AN ANALYSIS OF OBJECTIVES, METHODS, AND MATERIALS
IN FOURTH GRADE SOCIAL STUDIES AS FOUND
IN FIVE COURSES OF STUDY

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AN ANALYSIS OF OBJECTIVES, METHODS, AND MATERIALS

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CHAPTER I

INTRODUCTION

The Purpose

The purpose of this study is to examine courses of study for social studies in the fourth grade, and after analyzing the objectives, methods, and the materials of each, to decide whether they meet the criteria prescribed in educational literature. The bases for the analysis of the courses of study as to the relationship between these criteria are evaluated by certain characteristics of a desirable social studies program recommended in educational literature. Through the analysis of the courses of study, the writer wishes to find materials and activities which will supplement the program of social studies used in her teaching situation.

The results of previous evaluations of the social studies program have been used in formulating the problem of this study. The evaluation program sponsored by the State Department of Education disclosed a need for improvement in most schools. The aim of this study is to contribute to that need.

The Plan

The plan of procedure in this study is to determine the most important characteristics of the social studies program from professional literature, and to analyze each characteristic briefly. Then an analysis of the methods, objectives, and
materials of the five courses of study will be made. Each course of study will be analyzed in table form to see if it corresponds with the listed characteristics of the social studies program.

The organization of this study is as follows:

Chapter I - The Introduction

Chapter II - The Characteristics of the Social Studies Program

Chapter III - An Analysis of the Social Studies Program as Found in the Courses of Study for Virginia, Texas, Los Angeles County, Los Angeles City, and Fort Worth

Chapter IV - Conclusions

The courses of study used in the thesis are from the latest bulletins of various school systems with occasional reference to a previous bulletin from the same school system.

Sources of Data

The bases for analysis of the characteristics of the social studies program were developed from various books and magazine articles. Some of the most valuable sources of information were from the series of Reports of the Commission on the Social Studies of the American Historical Association. Among the most helpful educators were Beard, Bagley, Alexander, Horn, Caswell, and Lee. The data on the objectives, methods, and materials were obtained from curriculum bulletins and courses of study.
CHAPTER II

AN ANALYSIS OF THE CHARACTERISTICS
OF THE SOCIAL STUDIES PROGRAM

Social studies makes up the most important part of the curriculum in the progressive type of school, the child-centered school, in which subject matter is integrated into the units of work. Some educators refer to these units of work as "areas of learning" or "human experience centers." The main goal to which teachers are striving to reach today is the development of a good citizen through the function of democracy. The child must be taught how to live in our democratic society in an effective way.

The materials found on the characteristics of a good social studies program recommended by educational literature were inexhaustible. The characteristics selected to use as criteria are very closely related and the combination of all of these characteristics into the experiences of the pupil will make a desirable social studies program. The following characteristics are to be used as criteria for analyzing the courses of study:

1. The social studies program is flexible.

2. The program for social studies is based on needs, interests, and abilities of the child.

3. The program of social studies should furnish exercise in problem-solving.
4. The problem-solving is unified around a purpose real to the learner.

5. The learning experiences grow out of the present environment, the community life about the pupil.

6. The social studies program should help the individual to meet social situations more effectively.

7. The social studies program should create an interest in important social and economic situations.

8. Experiences should be used that lead children to appreciate as well as understand life about them.

9. Experiences in social studies should be unified rather than divided into separate subject-matter compartments.

10. These experiences should be planned to furnish opportunities for the well-rounded development of all pupils.

11. The methods selected should teach self-reliance, self-control, and cooperation.

12. Problems should be selected on the maturity level of the pupil.

13. Each unit of study should provide for a variety of activities.

14. These units should be authentic as well as challenging to the pupil.

15. Materials of instruction should develop skills and abilities.

16. The social studies program recognizes individual differences.

17. Experiences should be used which develop the child's aesthetic nature for proper enjoyment of leisure.

18. Experiences should be selected and guided as to
make possible successful achievement by the child.

19. The program for social studies should help each child to develop correct mental attitudes and a sound body.

20. The teacher of social studies is a participating guide and should provide a gradual and continuous development of meanings and understandings in the pupil.

The remainder of this chapter will be devoted to an analysis of each characteristic separately. An analysis is necessary in order to see if courses of study meet the criteria that have been set forth.

The Social Studies Program Is Flexible

The program of social studies should be very flexible if desirable experiences are to be fostered; also, content and methods should be on a flexible basis to take care of unexpected events that might appear. Since there is no one best way for organizing subject matter or learning activities, the teacher can feel that the methods of presentation are good if some of the main objectives are met and conducted in order. The difference in pupil development and in teacher ability determines the degree of flexibility to be used in the program.

The flexibility of the schedule, which should not be "cut and dried," often hindering learning, is an important problem to be considered. In most schools a very rigid program or schedule is enforced. When the bell rings, the period is stopped and the next one begins, but a program of this type does not take care of the needs of the pupil.

Weekly schedules designed in longer blocks of time.
permitting the teacher to start or stop when she thinks it advisable, are the latest type of schedules. With this type, the teacher checks to see if there is a fair distribution of time spent on the various activities.

Based on a genuine interest, the teacher assumes the responsibility of letting the pupils cooperate in making out the schedules. Through helping to plan the schedules, the pupil will learn that various things are to be done at a certain time each day.

There is the question of how to make a schedule and what it should contain. Lois C. Mossman thinks that a well integrated program for the intermediate grades should include the following: 1

1. A conference time
2. Time to acquire techniques, skills, and knowledges
3. Time in which to solve problems
4. Time to enjoy the aesthetic
5. Time to do creative and constructive work
6. Unassigned time
7. Time for recreation and play

The entire work of the school centers around social studies and science, which part of the program should fill most of the day. A variety of experiences should be integrated into this period, which lasts more than an hour, because much time should be spent in planning and evaluating the work. Children should be grouped according to abilities, interests, and needs and during this time they should be engaging in

various activities which will help to solve their problems. The results of studies made on the time of day this period should be on the schedule indicate that it makes little difference whether the period comes early or late. However, most teachers prefer to have it early.

At the end of this period, several minutes should be spent in planning the work for the next day and evaluating the work already accomplished which insures against a waste of time.

The Social Studies Program Is Based on the Needs, Abilities, and Interests of the Pupil

Abilities, interests and needs are factors so closely related that they cannot be analyzed separately without including one of the others. The teacher is not only concerned with the intellectual development of the child, but is also concerned with his needs and what is best for the child. "A given instructional aid should be chosen to serve a direct need of the learner, as that need appears in the on-going series of activity."²

"Aids and materials are not used merely because they are 'interesting,' 'real,' or 'concrete' but because they explain or clarify a needed understanding, contribute to the development of an attitude, explain a motor or machine process."³

²HM. H. Burton, Guidance of Learning Activities, p. 589.
³Ibid., p. 589.
Lee and Lee state that "learning is facilitated when the material satisfies a conscious need or purpose of the learner." This conscious need or purpose is referred to as child purpose. If the child recognizes the purpose, a certain degree of interest is created. As the child seldom recognizes his future needs, the teacher must see that he becomes aware of them, which can be accomplished if the teacher creates an interest through an arranged environment out of which grows the purpose and enthusiasm for the work. Observing pupils to discover their interests and abilities will develop more worthwhile purposes and interests.

According to Horn, concrete activities are those which will stimulate the pupils' interest. Concrete activities are those which enrich meanings for the pupils, and as a result the child becomes more interested.

Teachers who accept as their goal the development of worthy interests, habits, and understandings are primarily concerned with the following:

1. That children continually engage in activities and experiences that are significant to them
2. That children have abundant first hand contact with the realities of social life
3. That children constantly set up purposes, plan procedures, carry out activities, and evaluate results on successively more mature levels

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5Ernest Horn, *Methods of Instruction in the Social Studies*, p. 432.
4. That children form habits of intellectual thoroughness and mental honesty that come from the vigorous effort to see things through

5. That pupils learn to integrate their experiences and their knowledge

6. That pupils be encouraged to raise questions and recognize problems rather than merely learn answers to questions asked

7. That each experience of pupils leads to wider prospective and to other worthy experiences

8. That the life of the school provides abundant opportunities for the practice of initiative, responsibility, cooperation, open-mindedness, critical judgment and other habits and attitudes that characterize the good citizen. 6

It must be repeated that the teacher recognizes the future needs of her pupil but he will not recognize them unless he has a problem to solve. Materials and activities selected in solving problems must be within the range of the ability of the pupil. Problems dealing with activities outside of school are more interesting to the child and lead to intelligent interests.

