17ibid. 18ibid., pp. 2-3.
3. Meets only those disturbances from which there is no escape with a feeling of inferiority, inability to solve the problem, lack of confidence, and in many cases, with despair.
4. Collects materials for the solution of problems more emotionally than thoughtfully.
5. Organizes materials on the basis of feeling rather than intelligence.
6. Draws highly irrelevant conclusions with increasing frequency.
7. Reviews and modifies conclusions without the addition of new and pertinent data.
8. Acts with undue caution and restraint in translating his conclusions into overt behavior.
9. Accepts the consequences of his behavior unwillingly when the invalidity or irrelevancy of his conclusions has been established.
10. Withdraws to a greater degree within his environment, thus tending to escape more disturbances, and thereby building greater lack of confidence in himself to meet reality.
11. Finds an outlet for the presentation of his integrity in an imaginary world, thus developing a disassociated and disintegrating personality.

Education, then, according to Hopkins, is concerned with the improvement of the interacting adjustive process. Its aim is not to achieve mastery of subject matter, or to learn subject matter in a unified, related manner, but to learn satisfactory and intelligent adjustments to the problems of life. The question then arises: Where does an integrating curriculum fit into this?

Hopkins has an answer for the question. He says that "in every consciously attentive movement to restore equilibrium in a situation

\textsuperscript{19} Ibid., pp. 3-4.
the individual acts as a whole organism. In other words, the physiological, which refers to internal glandular secretions and chemical changes; the physical, which refers to neuro-muscular activity; the emotional, which refers to the changed physiological state as related to feelings and attitudes; and the mental, which refers to the quality of thinking, are all involved. All of these aspects of an individual contribute to conscious behavior at all times and at all levels. When these aspects are unified, co-ordinated, and working harmoniously toward the desired end, the individual acts as a balanced whole. In the light of these statements, Hopkins defines integrating behavior as follows:

Integrating behavior in any situation, then, is that in which the individual begins with, continues with, ends with, and carries on with a unified internal wholeness.

The individual, too, is concerned with other factors in addition to this inner wholeness. He is closely and directly related to his environment, which is constantly undergoing change. This environment includes the home, the school, the government, the church, the economic system, and the social ideology. In the process of interacting, all these factors are involved and interaction becomes a social process. Each instance of coping with a situation involves relationships with other individuals. Attitudes and values are developed by the individual.

\[20\text{Ibid., p. 4.}\]

\[21\text{Ibid., p. 10.}\]
through his inner adjustment and his contacts with his environment.

On this basis, then, integration is considered from three viewpoints:
(1) inner adjustment, (2) relationships with the culture, and (3) development of attitudes and values. All three of these are involved in conscious behavior. Hopkins, in terms of this thinking, then defines integration as "the conscious, intelligent improvement of this interacting, adjusting process." 22

Implications for Education

The implications of this reasoning for education are significant. It means that the individual and not subject matter is considered in terms of integration. As such, the individual is not integrated but is in the process of integrating because the development of self-adjustment and the growth of attitudes and values is continuous. Education no longer seeks to produce integrated personalities functioning satisfactorily in an integrated society but integrating persons living dynamically in an integrating society. 23 Such a concept means an entirely new approach to the organization of the curriculum.

Hopkins divides the tasks of the curriculum into three divisions: (1) to assist the pupil in orienting himself with respect to time and to keep in step with history; (2) to assist him in understanding his

22 Ibid.
23 Ibid., p. 21.
motivations and discriminations and to prevent imitativeness in the
development of incentives; and (3) to assist the learner in developing
a critical sense of value. 24

The social-personal problem type of approach to the reorganiza-
tion of the curriculum has developed out of this new emphasis on the
individual in relation to his environment and the culture in which he
lives. The subject matter of the curriculum is the life experiences of
the pupils, and human relationships play an important part in the
process. What education is seeking is some unifying thread which
will tie the different life experiences together into a unified whole.
This may be a core curriculum, units, or problems; but it must be a
thread capable of being used as a unifying agent. Of necessity, it must
have many facets of possible relationships to the development of inte-
grating personalities.

Summary

The integrating curriculum, according to the developed view-
points, apparently may be defined in the following statements:

1. It is composed of life experiences of children rather than
any definite phase of subject matter.

2. It has for its aim the development of well-adjusted individ-
uals capable of thinking and deciding for themselves and achieving inner

24 Ibid., p. 34.
unity, adjustment to the environment, and the development of constructive attitudes and values.

3. It is never static, but changes with the changes in environment and human relationships.

4. It contains some unifying thread which ties the different parts together in a unified whole.

Human relationships are seen to figure significantly in such a program. In the search for a unifying agent to tie the different parts of the curriculum together, the science that deals with human relationships is prominently mentioned. The nature of this science, the social studies, is surveyed in the ensuing chapter from the standpoint of its content and its availability and adequacy as a unifying agent for an integrating curriculum.
CHAPTER III

ANALYSIS OF THE SOCIAL STUDIES

The purpose of the present chapter is to present an analysis of the social studies with special reference to their desirability as an integrating agent in the public high-school curriculum. Attention is directed to the history and meaning of the term "social studies," to its nature, to the objectives of the social studies, and to the materials comprising the subject matter of the area.

History of the Term "Social Studies"

The term "social studies" is a comparatively new one in the curriculum of the public schools. In the early 1880's two books were copyrighted with the terms "Social" and "Studies" in their titles. In the late 1890's some work being done at Hampton Institute, Hampton, Virginia, in the field of economics and sociology was described under the heading "Social Studies." In 1916 the organization of a committee on the "Social Studies" within the National Education Association's program for the reorganization of secondary education gave the term popular acceptance and usage.¹

¹Department of Superintendence, National Education Association, The Social Studies Curriculum, Fourteenth Yearbook, p. 157.
Within the past two decades a great quantity of the professional literature in education has been centered around discussions of the social studies and the desirability of giving them an important if not a basic place in the public-school curriculum. This trend toward a greater stress on the social studies has been directly influenced by the nature and ideals of the particular society or culture characteristic of the United States. Social and economic realities have determined the direction which the social studies programs have taken. Some of the more outstanding trends influencing these programs have been summarized as follows in the Fourteenth Yearbook of the Department of Superintendence of the National Education Association:

1. Present-day society is dynamic, constantly changing due to political and economic forces, and there are no fixed answers to social problems.

2. Society is democratic in nature. The objectives of the social studies in the American school are different from those in a totalitarian nation.

3. World communities are interdependent. Events of the past few years have brought about a change in the meaning of the term "boundaries." There is increasing recognition of the idea that the world is composed of communities resulting in a "one-world" concept.

4. The status of family life is constantly changing. The role of the woman in the home has been changed to enable her to be mother,
factory worker, club member, and housekeeper all at the same time, and to perform all of these duties with efficiency.

5. There is increasing awareness of the need for conservation of natural and human resources. This need is felt in everyday life. The shortage of steel and lumber has resulted in a housing shortage; the need for soil and water conservation is felt during the annual floods, drouths, and dust storms; and the need for conservation of human resources has been shown by the high percentages of rejection of men by the military forces for physical defects.

The social studies, as they are used at the present time, have arisen directly out of these trends and constitute an attempt by society to find an answer to many perplexing questions of social relationships. These questions are assuming added importance as society grows more highly complex and mechanized.

Nature of the Social Studies

The Fourteenth Yearbook of the Department of Superintendence of the National Education Association offers the following definition of the social studies as a field of study:

Since today's education is aimed at social efficiency all subjects should and do contribute to this end, but the subjects which relate directly to the organization and development of human society and to man as a member of the group are thought of as social studies. They may be listed as geography, history, civics, economics, political science, and sociology. ²

²Ibid.
Wesley broadens the above definition by eliminating any mention of subject matter. He states that the social studies deal with human relationships and that "the field of the social studies deals . . . primarily with groups, institutions, societies, and states." Individuals are dealt with only incidentally and then for the purpose of securing additional light on social institutions. The field deals with physical environment only incidentally, and then for the purpose of understanding social relationships more clearly. These relationships, he makes it clear, constitute the content of the social studies program.

Alexander and Saylor see the social studies as "problems of living." Rugg defines them as the "problems of American life." Adams, writing in a publication of the National Council for the Social Studies, defines the social studies as "growth in social adjustment" with their main theme the improvement of human relations. She states:

Recent years have witnessed a growing public concern for the improvement of human relations. The tensions that are current throughout the world and in every community highlight the necessity for establishing understandings among people as well as among nations. All those who have faith in democracy realize the urgency of this need for satisfactory personal and social adjustment

3 Edgar Bruce Wesley, Teaching the Social Studies, p. 29.
if the values of the American way of life are to be insured and increased.  

These different opinions, when synthesized, yield the conclusion that the social studies are not any specific subject area but deal with human relationships in all their phases.

Purposes in Teaching the Social Studies

The Fourteenth Yearbook of the Department of Superintendence of the National Education Association lists the following definite purposes in teaching the social studies:

1. It is the purpose of the social studies to give to pupils the truest and most realistic knowledge that is possible of the community, state, nation, and the world—the social and physical setting—in which they live, are to live, and make their way.

2. A second purpose of instruction in the social studies grows out of the first, namely, preparation of pupils for promoting a wiser and more effective co-operation among regions, areas, groups, communities, states and nations—a co-operation, inter-racial, inter-religious, and inter-economic.

3. A third purpose of instruction in the social studies is to develop character; to give the pupils a love of truth, an appreciation of the beautiful, a bent toward the good, and a desire and will to use knowledge for beneficent social ends.

4. A fourth purpose of the social studies, although it may come under the head of method, is both a purpose and a prerequisite to the attainment of other purposes; it is training in the intellectual processes indispensable to the functioning society.


7 Department of Superintendence, op. cit., p. 157.
Wesley states that the objectives of the social studies are stated in terms of social competence or of changed behavior. Beard sets up the following: (1) develop ethical responsibilities; (2) foster the social virtues by examples; (3) provide for the maintenance and improvement of American society; (4) nourish the free spirit of science; and (5) prepare youth for associational life and activities.

The Course of Study in the field of social studies for Salt Lake City, Utah, lists the following objectives for this field:

1. A major function of the social studies is to give the student a comprehensive understanding of the organization and functioning of society, with reference to its physical setting, and its local, national, and international aspects.
2. It is the function of the social studies to develop such ideals, attitudes, appreciations, and loyalties as are required for the preservation of our historic social goals and yet to incorporate those which may be required for adaptation to changing needs.
3. It is the purpose of the social studies to promote a wiser and a more effective co-operation among individuals and among organized groups.

A state course of study for Texas sets up the following specific objectives for the social studies:

1. To develop an understanding of the importance of environment to man's way of life.
2. To develop an interest in the lives of people outside their own group.

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8Wesley, op. cit., p. 110.

9Charles A. Beard, A Charter for the Social Studies, p. 56.

10Salt Lake City Public Schools, Course of Study for American History and Civilization, 1940, p. 6.
3. To develop tolerance for people who are different.
4. To increase skill in the use of books and materials.
5. To give practice in increased ability to express ideas in speech and unity.
6. To give experience in the development of poise, social graces and ease in social situations.
7. To develop the ability to be alone and like it.  

The foregoing quotations have been taken from representative sources in the field of the social studies: a national organization, outstanding workers and educators in the field, a large-city course of study, and a state course of study. An examination of their proposed objectives, when synthesized, yields the conclusion that the over-all objective of the social studies is to develop citizens capable (1) of functioning in a democratic society, (2) of understanding the society in which they live, and (3) of building better and more worthwhile human relationships.

**Materials of the Social Studies**

Further understanding of the nature of the social studies may be developed through a study of the materials comprising the social studies. Wesley states that the major area of the social studies is that of human relationships. For a long time these relationships have been taught under subject headings such as history, civics, geography, economics, sociology, and problems of democracy. These

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organized subject areas, however, constitute only part of the social studies curriculum. The following topics, areas, qualities, combinations, objectives, and attitudes have been mainly assigned to the social studies field although some aspects of them are treated in other fields:

atomic age
Canada
character education
civil rights
common learnings
community study
conservation
consumer education
controversial issues
co-operatives
core curriculum
critical thinking
current events
etiquette, social behavior
Far East
genral education
guidance
intercultural relations
international relations
international understanding
labor history
labor relations
Latin America
local history
minority problems
personality development
planning
propaganda
safety education
sex education	
temperance
United Nations
vocational training
workers' education
world affairs

\[13 \text{ibid.}\]
A report of the Committee on the Function of Social Studies in General Education set up four distinct areas as contents of the social studies curriculum: (1) immediate personal-social relationships, (2) social-civic relationships, (3) economic relationships, and (4) personal living. Lee and Lee base the subject matter on social situations that are vital to the child. Such social situations, for purposes of analysis, may be divided into two types: (1) those involving the direct or personal relationships of the individual to the various intermediate groups of which he is a member, and (2) those situations in which the individual is concerned as only one member of a more remote group.

Champions of history, geography, or "racial heritage" have challenged the use of personal and social problems as a basis for determining the curriculum of the social studies. They assert that much important subject matter is thereby being neglected. Wesley answers such critics by stating:

The social studies curriculum consists of those elements that are considered most essential to the preservation of society. These elements may assume the form of facts, knowledge, skills, techniques, attitudes, qualities or beliefs. The curriculum is essentially a means rather than an end. It is the content through which social objectives are attained.


16 Wesley, op. cit., p. 59.
These opinions, when synthesized, indicate that the social studies curriculum consists of reorganized, simplified, and purposively selected portions of information and experience needed for the training of pupils for constructive social relationships. It is not a storehouse of knowledge but an instrument for training growing youth.

Importance of the Social Studies as an Integrating Agent in the Curriculum

Data presented in Chapter II place stress on integrating individuals in the schools rather than developing an integrated curriculum. Self-adjustment of the individual pupil, not synthesis of subject matter, is the objective. With such a concept in mind, the social studies, with their emphasis on the development of better human relationships, make a most desirable agent in the integrative process. There is a very close relationship between self-adjustment and better human relationships. Ways and means of using the social studies in this manner, together with the theory, philosophy, and practice in the integration of the social studies in secondary schools, will be considered in the ensuing chapter.
CHAPTER IV

THEORY, PHILOSOPHY, AND PRACTICE IN INTEGRATION OF THE SOCIAL STUDIES IN THE SECONDARY SCHOOL

Function of the Social Studies

In the social studies the underlying purpose is to develop within the pupils an understanding of how men and women live and behave in group relations, and a knowledge of the various factors that determine such behavior. From this point of view an effort should be made to construct all courses and curriculums to conform to this major objective.