In education certain abilities are to be mastered by the pupil which will aid him in solving his problems. In the field of social studies, the Virginia course of study lists these abilities to be mastered as follows:

1. The ability to maintain standards
2. The ability to use the common objective materials of the social heritage
3. The ability to function as a wise consumer
4. The ability to speak

5. The ability to listen
6. The ability to read

Hopkins presents the following criteria for the teacher in evaluating units to see if they will arouse interest:

Are the activities under way such that the individual may discover his interests or tendencies?

Is there sensitivity to problems and suggestions in the environment?

Are there some experiences which tend to identify individuals with the special interests - hobbies?

Is there interchange of thought?

Are the ideas, opinions, and suggestions of others considered?

Is there respect for the purposes, ideals, wishes, dreams, and capacities of individuals and groups?

Is there cooperative group living?

Do individuals possess adequate skills for discovering their interests and tendencies?

Is there leadership by individuals with the ability to identify with the purposes, ideals, and wishes of the individual and the group to carry these forward?

Is there adequate and timely use of experts and sources?

Is there the experimental mode of living?

The Program of Social Studies Should Furnish Exercise in Problem-Solving

Learning takes place more rapidly if the learning activity is problem-solving. The teacher must let the child

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suggest the problem, but before doing so he must have a background because a child is not ready to make the problem until he has been oriented through thorough reading, discussions and questions. When the child has been properly oriented, he will be able to state the problem clearly and with understanding. Now he is ready to attack and start to work on the solution.

As some problems or experiences do not afford the proper growth to the pupil, the teacher must be alert to see that the activity is valuable as a learning situation. Most teachers give all their attention to the results of the activity, rather than to the activity itself to see if it is of value in teaching problem-solving.

The teacher has certain responsibilities in regard to problem-solving. Listed are responsibilities from Virginia's course of study:

1. Stimulating thinking on problems that have reality for children

2. Encouraging them to give answers to questions as they, through experience, see them

3. Guiding them in using such sources as experimentation, interviews, and written sources to prove or disprove the correctness of their answers

4. Aiding them in becoming independent in drawing conclusions based on facts

5. Seeing that the processes and the appropriate skills are being clearly analyzed and understood.⁹

The teacher must teach the individual how to think so that he can be successful with his problem-solving in which experience the following information will be very helpful:

**Steps in Problem-Solving**

1. Sensitivity to problems
2. Delimitation and statement of the problem
3. Collecting, evaluating and organizing data
4. Suggesting a hypothesis
5. Testing the hypothesis
6. Generalizing

To stimulate thinking, experiences and materials must be organized so that the pupil will be constantly solving problems. Learning textbook material will not help him to be a good thinker or to evaluate ideas. This constant problem-solving is necessary to become a critic of validity.

**The Problem-Solving Is Unified Around A Purpose Real to the Learner**

Learning activities require problem-solving, but problem-solving is not of much value to the learner unless it is real and unless he has a real purpose, which is synonymous with need and interest. These factors are so closely related that it is almost impossible to separate them. Purpose is in regard to pupil purpose. Burton explains that impulse, desire, and wish are the initial phases in the development of a purpose. "A purpose is a consciously selected goal. It is selected with knowledge of the possibility of fulfilling

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10J. C. Matthews, Tentative Course of Study for Years One Through Six, p. 149.
it, and with knowledge of the probable consequences of failure. Postponement of overt action until judgment of possibilities and consequences is made is necessary to transform an impulse into a purpose.\textsuperscript{11}

As purpose comes from the individuality of the pupil, the teacher must initiate activities into the pupil's environment from which he can find the purpose through his own initiative.

In organized social studies, the pupils must be aggressive in purposeful activity which must be directed toward an understanding of world problems. Purposeful activity fosters intellectual curiosity, extends interests, promotes group work, and problem-solving.

Guidance involves development of worthy purposes. "Pupils have purposes in every situation where conscious behavior is involved."\textsuperscript{12} The differences in purposes are found in the quality. Some are bad, some are good and some are mediocre. "To provide guidance in worthy purposes, a basis must be available for judging the quality of purpose."

The following criteria may serve as such a basis:

- The purpose should be one that requires behavior compatible with the aims of education.
- The purpose should be one for which the plan of action can be based on past experiences.

\textsuperscript{11}Burton, \textit{op. cit.}, p. 101.

\textsuperscript{12}H. L. Caswell and Doaks Campbell, \textit{Curriculum Development}, p. 200.
The purpose should be one that the pupil believes is worth while for him to achieve. The purpose should be one that arises from stimuli of a kind that the pupil will meet in out-of-school experiences. The purpose should be one for which the pupil has mastered or can master in reasonable time the requisite abilities to carry on the activities required for successful realization. The purpose should be one which requires behavior on a higher level than the pupil has exhibited before.\footnote{Stigler, op. cit., p. 123.}

The Learning Experiences Grow Out of the Present Environment, The Community Life About the Pupil

The social studies program begins with a study of the people living in the pupils' immediate environment then proceeds to the study of people, present and past, of distant lands. However, the immediate home should be studied first, the study of the neighborhood following, developing into a study of the total community. By the time the pupil reaches the fourth grade, he is ready to study his own community, which leads him to learn of people in foreign countries. The teacher of today is interested in the fact that the community is the workshop for social relations which should enlighten the pupils in the activities of those living around them. Life in the school community as well as life in the school or classroom can furnish valuable first hand experiences.
The framework of the social studies program taken from the course of study for Texas, 1936, is valuable in explaining that the nature of the program should be centered on contemporary group life. This chart shows that there are five phases in the conception of social studies:¹⁴

1. The individual learner.
2. The things people do as individuals, and as members of groups tend to gather into certain groups designated as functions.
3. The functions are performed in certain areas, such as that of the home.
4. The performance of the functions in certain areas necessitates resorting to certain processes such as that of thinking.
5. The resorting to certain processes involves the utilization of ideas, facts, data, and subject matter. These may be organized in certain groups of significant ideas.

The Social Studies Program Should Help the Individual To Meet More Effectively Social Situations

The present trend helps the individual to meet social situations more effectively through the development of understandings, attitudes, and techniques. At one time the trend was through the teaching of things that happened in the past, but today the one purpose of social studies is social consciousness.

Social experiences constantly widen the social interests, sympathies, understandings, and concerns of the individual

¹⁴Matthews, op. cit., p. 144.
and are very important as objectives in teaching since our world has grown interdependent, stressing cooperation. The child must be led to an understanding of social, political, industrial, economic, and recreational enterprises of his own community.

Social experiences can be taught through a study of two things: how to raise the standard of living and how the pupil governs himself both in and out of school. He must be able to adapt himself to all social situations. Lee and Lee list several things that the pupil must do to function in social situations: 15

1. He must be able to function as a member of the various groups of which he is or will be a part.

2. He must be competent in dealing with such problems as arise in these groups.

3. He must have developed such attitudes as will permit a careful consideration of these problems.

4. He must be able to locate and utilize such material as will bear upon these problems.

During the last few years teachers have become aware of the need of more opportunities for social experiences for the pupil. The classroom is now conducted on a more democratic basis with children cooperating on different activities. The classroom is more informal in the arrangement of furniture, flowers and decorations. This informality helps to develop

individuality which is a valuable function of social situations. The above objectives of economy are divided into two parts: one producer and one consumer activity. The elementary teacher selects the objectives that meet the needs of her pupils, utilizes them in ways that will create interest. Problems dealing with the products pupils buy and their costs usually arouse interest. The occupational aspect of economics should not be stressed in the study of elementary pupils because the pupil should make his own choice of vocation.

Social and economic objectives do not require a special period in the schedule but the teacher seeks opportunities to use experiences that deal with the economic and social aspects of life.

The Social Studies Program Should Create An Interest in Important Social and Economic Problems

A factor of the social activities is the economic area based on the creation and satisfaction of material wants. The individual must be taught producing, consuming, and investing which, by furnishing material for the study of safety, comfort, and health, increases interest in these subjects. The following are objectives on which the economic part of the program should be based:

The Objectives of Economic Efficiency\(^{16}\)

Work.—The educated producer knows the satisfaction of good workmanship.

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\(^{16}\)Lee and Lee, op. cit., p. 11.
Occupational information.—The educated producer understands the requirements and opportunities for various jobs.

Occupational choice.—The educated producer has selected his occupation.

Occupational efficiency.—The educated producer succeeds in his chosen vocation.

Occupational adjustment.—The educated producer maintains and improves his efficiency.

Occupational appreciation.—The educated producer appreciates the social value of his work.

Personal economics.—The educated consumer plans the economics of his own life.

Consumer judgment.—The educated consumer develops standards for guiding his expenditures.

Efficiency in buying.—The educated consumer is an informed and skillful buyer.

Consumer protection.—The educated consumer takes appropriate measures to safeguard his interests.

Experiences Should Be Used That Lead Children to Appreciate and to Understand Life about Them

An appreciation for life means that the individual has a liking for life itself while an understanding of life is a general concept. To create in the child a desire to live a decent and orderly life, he should be taught to choose the values that will enable him to live this high type of life. In order to live a well-rounded life, he must be taught an appreciation of his neighbors, races, culture and life problems. An attitude of respect for people and a respect for their property and rights should be created in the individual. The pupil should be encouraged to be tolerant in the beliefs of
others and he should develop a willingness to cooperate in all social relations.

Schools in the past have stressed the intellectual values of learning rather than the teaching of the enjoyment and the appreciation of life. Giving the pupil civic responsibilities not only fosters this appreciation of life but arouses an interest in life. The schools of elementary level have neglected this objective, offering a challenge to present day teachers. If the pupil is to be prepared for life in a society based on democratic ideals, the curriculum must afford more materials that will make it possible for the pupil to appreciate as well as to evaluate life about him.

Experiences in Social Studies Should Be Unified Rather Than Separated into Separate Subject Matter Compartments

This characteristic distinguishes between modern and traditional schools. If the curriculum is to be based fundamentally on the experiences of each child, there should be no separate subject matter compartments. The curriculum cannot be limited to certain subjects; it must be integrated with other activities and subjects so that the school can be unified and attack the problem of life. Therefore, the teacher must provide the richest experiences in group life. The curriculum according to Stigler, should be a "compromise between logically organized subjects and functionally organized units. There must of necessity be some logical organization of subject matter and sequential development of learning
experiences in any well-conceived curriculum, but the form of the teaching content is not the most important thing. What comes most in the curriculum is its dynamic appeal to the interests of the learner, its functional contact with needs and opportunities of real life, and its direct contribution to constructive teaching and purposeful learning.\textsuperscript{17}

There should be no single outline of subject matter to follow because the social studies program is to be adjusted to the social needs and environment of the community. Areas of common learning used on a tentative basis can be altered when the need arises. Since the objectives should determine the content of the social studies program, the concern of the teacher should be placed on achieving the objectives rather than on getting over so much subject matter. In seeking to teach an understanding and appreciation of life, intensified study of few things is more important than limited information about everything.

Some educators are of the opinion that social studies and science compose the most important content of the curriculum. As subject matter involves people, their activities and their achievements, the different subjects cannot be put into different levels with one or the other subject designated as the core. It is impossible to say that this subject or that is the important one.

\textsuperscript{17}Stigler, \textit{op. cit.}, p. 15.
There are today certain trends in regard to the organization of the curriculum. The following are in the selection and organization of content around problems, resulting in an integration of learning:18

1. Tendency to use real arithmetical situations existing within classroom, school and community.

2. Tendency to use music, fine arts, practical arts, and physical education as inseparable parts of classroom work.

3. Tendency to use science materials in the solution of problems and in the satisfaction of interests.

4. Tendency to recognize English expression as an important phase of all unit teaching.

Experiences in Social Studies Should Be Planned to Furnish Opportunities for the Well-Rounded Development of All Pupils

The development of well-rounded pupils is brought about by the combination of all the characteristics of the social studies program. As this is a part of the philosophy of education, the school should be a dynamic institution. It is dynamic to the extent that it recognizes that growth and development to the individual is essential. As learning is the most important function of the developing child, there are certain experiences essential to foster this learning. These experiences include the development of understandings, attitudes, abilities, skills, and techniques.

18Ibid., p. 125.
A series of units, all the units or experiences put together, should contribute to the total development of the child. One separate unit usually emphasizes one part of the activity. From this one experience, the teacher must find other experiences or units to make out a well-rounded experience for the pupil.

The unit has its value in that it not only stimulates intellectual development, but also social and emotional growth. Through the unit, activities can be used to teach attributes of citizenship, abilities to organize materials, and creative expression, rather than isolated subject matter. Learning is not to be considered from the intellectual side but from the standpoint of the whole child.

The following philosophy of Dewey as to growth is very important as it sums up this characteristic:

**Education is Growth**

The great process of education is the change that takes place from day to day. As long as growth continues, education is taking place. The goal of modern education is growth that begins at birth, is guided through the school years and continues throughout life.19

As the child develops physically, mentally and socially, the school becomes the agent for the highest development of all these aspects. Education tries "to develop an individual in harmony with his social environment. The social life

provides the medium for the highest types of individual development." 20

The Methods Selected Should Teach
Self-reliance, Self-control, and Cooperation

Materials of instruction should develop desirable attitudes, such as self-reliance, self-control, and cooperation, which cause both the teacher and the pupil to be confronted with many problems. The teacher has a problem in the molding of right attitudes in the pupil, and this part of education is usually neglected because little attention is given to the development of these qualities. Sometimes the teacher expects them to take care of themselves.

Horn recommends the use of concrete experiences provided through direct contact in developing these desired attitudes. 21 Sources of concrete experiences are objects, models, museums, excursions, constructive activities, and participation in community enterprises. These sources enrich the social studies program and create individuality, self-reliance, cooperation, and many other traits that the pupil should have.

If self-reliance is to be developed in the pupil, the teacher will send him on errands, give him the job of caring for the equipment, or let him take care of money, his money or the club's money.


21 Horn, op. cit., p. 393.
The attitude of working with others in a harmonious way is called cooperation. The cooperative attitude of the individual means much to the teacher because the cooperative pupil is friendly to both teacher and classmates, being able to carry on activities without misunderstandings with any individual. He is thoughtful and respects the feelings of others.

To develop self-control in the pupil, he must learn to wait his turn in work or play. He must be taught to share playground space and equipment, not to show irritation when opposed, and not to be prejudiced if he loses a game.

In developing tolerance, the teacher must see that the pupil speaks kindly to other people, that he helps others in any way possible, and that he understands the reactions of members of other races.

To develop a sense of independence and self-direction, the pupil can learn to find references from many books, he can keep the school and playground clean and orderly without being told, but the most important phase in the development of independence is for the pupil to have a job which enables him to buy his own clothes and school supplies.

Problems Should Be Selected on the Maturity Level of the Pupil

Maturation is the process of growing or developing physically, mentally, and socially. Maturation is a basic conditioner for learning. The fact that growth is individual
and patterned is more important than various age levels, as chronological age, mental age, and educational age. Education should stimulate and guide this growth.

The teacher in knowing that in her group there are individuals with wide ranges of maturation must present materials that are readily understood at the maturation level of the pupils. The modern philosophy concerning maturation is "to start where the child is and then build from there. There must be a sound basis of learning and experience all the way up to the level on which we wish learning to occur in order to have efficient results." 22

Schools that base their curriculum on isolated subject matter are not able to develop the pupil physically, mentally and socially. Several factors which influence maturation are the teacher's ability, training and personality, the security and status of the child in the classroom, play, and the classroom atmosphere. Other factors influencing proper growth are attitudes of parents, security within the home, child in regard to family sequence, size of child compared with other children in the neighborhood, economic status of family, nutrition, climate, and play.

Though mental growth is difficult to measure, there are various ways to test mental maturity, but there are so many variations in the pupil's behavior that such results are not satisfactory. Mental and physical growth take place

22Lee and Lee, op. cit., p. 144.
slowly and gradually. The mental growth is longer and more gradual, but in the learning process it is more important as the child must have an adequate background of experience to develop this desired emotional and social trait.