One author has written:

... I assume that man's social life, social in the broad sense of the term, is a highly organized existence, that men live in interdependent relations with each other, that these relations are so arranged that they fit like the parts of a jig-saw puzzle, that these relations are multi-form, and that, in reality, they are not separable in the sense in which we separate them for study in our various academic disciplines—that, as has been said, "Life is a unit."¹

If this be true—that life is a unity, as the assertion of modern educational thought would have it—then the task of the social studies is

to demonstrate the unity of human living. They should incorporate all the phases of experience which enter into the everyday lives of people in modern society, and these phases of experience should be so interrelated that each makes up an essential part of meaningful life activities. In accordance with this concept, the task is to organize courses and subject matter in such a way as to contribute to the realization of this purpose. Naturally, courses and curriculums will vary according to local circumstances and according to the needs and interests of youth in the environment in which they find themselves. But everywhere the fundamental principle should be the same: to make education realistic, practical, and functional in everyday life.

Therefore, it becomes necessary to establish aims and objectives for the social studies in order to assure that they will fulfill their primary mission of interpreting the techniques and interrelationships of group life to the young. Wesley has listed sixteen such objectives for the social studies in general and states that measures should be taken to see that every pupil develops these traits:

1. To acquire and understand social concepts.
2. To develop study and reading skills.
3. To develop a wholesome personality.
4. To develop desirable traits.
5. To learn the techniques of co-operation.
6. To understand the interdependence of people and nations.
7. To assume responsibility.
8. To prepare for useful work.
9. To become a prudent consumer.
10. To become a participating citizen.
11. To develop critical thinking.
12. To respect all races and groups.
13. To uphold democracy.
14. To cultivate esthetic and intellectual interests.
15. To understand social institutions.
16. To promote world peace.

Whereas Wesley maintains that the above objectives are typical of many that might be listed for the social studies in general, he, at the same time, lists specific objectives for the various subject-matter fields that are usually considered within the area of the social studies. These are as follows:

**Objectives in Studying History**

1. To develop an appreciation of our social heritage.
2. To learn the techniques of finding materials.
3. To learn the historical method.
4. To develop a love of historical reading.
5. To develop a scientific attitude.
6. To develop the capacity of suspended judgment.
7. To acquire a perspective for understanding contemporary issues.
8. To learn the facts necessary for an understanding of current writings and discussions.
9. To acquire a sense of time.
10. To understand relationships.
11. To understand generalizations.
12. To develop a reasoned basis for patriotism.
13. To broaden and extend interests and sympathies.
14. To facilitate the process of synthesizing.
15. To learn and understand instances of social, economic, and political processes.
16. To develop intelligent citizenship.
17. To promote international understanding.

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Objectives in Studying Economics

1. To understand concepts used in business and industry.
2. To learn something of economic processes.
3. To understand economic principles.
4. To acquire information.
5. To understand man's economic interdependence.
6. To secure the understanding necessary for prudent buying.
7. To understand how social controls can be applied to economics.
8. To understand the interrelationships of economics and government.

Objectives in Studying Geography

1. To understand man's natural environment.
2. To understand the relationships between man and environment.
3. To develop an appreciation of man's interdependence.
4. To develop a sympathy and an understanding of other social groups.
5. To learn something of natural resources and man's use of them.
6. To learn useful facts concerning the earth and its products.
7. To learn how to use geographic materials, such as maps, etc.
8. To learn something of the chief occupations.
9. To acquire geographic concepts.
10. To understand natural forces, such as the weather, tides, etc.

Objectives in Studying Civics

1. To understand the organization of government.
2. To understand how government contributes to public welfare.
3. To understand how social groups function.
4. To provide a basis for understanding current political developments.
5. To learn how nations can co-operate with nations.
6. To learn the rights and duties of citizenship.
7. To generate correct civic attitudes.
8. To understand taxation, regulation, and other current problems.
9. To develop a faith in democracy.

**Objectives in Studying Sociology**

1. To understand the nature of group life.
2. To understand the influence of heredity and environment.
3. To see the advantages of social co-operation over social conflict.
4. To gain an insight into the nature and causes of social problems.
5. To develop a toleration for members of other groups.
6. To see how government can affect social life.
7. To evaluate proposed reforms and schemes.
8. To identify our major social problems.
9. To understand the forces which motivate individuals and groups.

Moffatt has written that

The purposes of the social studies program . . . are to offer the pupils an objective account of affairs and situations as they are found at present in all quarters of the world, without reference to prejudices and preconceptions. Truth and facts are placed first. The second objective is better preparation for acting with co-operation and mutual consent in a more peaceful, prospering world. Character, indeed, is the result of a love of truth, for the pupils come to know what is proper and right and they wish to use that knowledge. The pupil must exercise his reasoning power, for if there is a given desirable social end to be attained, there must be some means of approaching the goal, and to find the means requires reasoning and reflection upon the array of facts learned.

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3Ibid., pp. 126-127.

Levi has summed up all of the aims and objectives of instruction in the social studies in his statement of what he calls the five over-all aims of this field, as follows:

1. To provide a genuine understanding of the society within whose frame we live.
2. To exhibit those conflicts of value which underlie all political and economic decisions.
3. To provide the social knowledge which is a prerequisite to wise decisions of social policy.
4. To enlarge social sensitivity in those areas in which institutional change is desirable.
5. To prepare and encourage the individual toward intelligent social action.

Swindler, on the other hand, has formulated ten general aims for the teaching of the social studies, all of which he contends are essential to an effective program. These objectives may be paraphrased as follows:

1. Promotion of socio-civic efficiency.
2. Developing efficiency in the use of information as the basis for forming judgments and as an end within itself.
3. Making the present world intelligible.
4. Creating a desire for intelligent, willing participation in civic and social activities.
5. Developing knowledge and appreciation of the civic duties, rights, and responsibilities of the individual.

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6. Developing the power to evaluate facts, and fostering clear, independent thinking and judgment.

7. Developing knowledge and appreciation of principles underlying sound and enduring government and society.

8. Promoting broad interests, tolerance, sympathy, etc.

9. Increasing knowledge and appreciation of the past as a background for the present.

10. Furthering love of country and intelligent patriotism. 6

In connection with presenting goals or objectives for the social studies, Levi has formulated what he calls "principles of education for citizenship." These principles are, in reality, aims to be sought in the teaching and learning of the social studies. Levi states them as follows:

1. The student should understand that the conflicts of modern society, among which World War II has loomed large, have arisen not only as a basic conflict of values, but also because there are deep-seated maladjustments in our modern society.

2. The student should be brought to a realization that in order for the democratic ideal to succeed, we must have in our society greater security, a more equitable distribution of economic opportunities, more attention to the welfare of society as a whole, and much more popular agreement upon the basic values, principles, and activities which are a part of the democratic way of life.

3. The student should be brought to see that democracy is not only a matter of forms of procedure and political institutions, but also is primarily a great social

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faith which is grounded in a moral attitude and a philosophy of life.

4. The student should be made sensitive to the fact that many persons have only a superficial, partial, or actually false idea of what democracy means and that the advantages of acquiring property with ease or of rising in the social world, or of becoming a member of the elite, or of being without civic obligations and able to do as one pleases are dangerous parodies of the true democratic theme.

5. The student should be familiarized with some of the real components of the democratic philosophy of life among which the following would loom large:
   a) The belief that political power should be vested in those whose interest is affected by its exercise.
   b) A belief in the basic dignity, worth, and importance of the human person.
   c) A belief in the supremacy of the common good.
   d) A belief in the essential equality of persons of all races, religions, and nationalities.
   e) A belief in the method of compromise through intelligence rather than the appeal to force in the solution of political and social issues.
   f) A belief in the basic importance of preservation of civil liberties, including those of speech, religion, the press, and of assembly.
   g) A belief that all individuals in society have both the right and the obligation to work.
   h) A belief that the stratification of American society into rigid social classes is undesirable.

6. Students should be brought to see that the general principles of democracy have relevance in different fields and the way in which these general principles are applicable to economic institutions, political institutions, and social relationships.

7. The student should be brought to face frankly and intelligently the weaknesses and failures of our democracy in the past and to analyze the causes and sources of these weaknesses and failures.

8. The student should also be acquainted with the successes of democracy, the achievements which it has made, the resources which it has, and the promise which it offers for the future.
The real problem of the social studies in general education is to give individuals a working knowledge of the social life of which they are a part and to make them sensitive to those social values which must be perpetuated. Their purpose is, therefore, to provide knowledge of fact and value to the end of intelligent action. 7

If one makes a careful study of the various lists of aims and objectives for the social studies presented above, together with many other such lists which might have been included, he cannot but be surprised by the high degree of similarity existing among all of the statements of objectives. True, some lists are short while others are long, but the brief ones are more general in nature and are of such a comprehensive scope as to include most of the implications mentioned by the more detailed lists.

If these objectives are accepted as legitimate ones, the pronounced similarity in many of the objectives for the various social-studies fields must be accepted also. It follows, then, that there must be a close relationship among the social studies, since they have objectives which are so nearly identical and which certainly have for their purpose the development of individuals capable of living competently within the social, political, and economic group.

One of the most valuable means for nourishing the qualities of citizenship is that of organizing the school into a miniature society in which pupils carry on functions as nearly like those in adult

communities as possible. Today, the school which has no provision for systematic pupil participation in its affairs is the exception, and such a school is now on the defensive, due to the outstanding success of various forms of pupil participation. Much has been done in effective training for citizenship, but much still remains to be done. This fact was indicated a few years ago when a survey of two hundred distinguished educators revealed that few if any of them believed that American schools were turning out the alert, competent citizens required by modern democratic society. 8

Once, education was concerned only with subject matter, but today the subject-centered curriculum is remote from the democratic values that the modern school strives to achieve. A certain amount of knowledge is necessary, of course; but the present-day emphasis is upon the use of this knowledge in the solution of practical problems rather than in its mere acquisition. The center of emphasis is the student in his world rather than the refined system of knowledge pertaining to the world of adults. The democratic school is seeking to develop traits of personality such as creativeness, co-operative-ness, social sensitivity, ability to think reflectively, and tolerance. These values can be developed most effectively when the actual vital experiences of the pupil in living his life in the home, the school, and

the community are made the center of his curriculum. If democratic values are to be achieved, they must be lived in vital, meaningful situations.9

Wrinkle and Gilchrist have pointed out that educators have long assumed that there are certain things which everyone needs to know, and curriculums have been planned accordingly, without much effort to ascertain whether such assumed vital learnings are truly essential for everyone. It is now recognized that the things which everyone needs to learn are not primarily subject-matter facts, but basic skills, habits, generalizations, and attitudes. Everyone needs to know how to express himself orally and in writing so that others may understand him. All persons should develop the habit of not making decisions until enough evidence has been collected to make those decisions as intelligent and valid as possible. It should be understood that everything that happens has a cause behind it, and that an understanding of causes is fundamental to correct interpretations of human behavior, whether on the plane of the individual, the community, or the nation.10

In the light of modern conceptions and philosophies of learning,

9 Harold Alberty, Reorganizing the High-school Curriculum, p. 108.

... education is the reconstruction of the present life and living of the individual. This is a never-ending, continuous process. It is achieved through all experiences of the individual, both in and outside of the school. It goes on wherever the child is alert to the situation in which he is taking part or to the experience in which he may be engaged. Since improvement of life and living constitutes the curriculum, the experiences cannot be set out and organized in advance of the life of the individuals who will participate in it. The center of attention is human beings and their interaction with the environment. The process of learning is intimately related with the normal dynamic adaptive processes by which growing organisms attempt to resolve the disturbances which arise in their environment. The control of the experiences, which means the emergence of goals and processes, rests with the teachers and pupils. The management of the experience is developed as a technique over which the children acquire increasingly conscious control. Meanings, relationships, generalizations, are utilized in relation to the needs in developing the experience. Habits evolve normally as a part of the process, and skills are developed wherever they are functionally necessary. Minimum essentials are determined by the needs of the individual. These may be techniques of managing experience, developing of meanings and relationships, improving emotional stability, learning how to work with people, improving reading skills, and the like. The curriculum, then, consists of a series of purposeful life-experiences growing out of the interests of pupils and directed, under teacher-guidance, toward increasingly intelligent behavior in relation to the surrounding culture.

Conceptions of Integration

In recent times the range of human knowledge has expanded far beyond the comprehension of any one man. Learning has been divided into many fields, and each field into many subdivisions of subject matter. In the area of the social studies, educators have been able

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to lay out roads and paths to an understanding of man in his social, political, and economic activities, but it has not been easy to enable the student to know human group life as a whole. "All too often, our students have been left to wander aimlessly among the trees with little conception of what the woods as a whole are like." 

Workers in the field of the social studies, recognizing this situation, have become zealous patrons of the idea of integration, feeling that by this means it is possible to develop a large body of social-science generalizations and a related experimentation with new types of courses and new kinds of curriculums throughout the educational system, all of which should better prepare youth for living in modern society.

The most important meaning for us relates to the integration which occurs within the person of the learner, as he assimilates information and knowledge that come to him from many sources and by means of varied experiences. Learnings become a part of the learner's personality. They are not merely added to the sum of knowledge possessed, but are instead acquired as functional dynamic factors which enter into the continuous determination of behavior, constituting changes within the organism and in its outward expressions. Integration may also refer to the relationship of the individual to other individuals and to society. The learner "integrates" himself with

\[12\text{Robinson, op. cit., p. 631.}\]
other persons and with the conventions and institutions in his society. This means that he comes to understand, influence, and get along with other persons; to understand, get along with, and improve the institutions in which he lives. In simple terms, integration means learning things which are truly useful and meaningful to the learner at the time and which will continue to be useful in everyday life. Integration is continuous, never completed; therefore, the emphasis is upon "integrating," not upon "integrated." Thus, the product of integrating is an integrating person. An integrating personality is one which possesses a unified view of its world and of the place of the individual within that world. Integration means wholesomeness of mind, body, and emotions. Human beings are born physiologically integrated and continue to grow in an integrating manner until adults or environmental factors interfere. The school and the home, then, should maintain and promote the normal integrating processes of human beings by providing learning experiences which are purposeful, continuous, and interacting.13

In another meaning—the one in which it is most often understood—integration implies the combination of two or more conventional school subjects into a single course. For example, typical instances of integration are the combination of the high-school course

in American history with the course in American literature, or a course in civics with the principles of English composition. By such a plan the pupil integrates or unifies the subject matter of history and the activity of composition into a single act of learning. Thus interrelationships are made clear, and the traditional isolation and independence of subject-matter fields are eliminated to enable the learner to conceive of education as total, unified experience, rather than as a series of choppy, unrelated presentations of subject matter. 14

Two types of integration are recognized, "vertical" and "horizontal." The arrangement of materials in such a way as to facilitate smooth and continuous progress from grade to grade in the same subject or field is designated as vertical integration. The development of appropriate skills and reading abilities is essential at each grade level, and when the pupil masters such prerequisites he thereby prepares himself for the work of the succeeding rank or grade level. Vertical integration involves the proper grading of materials for the abilities and needs of the pupil, and thus assures his orderly and progressive development in the subject or field.