Social maturation is tested by different levels of social behavior, using various phases of conduct. For example, individuals are tested on maturity development on items of responsibility, self-reliance, cooperation and leadership. Social maturation is also studied through hobbies, interests, and attitudes.

Marked variations in the learning of certain subjects are due to the maturity level of the pupil. If a child does good work in one subject but does poor work in another, it is because he has not reached maturity or readiness.

Since maturation is partly physical, mental, and emotional, emotional growth can be harmed permanently or temporarily as a result of undesirable influences. Since pupils either progress or regress in their learning, the teacher must use materials and methods that are neither too easy nor too hard. If the materials are too hard, the pupil regresses and becomes discouraged. If they are too easy, there is indifference and the pupil is less capable of succeeding in the next task. The teacher must stimulate the more mature students in order to develop leadership but usually the teacher is more concerned with the immature pupils.
Each Unit Should Provide For Variety of Activities

The experience unit can be enriched by various activities to add variety to the unit of study. Some of these activities are visiting, constructing, experimenting, observing, talking, listening, dramatizing, seeing, planning, singing, and writing. The better trained teacher will not use them for pleasure, but will use this variety as the pupil needs them and has a purpose for them.

A variety of activities will take care of individual differences and require more pupil participation. Through the use of these varieties, there will be an opportunity to develop abilities and an opportunity for successful achievement by each pupil. All of these things are required for good teaching.

Today, instead of using a variety of activities, some teachers still rely on the textbook, but the conscientious teacher carefully guides these varied activities used in relation to the objectives. She must be well trained and skillful in carrying out these activities without confusion. She must know how to plan and how to organize materials. She must make the purpose real to the pupil so that he can use his own initiative in the activity. Much disorder in the classroom is the result of having no real purpose.

Periods of change are necessary in the activity program to care for the needs of the pupil at his maturity level. Periods of rest should be planned to take care of his needs.
After a rest period, the pupil is more stimulated to learn.

Units Should Be Authentic As Well As
Challenging to the Pupil

The teacher provides the environment which will challenge pupil interest but the development of challenging units depends on the group. What is interesting and real to one group will not challenge another. For this reason, teachers should not repeat the same experience in two classes as it might prove satisfactory in one class and unsatisfactory in the other.

Authentic experiences are vital to the group. If activities are not truthful and sound, the pupils will learn the wrong idea and form detrimental habits of thinking. Activities that are based on fictitious representations can never attain valid understanding nor effective work habits. The purpose of any activity is to teach the truth to the pupil.

Symbolic and fanciful construction activities are not authentic and give the child wrong concrete ideas. This type of experience discourages the individual to find out the truth. An example of a traditionally symbolic activity is the use of pointed paper hats to represent the soldier’s hats of the Revolutionary War period or hatchets and cherries as symbolic of Washington’s birthday.

Some constructions are so far removed from the realities of their purpose that they do not clarify the ideas of the pupil. Miniature scenes made from art paper are inadequate
as there is no attempt at accuracy in scale. In most cases, these representations are beyond the pupil's ability.

Some activities as making log cabins, tepees, or working models of looms, drills, or hourglasses are more valuable because they help to make clear the function and importance of the object that they represent. In these representations the pupil finds a vigorous challenge to careful thought.

The following criteria have proved helpful not only in keeping the reproduction of a process authentic but also in giving it meaning:23

1. The activity should start with a clear recognition of the need to be satisfied, either from the point of view of understanding the people of the place and period being studied or from the point of view of understanding the evolution of the process from primitive times up to the present.

2. The materials used should be essentially the same as those actually used in the process of the time or place to be represented.

3. Steps in the process must be the same as those of the actual process that is being illustrated.

4. The activity must result in a product that can be utilized at least for illustrative purposes.

Emphasis must be placed on the intellectual significance of an activity rather than upon its physical aspect. Processes of washing, carding, spinning, and weaving of wool make good preparation material for a visit to a woolen

23 Horn, op. cit., p. 426.
mill. Activities such as these develop an appreciation of the social significance of specialized industry.

**Materials of Instruction Should Develop Skills and Abilities**

Skill, the ability to use knowledge effectively, is a particular art or science. Burton's definition of a skill is "facility in performance of any given response." Sometimes skills are classified as abilities that are either mental or motor.

Skills are not to be considered as isolated mechanisms but are to be developed as a means of further learning. Skills are needed to solve problems which help to obtain certain goals. The learning of skills must result from a meaningful situation. The acquiring of skills also results from practice and an understanding of purpose is necessary before practice.

To effectively teach skills, the teacher must make the pupil see the need as skills are not effective if they are isolated. The skill to be taught should be in relation to the unit of study which requires more planning by the teacher. She must know how growth takes place in several fields; she must know the level of growth of each pupil; she must recognize all opportunities to teach these skills and abilities as they appear in the unit; she must know what abilities each child has so that the unit may be supplemented with other necessary

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24 Burton, op. cit., p. 33.
abilities or skills; she considers individual differences and knows that all skills cannot be easily acquired by all pupils in a specified amount of time.

The social studies program is responsible for developing certain skills. This list below is from Beard's suggested skills that develop the power to think:

1. Skill in methods of obtaining access to information
   a. Use of libraries and institutions
   b. Use of encyclopedias, handbooks, documents, sources, authorities, and statistical collections

2. Skill in the sifting of materials and the discovery and determination of authentic evidence - in the use of primary sources

3. Skill in observation and description of contemporary occurrences in the school and community

4. Skill in methods of handling information
   a. In analysis - breaking down large themes or masses of data into manageable units and penetrating to irreducible elements
   b. In synthesis - combining elements, drawing inferences and conclusions, and comparing with previous conclusions and inferences - logical and systematic organization
   c. In map and chart making and graphic presentation

5. Skill in memorizing results of study - with consciousness of applications to new situation by exact reference and analogy

6. Skill in scientific method - inquiring spirit, patience, exactness, weighing evidence, tentative and precise conclusions

As special periods are needed for the practice of certain skills, part of the social studies time should be spent in

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this practice. It is essential that the practice work be closely related to the social studies experiences. First the pupil must see the need of the skill, then if the need is understood, he will approach the mastery of skills.

The Social Studies Program Should Recognize Individual Differences

Materials and methods of teaching must be adjusted to the abilities of each child. There are individual differences in the child's native ability, his physical and social background. All of the differences in the pupil make him a special case or special problem to the teacher.

Social studies offers many opportunities for taking care of individual differences, and it is of value in developing the special aptitudes of individuals through various forms of activities, giving the child an opportunity to use his initiative and leadership in the fields in which he has special talent.

The function of the school is to find the interests and purposes of each pupil. There are no standardized procedures to use in providing for the needs of the pupil as the pupil progresses at his own rate whether slow, fast or moderate. Teaching procedures have neglected the study of these individual differences. Handicapped pupils should be in special classes and teachers will find a challenge in studying the cases of pupils to see that needs are met more efficiently.

The school does as much as possible for pupils who have
a special aptitude for leadership. The pupils who have special ability in understanding people are able to manage social situations better than others. Often the wrong type of leadership is prevalent and the teacher must redirect this type of leadership.

The vivacious pupils who shift their attention rapidly are satisfied with mediocre results but the teacher can help them to improve their judgment. Quicker pupils usually comprehend better than slower pupils. Some pupils are easily excited and will not be able to think when excited; others never get excited. Here the teacher must guide and help the excitable ones to gain self-control.

Some teachers teach by the textbook or the course of study without considering the variations of the pupils. In this procedure, she teaches to the average group, omitting the fast and slow groups entirely. The best plan of grouping pupils is according to their social maturity with frequent reorganizations and the use of a variety of activities.

Experiences Should Be Used That Develop The Child’s Aesthetic Nature For Proper Enjoyment of Leisure

An appreciation of the beauty in music, art, and literature should be developed to capacity as the expression of aesthetic impulses develops a more stable personality. Every phase of school life gives an opportunity for this expression through creative ability, and the school’s responsibility is to stimulate this creative ability through
teaching the individual to use his imagination. Aesthetic impulses are expressed through music, art, literature, dramatics, and rhythms of folk dances. These forms of expression should be used in all of the activities of the day in order to enrich the life of the pupil and to help him meet his problems courageously.

To enjoy beauty, the pupil must have contact with music, art and literature constantly. The teacher must encourage the child to enjoy this phase of school so leisure will be spent in aesthetic expressions. The child cannot express an appreciation for the beautiful until he has a rich experience in the activities.

Most curriculums take care of the aesthetic phase of life through special music and art courses. The following are objectives for developing desirable attitudes for the beautiful:26

**To Be Familiar with and Appreciate Musical Compositions and the Composers**

- To recognize musical selections and instruments on radio and phonograph records
- To identify works of famous composers
- To enjoy recordings of symphonies
- To know composers as well as compositions

**To Be Able to Select Desirable Reading Materials**

- To buy good books
- To read editorials
- To appreciate poetry as well as prose
- To read good biographies

**To express Self Through Music, Painting, Writing, Dramatization, and Poetry**

- To write poetry and stories

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To paint in several media
To make up variations to a piece of music
To like to dramatize

There are numerous values of creative expression, namely: creative activity enables the child to discover his own abilities, and creative expression develops originality and initiative, and through this medium the child learns to depend upon himself, becoming more self-reliant. Instead of copying his neighbors, he finds his own way of doing a task and is persistent in his effort.

When creative activities are meaningful and purposeful, the pupil is enthusiastic and spends his leisure time wisely.

Experiences Should Be Selected And Guided So As to Make Possible Successful Achievement by the Child

Success stimulates energy and interest in the on-going activity. As interest and energy are factors of learning, it is important that these favorable attitudes be developed in the pupil. Success not only creates interest but develops self-confidence, which is another desirable attitude needed in the learning process. Experiences neither too easy nor too difficult should be used to let the pupil enjoy a reasonable amount of success, which is also a factor that affects mental health. When a pupil is successful he is happy, and this makes for a desirable classroom attitude. Failure causes an individual to develop an unsocial attitude which changes his whole personality.

Part of the social studies period should be spent in discussing achievements or accomplishments of the class. Th
teacher will be careful to recognize the pupil's statements if they are correct. It is advantageous to her to comment with "that is right" or "correct" and the child will know that he is successful in his thinking. The teacher's comments should be encouraging to the pupil, especially to the less capable ones.

If the pupil knows how successful he has been in his work, learning is greatly facilitated. If the first response is wrong, it must be corrected immediately as the last response is the most impressive and usually learned. If the pupil responds incorrectly, he must be given an opportunity to correct the response and in the future he will respond correctly more often.

Since the pupil learns the correct response, all papers must be corrected and returned promptly while he is alert and interested. All answers must be evaluated by the teacher and pupils. This self-evaluation then becomes a valuable tool to be used in later experiences.

The Program of Social Studies Should Help Each Child Develop Correct Mental Attitudes and a Sound Body

The more progressive schools have recognized their responsibility in developing wholesome mental attitudes as well as healthy physical condition of the child. This interest in the mental and emotional behavior of children has been brought about through various studies of the relation between mental and emotional behavior and achievement. Posture,
eyestrain, and health habits are studied to safeguard the pupil's health.

Mental health is essential in creating a desirable environment and normal attitudes are created through success, happiness, and confidence. To prevent maladjustment, the child should be successful in his work, and the teacher must arrange the experiences to insure his success.

The problems of developing correct mental attitudes and a sound body was at one time the family's responsibility, but now the school has certain responsibilities toward the healthy growth of the pupil. In taking over this responsibility, the school has to perform the following services for each pupil:27

1. Provide a school plant which is constantly checked and maintained to provide a place for the children to live healthfully.

2. Establish an atmosphere conducive to mental health by attention to curriculum attitudes of teachers and those in authority.

3. Develop ideals and attitudes consistent with the best health information known to science.

4. Establish habits which make for healthful living consistent with these ideals and attitudes.

5. Provide information at the time and to the extent that it will be most beneficial in maintaining their habits, attitudes and ideals.

6. Develop attitudes, habits and knowledge which will increase safety for children.

7. Provide activities at desirable intervals which aid in optimum physical development.

27Lee and Lee, op. cit., p. 489.
8. Develop attitudes, skills, and techniques which will be useful in leisure time activities.

9. Establish a health service which discovers any physical condition which is injurious either to the child or to another, reports the condition to the home, furnishes a basis for special programs for any child who may need it, and follows up the case as long as necessary.

10. Establish contact with the home, the community, and all other health agencies in the district.

The emotional atmosphere in which the pupil lives at home or at school is very important to his mental health. Teachers are influential in creating the right type of atmosphere. If the teacher is happy, alert, healthy, these qualities are reflected in the pupil. The child's whole personality is affected by the type of discipline that is used in the room, whether repressive or otherwise. The whole curriculum influences correct mental and physical development. To develop happy, secure, self-confident pupils, the curriculum must be active and free, using materials that are interesting to the child and within his comprehension.

Elements that provide for good mental health in youngsters are:

1. Play and other recreational activities, especially with children of the same age.

2. A variety of wholesome, useful, and interesting activities.

3. Home and school environment free from worry, strain and emotional upheaval.

\textsuperscript{28} ibid., p. 281.
4. Useful habits and skills.
5. Providing opportunity for freedom and responsibility.

Physical well being is dependent largely on habits and attitudes. Health habits and emotional attitudes are a very important part of the school life of an individual and they must be taught by a qualified teacher.

The Teacher of Social Studies As A Participating Guide Should Provide A Gradual and Continuous Development of Meanings and Understandings in the Pupil

Concepts are learned with associations or meanings. If learning is to take place the teacher must begin with those concepts that have meaning for the child. The background for these concepts is widened if new meanings are related to those of previous study. What is learned previously is a fixed learning and new learnings can be initiated. This problem of continuity in the new curriculum is a difficult problem for the teacher. She must know each group of children and what experiences and understandings are meaningful to them. It is more difficult because she must find new experiences that will expand these meanings.

The pupil merely approaches the mastery of concepts. The increasing widening of concepts are interrelated and growth in one depends on growth in others. The objective of intelligent understanding ranks high in the emphasis that it requires in teaching. This objective is closely related to the
accomplishment of other purposes of social education whether they are thinking, attitudes, ideals, or behavior. Thinking depends on one's ideas; behavior is guided by insight and understanding; ideals and attitudes are supported through intelligence. The teacher cannot give meanings to the pupil, but she must stimulate the pupil so that he is able to construct the meanings for himself. This construction of meaning depends on the pupil's behavior, previous experience, interest, intelligence, and methods of work. If the problem is not within the pupil's experience, there is a lack of interest and he puts forth little effort. Interest and purpose are basic factors in the development of meaning and are enriched as the desired understandings are increased.

Intelligence is related to the meanings and understandings that the pupil constructs. As all individuals do not have the same degree of intelligence, the teacher must encourage each pupil to think and understand to his full capacity.

The teacher as a guide in the development of meanings and understandings exerts a very important influence. The wrong ideas of pupils usually can be traced to the neglect of the teacher in correcting statements which are wrong. When teachers do not have understanding of a topic, pupils form wrong ideas. If the teacher wishes to develop understanding to the fullest extent, she must stimulate interest and develop independent thinking and she is to work for the development of the individual student by keeping in mind individual differences.
The teacher stimulates and guides the student's efforts in acquiring meanings and no text, workbooks, materials of instruction can take her place in guiding the development of desirable meanings and understandings.

The teacher of modern schools feels her responsibility as a guide to pupils. She leads them into problem situations which have a need for solution. The teacher must have a knowledge of methods, skills, associations, and life experiences so that she may guide the pupils in desirable pathways. Through her leadership, pupils will be able to develop a well-rounded personality and character. To be qualified as a leader, the teacher must study all factors that influence growth. Her character, health, and interests determine whether she is qualified to guide pupils in the desired pathway of education.
CHAPTER III

AN ANALYSIS OF THE SOCIAL STUDIES PROGRAM AS FOUND IN THE COURSES OF STUDY FOR VIRGINIA, TEXAS, LOS ANGELES CITY, LOS ANGELES COUNTY, AND FORT WORTH

The social studies program should meet certain criteria as set forth in educational literature. The twenty characteristics of a desirable social studies program which were analyzed in Chapter II are used in analyzing the courses of study from Virginia, Texas, Los Angeles City, Los Angeles County, and Fort Worth. In this study, tables are used for each individual course of study, showing just how much evidence of each characteristic appears in the course of study. The terms "much use," "little use," and "no use" show to what extent the characteristic appears in each course of study.