The arrangement of materials in such a way as to establish relationships and connections between various subjects and fields may be termed horizontal integration. If every subject were properly

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14 M. J. Stormsand and Robert H. Lewis, New Methods in the Social Studies, pp. 120-121.
integrated vertically there would be no problem of horizontal integration. It is desirable to establish connections among various content fields. Horizontal integration may therefore involve a series of cross references and various attempts to establish connections among the various subject-matter fields. If it is considered advisable to have the pupils within a given grade study topics that tend to strengthen and clarify one another, provisions should be made for such correlation. For example, pupils in a given grade should not be required to study, within a particular semester, such divergent courses as the history of Egypt, the geography of South America, the customs of the Middle Ages, the literature of colonial America, and the science of the twentieth century. Horizontal integration calls for the proper, logical, and homogeneous arrangement of the contents of all subjects in the school program.  

According to Stovall, the value of the integration of knowledge is beyond question. It provides stability and assurance to the learner, who is thus enabled to stand self-poised in an unstable world; without integration, the pupil is likely to be swayed by diverse opinions and prejudices. An integrated curriculum is helpful because it makes for progress in learning and reduces the frequency of error. 

15 Wesley, op. cit., p. 156.

16 Floyd Stovall, "Student-Teacher Preparation," Integration of the Humanities and the Social Sciences, A Symposium, Southern Methodist University Studies No. 4, 1948, p. 68.
In an integrating program all of the learning activities are unified around one central purpose, which varies according to the activity or project being undertaken at the time. All of the pupils' reading, listening, thinking, practicing, and all emotional drives and attitudes should be related to the central purpose of the learning situation. These activities are continuous and simultaneous, which means that they are related to one another in useful, meaningful ways. Reading is not done for the purpose of memorizing facts, but for the purpose of putting information to work in the solution of the problem at hand. The integrating learning process is vividly and functionally interactive with the environment. Learning, to be effective, must be carried on with an adequate understanding of the school situation, the standards of the families, and the mores of the community in which the pupils live.

integration may be taken to mean that the learner identifies himself with the learning experience; that the learning outcomes become a part of his personality; that the skills and abilities, attitudes, and principles learned are woven into the already existing fabric of his knowledge and abilities. The things which have been learned have been integrated into his dynamic personality. They are truly a part of him and not something memorized for the sake of repetition on demand. They will not remain dormant but will enter into his subsequent behavior. 

Three fundamental principles appear to enter into the program of integration in the social studies if it is to be effective. These principles may be stated in the following manner:

\[\text{Burton, op. cit., p. 10.}\]
1. Teaching should be limited to materials which have direct value in developing in pupils intelligent understandings and tolerant, co-operative appreciations which aid in preparing them to engage in the activities of human life which are typical of their environment.

2. Selected subject matter in the fields of the social studies must be organized into units of experience which are psychologically appealing and learnable, and which correspond to life situations as closely as possible.

3. Traditional subject-matter boundaries should be ignored in the construction of the social-studies curriculum. The narrow limitations of subject fields not only fail to achieve the purposes of education but actually interfere with the selection and organization of a curriculum which will promote these purposes. The understanding and solution of the current problem in the learning situation forms the heart of a functional unit of work, rather than the accumulation of subject-matter facts. Knowledge, of course, is essential in problem solving; and it is made meaningful and vital through the motivating influence of life-like situations.\(^{18}\)

When integration is practiced, the classroom becomes more like a workshop than a recitation hall. The emphasis is upon learning through doing rather than upon reciting what has already been

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learned. Recognition of the fact that learning takes place only when the individual is actively and vitally participating in creative endeavors rules out all written work that requires any significant amount of copying, as well as the traditional type of oral questioning, which was designed to determine how much subject matter the child knew. Moreover, the new concept calls for integration of every available life activity and correlation of classroom work with these activities. 19

To the history of Western civilization and the study of present-day problems, which are the principal emphasis of the social studies, should be added a third point for stress—an intensive acquaintance with the fact that all culture should be integrated and should become a part of vital learning situations. This new element involves the acquisition of a basic generalizing knowledge of society and of human nature. The curriculum should be carefully planned as a unit for the entire period of the child's school experience in order to assure well-planned and meaningful learnings arranged in logical order to encompass all phases of human life. 20

Wesley has stated that integration emphasizes the social studies field rather than the separate subjects that make up that field. The individual subjects are recognized and to some degree utilized, but the


boundaries between them are freely ignored in the process of arranging materials for teaching and learning purposes. Integration is a significant step away from strict subject organization in the direction of fusion. It differs from fusion, however, in that it recognizes that the content of the subjects furnish much suitable material for teaching purposes, and that the revolutionary process of discarding all subject-matter fields as such and starting with a new alignment of materials is unnecessary.

Theoretically, integration may be accomplished in at least three individual and distinct ways: (1) It may be achieved to some extent by the use of units of work, although they do not insure integration. (2) It may be realized through a series of topics that cut across subject boundaries, but even topics do not guarantee real integration. (3) It may be attained through the limited use of selected portions of subject-matter content, organized into a logical and meaningful unity. Effective integration appeals to the pupil; it ignores scholarly tradition and emphasizes the practical values of materials; and it demands psychologically arranged materials rather than traditionally organized content. 21

As a result of the modern emphasis upon education that is practical and meaningful to the learner, the separate subjects in the

21 Wesley, op. cit., pp. 171-172.
social-studies field have been revolutionized. History and geography have been expanded and revised, and the focus of civics or government, or economics, and to some extent of sociology has been shifted from theory and principles to problems and functions. Consequently, heavy emphasis has been placed upon recent developments and conditions and upon immediate applications of subject matter. In these revised fields the boundaries between the various social-studies subjects have become less and less clear. The revisions in subject matter have paralleled and tended to achieve the same result as the movements for correlation, integration, and fusion. Attention is now devoted to the development of understandings, skills, attitudes, and behaviors, and to the solution of practical problems of human existence. To these purposes all of the social studies can contribute much, and they should be allowed to make their contributions in unison rather than in isolation.\(^{22}\)

Programs of development offered by the schools are confronted with the problem of determining to what extent integration can be profitably utilized in the various fields of study, such as social studies, oral and written language, reading, art, music, the sciences, homemaking, and industrial arts. In the phases of the school program that lend themselves to integration, a long enough time is provided in the

school day for the development of the main theme, and enough avenues of approach are provided to make it possible to penetrate beneath the fact-surfaces to the deeper meanings and relationships which are too often disregarded. This integration will not be complete, nor is it desirable that it should be. Schools which have experimented with a complete integration of the curriculum have almost universally abandoned the plan. Retaining integration as a basic principle, they have also provided specific instruction and drill where needed. Hence it is not advocated that the other subjects revolve around the social studies as satellites around a major planet. Instead, committees representing all fields of study should consider the total instructional program as it has evolved thus far, and determine to what extent interrelationships can be emphasized for the benefit of the children who will undergo the experiences. Whenever the children are found to profit, integration should be put into effect, not, however, to be considered as an end in itself, with anything and everything included which makes for integration around a common theme, while much more necessary or valuable experiences are kept out because they do not fit the plan. Integration will, therefore, remain a means to an end. In each subject-matter field there will doubtless remain a body of needed skills, attitudes, and information which will continue to require separate and distinct treatment inasmuch as they cannot be given sufficient emphasis
in an integrated program. For this reason integration is not to be thought of as removing dividing lines between subject fields, but rather as a means of drawing from all related fields such information as will contribute to the vividness and meaning of the learning experiences being engaged in by the children.

When the school curriculum is planned to give consideration to principles of integration, one of two distinct forms of administration of the integrated courses is in operation. Both cases assume the same class of pupils, of course, and a time allotment of two full class periods, preferably scheduled in immediate succession. Differences in the two most common plans of integrated work occur, however, in the arrangements for teaching. In one form, which may be called the co-operative, an English and a social-studies teacher, for example, are assigned to the class for the purpose of collaboration in planning and carrying out learning experiences. Sometimes a class approximately double the size of the average or normal class is used, including perhaps from fifty to seventy pupils, and both teachers are present and active for both of the periods. In other instances the class, of usual size in membership, has an English teacher one period and a social-studies instructor the other period. The teachers, of course, work together closely in planning the program and in carrying it to completion.

In the second general type of integrated work one teacher has the full responsibility for all of the work with a class for two periods and in both subjects. Such an arrangement provides the single teacher with more freedom than is possible when there are two teachers working together, but planning is often not so well done, nor execution so effective. Complicated problems in the administration of integration may arise when correlated work in English and the social studies, for instance, is broadened to include projects of construction in the school shop, physical-education activities, and special projects in art and music as well as in other fields. There is hardly any end to the many interrelationships that may be provided by a program of integration; and learning situations are enhanced and made more meaningful as various fields of knowledge make their own singular contributions to pupil life and experience. 24

Advocates of integration claim that pupils become very much interested in the large, comprehensive units of work common to such a plan because they are encouraged to discover and bring in any kind of material that is needed for the solution of the problems that may require attention. In working along this line, pupils study history, geography, civics, or any other subject whenever there is a real need for them. They study primarily what they need to know in solving

their practical problems, and not a mass of facts that have no connection with their problems.\textsuperscript{25} Thus integration is practical and useful, and it becomes vital to the learning situation.

Whereas there are obvious advantages in the integrating curriculum, it is not a panacea for all of the ills of the educational system. It will be worthwhile at this point to consider both advantages and disadvantages pertaining to integration as discovered within recent years by educators who have had intimate experience with programs of integration. Each one could be discussed in detail, but it is deemed sufficient for our purpose merely to list them. Among the advantages of integration mentioned by Wesley are the following:

1. Because it builds a program on pupil interests and needs, it provides a motivation that is lacking in conventional organization of subject matter.

2. It selects the minimum social areas and assigns all students to enroll in them.

3. It promotes social and personal growth by allowing and encouraging more pupil participation.

4. It ignores subjects and focuses materials upon the problems of young people.

\textsuperscript{25}Frederick K. Branom, \textit{The Teaching of the Social Studies in a Changing World}, p. 300.
5. It clarifies the purposes and procedures of education for the pupils as well as for the teachers.

6. It brings about co-operation among teachers.

7. It encourages teachers to utilize the community in learning situations and to keep abreast of current affairs, locally, nationally, and internationally.

8. It brings about better relations among teachers and students.

9. By retaining the same teacher for at least a double period and perhaps for several years, it enables him to know individual pupils more intimately than would otherwise be possible.

10. It provides for great freedom of choice as to content, activities, and procedures in learning situations.

11. It stresses objectives and specific achievements.

12. It provides logically for evaluation and redirection.

13. It emphasizes the totality of personality.


15. It encourages the use of more varied methods of instruction.

16. It integrates rather than compartmentalizes knowledge and experience.

17. It promotes the growth of responsibility on the part of pupils.
18. It provides for heterogeneous grouping, thus promoting democratic attitudes and practices.

19. It stresses relationships within subject matter.

20. It stresses co-operation.

On the other hand, certain disadvantages of integration have been noted by educators, among which are the following, as listed by Wesley:

1. It confuses the objective of social competence with the curriculum through which it might be achieved.

2. It assumes a superior wisdom concerning both social needs and pupil interests.

3. It stresses the individual at the expense of society.

4. It substitutes personal needs for the requirements of society, and therefore is unrealistic.

5. It retains the same teacher, thus depriving students of the advantages of a wider acquaintance and prolonging the period of protective dependence upon one instructor.

6. It consumes excessive amounts of time in planning.

7. It often results in random, incomplete, and unsynthesized training.

8. It gives pupils a false sense of achievement.

9. It is a device for evading serious teaching and study.
10. It presents handicaps to talented pupils.

11. All the values claimed for it are capable of being attained within individual subjects and fields of study.

12. It has no scientific basis for the selection of units of study, depending upon momentary inclinations.

13. It rests upon the false assumption that subjects, which are the categories of knowledge, are antagonistic to learning.²⁶

It is logical to assume that integration may prove advantageous in some situations and among some groups of pupils, while possessing little or no value in others. Thus it becomes impossible to say that integration within itself is either good or bad, for methods and situations determine its effectiveness. On the whole, however, integration appears to offer real values for learning.

Today's children come to school from environments which afford them unlimited stimulations for understanding the world and the community in which they live. Never before have children been subjected to so many influences demanding their attention and thoughtful consideration: books, magazines, radio, television, newspapers, motion pictures, and so on. They are often utterly confused and perplexed by observing conflicting emphases and opposing points of view. Thus it has become the duty of the school to bring logical unity out of

²⁶Wesley, op. cit., pp. 182-183.
these conflicting influences—to integrate stimuli and knowledge into terms which the child can understand and apply to his own world. At the same time, teachers have never before had so many resources readily available with which to help learners understand their world. 27

It should be pointed out that, by the time the pupil has reached senior high school, he should be able to do intelligent thinking for himself and have a wide range of interests. Integration of subject matter is not so essential here as in the lower grades, though complete separation of the social studies from one another or from other fields of knowledge is never desirable. In these last two or three years of his public-school experience, the pupil begins to specialize in his studies, thus finding it necessary to concentrate in definite fields of study rather than to survey all fields. At the same time, however, he must understand that all life is interrelated, and that all fields of knowledge have vital contributions to make to the unity of human living. Therefore, history helps the pupil to understand current problems in government and in the economic order; a knowledge of the country's historical development will interpret for him the meaning of much of the nation's literature; and a knowledge of English history makes much of England's literature meaningful. Thus emphasis is

27 Florence B. Stratemeyer, Hamden L. Forkner, and Margaret G. McKim, Developing a Curriculum for Modern Living, p. 35.
placed upon the unifying influences of all knowledge to enable the young citizen to understand the society and world in which he lives.  

**Correlation as a Phase of Integration**

The correlated curriculum is a subject curriculum in which two or more subjects are articulated and relationships between or among them are made a part of instruction without destroying the subject boundaries. Thus subjects retain their identity but are related to one another to some degree. Content which will obviously contribute to the solution of the current problems is taken from various fields of learning and applied to the given situations.

It is claimed by advocates of the correlated curriculum that children and youth show greater interest in the conventional subjects when they are correlated and learn more readily than in the conventional program. There is not sufficient evidence to confirm these claims, but as an hypothesis it does seem likely that some increase of interest and learning would result. It is further asserted that greater integration of knowledge occurs; that students see the relationships among subjects so that compartmentalization and fragmentation are reduced. While there is doubtless some truth in this assertion, it should be remembered that correlation leaves the subjects intact and that it requires no reorganization of their content and materials. Correlation requires only that the subjects be articulated through their content and leaves

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30 Ernest Horn, *Methods of Instruction in the Social Studies*, pp. 8, 10-11.
untouched the problem of utilizing the subject matter most directly related to the interests and activities of the learner and to the problems and social issues of today. In addition, correlation fails most significantly to provide experiences in the more exacting aspects of reflective thinking.  