Table 1 deals with the Course of Study for Elementary Schools, Los Angeles City Public Schools, 1942.

This course of study, prepared under the direction of Vierling Kersey, Superintendent of Schools, is divided into fourteen subjects: geography, history, citizenship, reading, language, spelling, handwriting, arithmetic, science, music, art, practical arts, health, and physical education, safety and fire prevention. The social studies period is composed of geography, history, and citizenship. The language arts combines language, spelling, and handwriting. A shorter period deals with health and physical education, safety and fire
### Table 1

**AN ANALYSIS OF EVIDENCE OF TWENTY CHARACTERISTICS AS FOUND IN SOCIAL STUDIES IN THE COURSE OF STUDY FOR LOS ANGELES CITY ELEMENTARY SCHOOLS**

<table>
<thead>
<tr>
<th>Evidence As Found In The Courses of Study</th>
<th>Much Use</th>
<th>Little Use</th>
<th>No Use</th>
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</thead>
<tbody>
<tr>
<td>1. Flexibility of progress</td>
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<td>X</td>
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<tr>
<td>2. Needs, interests, abilities</td>
<td>X</td>
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<td>3. Problem-solving</td>
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<td>4. Purpose real to learner</td>
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<td>X</td>
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<tr>
<td>5. Present environment, community life</td>
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<td>6. Social situations</td>
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<td>7. Interest in social and economic problems</td>
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<tr>
<td>8. Appreciate and understand life</td>
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<td></td>
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<tr>
<td>9. Unified experiences</td>
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<tr>
<td>10. Well-rounded development</td>
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<tr>
<td>11. Self-reliance, self-control, cooperation</td>
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<tr>
<td>12. Maturity level</td>
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<tr>
<td>13. Variety of experiences</td>
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<td>X</td>
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<tr>
<td>14. Authentic and challenging</td>
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<tr>
<td>15. Skills and abilities</td>
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<tr>
<td>16. Individual differences</td>
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<td>X</td>
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<td>17. Aesthetic nature</td>
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<td>18. Successful achievement</td>
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<td>X</td>
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<td>19. Sound body and mental attitudes</td>
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<tr>
<td>20. Meanings and understandings</td>
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<td>X</td>
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</tbody>
</table>

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prevention, morals and manners. The course of study for each subject explains what to teach, pupil accomplishments, and materials of instruction. An "Instructional Guide for Teachers," supplementing the course of study, is composed of the same subjects with units divided into objectives, environment, activities, direct teaching and outcomes for each grade level.

The course of study for Los Angeles City has little evidence of flexibility in the social studies program as it fills the requirements of the school code of the state of California. Since this code makes many requirements as to time and subjects that have to be taught, the program cannot be very flexible. The content of the course of study must be taught, but the teacher can enrich any of the experiences. This course of study suggests a typical time schedule for each grade but recognizes that no two classrooms will present the same conditions; therefore, it is better to follow the desired criteria of the code.¹

There is much evidence in the program for social studies based on the needs, interests, and abilities of the pupil. It stresses the development of the child to his utmost capacities.² It discusses the suitable amount of instruction appropriate to the ability of the pupil. The Los Angeles City Schools

¹L.A.City School Dist., Instructional Guide for Teachers of Elementary Schools, p. 149.

²Ibid., p. 9.
agree that the teacher must first be concerned with the needs of the pupil in order to develop a proper emotional growth.

Interest is a means of learning about the child's growth and development. As the teacher studies each pupil's growth she must observe pupil interest to help her in determining his needs. In learning how the child grows interests are determined by finding out which subjects he likes, his attitudes toward foods, leisure time, personal appearance, movies, clubs and radios. The program of social studies does not teach subjects because they are interesting to the child, but in each grade level, children are taught to continue interest in such units as school and neighborhood environment and community and city interests of people. Also, there is a list of specific things in which the child should have interests.

The teacher in Los Angeles is instructed to use activities that will contribute to each pupil's ability to think and to solve problems. Content and materials of the social studies program must provide problems, and the pupil must search for informational data to answer his problem through reading, experimenting, collecting, and various other activities. Therefore, there is much evidence of problem-solving situations in the program for social studies.

\[3\text{Ibid.}, \text{p. 15} \quad 4\text{Ibid.}, \text{p. 9}\]
There is no evidence of the purpose being real to the learner for purpose is not considered at all.

The program bases units on present environment and community life. The study of home and school comes first, followed by a study of home and school community, then there is a unit on Los Angeles as a city, followed by a study of the state of California. In these different units the child must be interested in home and school environment, in the neighborhood, in the services the community renders, in people, and in locations of places in the community.

There is much evidence found in the development of social growth in Los Angeles City Schools, which endeavor to develop this growth to enable the pupil to live peacefully with himself as well as with others, meeting social situations more effectively. "Social studies as a subject includes all the relations which the elementary school child maintains toward the physical world in which he lives, the various groups of which he is a member, and the cultural heritage which is his because he is an American."\(^5\)

Social problems are adequately cared for in the course of studies for Los Angeles. Citizenship is part of the social studies period where social relations as social courtesy, duties, responsibilities, and other aspects are taught.

Analysis shows that much thought has been given to the economical problems in the program. Interest in these

\(^5\)Ibid., p. 9.
Economical problems is created as the pupil studies how food, clothing and shelter are obtained. He is taught that he has to be fed, clothed, and sheltered, and these needs are met by either one or both of the parents.  

As this study arouses an interest in social and economic problems, emphasis is placed on the teaching of these problems. There is much evidence of teaching the child to appreciate and understand life as all objectives and outcomes are related to this appreciation. Pupils are to be taught an appreciation and an understanding of the American way of life, the philosophy for the course of study.  

Through a study of home, school, and community, and the workers contributing to community welfare, this objective is accomplished. Much evidence shows that experiences are unified. Social studies, as taught in Los Angeles City Schools is developed into subject matter fields of history, geography, and citizenship. There is a separate division for each subject, but the three subjects are developed jointly during one period. The experiences are unified and are not separated into subject matter compartments. 

There is much evidence of the development of a well-rounded growth in each pupil which is a major function of education. This growth must be continuous and the teacher must develop it in all directions. She must observe the

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6Ibid., p. 13.

the child to learn how this growth takes place, then she can
develop the child.8

Teaching desirable traits to the pupil is emphasized in
Los Angeles City Schools, which endeavor to secure well-
balanced emotional development of personality. There are
objectives which develop cooperation, self-reliance and
self-control. One specific objective is to teach the pupil
how to live happily with others.9 Desirable traits of
character are found in a special section of the course of
study, called citizenship, which makes up part of the social
studies class, but there is a special content of all of these
desirable traits to be taught.

The maturity level of the individual is emphasized in the
instructional guide which recognizes maturation as a factor
in learning, the result of good teaching.10

There is little evidence of the use of a variety of
activities, and there are no specific suggestions on variety.
In comparison with other courses of study the list of activities
is very limited.

Little evidence is shown as to the experiences of the
social studies program being authentic, but there is some
indication of the teacher maintaining a rich and challenging
classroom environment.11 Nothing is said about the content
and materials being challenging.

8L. A. City School Dist., Instructional Guide for Teachers,
p. 10.

9Ibid., p. 19. 10Ibid., p. 10. 11Ibid., p. 15.
Much evidence appears in the teaching of skills and abilities, and the program planned by the teacher must provide for them. The methods of teaching use basic skills as criteria in learning. The course of study provides every opportunity for the development of manual skills and abilities to think. It recognizes that basic skills must be continued until the pupil masters them, and that these skills are to be taught through real life situations.\textsuperscript{12}

Individual differences in the capacity of the pupils are greatly emphasized. Individual differences in teachers are also recognized. There are no statements that deal with individual differences physically or socially, but it is concluded that little evidence is found concerning these differences.\textsuperscript{13}

There seems to be much evidence on the subject of developing the aesthetic nature of the individual as there are special periods for music and art in which the appreciation of beauty is emphasized. Musical and artistic activities are used in the social studies program, and stories, poems, and songs are taught. The music class teaches good taste in the selection of radio programs, recordings and concerts while the art program attempts to teach the pupil to observe, understand, appreciate, and use beauty in the world about him. There seems to be no evidence of teaching the pupil how to

\begin{flushright}
\textsuperscript{12}\textit{Ibid.}, p. 9.
\end{flushright}
\begin{flushright}
\textsuperscript{13}\textit{L.A. City Schools, Course of Study, op. cit.}, p. 6.
\end{flushright}
spend his leisure, but if all these previous objectives are developed to the fullest, the child will know how to spend his leisure time wisely.

The experiences for social studies in Los Angeles City Schools are to be selected and guided to make possible achievement of the pupil. The teacher should find the reason for a pupil's failure and remedy the situation.\textsuperscript{14} There is much emphasis placed on this, and it is concluded that much evidence is found concerning achievement and success. As a director of learning, the teacher must develop a program of experiences which will produce satisfactory achievement.

Developing a sound body and correct mental attitudes is very important. One main objective is healthful habits of living - mental, physical, and social.\textsuperscript{15} Health as a separate subject has a special place in the schedule. Morning inspection of pupils also indicates that emphasis is placed on developing the pupil mentally and physically.

The evidence as found in the course of study for Los Angeles City Schools indicates that the teacher is a guide in the gradual and continuous development of meanings and understandings. She guides the child into an understanding of the purposes and objectives of each unit. Some of the objectives are stated as understandings of certain phases of life, for example, understandings of why we have rules and

\begin{footnotesize}
\textsuperscript{15} Ibid., p. 11.
\end{footnotesize}
regulations. Definitions are learned as the vocabulary develops and each unit has a list of words which in most cases are geographical.

TEXAS COURSE OF STUDY

The course of study for Texas, prepared under the direction of J. C. Matthews, State Department Director, is divided into five major core areas of curriculum activity. These core areas are language arts, social relations, home and vocational arts, creative and recreative arts, nature, mathematics, and science.

The objectives, problems, and activities are given for each unit in social studies, and there is an illustrative unit showing the teacher how a unit should be taught. The illustrative unit explains the bases of unit, objectives, how the unit was chosen, materials, approach, and development.

Table 2 shows evidence of how well the Tentative Course of Study, Years One Through Six, for Texas meets the criteria for the social studies program. This course of study has a high degree of flexibility as it is strictly tentative and a part of the curriculum revision movement. The units are illustrative, not standardized, and the teacher should enrich them according to her ability.

The daily program is also flexible. Important suggestions

\[16\text{Ibid.}, \text{p. 24.}\]
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<td>6. Social situations</td>
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<td>7. Interest in social and economic problems</td>
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<td>8. Appreciate and understand life</td>
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<td>9. Unified experiences</td>
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<td>10. Well-rounded development</td>
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<td>11. Self-reliance, self-control, cooperation</td>
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<td>12. Maturity level</td>
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<td>13. Variety of experiences</td>
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<td>14. Authentic and challenging</td>
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<td>15. Skills and abilities</td>
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<td>17. Aesthetic nature</td>
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<td>18. Successful achievement</td>
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<td>19. Sound body and mental attitudes</td>
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<tr>
<td>20. Meanings and understandings</td>
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as to schedule arrangement are given for the teacher if she wants to follow the plan.\textsuperscript{17}

There is much evidence of adjusting the program to the needs, interests, and abilities of the child because the whole social studies program is based on this criteria. Fundamental needs, interests, and abilities of the pupils are guiding principles for desirable experiences.\textsuperscript{18} Evaluation, based on the abilities of the pupils, creates interest in the work. Needs and interests are recognized as purposes of approach and orientation in a unit. Planning is a part of the pupil's interest and need.

The fact that problem-solving is one of the three responsibilities of the social studies program determines the high rank of this characteristic which comes first in a list of significant principles of social studies. The entire program is centered around the problems to be solved.\textsuperscript{19}

There is much evidence found in problem-solving unified around a purpose real to the learner. The problems must be significant to the pupil if purposeful activities are included in the program for social studies.

The evidence in the course of study indicates much emphasis on problems of contemporary group life which are centered around certain areas that find their function in the home, school, or community.\textsuperscript{20} Community resources are important

\textsuperscript{17}\textit{Matthews, op. cit.}, p. 19.  \textsuperscript{18}\textit{Ibid.}, p. 13.

\textsuperscript{19}\textit{Ibid.}, p. 145  \textsuperscript{20}\textit{Ibid.}, p. 143.
to the teacher in selecting experiences that grow out of the present environment.

Socialization, one of the six guiding principles of curriculum construction, helps the individual to meet social situations more effectively.\textsuperscript{21} The whole core area of social studies is centered around the social relations of the individual, the function of which is to help the pupil meet these situations intelligently, and when he is successful, the child becomes interested in social and economic problems, and wants to know about each unit.

There is much evidence of the social studies program helping the child to understand and appreciate life, to develop which all units are built around a special phase of life.

The curriculum of the five major core areas of activity indicates the use of unified experiences instead of isolated subjects. With several areas of activity, themes and projects may involve more extensive levels of integration.

The objective of each unit is growth in abilities and understandings which will promote the well-rounded development of the pupil.

Cooperation is greatly emphasized as one of the three major responsibilities of the social studies program.\textsuperscript{22} Since the ability to cooperate with the group is essential

\textsuperscript{21}\textit{Ibid.}, p. 21. \hspace{1cm} \textsuperscript{22}\textit{Ibid.}, p. 148.
in problem-solving, self-control and cooperation are listed frequently as objectives. These may be accomplished in the field of creative and recreative arts while self-reliance and individuality are highly developed in music and art.

The entire program of social studies has been developed to meet the needs of the maturing child, around whom the basic functions of the social relations activity revolves. Grade placement definitely based on the maturity of the individual indicates that much emphasis is placed on the maturity level.\textsuperscript{23}

Many activities are listed in the course of study, but there is no special mention of variety; however, the fact that processes of thought and cooperation should be developed and applied in different situations indicates much evidence for using a variety of activities.

The procedures of teaching social studies involves the attacking of challenging problems, and realism is a major factor in the selection of materials and methods.\textsuperscript{24} In the evaluation of units, the teacher tests the pupil on his ability to judge the authenticity of materials, indicating that some attention is given to challenging and authentic units.

Skills and abilities play an important role in the social studies program. In developing units, the teacher realizes that ability to utilize significant processes is more important than merely knowing subject matter. In

\textsuperscript{23}\textit{Ibid.}, p. 146. \textsuperscript{24}\textit{Ibid.}, p. 158.
the evaluation of units, the pupil is tested on his improvement in the ability to cooperate, to work independently, and to express himself orally. The teacher must evaluate his learning of skills and abilities. Much evidence is found in regard to the development of skills and abilities since they are expressed in terms of objectives.

Special provisions are made for the individual differences of the pupil. The teacher is encouraged to study the pupils to determine their abilities and handicaps, and to plan the program accordingly. She must group pupils that are exceptional so that she can give them special attention. Extreme cases of handicapped children are to be reported to the state for medical attention or put into special classes.

There is much evidence to indicate that the child's aesthetic nature, one important function of social relations, is developed in creative and recreative arts. Many units have as objectives aesthetic phases.

The course of study indicates that security and success in the home are essential to the individual's social stability; therefore, the pupil's achievement is evaluated in the area of social relations and in the field of home and vocational arts. The evaluation of the child's achievement is an important part of the program, but there is no definite evidence to show that the experiences should be selected and guided to make possible successful achievement.

\[25\text{Ibid.}, \text{p. 21.} \quad 26\text{Ibid.}, \text{p. 146.} \quad 27\text{Ibid.}, \text{p. 13.}\]
There is much evidence of the development of a sound body and correct mental attitudes, one of the main functions of social studies, emphasized in creative and recreative arts. In the several units on all phases of health, objectives are to achieve mental and physical health.