The idea of correlation is not entirely new, for it can be found in the work of early educational reformers. But only in recent times has an effort been made to put correlation into practice. The correlation of courses is achieved by means of realizing and understanding relationships between subjects. It is believed to be highly advantageous to have a much closer correspondence between subjects than has been true in the past. If instruction is planned toward this end and if pupils are taught to recognize relationships in large fields of knowledge, better teaching and learning will inevitably result. Pupils will be trained to utilize knowledge in its various aspects and relationships in order to solve new problems and to meet new situations. In the rigid subject-matter curriculum, many facts are learned but little effort is made to relate them or to make them contribute to understandings pertinent to everyday life and to the world in which that life is lived. A correlated curriculum, on the other hand, attempts to reveal the interrelationships that exist among facts, so that knowledge will be meaningful and useful to the learner.  

31 Smith, Stanley, and Shores, op. cit., p. 402.  
Correlation and integration are often used interchangeably and more or less synonymously. For practical purposes they are so similar that there appears to be little necessity for distinguishing between them. Technically, however, correlation is a significant step toward complete integration. The Southern California Social Science Association has pointed out the following distinctions between correlation and integration:

Correlation is a process of arranging the content of related fields in such a manner that each of the fields is mutually contributory to the other. . . . This entire mass may be considered as one entity and may be taught either by one teacher having sufficient grasp of the fields of learning or by teachers from each of the several fields in close cooperation.

Integration is the psychological process by which an individual, actuated by a real desire founded in vital interests, brings to bear upon a life situation knowledge, skills, habits, and attitudes from all pertinent fields of learning, using the emotional and mental resources of his entire personality, which in turn is more or less permanently changed in its entirety.

Integration is essentially a psychological phenomenon, while correlation is a pedagogical manipulation of subject matter. Through popular usage, integration is being taken to connote outstanding examples of correlation. However, in their true meaning, the difference is not one of degree, but one of kind. Correlation is a means, integration is an end. Correlation may be done by the teacher in his arrangement of teaching materials; integration must be done by the pupil in using his collective learning for a definite purpose. Reselection and rearrangement of subject matter usually need to go much further than simple correlation before genuine integration can be achieved.  

Whereas it is now recognized by educators that the various subject-matter fields should be more closely related in the school program than they have been before, at the same time any scheme for the complete obliteration of all subject-matter lines at all levels of learning, from elementary school through university, appears to be a wild flight of the imagination which cannot and should not become a reality. Each field of learning has something worth-while to contribute, but its contributions are more meaningful when they are interrelated with those from other fields. Whether or not logically arranged textbooks and subject matter are wisely correlated with other fields of learning and with life is fundamentally a question of method of procedure and outlook on the part of teachers, administrators, and curriculum makers.

By the time the pupil graduates from high school, he should possess a rather comprehensive and coherent overview of the great institutions of human life, such as education, government, religion, the family, and commerce and industry, from the dawn of history to the present time. If the several fields of learning are rightly correlated and properly presented, and if assignments have to do with practical problems and felt interests and needs, the pupil may acquire this meaningful knowledge. Moreover, the individual needs more than knowledge: he should have made those adjustments in his personality and attitudes which are necessary for enabling him to take
his place in these institutions in an adequate and constructive manner. 34

Too often subject matter is presented in terms of unrelated problems, implying preoccupation with particular institutions. Opportunity exists, however, for correlating materials so that they will present studies of the working out of great, fundamental human processes reflecting the experiences of the race in every time and place. The problem is primarily one of organization, since the necessary subject matter already exists. In their effort to prepare youth for effective participation in evolving society, the social studies must reach out to other specialized fields of knowledge to obtain information needed to enhance understandings. 35

... In fine, realization that human experiences and knowledges are in essence cultural; that the fundamental purpose of the school is the selection and transmission of culture; and that cultural living may be summarized under a few great basic processes, should dominate all instruction. When that is fully realized, it will seem of minor importance in what particular course a given subject matter is presented; and of major importance what outlook or attitude governs the presentation. 36

It is important that ideas be organized in terms of the basic processes and problems of modern life, and there is a pronounced


36 Ibid., p. 124.
need for a better selection and synthesis of knowledge than has been the general rule up to now. It follows, then, that integration, within certain limits, undoubtedly facilitates learning both in the social studies and in the subjects that are correlated with them. 37

It appears to be preferable to correlate the various subjects in the social studies with one another and with other fields of learning, rather than to fuse them into one subject or to break down completely all subject-matter lines in the secondary school. One of the most excellent means for vitalizing instruction is to correlate whatever is taught with other subjects and with occurrences in life in general. Wise and well-planned correlation cannot result from the whims and activities of individual teachers alone, but it must develop in the light of the aims of secondary education and of the various subjects included in the curriculum. Consequently, one of the most important duties of administration is to lead the faculty into achieving this close interrelation of the departments and courses so that the life needs of the learners will be adequately met, eliminating as far as possible unnecessary and undesirable gaps and guarding against undue repetition and overlapping. 38


If the work of the school is to be correlated or integrated, the classroom will no longer be the sole seat of learning. Instead, pupils will spend much of their time in the library, shops, laboratories, studios, auditoriums, and offices of the school itself, and at the same time they will be found studying the whole community and the region round about—government offices, stores, markets, industries, water supply, transportation facilities, and so on. 39

Even in correlation, it is not necessary that subject areas need to be retained in their traditional forms. This fact renders correlation almost synonymous to integration, at least in its practical applications. As functional relationships are established among subject-matter fields, some of the customary course or subject boundaries may tend to disappear. Provision should be made for close working relationships among different subject areas to enable all teachers and departments to work together on common objectives. Thus each teacher, no matter what his field, should be conscious of the common needs and problems of youth in all major aspects of life, and they should search for ways in which their courses can be revised and interrelated with other fields of study in order to help young people solve their problems successfully. What is learned in one class should be utilized in others, even in different fields of learning; and

the fundamental interrelationships of all learning should thus become more and more apparent. 40

Once added to a curriculum, a course or subject is likely to remain long after the demand or need for it has passed. Even in present-day education, the large number of courses offered, the overlapping of courses, the rivalry which often results between departments and teachers for student enrollment to prove the popularity of their respective courses—all these factors are evidence of the lack of a clear educational philosophy on the part of many schools. Certainly, they indicate that subject matter has not been properly combined and interrelated for the most effective teaching and learning of essential materials. All learning is closely connected: a child's attitudes and skills are changing at the same time that he is acquiring understanding, and his physical and emotional development as well as his intellectual progress must be the concern of all teachers. 41

It must be recognized that the experiences of everyday living do not necessarily fall into such areas as English, social studies, arithmetic, art, music, industrial arts, science, homemaking, and so on. Whereas the child, deciding how to spend his allowance, faces some problems of computation, he may be also occasionally concerned with social problems such as whether part of his allowance should go


41 Ibid., pp. 69, 73.
to the Community Chest or to the March of Dimes. If he writes a letter enclosing his contribution to the cause he has decided to support, his problem widens to include English. A more practical situation faced by all children is that of making purchases in a store, which requires commonly accepted English usage in making clear what is wanted, arithmetical computation related to money or to the quantity of goods to be purchased, some reading skill in order to verify sales slips or commodity labels, courtesy and mannerliness in dealing with the store employees, and safety precautions in going to and from the store. The problem or the situation determines the particular needs of the child, and in the same way at school the unity of the curriculum resides in the situation rather than in some external organization of content and experience far removed from the present needs of the learners.

This implies that organized bodies of subject matter will be used as resource areas as they contribute to the learner's immediate concern and to his insight into related problems; it implies that content will be used without regard to the limitations of subject matter lines or departments of study; it means that the past will be used to bring perspective to present situations and that learners will be helped to discover and use such parts of the race experience as enlighten their developing concerns. This does not mean less content, but an enlarging and more vital content. Consideration of situations of everyday life demands that the learner use content functionally and understand the interrelationships among various bodies of organized subject matter. 42

42 Stratemeyer, Forkner, and McKim, op. cit., p. 90.
It follows, then, that

All organized bodies of subject matter are resources, upon one or more of which learners need to draw in dealing with practically every type of situation. . . . This is sometimes lost sight of when attention is focused too narrowly on the traditional areas which the subject has been thought to include. The teacher who sees his special subject in relation to the scope of human problems can make it a source of much more vital experiences for his group.

Since each subject area has a potential contribution to make to many persistent life situations, it follows that the needed competence in dealing with most situations will not be developed until various subject areas are seen in relationship. . . .

Integration of the Social Studies with Other Fields of Learning

Correlation, once an educational fad, has left a definite impression upon educational practice. The tendency now is to bring the social studies into vital relationship with other school subjects wherever possible. Although much has been done in this direction, there is still need for closer correlation between the work of different subjects, departments, or courses. Each subject in the curriculum has something to give and something to gain by a plan of co-operation with the social-studies department. 44

From the beginning of their school experience children draw as deeply as their maturity and intelligence allow on the various areas

43 Ibid., p. 297.

44 Della Goode Fancier and Claude C. Crawford, Teaching the Social Studies, pp. 247, 289.
of knowledge. It is the responsibility of the teacher to make materials available and to suggest sources of information, from whatever subject field, which may be pertinent to the situations in which they are involved. From the beginning, areas of knowledge become functional resources which children and youth must use to meet the situations of everyday living. The teacher guides experiences in class and out of class in such a way as to help learners develop concepts and understandings which give them knowledge and experience for meeting situations and problems in the classroom and in out-of-school life. This implies that children will be helped to see relationships within a field and between fields.

In the integrated or correlated program, it is true, of course, that certain facts or specific segments of knowledge will be neglected; but this is true as well of the non-correlated curriculum. For instance, the teacher has to decide whether to study Iceland or Finland in the fourth grade as an example of a cold country, and the high-school pupil is asked to choose between physics and chemistry or world history and problems of democracy as he selects his elective courses. No person can acquire all of human knowledge; therefore, choices must be made. The question is what knowledge is of most worth? Integration and correlation place emphasis upon basic generalizations and understandings rather than upon specific facts as
such. Certainly, interrelationships of knowledge are stressed. Formerly, knowledge for its own sake was stressed, without regard to the interests, needs, and problems of living which the pupils were then encountering or that would later confront them. Now, however, the emphasis is away from such purposeless learnings.

It still remains doubtful that complete integration, involving the elimination of boundaries between subject-matter fields, would be practical. For some learners there will be times when it is desirable to study a subject-matter area as an organized body of knowledge. Individuals with special abilities in such fields as music, art, and science should be given every possible opportunity to develop these talents.

In view of the modern concept of individual differences, the systematic study of bodies of subject matter as organized by specialists will have a place for some learners in the elementary and secondary schools and not for others. Different subjects will be suited to the needs and interests of different children. The proportion of the total educational program to be devoted to such systematic study will vary with different individuals, and the appropriate time for such presentations will vary with maturity and intellect. The basic consideration governing the appropriateness of systematic study of a subject as part of the curriculum for a given learner is whether he is sufficiently sensitive to fundamental situations in life and has had
enough guided experience in dealing with them to be able to recognize those patterns of knowledge and those parts of the organized body of subject matter which are pertinent to his needs and interests and to reorganize the materials from various fields in order to be able to combine and use them functionally for his own purposes. 45

The extent of correlation between subjects depends upon the inherent relationships of the subjects, matters of convenience in integrating work, and the knowledge and wisdom, as well as the philosophy and attitudes, of the teachers involved. If correlation is not consciously planned for, however, it occurs only occasionally and incidentally—usually accidentally. In order to encourage the articulation of courses, they are often scheduled so that related subjects can be taught by the same teacher or by co-operating teachers. Thus, history and literature courses covering the same cultural period are sometimes provided in the same semester, and may be very closely related, or even unified. Moreover, it is essential that teachers work out definite plans for securing the maximum amount of correlation, if a correlated curriculum is to be established and maintained. Often special committees are found to be advantageous for planning for desirable correlations among the subjects. 46


46 Smith, Stanley, and Shores, op. cit., pp. 401-402.
Often teachers are not aware of the other subjects which their pupils are studying; consequently, teachers of English and the social studies sometimes teach units on the same subject to the same pupils. Both the science teacher and the social-studies teacher are interested in the social consequences of atomic energy; the commercial, home economics, and social-studies teachers are all interested in consumer education; both the language teacher and the social-studies teacher are concerned with the history and home life of various nations. The history teacher makes extensive use of art, music, and literature. Teacher conferences for the purpose of bringing about inter-field correlation would lessen duplication and strengthen joint efforts.

In modern schools the term "common learnings" has come to imply a program which deals with the personal and social problems of young people. It usually employs the double period in order to allow for full discussion, group excursions and activities, and for the growth of a more intimate relationship between the class and the teacher. Units of work are planned around student problems rather than around subject content. "Common learnings" is not a type of integration of the social studies but a synthesis of materials from several fields. It stresses heterogeneous grouping, teacher-pupil planning, direct experience, student responsibility, and active practicing citizenship.
The term common learnings is also used to describe mergers of English and social studies. The professional literature on this kind of fusion is extensive and many experiments have been reported. English literature supplies the specific, detailed, and emotionalized particularity which the social studies lack. The sociology book refers to the tragedy of broken homes; the novel will document this tragedy in the lives of specified persons. The social studies provides the social information and content which English lacks. Thus the social studies furnishes the channel through which these materials can operate. In this form of fusion the English and social studies teachers cooperate to present a full and rich program.

By relating subject matter of one subject to that of another, teachers have noted that an improvement in learning occurs in each subject thus interrelated whenever possible. Under the correlated or integrating curriculum little or no effort is made to change the aims of teaching, the selection of content, the methods of presentation, or the evaluation of final results. For example, in the secondary school, English is correlated with history so long as the history teacher does not have to give up what has always been taught as history, and the English teacher is not required to compromise with what has always been regarded as important in the field of English for the particular grade. While retaining their identity and their systematic subject-matter fields, however, both English and history possess many phases of content which can be united into one learning situation. Dickens' A Tale of Two Cities, for instance, is thrilling fiction to one

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47 Wesley, op. cit., pp. 180 181.
who does not know the background out of which it was written; but to one who is familiar with the fundamental aspects of the French Revolution, the story becomes far more than exciting fiction: it is a vivid portrayal of conditions as they actually existed. Teachers should strive to be so aware of possibilities that all opportunities for reasonable and logical relationships among subject fields may be utilized in the learning process. This conscious attempt at correlation can take place without any reorganization of the materials within the old subject curriculum. For example, the geography of European countries may be studied in the grade in which the European backgrounds of American history are being developed; and the geography of the United States may be studied along with the early beginnings of American history. At the same time, books on the required reading lists in secondary schools may be recommended for the years in which the pupils are studying the history that provides background for the interpretation of the literature.\footnote{Hopkins, Integration, pp. 201-202.}

The correlation of history and English is possible primarily through the use of the following practices: (1) formal written work in history should be required to observe all the rules of composition stressed in the English class, such as neatness, originality, maintenance of interest, and proper rules of punctuation, capitalization,
spelling, and sentence and paragraph structure; (2) many of the themes required in English classes may have to do with historical subjects and may serve as papers in both types of classes, provided the teachers involved have carefully planned the proposed work in composition; and (3) much of the reading of both fact and fiction in the English class can be enlivened and made more meaningful if the pupils are made acquainted with the historical background out of which such literature evolved. 49

An especially interesting and useful way of combining the social studies and English work is that of planning imaginary trips. Pupils may each select a different place in the United States or a different country abroad to which he plans to "travel." If desirable, small groups can work together, each group planning a different "trip." Maps should be studied in planning the routes for going and coming, and as many possible routes as are practical should be investigated. Letters should be written to chambers of commerce, to national parks, to state governments, to industrial concerns, and to other similar sources in order to obtain information concerning what is to be seen on the "trip." After wide reading in such materials, together with books and articles available locally, the pupils should write up their "trips" in as interesting and correct a manner as possible.

49Fancer and Crawford, op. cit., pp. 248-249.
Different means of transportation to the same destination should be considered: air, rail, bus, automobile, and water. In either written or oral reports of the "trips," maps, pictures, timetables, and other materials should be presented, and the geographical, social, economic, and scenic features of the excursions should be given primary emphasis. Films and slides may serve a real purpose in such an activity.

In the field of social science, the pupil has to learn to read widely, but to read for pertinent information. Some of the material he reads has the element of drama about it. He needs to become familiar with vivid descriptions of people, their surroundings, the characteristics of important documents, the meaning of detailed wording, the understanding of rules, principles, and generalized statements, and a certain familiarity with a limited amount of abstraction. Vocabulary work is again important here, although the terms used in the social sciences are not as technical as those used in natural sciences. The pupil needs to develop well the habit of extensive reading in the fields of current events. He also needs to read rather widely in many different sources and evaluate differences of opinion and conclusions. He needs to know how to bring together various facts and relate them to the problem at hand, but while extensive reading is necessary, a good deal of emphasis has to be placed upon analytical reading in this field. Supplemental reading of references, pamphlets, and bulletins, as well as more general reading of biography and travel and realistic literature, is a valuable aid.

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50 Paul R. Mort and William S. Vincent, Modern Educational Practice, pp. 133-134.

In the teaching of this type of study, the English and the social-studies teachers need to co-operate. For instance, in the field of reading current events, much of the work is done in newspapers and magazines. In this instance the English and social-studies teachers supplement each other, since most English courses in the early years of the high school provide for special emphasis upon the intelligent reading of newspapers and magazines.

In courses in American democracy it is possible to correlate work in English, civics, and social problems. This can be done through training in debating on social problems of contemporary life and through the use of a wide variety of pertinent topics for English themes and special work projects for either individuals or groups. 52

As might be expected, the most striking opportunities for integration within the social-studies field are to be found between the areas of geography and history. These subjects are alike in that they are integrating sciences concerned with studying the world, although their bases of integration are different: geography in terms of earth spaces, history in terms of periods of time. Whereas history is concerned with the character of different times, geography studies the character of different areas and places. The interpretation of geographic features requires some knowledge of their historical

52 Fancier and Crawford, op. cit., pp. 249-250.
development, and in this way history becomes a means to a geographic end. At the same time the interpretation of historical events requires some knowledge of their geographic background, and thus geography becomes a means to an historical end. 53

In a variety of ways, economic and social conditions are reflected in the artistic expressions of a people. The music of submerged or oppressed races is radically unlike that of those enjoying political freedom. Such occupations as fishing, herding, spinning, and even blacksmithing have influenced songs and the rhythms of descriptive instrumental music. Every social upheaval from the Crusades to the Second World War has been an incentive to creative expression that has left in its wake songs and new types of instrumental compositions. 54

This very fact provides opportunities for the integration of music with the social studies. While a class is studying the early history of mankind, recordings of primitive music may be utilized; during the units on the Middle Ages such materials as the Gregorian chant, troubador songs, and crusaders' hymns may be introduced with great profit; and no study of the French Revolution is complete without the Marseillaise. At the same time, the history of the United States may be enriched by the use of songs and hymns characteristic of the various periods. It is


54 Fancler and Crawford, op. cit., pp. 258-264.
often desirable to permit the children to sing some of the songs themselves in addition to listening to recordings; this is especially valuable in connection with American ballads and patriotic songs. Of course, such music is not to be introduced arbitrarily into the classroom activities just for the sake of having something to do; but when it is presented in its historical setting and pupils develop an understanding of the function which such music has played in various cultural epochs, both the historical study and the appreciation of the music will be greatly enhanced.

When available to the schools, the offerings of museums, art galleries, and natural-history exhibits are of inestimable worth to pupils in social-studies classes. Art galleries provide an opportunity for the study of representative art expressions at the various periods of history, whereas museums reveal graphically and authentically the culture of various civilizations in different areas of the earth at different historical periods. Visits to natural-history museums are especially appropriate for classes in geography in order to acquaint them with the animals of the world in their native habitats. A serious limitation upon the use of such valuable resources is that of the time involved for such excursions, together with the fact that only schools in larger cities have access to such collections. Whenever possible,

55 Mort and Vincent, op. cit., p. 177.
56 Fancler and Crawford, op. cit., pp. 250-257.
however, provision should be made in the school schedule for frequent visits to museums, art galleries, and natural-history exhibits in connection with work in the social studies.

Current Events in the Social Studies

All divisions of the social studies possess significant relationships to present-day affairs or current happenings. History is expected to offer guidance for the present, and therefore it loses much of its value for anyone who is not closely in touch with the problems of the present day. The other social studies, of course, are firmly rooted in the present. For this reason, newspapers and magazines should occupy a prominent role in the work of social-studies classes. Instruction in current events defies the prim and austere conventions of the older curriculum; it defies classification; there can be no predetermined syllabus; it overlaps and encroaches upon various subjects; and from year to year, even from week to week, its content changes, thus rendering it impossible to assign it to any specific course, although it more often is correlated with history than with other social-studies subjects. However, with the growth of project work and the weakening of the boundaries between the school subjects, teachers have come to recognize that current events provide much of the motivating influence of many new undertakings in the social studies. Current-events instruction supplies stimuli for community civics,
problems of democracy, social forces, and many types of contemporary activities. Significant learnings result when emphasis is placed upon the present, but when its relevant and significant relationships are traced to the past, comprehension and understanding of human forces become greatly enhanced. This backward-development plan of teaching enables the teacher dealing with current events to relate each topic to its historical background and thus set the event in its proper perspective. When possible, pupils should be encouraged to do this tracing themselves, and thus cultivate a deeper appreciation of the manner in which the present is the outgrowth of the past. 57

A few years ago, when current events first came into use in the school program, they dealt with local and national affairs primarily, almost to the exclusion of world events. Such limitations were not serious then, but a local, limited, and provincial outlook is no longer possible for intelligent citizens of today's world. The times call for an expanded and inclusive program of current events. Being today, to an extent never before known, citizens of the world, we must develop a world viewpoint. The first step in such a development is the acquisition of more information about all parts of the world, such as can be acquired thoroughly through the resources of the social studies.

57 Ibid., pp. 267, 274-275.
Why should the social studies teacher keep informed?
The citizen of a democracy is obligated, not only to know about public affairs, but also to assist in formulating policies. If he fails to discharge these obligations, the government inevitably proceeds to manage affairs without his counsel and help. Autocracy, bureaucracy, and concentration of power thus develop because of the shirking of responsibility by the citizen and not necessarily because of any machiavellian policy on the part of the government. One needs to be informed for personal reasons. He may have a house to sell, he may have money to invest, or he may be ready to buy a suit. He needs to be informed for social reasons. His neighbors and fellow citizens know what is going on, and he would feel out of touch were he to lag behind in information. Then too, keeping abreast of developments is an interesting process. All these reasons are valid for the teacher as a citizen; as a teacher, with the responsibility of making a curriculum, they are professional imperatives. 58

The aim of all social-studies courses is to develop socially competent citizens. Today social competence obviously involves understanding of current affairs and their implications for the recognition and solution of problems, both individual and social.

Among the aims of current events in social-studies instruction are the following: (1) to enrich the program and to enliven interest; (2) to develop broad interests and tolerant attitudes; (3) to indicate ways of adjusting to changing conditions; (4) to motivate the study of different units in the course; and (5) to prepare pupils for meeting real-life situations. 59 Another statement of objectives for the use of current events in correlation with the social studies is perhaps

more in keeping with modern educational concepts, though certainly the aims listed above are valid also:

... to aid the student to become acquainted with the most significant current happenings and problems and to develop a continual desire to study them; to assist students in learning how to read newspapers and magazines intelligently; to enable them to develop and desire to use techniques for appraising contemporary problems; and to provide practice in discussing current problems. 60

If these objectives are accepted as guiding principles, there will be no alternative but to correlate current events intimately with the social studies so that understandings may be broadened and competence for good citizenship enhanced.

Young people are not born with, but must develop, an interest in current events. People who are interested may read about today's affairs in newspapers, magazines, and books, and in addition they listen to radio news broadcasts, view newsreels, discuss current affairs, with other people share their opinions and reactions to present-day happenings, attend meetings and lectures and participate in discussion groups, and join organizations which are concerned with social and political action. They observe social conditions within their environment; they are aware of current happenings, and they usually feel that such occurrences are of importance to them.

60 Robert S. Ellwood, "Current Events by Panel Discussion," Social Education, III (September, 1939), 381.
All of these activities and sources of information afford valuable opportunities for the teaching and learning of current events. Pupils who read magazine articles which are pertinent to the fields of the social studies should be encouraged to share the information thus gained with other members of the class. The entire class should be urged to attend lectures or special community meetings which are designed to present discussions of current affairs and social, economic, and political problems. Those who attend such gatherings should be ready to acquaint others with the most vital points learned. Radio and television provide many valuable opportunities for the study of current events and problems. If possible, radio and television receiving sets should be installed in the social-studies classroom; but if this is not possible, students should be encouraged to take note of programs which have a relationship to the social studies and share their learnings with the class. Possibilities are virtually unlimited for experiencing, discussing, and taking action in terms of current affairs on the part of members of social-studies classes. From all directions and from numerous sources comes vital information which should be given a vital function in correlation with the social-studies curriculum.

Through the study of current events young people should be assisted in thinking critically about current affairs. They must grow in ability to interpret data in various forms and to judge the accuracy
of such data. They must learn not to form judgments without sufficient evidence, and at the same time they must learn to evaluate proposed solutions to current problems and even to formulate solutions of their own. They must learn to apply facts, principles, and generalizations from history and from other sources. Students need to acquire as large a fund of important information as possible with which to interpret current affairs. Although the learning of facts is not the primary objective in studying current events, it is nevertheless an objective. One has to have information in order to think.  

One of the most important changes in social-studies methods in recent decades has been the new emphasis upon current affairs. Social-studies teachers have learned how vital is an understanding of present-day happenings, and no longer do the social studies deal solely with the "dead" past. At this time a growing emphasis is being placed upon a comparison of the past with the present—a procedure which has added interest and increased learning. When confronted with serious social problems, young people are now learning to deal with them successfully and constructively.  

Year by year, the study of current affairs occupies an increasingly important place in the teaching of social studies, and such

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61 National Council for the Social Studies, Improving the Teaching of World History, Twentieth Yearbook, pp. 138-139.

instruction is inescapably related to inter-cultural topics. In effective teaching of contemporary affairs, discussion and weighing of evidence leads to improved thinking and to increased ability to deal with personal problems and social situations in the world of today. Realism comes into the classroom; there is a chance for the study of matters of real concern to pupils. They can search for evidence; they can read the articles and speeches about which there is controversy, and then they can discuss their own interpretation of the matters; they can analyze the utterances and votes of their representatives in the legislature and in Congress and determine whether, in their opinion, their actions and opinions are justified. Through such study, analysis, and eventual weighing of conclusions they come to understand the realities of inter-cultural problems. They come to recognize the deep-seated character of problems and prejudices and the social processes which are necessary if the chasm is to be bridged between ideals and realities. Such desirable results do not occur, of course, if current events are treated as a mere recital of facts which have occurred in the news. There is need for discussion of the background of events, not simply recital of current headlines, if the study is to add to understanding and knowledge of human relations.⁶³

Today the newspaper is one of the most significant means of disseminating information about current happenings to the public.

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For this reason it should receive emphasis in the social-studies pro-
gram of the schools, to enable pupils to appreciate the value of such
news in the solution of problems and in the interpretation of events.
There should be an effort to develop critical readers of local, state,
national, and international news. Doubtless, the old method of having
a "current events day" once each week, when every pupil in the class
was expected to report on a clipping from a newspaper or magazine,
was of little value in training pupils to be conscious of current events.
Instead of this formal, purposeless procedure, pupils should be en-
couraged to be constantly alert to items in the day's news which have a
bearing on what is being studied in class. When such items are found,
they should be shared and discussed within the group, and meanings
should be clarified in the light of both past and present occurrences. 64

Integration of Community Resources with
Class Work in the Social Studies

If personal and social needs of the individual learner are to
be met and satisfied, there must be a close relationship between the
school and the community in which it is situated. As the activities of
the school become more closely interwoven with those of the community,
many opportunities for the participation of youth in the vital affairs of

everyday life are to be discovered. The school, through its intelligent guidance of young people in participating in these activities, is thereby making possible that unification of knowledge which is so necessary to the development of social competence.

According to the National Council for the Social Studies, teachers in this field should seek to achieve at least three important objectives as they guide youth's participation in community activities. In the first place, participation in community activities should be directed toward the development of an understanding of evolving culture. The local community offers the raw materials for an understanding of the total culture of the nation, since it reflects the standards that dominate American life. No teacher should stop with the acquisition of a knowledge of the community situation, but a study of community activities can be used to make the information obtained from books, pamphlets, and other sources relating to American and world cultures vital and interesting.

Secondly, the purpose of community study should include the development of a wholesome framework of values. As young people participate in studying the community and engage in community activities, they should gain an understanding not only of conditions as they are but also as they should be. Standards of value cannot be set up except in connection with life activities. The guidance of youth
in community participation offers excellent opportunities for developing attitudes and ideals inherent in the democratic way of life. Coming to grip with real problems enables youth to formulate intelligent attitudes, conceptions, and purposes to which they can dedicate their lives.

In the third place, as young people gain an understanding of evolving culture and build their framework of values, they at the same time are acquiring the social competence necessary to enable them to participate effectively in the activities of modern American culture, so that they can attain the values that they recognize as desirable.

Attacks upon community problems give youth an opportunity to learn to think by thinking. Problems are constantly recognized, analyzed, and defined; relevant data are collected, evaluated, and organized; and appropriate conclusions are formulated, verified, and applied to real situations.  

Teachers of the social studies have an especially heavy responsibility in utilizing community resources as materials of instruction and in eliminating the gap which has too long separated the school and the community. In working toward these ends, however, it is essential that social-studies teachers have a clear conception of the values to be derived, the resources available, and the most fruitful

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approaches and techniques that have been developed by experienced teachers and curriculum workers.

It should be remembered that an understanding of the local community contributes directly to an understanding of the nation and the world. Furthermore, concreteness in meaning is developed principally by direct experience; and since participation in an interdependent society demands knowledge and use of many conceptions, the use of the local community in teaching the meaning of abstract conceptions is desirable and valuable. For instance, the meaning of geographic concepts and implications can be learned by observing the local natural environment; the concept of American democracy can become meaningful through observing the operations of local governments; and economic concepts take on meaning when they are studied in operation in local economic activities and institutions. Thus concrete meanings may be given to words read in books, newspapers, and magazines and heard in group discussions or over the radio.

As has already been indicated,

Participation in community activities contributes directly to the building of value standards. Working together on practical problems, going together on community excursions, and talking with community leaders build an appreciation of the value of cooperation and give youth a feeling of confidence in their growing maturity. Young people develop a sense of responsibility and self-dependence by doing things which have practical value in the adult world. They come to have faith in democracy by participating in it. A study of community
history and planning for improving community life help youth become a part of the community spirit, develop loyalty to community ideals, and strengthen their pride in having a part to play in an on-going cultural pattern. Then, too, the study of community life and problems opens up new vistas in vocational and recreational interests and provides avenues for their realization.  

Not only does the use of community resources in social-studies instruction contribute to understanding and values, but also to the building of individual competence. Youth become more proficient in reading, writing, speaking, listening, observing, and using numbers as they read community documents, write the information they obtain and the conclusions they reach, talk to community leaders and businessmen, listen to those who know the community, observe the life about them, and collect information about community life. "The study of local problems provides an opportunity to practice reflective thinking in practical situations; to define and analyze problems; to collect, verify, organize, and interpret information; and to formulate and apply conclusions."  

Thus it is evident that the use of community resources contributes to all of the major objectives for the social studies. In addition, it aids greatly in meeting personal and social needs of the individuals involved in the learning situations. Participation in community

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67 Ibid., p. 286.
activities provides opportunities for developing feelings of confidence, status, and belonging. It develops within young people the feeling that they are wanted and important in the local situation, and that they have an important role to play in the improvement of human well-being and in the realization of the principles of democracy.

Among the newer concepts in education is the recognition that a child's education no longer rests with the school alone. He learns from many sources: movies, radio, church, home, play, newspapers, magazines, television. Unless the community and the school unite to create a favorable educational environment, much of the work of the classroom will be ineffectual because of opposing and unrelated stimulations which come to the child from many other sources. If pupils become interested in the living world in which they move, there is reason to hope for changes in their surroundings that will promote continuous growth in intelligent living.  

The school curriculum which is developed in terms of everyday experiences which come to children and youth includes situations of home and community living. The problems of efficiently operating a newspaper route, how to treat wild animals and birds as well as pets, whether to pick wild flowers on a picnic, what traffic laws must be obeyed in coming to school, where to play when school is out, what

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to make or buy for one's parents for Christmas gifts, how to decorate a club house, what activities to undertake in the Junior Red Cross, the Scouts, or the 4-H Club, how to shop wisely, how to manage a bank account, whether to join a young people's political club or civic organization, how to select and read newspapers intelligently and most profitably, which vocation to enter, how to apply for a job—all of these and many other problems and situations should be explored fully in the school, although they may arise directly from out-of-school experiences.

In addition to the situations which concern the pupils personally, such as those listed above, national and local events bring about many other problems in which the young people are interested, though they may not be directly involved. Such occurrences as the following should be brought into high-school social-studies classes for further consideration: new property zoning regulations in the city, local or national elections, plans for conservation or reforestation of near-by land areas, erection of a municipal hospital, collection of accident or unemployment insurance by a parent, the establishment of a community co-operative, sponsoring of union religious services by various churches of different denominations, decisions of Congress and of the United Nations, magazine articles concerning life in other countries, editorials or articles discussing American foreign policy,
the vetoing of a bill by the President or the governor, the closing of a local cafe by the health inspector, community chest campaigns, new experiments in the control of contagious diseases, and so on.

When the school deals with these problems of home and community life, the children are taken back into the home and the community by the very nature of the problems themselves. Community resources come into the school as often as children go to the community. Local residents who have traveled may be glad to share with social-studies classes their experiences in other countries and in different parts of the United States, and they often have pictures and films and craftwork which render their descriptions more vivid and interesting. They should be utilized at the most opportune time in the social-studies program. There may be local naturalists who have collections of rocks, minerals, butterflies, or preserved animals, who would be glad to come to the classroom or to have the class visit them. Hobbies of various types may add much meaning to the social-studies program if residents who follow these hobbies are invited to share them with classes.

Children and young people who are learning to use community resources in this way are growing steadily in their acquaintance with the world in which they live. This acquaintance is being built in concrete terms by the things they see and the objects they handle. In
addition, they are accumulating valuable techniques for collecting information about their world. Young people who learn how to observe carefully, to interpret exhibits and printed matter giving desired information, from whom to solicit help on specific problems, where to go in their community to find the most authoritative answers to questions, are more likely to become the adults who are capable of organizing community forces effectively to meet common problems.  

Before community resources can be adequately integrated with the social studies, both teacher and pupils must know the community. A careful survey of the community is the best way, perhaps, to gain the needed information. Such a study involves a combination of a social survey, a census of industry, a geographical analysis, and a historical survey. All possible tact, energy, and resourcefulness should go into the conduct of the community survey, which should result in making every member of the survey committee keenly aware of the educational potentialities of the local environment. Too many social-studies teachers conduct their classes as though they were situated in a typical city rather than in a particular city, and as a result they do not modify, adjust, and localize their instruction. Such teachers, of course, are likely to ignore the fact that rich resources in industry, art, geography, government, and history are near at hand. It

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should be pointed out that the utilization of this rich local laboratory
does not necessarily involve frequent field trips and extensive visits
and excursions. If local resources and facilities are inventoried
carefully, the resulting curriculum that incorporates these values
will become intimately adjusted to the city, county, or district for
which it functions; and the program will thus gain much in educational
effectiveness as well as in fundamental significance for young people
who live in the locality. 70

Intelligent teaching in the social studies is closely in touch
with the realities of the local situation. Each region and each com-
munity have specific problems to recognize and solve, and a realis-
tic, vital program of education deals with immediate issues familiar
to the pupils, rather than devoting an excess of time to problems which
are abstract and generalized and far removed from the actual experi-
ence of the learners. Yet it must be recognized that comparative
studies should be made of conditions in other localities in order that
pupils may gain a perspective knowledge of the total social, economic,
historical, political, and geographical factors that operate in influenc-
ing human life. Today one's community is not simply the local neigh-
borhood in which he happens to live; but it is, instead, the entire
world. Better understandings of national and international influences

70Wesley, op. cit., pp. 71-72.
and problems can be gained when the pupils know their local communities and are thus able to apply to broader areas those principles they have found to be in operation locally. 71

Educational psychology, through the writings and research of such representative authorities as William James, John Dewey, Edmund deS. Brunner, Charles Sanders Peirce, and Henri Bergson, has disclosed the essential unity of personality as it develops through the interaction of mind and body, beliefs and emotions, thinking and doing. Thus the child is a whole being who is educated by a total environment. Educational sociology, likewise, as developed by such authorities as Thorstein Veblen, Bess Goodykoontz, Leonard V. Koos, Pitirim A. Sorokin, and Bertrand Russell, has revealed the essential unity of one's life experiences, emphasizing that all influences which stimulate the individual educate him in some manner and to some degree, for better or for worse. Therefore, it can now be stated with confidence that the educational process can neither be confined to the school nor concentrated therein. When the school seeks to promote the constructive education of the whole child in relation to his total environment, the school, by so doing, interprets education as a community-wide function and enterprise. 72

72Edward G. Olsen, School and Community, p. 368.
... When homes, churches, welfare organizations, police departments, courts, clinics, youth agencies, service clubs, professional groups, women's clubs, business associations, labor unions, veterans' organizations and schools plan and work together, much can be accomplished. When education is conceived as experience, when the community is recognized as the matrix of that experience, when the community's responsibility for promoting better experience for its youth is widely affirmed, and when the school actually develops a residual and a co-ordinating function—then, but not until then, will education for life become truly functional.\(^7^3\)

The resources of a community which are pertinent to a program of social studies may be divided into at least three classifications: (1) physical phenomena, (2) social institutions, and (3) certain intangibles. Among the worth-while physical phenomena may be mentioned hills, soil, roads, factories, mills, books, museums, zoos, offices and businesses of various types, and other material things and places which can be visited and studied. Social institutions include families, parties, courts, unions, teams, churches, clubs, and so on. Among the intangibles that are important to the social-studies field are customs, ideas, beliefs, traditions, and attitudes.\(^7^4\)

Schools and school systems which are community-minded in the true sense of the term are still all too rare, but their number is on the increase. When teachers refer to the utilization of the community, they too often have in mind only one phase of the school program or one instance of community participation. Community

\(^7^3\)Ibid., p. 371. \(^7^4\)Wesley, op. cit., p. 403.
utilization can and should be more than occasional forays into the community on the part of pupils or the occasional bringing of speakers from the community into the classroom. The community may be used with great profit as a source of information, a source of guidance for the development of meaningful programs of instruction, and especially as an outlet for participation by the pupils. Resources of the community and the program of the school in the social-studies field should be so well integrated that they are freely interacting and interdependent.

The school is society's principal formal agency for the education of youth, but it is by no means the only one. It has been said that the school's proper function within the community's total educational program is both residual and co-ordinative. In its residual role it has the function of teaching all those ideas, skills, appreciations, abilities, attitudes, and ideals which are considered to be essential to children's effective learning and which they do not receive, however, through non-school agencies. In its co-ordinative function the school leads other community agencies in the conscious and planned development of co-operative programs for the more effective and meaningful education of its pupils.


American society has no common religious or cultural means of induction into adulthood, such as in common use by primitive peoples. A person is said to be an adult when he attains a certain chronological age, regardless of whether he has had sufficient experiences to fit him for the responsibilities of adulthood. The schools can help to render less abrupt the transition from childhood to adulthood by planning co-operative opportunities for the sharing of thought and work by adults and young people within the community. The more youth and adults work together in the community undertakings, learning those things that both need to know, the better will be the understanding, and the more capable the young people will become for assuming the responsibilities of citizenship.

Father-and-son forums and other such informal educational programs on national and international issues have been most successful for both the fathers and the sons. Community program and policy committees on which young people function with their elders have resulted in many projects for local betterment in the interest of both adults and youth. Many civic organizations have found it to their advantage to sponsor similar groups for junior members, or at least to invite students to the adult meetings when some especially significant problem is to be discussed. The problems of the community can profitably become school-community undertakings on which young people and adults work together. Thus youth is prepared
to assume its rightful position of responsibility, and simultaneously education in the social studies becomes both practical and challenging.

In this chapter an effort has been made to present a rather detailed study of the meaning and practice of integration in the curriculum in general and with special emphasis upon the social studies at the secondary level. Topics considered have been various conceptions of integration, correlation as a phase of integration, functions of the social studies in the curriculum, integration of the social studies with other fields of knowledge, the use of current events in the social studies, and the integration of community resources with work in the social studies at the secondary level.

The succeeding chapter will present an analysis of a number of proposals formulated by educators and graduate students for the integration of the social studies in the high-school curriculum.

CHAPTER V

PLANS FOR THE USE OF THE SOCIAL STUDIES
IN AN INTEGRATING CURRICULUM

Whereas the preceding chapter has presented a rather detailed treatment of the theory, philosophy, and practice governing the use of the social studies in an integrating curriculum, it is the purpose of the present chapter of the study to include a number of examples of ways in which integration has been brought about in connection with the social studies in the curriculums of the secondary school. Many plans, of course, have from time to time within recent years been formulated and championed by various educators; but only a representative sampling of these proposals for integration will be examined here.

Rugg's Plans for Integration

One of the first, and one of the simplest, plans aiming at the integration of the curriculum around the core of the social studies was that published by Rugg in 1923.¹ Rugg's diagram indicating the nature

of his proposal is reproduced in Figure 1 on the following page. This educator has long been one of the advocates of what others tend to call extreme integration, calling for the complete elimination of all subject-matter boundaries and the organization of all knowledge as a unity of experience. The preceding chapter has already indicated that such an extreme scheme for the integration or fusion of subject matter is somewhat impractical, as it tends to neglect some of the basic skills and knowledge that must be learned if the pupil is to be adequately prepared to assume his position in modern society with efficiency and a sense of adjustment to his environment.

Uppermost in his plan for integration Rugg placed the insistent and permanent problems and issues of contemporary economic, social, and political life. He made no effort to define these problems in his diagram, but his accompanying article indicated some of these major considerations. At the same time, however, he assumed that every teacher would be able to recognize such problems and issues for himself, many of which would vary from community to community and from situation to situation. Growing logically out of his first level of approach, Rugg placed those basic questions that must be answered before the problems and issues of the day can be discussed intelligently. In other words, the problems and issues must be defined and clarified so that all pupils will understand exactly what is meant by them. These basic questions, Rugg contended, could be answered
The insistent and permanent problems and issues of contemporary economic, social, and political life.

The basic questions that must be answered before an intelligent discussion of the problems and issues of the day is possible.

Episodes, narratives, descriptive, graphic, statistical, and pictorial matter which deal with current modes of living and their historical backgrounds and through which basic questions are discussed and an appreciation is developed of the problems and issues of contemporary life.

The fundamental generalizations which experts in various fields agree are useful guides for the consideration of current modes of living, and of contemporary problems and issues.

Fig. 1. — Contemporary problems as the basis of the curriculum: a pioneer plan for the integration of the curriculum devised by Harold O. Rugg.
by means of episodes, narratives, and descriptive, graphic, statistical, and pictorial matter which deal with current modes of living and their historical backgrounds and through which basic questions are discussed and an appreciation is developed of the problems and issues of contemporary life. Entering into the process of answering these basic questions, also, are the current fundamental generalizations which experts in various fields agree are useful guides for the consideration of present-day modes of living, and of contemporary problems and issues.

In its theoretical interpretation, Rugg's plan could logically be made to include all areas of learning, with varying degrees of emphasis devoted to each, depending upon the individual nature of the problems and issues of contemporary life being considered. In this type of organization, however, there would be a danger that some areas of learning would be over-emphasized, whereas others would not receive enough consideration to afford adequate training for the pupils. The idea of the pre-eminence of problems and issues of contemporary life is universally recognized now as of tremendous significance in modern education; but it appears to be wiser, psychologically and pedagogically, to solve these problems and define these issues by bringing in information from the various subject-matter fields rather than by submerging these areas of learning completely within the framework of current interests and needs.
Rugg himself apparently recognized that his plan was inadequate, as he later developed another program of integration which was neither so extreme nor so limited. His second proposal still recognized contemporary problems and issues as the heart of the school program, in accordance with modern trends in education; but, at the same time, he incorporated certain subject-matter areas into his proposed curriculum, a diagram of which is presented on the following pages. This newer plan is divided into eight distinct segments, as indicated by the chart, which may be briefly stated as follows:

1. The life of the school is recognized as the heart of the curriculum. In all of its phases, school life is a vital educational force; and there is no such thing as an extracurriculum.

2. Body education is provided by means of participation in various types of games, contests, the dance, and the study of the science of body engineering.

3. The study of man and his changing society includes emphasis upon American history, civilization, and culture, along with the civilizations and cultures of twelve or fifteen countries or regions of the modern world for the purpose of emphasizing changing industries, changing agricultural practices, and simple cultures, such as island civilizations, desert areas, and central-African types.

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A NEXT-STEP JUNIOR-SENIOR-HIGH-SCHOOL PROGRAM

I. The Life of the School as a Whole: the Heart of the Curriculum

Practicing competitive individuals in social co-operation through the school assembly and council, class councils and committees, the newspaper and magazine, the court, athletic, literary, dramatic, and scientific organizations, etc. The co-operative participation of students in the group activities of the school develops social techniques—for example, organizing people, taking part in open-forum discussions, planning excursions, and the like. These are not extracurricular; they are the crux of the curriculum.

<table>
<thead>
<tr>
<th>Time:</th>
<th>Grades: VII, VIII, IX</th>
<th>X</th>
<th>XI, XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour daily.</td>
<td>1. Participation in intramural outdoor and indoor games—tennis, baseball, football, basketball, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades VII-XII</td>
<td>2. Use of the modern dance and its integration with literature, dramatics, pageantry, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Integration of the foregoing with the scientific data of body engineering, also with work of VI, &quot;The Study of Personality and Human Behavior.&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Body Education

III. The Study of Man and His Changing Society—the New Social Science

A. Introduction to American Civilization and Culture. An integration of all factors necessary for intelligent understanding and participation.

1. Contemporary
2. Historical
<table>
<thead>
<tr>
<th>Grades</th>
<th>VII, VIII, IX</th>
<th>X</th>
<th>XI, XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Economic life</td>
<td>A World View of the Development of Civilizations and Cultures (World history, etc.)</td>
<td>A Critical Study of Problems and Issues of Our Changing American Civilization (Economic, political, social, cultural)</td>
<td></td>
</tr>
<tr>
<td>c. Social and aesthetic life</td>
<td>2. Changing Agricultural: Russia, China, Japan, India, Near East, Mexico, and other Latin-American examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>3. Simple Types: For example, island types (Samoa), desert or steppe types, central-African types.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 to 1.5 hours daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades VII-XII</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IV. Introduction to Creative and Appreciative Arts**

1. Reading, observation, listening to and critical discussion of poetry, fiction, novels, plays, music, painting, sculpture, and architecture.

2. Excursions to galleries and museums, concerts, theaters, etc., including in upper years a world history of literature and the other fine arts. Closely integrated with "A World View of the Development of Civilizations and Cultures."
### V. Creative Work Period (individual and group creative activity)

<table>
<thead>
<tr>
<th>Time: 1 hour daily</th>
<th>1. Teachers and rooms available in all the arts and sciences at stated intervals; library and reading rooms, laboratories, art and music studios, shops, theater, student periodicals, offices, club rooms, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades VII-XII</td>
<td>2. All activity voluntary; carried on in individual or group &quot;projects&quot; or &quot;research units.&quot;</td>
</tr>
</tbody>
</table>

### VI. A. Introduction to the Physical and Natural World

<table>
<thead>
<tr>
<th>Time: 1 hour daily</th>
<th>An integration of all factors necessary for intelligent understanding and appreciation of concepts and laws.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades VII-XII</td>
<td></td>
</tr>
</tbody>
</table>

### VI. B. The Study of Personality and Human Behavior

<table>
<thead>
<tr>
<th>VI. B. The Study of Personality and Human Behavior</th>
<th>A critical study of personality and conduct.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Bodily factors—health, diet, understanding of disease, etc.</td>
</tr>
<tr>
<td></td>
<td>2. Psychological factors—attitudes, beliefs, stereotypes, personal relations, mental hygiene, etc.</td>
</tr>
<tr>
<td></td>
<td>3. Sex factors.</td>
</tr>
</tbody>
</table>

### VII. General Mathematics

<table>
<thead>
<tr>
<th>Time: 2-3 hrs. weekly</th>
<th>Needed techniques and concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades VII-IX</td>
<td></td>
</tr>
</tbody>
</table>

### VIII. Foreign Language

Optional offering in modern foreign language or in Latin for small selected groups. No student to take a modern language for less than four years.
Special remedial periods to be provided each week for individuals needing it.

All work (except mathematical and other techniques) to be organized in the form of projects or units-of-study.

Fig. 2. — A continuous, progressive, and integrated program of learning for junior and senior high schools, formulated by Harold O. Rugg.

4. An introduction to the creative and appreciative arts includes reading, observation, listening and critical discussions of poetry, fiction, novels, plays, music, painting, sculpture, and architecture, together with excursions to galleries and museums, concerts, theaters, and other cultural centers, and the study of world literature and other fine arts, including their historical development.

5. Provisions must be made in all grades for creative work experiences in the arts and sciences, library and reading rooms, laboratories, art and music studios, shops, theater, student publications, offices, club rooms, etc. All of these activities should be voluntary and carried on by means of individual or group projects or research units.

6. The pupils' introduction to the physical and natural world should include an integration of all factors necessary for intelligent
understanding and appreciation of concepts and laws. A critical study of personality and human behavior should include bodily factors, including health, diet, an understanding of disease, etc.; psychological factors, such as attitudes, beliefs, stereotypes, personal relations, mental hygiene, etc.; and sex factors.

7. General mathematics should provide for training in needed techniques and concepts.

8. Foreign languages should be optional, but pupils enrolling in any modern language should be required to have at least four years of training in it.

Rugg's plan, with suggested time limits and grade placements for the various areas of learning listed above, appears to be a comprehensive program of integration in keeping with psychological principles of learning which are now recognized as basic considerations in any effective educational plan. It is noteworthy that, with the exception of mathematics, all of these areas of learning are recommended for continuous emphasis from the seventh grade through the twelfth grade. Thus integration is brought about not only through the interrelationship of subject matter, but also by means of continuity. Thus learnings are integrated with the cumulative needs, interests, and experiences of the pupils as they progress through their school careers. Such a plan is psychologically sound and educationally valuable because
of its logical sequence and presentation of subject matter to meet current needs and interests of the learners.

Rugg's conceptions relating to integration apparently have undergone little change in recent years, as he wrote in 1947:

A designed school we envisage—but designed from what materials? From the very life of the American children as they live with their elders—their contemporary doings, their problems and issues and the social trends that have precipitated them. The combined contribution of the child-centered, society-centered, and social-heritage-centered schools taken together gives another profound concept for curriculum building—the curriculum designed from the total culture. All that we have discovered about the new sociology, psychology, esthetics, and ethics comes to our service at this point. The total culture, for the non-school aspects mold our youths far more than the formal school itself. Even in the best of our . . . schools the young people are exposed to the pressures of the school less than 10 per cent of their time; during nine tenths of it they are subjected to the powerful stereotyping influences of family and neighborhood groups and other community influences.

Thus Rugg continues to conceive of education as unified experience made up of all influences operating upon the child.

Quillen and Hanna's Proposal

Quillen and Hanna have formulated a diagram to illustrate what they call basic factors in social education. Their conception is shown in the chart (Figure 3) on the following page. Neither the

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Fig. 3. — Basic factors in social education: a plan for the integration of learning formulated by I. James Quillen and Lavone A. Hanna. (Reproduced by permission of Scott, Foresman and Company, New York.)
social studies nor any other subject-matter field is mentioned in this plan, but by implication the social studies are fundamental to the conception, and are closely integrated with other areas of instruction. To begin with, social education or experience in group situations is dependent upon the process of interaction between the nature of the individual and the culture in which he lives or that in which he is interested vicariously through the avenues of reading, pictures, films, lectures, etc. In Quillen and Hanna's plan, this interaction between the nature of the individual and the culture produces the desired values. Then, out of the culture, the nature of the individual, the desired values, and the process of interaction between the culture and the individual, comes a recognition of the needs of the individual, based upon the culture which surrounds him and influences him. The next logical step is the formulation of objectives for the attainment of situations in which the needs of the individual will be recognized, met, and fulfilled. These objectives, specifically, shall consist of those characteristics of behavior necessary to achieve democratic values within the realities of American culture. Objectives are realized by means of three distinct techniques or channels, according to Quillen and Hanna's point of view: (1) techniques of instruction, referring to ways of using materials and directing student experiences in the satisfaction of their needs so as to develop the desired behaviors;
(2) materials, consisting of a variety of materials to be used within
the program of study to develop the desired behaviors; and (3) the pro-
gram of studies, consisting of areas of experience and content ar-
ranged according to grade levels which offer the maximum opportunity
for developing the above behaviors. The final step called for by the
plan is that of evaluation of the techniques of instruction, of materials,
and of the program of studies in terms of how adequately they are
meeting the needs of the individual and of how well they are fulfilling
the objectives established for the entire process of social education.

Quillen and Hanna's proposal obviously does not indicate defi-
nitely how and under what circumstances the various subject-matter
fields are to be correlated, integrated, or fused in order to contribute
to the well-rounded development of the individual; yet, at the same
time, this plan implies that any and all of the areas of learning may
be drawn upon as needed to bring about the desired learning experi-
ences. Quillen and Hanna's plan is fundamentally one of organiza-
tion and technique rather than of the content that should enter into a
program of integration of the social studies with other areas of the
curriculum. Naturally, the implication is clear that all knowledge
is essential and that all fields should be brought to bear upon the total
educational program aimed at preparing the individual learner to take
his place in society readily and without feelings of uncertainty and
inferiority.
Stratemeyer, Forkner, and McKim's Plan for Integration

Stratemeyer, Forkner, and McKim, in their effort to portray graphically their concept of the meaning of education in American democracy, constructed a diagram which is founded upon the principle of integration. This diagram, reproduced on the following page as Figure 4, is simple in form, but its implications are far-reaching and comprehensive. According to this concept, education in American democracy means the development of individual understanding and responsibility in dealing with individual and group situations of everyday living, such as the family, civic and social activities, work, leisure-time pursuits, and spiritual life. This is to be accomplished by causing the educational program to provide two things: (1) maximum growth in individual capacities in situations involving health, intellectual power, moral choices, and esthetic expression and appreciation, and (2) maximum growth in social participation in situations involving person-to-person relationships, group membership, and intergroup relationships. All of this comes about, not only as a result of the academic instructional program of the school, but also as the learner, through proficient guidance, grows in ability to deal with environmental factors and forces in situations involving natural phenomena,

Fig. 4. — Education in our democracy: a proposal for the integration of learning formulated by Florence B. Stratemeyer, Hamden L. Forkner, and Margaret G. McKim. (Reproduced by permission of the Bureau of Publications, Teachers College, Columbia University.)
technological resources, and economic, political, and social structures and forces.

Thus the various areas of the curriculum are marshalled to the support of the one predominant objective of education—that of producing competent citizens for modern society. Four major areas of emphasis and need are recognized by Stratemeyer, Forkner, and McKim in their proposal; namely, the group situations of everyday life, growth in individual capacities, growth in social participation, and the influence of environmental forces and factors. Materials presented in the preceding chapter have afforded ample evidence that these are strategic areas of emphasis to which the various content fields can make vital contributions to understanding and competence by means of participation in current problems and needs.

Stratemeyer, Forkner, and McKim have pointed out that

The situations of everyday living, as indicated in the chart... reside in five major aspects of human life—in the home, as a member of the family; in the community, as a participant in civic and social activities; in work, as a member of an occupational group; in leisure time; and in spiritual activities, whether or not they are definitely connected with an organized religious group. From these five sources come the problems and situations which are actually faced by learners and with which the school curriculum must be concerned.

All learners are members of family groups, and as such face a wide variety of situations with which they must deal—situations ranging from putting away clothes or sharing toys to helping with planning the family budget, preparing meals, caring for younger children, taking care of persons who are ill.
All are also members of civic and social groups not only in the school, which is in itself a complex and vital community for those who are part of it, but in the local and national community as well. From the three-year-old interested in the policeman's uniform to the adolescent deciding whether or not to cross the picket line in the local theater, learners are bringing their community problems to the school and asking for help.

Work life—those activities which have for their purpose the performing of tasks which society wants done—is an integral part of the life of everyone. The responsibility of caring for the aquarium assumed by an elementary school child or the task of editing the school paper taken on by the high school youth is no less a work obligation than is the time spent by a parent in the local factory or on the staff of a city newspaper.

Leisure time—those spare minutes when one feels under obligation to no one but oneself—is also a vital part of the lives of both young and old. "What shall I do now?" is a recurring question. From the answers grow hobbies; lasting interests in music, art, or good books; ability to paint, draw, carve, or write; and those social abilities which make one a good host or a pleasant companion.

Every person also spends time seeking to identify, expressing allegiance to, and drawing upon those spiritual sources which have vital meaning to him. Whether he places an omnipotent Deity, the common man, the state, the machine, beauty, natural forces, or himself at the center of the universe as conceived by him, every man identifies that to which he is willing to devote his life. From the small child asking questions about the stars, deciding whether or not to share his toys with his friends, or going with his parents to church, to the adolescent struggling with his personal philosophy of life and orientation to his world, learners are spending part of their time in concern about the spiritual aspects of living. 6

Thus life is never a simple matter, but is always complex, interrelated, and integrated, all stimuli and experiences working together to contribute to the all-round development of the individual.

6 Ibid., pp. 100-101.
who is being related to the whole of life and who is reacting to his experiences in such a way that personality, character, attitudes, and behavior are unified in the expression of socially acceptable individuality. The individual is the product of his environment and of all the stimulations to which he reacts, but at the same time the individual possesses innate tendencies which make it imperative that he react to such stimuli in a definite manner and not according to stereotyped standards.

**Dix's Plan for Integration**

Dix has worked out a diagram which illustrates the many and varied influences which react upon the individual primarily during his school life but also, to a more limited degree, in his adulthood. According to Dix's conception, self-development proceeds in accordance with three major areas: natural environment, human expression and communication, and social environment. His chart, reproduced on the following page as Figure 5, indicates that the influences of natural environment make themselves felt within the individual primarily through the medium of the sciences; those of human expression and communication, through the arts; and those of the social environment, through the social sciences. All of these areas, of course,

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The disciplines named in the outer parts of the three circles do not form an exhaustive list. In the pure science area, for instance, there might be twenty-five or thirty. Moreover, the appropriate emphasis in this plan would be upon the most lately developed and currently functional aspects of these disciplines, for instance, bio-chemistry or bio-physics. A similar emphasis is proposed for the social sciences.

Fig. 5. — The interrelationships of environment and of human experiences upon the development of the individual: a proposal for the integration of knowledge developed by Lester Dix. (Reproduced by permission of the Bureau of Publications, Teachers College, Columbia University.)
are interrelated and interdependent, as shown in the diagram, and the manifestations of one area often make themselves known by means of their relationship with those of some other area or field of knowledge. Dix's clever device of the three large interlocking circles indicates graphically that each of the three major areas is inextricably interwoven with the other two; and any attempt to separate them, as in a rigid subject curriculum, is bound to result in broken connecting links between fields of knowledge, in fragmentary learnings, and in the development of conceptions which stand alone when they should be interrelated in order to contribute most effectively to the well-rounded development of the individual. Dix's conception of the integration of knowledge for the self-development of the individual is based upon sound principles in the psychology of learning which emphasize that all learning should contribute to integrating experiences, which in turn produce integrating personalities within the learners.

Dix makes the following comments or explanations concerning his chart depicting the integration of learning experiences:

In Chart I the author presents graphically a general pattern for a curriculum which would bring together into an integrated experience the needs and purposes he has attributed to American individuals and American society. A study of this chart will yield suggestions for various types of relationship important to educational thinking and planning. The three circles represent the largest areas of experience common to all persons, which may be distinguished from one another by salient differences. Nevertheless, in actual life they cannot be
separated. Each penetrates the others, and common activities and experiences usually involve more than one, if not all three. For that reason, the chart may be thought of as representing activities of the individual or of any culture as truly as it does educational areas. This is the main point in its favor, for education improves its vitality with its nearness of approach to all life activities.

The area representing the interests of Self is formed at the center of intersection of the three great experience areas, and this is as it should be, for in truth the Self is formed out of its interactions with these experiences. Its concerns reach into all of them, and its interests and its needs may be fully described, understood, and achieved only as use is made of these various realms of activity and knowledge. Moreover, it is proper that the Self be at the heart and center of this diagram, for life activities, including educational growth, stem from and develop out of the gradually expanding Self.

It is difficult for any two-dimensional representation to indicate the fluid process which is life, growth, and learning. It is possible, however, to get some sense of this process by starting in the center of the chart and moving outward in any chosen direction. Several such related processes suggest themselves.

In the Self center are found those simple, ordinary matters with which everyone deals every day in very concrete terms. Moving outward, one encounters first, broad social and cultural activities and functions carried on by more or less highly organized institutions which, taken together, form the culture which surrounds, supports, and contributes to the self, its satisfactions, and its expansion. Still farther out are the highly specialized and abstract areas of accumulated knowledge, research, and pioneering carried on by the most highly developed persons and institutions in the culture. These also work back to the concrete center of life. Such specialized activities will continue to be supported only if continually the common doings of mankind are better understood, improved, and enriched by the findings of these abstract and theoretical activities. Thus is suggested the development from simple, homely, common-sense doings to the ultimate refinements of art and science. The lines of communication are unbroken, and human beings function at all points along those lines.
The growth of an individual from infancy to maturity is likewise suggested. From the earliest contacts made by the young child in meeting his simple needs, through the gradually expanding social arrangements with which he learns to deal as he grows, to the mature concerns of the well-educated adult, the progress may be discerned in this schematic plan.

Voss's Conception of Integration

A similar plan, but a much simpler one, is that recommended by Voss as a means of showing the integration of all experiences of human life. In her conception, the diagram, reproduced on the following page as Figure 6, takes on the form of a single circle subdivided into four distinct and interacting areas. At the center of the circle, which represents the scope of human experiences, is life in the community, which is common to all persons, no matter where they live. The circle, from the center outward, is subdivided into three equal segments having to do, respectively, with leisure or recreational life, life in the home, and vocation. As conceived by Voss, each of these major areas becomes a part of life in the community, which is the centralizing conception in the entire plan. In other words, life in the community and the nature of the community itself influence life in the home, the types of recreational activities

8Ibid., pp. 61, 63-64.

Leisure or Recreational Living

Living in the Community

Making a Living (Vocation)

Living in the Home

Fig. 6. — A conception of the integration of life experiences suggested by Frances Geraldine Voss.
that are engaged in, and the nature of the vocation that one follows; and, at the same time, life in the home, recreational activities, and vocation set the pattern for life in the community. Thus the areas of human experience are interrelated and intermingled, and hence are interdependent, as conceived not only by Voss but also by modern leaders in the field of education and psychology.

Manire's Plan for Integration

Manire accepted the fundamental plan perfected by Voss for the integration of life experiences in an educational program, but altered it slightly in order to broaden its scope and to expand its implications. Manire's plan, shown as Figure 7 on the following page, contains the same three major areas of human experience as those stressed by Voss, namely: leisure or recreational living, making a living (vocation), and living in the home. A significant change, however, is the removal of community life from the center of the circle to the perimeter, where it completely surrounds the three other areas of human life. At the same time, the concept of "community" is broadened to include not only the local environment, but as well the state, the nation, and the world. Thus provision is made in the educational program for emphasis upon the interdependence which

Fig. 7. — A plan for the integration of life experiences in the educational program devised by Charles Olin Manire.
exists between life in the local community and trends and occurrences throughout the world. No longer is the world vast and inaccessible. True, it is still large geographically, but modern methods of communication and transportation have transformed it into a closely-knit community, psychologically and socially, to the extent that people often know more about what is happening in some distant sector of the world than they do about what is going on in their own home towns.

Another significant alteration in Voss' plan made by Manire is the placing of the individual at the center of the entire program, so that the major areas of experience react with each other and with the individual to bring about an integrating program of education which, in turn, produces integrating individuals. Thus the individual, in keeping with the modern concepts in psychology and education, is conceived as being at the center of the program of education, where influences can reach him from all directions and from all sources, thus broadening and integrating his learning experiences and making him an integral part of the instructional program. All knowledge and experience, then, come to the individual as a unified whole.

The Writer's Proposal for Integration

In order to indicate her conception of an integrating curriculum including the social studies, the writer has formulated the proposal presented in Figure 8 on the following page. Here, as in Manire's
Fig. 8. — The writer’s proposed plan for the development of an integrating curriculum including the social studies.
plan, the individual is looked upon as the centralizing factor of the entire program of instruction, and therefore is placed in the center of the diagram. Six areas of human experience and learning are thought to be interacting upon each other and upon the individual, namely: the social studies, all other areas of learning in the school curriculum, the home and family, current happenings both local and distant, the community at hand and abroad, and economic, social, and governmental problems and activities. The social studies are not to lose their identity in fusion with these other areas, but they are to maintain their identity and thus be enabled to contribute to the interpretation and understanding of happenings, experiences, and learnings in any and all of the other areas. With the possible exception of some of the subject-matter fields included in the category, "Other areas of Learning," all of the areas of experience indicated in the diagram are inextricably related with many of the fundamental principles and conceptions of the various social-studies fields. Therefore, it is believed that subject matter from the social studies should flow into the channels of experience and learning indicated, thus enriching their educational values, interpreting their significance, assisting in giving meaning and value to their study, and, ultimately, bringing to the individual a unified, integrating, continuous learning situation in which he is stimulated to develop to the limit of his capabilities into a well-rounded, well-informed, competent citizen ready to assume his rightful position in modern society.
This chapter has presented a number of diagrams to illustrate proposals which have been formulated by educators for the integration of the curriculum with special emphasis upon the social studies.

These plans, which have been discussed in detail, range from very simple plans for the correlation of all life experiences in the learning situations in which the child participates, to rather complicated conceptions portraying the interdependence and the interrelationships of the various fields of learning as each makes its own characteristic contributions to the total educative experiences of the learners. Although these plans for integration differ widely in complexity and in detail, one common trait characterizes them all: all knowledge should be correlated in such a manner as to present meaningful, practical, real-life, and unified learning experiences to the pupils.

The succeeding chapter lists certain conclusions and recommendations which appear to be valid in the light of the materials examined during the course of this study.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

As a result of this study, certain findings and implications appeared to present themselves for consideration. It is the purpose of this chapter to list these results in the form of conclusions and recommendations.

Conclusions

Among the conclusions which appear to be supported by the materials considered in this study are the following:

1. Only in recent times has the emphasis in education shifted from rigid subject-matter curriculums to those employing elements of correlation, integration, and/or fusion.

2. Such efforts as correlation, integration, co-ordination, and fusion within the curriculum were the result of the present-day concept that education is life, and they represent attempts to create learning situations within the classroom that are true to life.

3. Special emphasis is now being placed upon the integrating individual; that is, upon the learner who is responding satisfactorily and effectively to the stimuli that come to him, more or less as
unified learning experiences, from a number of different subject-matter fields.

4. The aim of education, in its modern concept, is not to achieve mastery of subject matter, or to learn subject matter in a unified, related manner, but to learn how to make satisfactory and intelligent adjustments to the problems and situations of life by calling upon the resources of various subject-matter fields that possess pertinent bearing upon the situations which are currently being experienced.

5. The integrating curriculum has for its aim the development of well-adjusted individuals capable of thinking and deciding for themselves and achieving inner unity, adjustment to the environment, and the development of constructive attitudes and values.

6. The integrating curriculum can never be static, but must constantly undergo changes to meet alterations in environment and in human relationships.

7. The social studies have arisen directly out of human needs and constitute an attempt by society to find an answer to many perplexing problems and questions of social relationships. Such issues become more significant as society grows more complex and mechanized, and hence the role of the social studies becomes increasingly important.
8. The over-all objective of the social studies is to develop citizens capable of functioning in a democratic society, of understanding the society in which they live, and of building better and more worth-while human relationships.

9. The fundamental task of the social studies is to demonstrate the essential unity of human living.

10. The social studies should incorporate all the phases of experience which enter into the everyday lives of people in modern society, and these phases of experience should be so interrelated that each makes up an essential part of meaningful life activities.

11. One of the most valuable means for nourishing the qualities of citizenship is that of organizing the school into a miniature society in which pupils carry on functions as nearly like those in adult communities as possible.

12. The most significant phase of integration is that which occurs within the person of the learner, as he assimilates information and knowledge that come to him from many sources and by means of varied experiences. Learnings become a part of the learner's personality and change his attitudes and behavior.

13. In an integrating program all of the learning activities are unified around one central purpose, which varies according to the activity or project being undertaken at the time. All of the pupils'...
reading, listening, thinking, practicing, and all emotional drives and attitudes should be related to the central purpose of the learning situation. These activities are continuous and simultaneous, which means that they are related to one another in useful, meaningful ways.

14. When integration is practiced, the classroom becomes more like a workshop than a recitation hall, and the emphasis is upon learning through doing rather than upon reciting what has already been learned.

15. It is logical to assume that integration may prove advantageous in some situations and among some groups of pupils, while possessing little or no value in others. Thus it becomes impossible to assert that integration within itself is either good or bad, for methods and situations determine its effectiveness. On the whole, however, integration appears to offer real values for learning.

16. The terms "correlation" and "integration" are often used interchangeably and more or less synonymously. For practical purposes they are so similar that there appears to be little necessity for distinguishing between them. Technically, however, correlation is a significant step toward complete integration.

17. Although it is now recognized by educators that the various subject-matter fields should be more closely related in the school
program than they have been before, at the same time any scheme for the complete obliteration of all subject-matter lines at all levels of learning, from elementary school through university, appears to be a wild flight of the imagination which cannot and should not become a reality. Each field of learning has something worth-while to contribute, but its contributions are more meaningful when they are inter-related with those from other fields.

18. By the time the pupil graduates from high school, he should possess a rather comprehensive and coherent overview of the great institutions of human life, such as education, government, religion, the family, and commerce and industry, from the dawn of history to the present time. If the several fields of learning are properly integrated and effectively presented, and if assignments and group and individual projects have to do with practical problems and felt interests and needs, the pupil may acquire this meaningful knowledge.

19. It is important that ideas be organized in terms of the basic processes and problems of modern life, and there is a pronounced need for a better selection and synthesis of knowledge than has been the general rule up to now. It follows, then, that integration, within certain limits, undoubtedly facilitates learning both in the social studies and in the subjects that are correlated with them.
20. The extent of integration which is practiced between and among subjects depends upon the inherent relationships of the subject-matter fields, matters of convenience in integrating the work, and the knowledge, wisdom, philosophy, and attitudes of the teachers involved.

21. When subject-matter fields are properly integrated they do not lose any of their fundamental significance to the total educational program, but instead, each is enriched and made more meaningful when its interrelationships with the others are emphasized.

22. So-called "current events" play an important role in any integrating program involving the social studies, whose fundamental objective is to acquaint learners with the society in which they live.

23. Any effective program in the social studies in the modern age must be closely related to life in the local community and to that in the larger community of the state, the nation, and the world.

24. All plans for the integration of subject-matter fields in the secondary curriculum stress the interrelationships of subjects and the singular significance of the contributions that each can make to the well-rounded development and social competence of the individual learners.
Recomm endations

As logical outgrowths of this study, the following recommendations are offered for serious consideration by administrators and teachers:

1. Since an integrating curriculum tends to produce an integrating individual, it becomes imperative that education seek to employ all vital relationships that exist between the various subject-matter fields. In this manner the pupil experiences knowledge in its logical unity, and in this form it becomes a part of himself.

2. Integration should not be carried to the point at which it becomes fusion, implying the complete elimination of boundaries between subject-matter fields. Instead, areas of knowledge should be correlated wherever feasible. Thus, these areas are thought of as resources from which the educational program may draw vital information which contributes to understandings and solutions of practical, real-life problems and situations.

3. Current events should not be experienced in some formal manner, such as the setting aside of one day each week for reporting on and discussing current happenings. Instead, they should become a vital part of the day-by-day activities and projects of the pupils. Class members should be encouraged to search for materials in newspapers, magazines, radio, and other sources which are related
to the work being done in the class as a whole, or in their groups, or as individuals. Thus current happenings can become an integral part of the learning situation and not an artificial formality engaged in periodically and ignored at other times.

4. Life within the community should be closely integrated with work in the social studies by such means as excursions, field trips, community surveys, study of local conditions, interviews with business men and community leaders, and the bringing of local people to the classroom for talks, discussion of hobbies, the showing of travel films, and so on. Possibilities for integrating the community with the work of the school are virtually unlimited, and the social studies especially should seek to give meaning to the community by means of student participation in its activities, problems, and needs.

5. The faculty and administrative staff of each secondary school should carefully formulate its own philosophy of an integrating curriculum. Upon this philosophy a policy of integration should be established, calling for the unification of subject matter but not the elimination of fields of learning.

6. Social-studies teachers should hold frequent conferences with their co-workers in other departments of instruction for the purpose of working out methods for the correlation of the different subject-matter areas in order to produce integrating learning experiences. Social-studies teachers should integrate their own work with that
of others in the department and should seek to bring about as high a degree of integration as possible with other areas of learning.

7. Classroom experimentation should be carried out in order to determine whether integration of the social studies with other fields of learning is desirable and, if so, what are its advantages. The same group of pupils may be taught alternately by the integrating method and by the non-integrating method. Identical evaluative techniques should be utilized in each instance in order to determine the relative merits of integration and non-integration.

8. Experiments are recommended for determining the most beneficial techniques of integration of the social studies with other fields of learning, with community problems, and with current affairs, for the purpose of producing well-informed, capable, alert, and well-rounded citizens for American democracy.
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