Much emphasis is placed on meanings and understandings to be developed throughout various units in which the teacher is a participating guide. Experiences must be planned so that the pupil will grow in his understanding of ideas such as democracy, interdependence, and adaptation, and meanings are necessary in solving these problems.

COURSE OF STUDY FOR LOS ANGELES COUNTY SCHOOLS

The Course of Study for the Elementary Schools of Los Angeles County was prepared by the Division of Elementary Curriculum and Division of Elementary Curriculum Coordination and Supervision, under the general direction of C. C. Trillingham, County Superintendent, and R. B. Walter, Child Deputy Superintendent, in February, 1944.

Each grade level has ten subjects, social studies, and related sciences, practical arts, mathematics, language, reading, literature, art, music, physical education, and health and safety.

Of advantage to the teacher is that the materials for

\[28\text{Ibid.}, \ p. \ 17.\]  \[29\text{Ibid.}, \ p. \ 147.\]  \[30\text{L.A. County, Course of Study for Elem. Schools, p. iii.}\]
a given grade are all in one section. The course of study is organized by grade level rather than by subject. The content of each field is grouped around the major aims which indicate the outcomes.

Table 3 shows how well the course of study from Los Angeles County meets the criteria for a social studies program; however, there is little evidence of a flexible program because it must be arranged to meet the minimum time requirements of the education code of California.\(^{31}\)

The course of study must be supplemented with other methods as bulletins in specific fields and through the supervision of staff members of the schools. There is little indication of flexibility in the social studies program.

The social studies shows much evidence of being based on the needs, interests, and abilities of the individual.\(^{32}\) Suggested experiences to be used have been selected on the basis of the child's interest and the teacher to organize the program for social studies must be aware of each child's needs and must furnish adequate material to satisfy the current interest of the pupils. Abilities and interest serve as means of evaluation.

There is definite evidence that problem-solving is the approach to the social studies program.\(^ {33}\) One of the areas of citizenship teaches the child how to solve problems and emphasizes much practice. The problems to be solved are found in the area

\(^{31}\)Ibid., p. iv. \(^{32}\)Ibid., p. 6. \(^{33}\)Ibid., p. 1.
### TABLE 3

**AN ANALYSIS OF EVIDENCE OF TWENTY CHARACTERISTICS AS FOUND IN SOCIAL STUDIES IN THE COURSE OF STUDY FOR LOS ANGELES COUNTY ELEMENTARY SCHOOLS**

<table>
<thead>
<tr>
<th>Evidence As Found in The Courses of Study</th>
<th>Much Use</th>
<th>Little Use</th>
<th>No Use</th>
</tr>
</thead>
<tbody>
<tr>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Needs, interests, abilities</td>
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<tr>
<td>3. Problem-solving</td>
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<td>4. Purpose real to learner</td>
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<tr>
<td>5. Present environment, community life</td>
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<td>6. Social situations</td>
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<td>7. Interest in social and economic values</td>
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<td>8. Appreciate and understand life</td>
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<td>9. Unified experiences</td>
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<td>10. Well-rounded development</td>
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<td>11. Self-reliance, self-control, cooperation</td>
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<td>12. Maturity level</td>
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<td>13. Variety of experiences</td>
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<td>18. Successful achievement</td>
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<td>19. Sound body and mental attitudes</td>
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<tr>
<td>20. Meanings and understandings</td>
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of content and in the analysis of the content which determines the objectives. There is no indication that problem-solving is unified around a purpose real to the learner. The reading program should be broad in purpose but social studies is not concerned with purpose.

The present environment of the home, school, and community serve as a background for experiences in social studies. Each grade level designates the time and place for each area of content and some of the problems deal with the past only in comparison with the present.\textsuperscript{34}

Endeavoring to help the pupil meet social situations more effectively, sensitivity to social needs is a special area in citizenship.\textsuperscript{35} The pupil is taught to recognize problems of concern to the whole group and to recognize his individual responsibility for the welfare of the group.

Much interest is created in social and economic problems as the pupil makes a survey of commodities and services in his home.\textsuperscript{36} Problems of foods, clothing, shelter, transportation and recreation deal with the social and economic side of life. Concepts of institutions, laws, and customs essential to social groups have a definite place in the social studies program.

The major objective of the elementary curriculum is to train pupils for citizenship in a democracy through an understanding

\textsuperscript{34}Ibid., p. 99. \hspace{1cm} \textsuperscript{35}Ibid., p. 85. \hspace{1cm} \textsuperscript{36}Ibid., p. 100.
of interdependence and through an understanding of the basic conditions and materials essential to life, health, and happiness.\textsuperscript{37} The practical arts program contributes to this understanding through teaching the child practical activities of everyday life. Discussions of current events help to foster appreciations and understandings.

Experiences in social studies are unified and not separated into subject-matter compartments.\textsuperscript{38} The skill subjects such as art, music, and literature, are closely related to the areas in social studies; thus, a well correlated program can be followed.

There is little evidence that experiences are planned to furnish opportunities for a well-rounded development of all pupils. Through integration and correlation of different subjects, the pupils would adequately acquire this growth.

This course of study develops citizenship very extensively in the area of democratic living and citizenship.\textsuperscript{39} The teaching of equal rights and responsibility of individuals develops cooperation, self-reliance, and self-control. Cooperation is learned when the child feels that group living is happier, when the atmosphere is friendly and fair, and when all assume responsibility for the welfare of the group.

The experiences in this course of study were selected carefully from the standpoint of maturity within the ranges

\textsuperscript{37}Ibid., p. 1. \textsuperscript{38}Ibid., p. 5. \textsuperscript{39}Ibid., p. 1.
of the children's previous experiences.\textsuperscript{40} There are no specific recommendations for the teacher in regard to the maturity level of the pupil, but the citizenship program is especially constructed to take care of the different degrees of maturity.

The units in this course do not provide for a variety of activities and there are just a few activities suggested for each unit. In comparison to other courses of study the activities are very limited.

There is little evidence that the units are challenging and authentic. Other than the information the teacher has for special units having to be accurate,\textsuperscript{41} there is no reference concerning challenging and authentic units.

The materials of instruction develop skill and abilities which are the aims and objectives. Special consideration has been given to basic skills through using functional situations instead of teaching them in the abstract.\textsuperscript{42} The major aim of evaluation is the measuring of progress in skills and abilities. The motivation for drill on fundamental skills centers around units of work in social studies. The development of essential skills is necessary to educate pupils for citizenship. Cooperative action is a skill highly to be desired. Problem-solving implied certain skills such as the ability to identify and state problems, to secure information and to verify information.\textsuperscript{43} The teacher develops the abilities

\textsuperscript{40} Ibid., p. 5. \textsuperscript{41} Ibid., p. 5. \textsuperscript{42} Ibid., p. 1. \textsuperscript{43} Ibid.
and skills of each child that are necessary in group life.

Individual differences are adequately considered in this course of study because the program is based on the varying needs, abilities, and interests of the children. The program helps each child to understand individual differences in his classmates, an objective found in several units of study. The pupil is taught to evaluate personal competency in experiences and make allowances for individual differences. There is much evidence that the program for social studies recognizes these individual differences.

There is little evidence that the experiences in social studies develop the aesthetic nature for proper enjoyment of leisure. This aesthetic phase is taught in special classes of art, music, and literature where the child expresses himself through originality in song, art work, and stories. This creative expression is an objective of art, music, language and reading, which teaches the child to notice and enjoy the beauty about him. Enjoyment is the main objective of some of these studies because they are to be correlated with the social studies program.

In this course of study there is little information about experiences that make successful achievement possible. The child is helped to develop the ability to evaluate personal achievements and the achievements of others. If the program is

44Ibid., p. 105.
based on the needs and abilities of the child, successful achievement would result, and this characteristic would rank higher.

The development of a sound body and mental attitudes is emphasized in social studies, physical education, and health and safety. There are units that develop understandings of the basic needs essential to life, health, and happiness. As the main objective of the curriculum, correct attitudes are highly emphasized. The health program serves to develop habits of healthful living.

The development of meanings and understandings are of major importance in the social studies program. Understandings usually constitute the objectives of the units. Major objectives are broken down into minor objectives which are concerned with teaching the child certain understandings. The program of social studies is more responsible for teaching meanings and understandings than other subjects. There is much evidence of the teacher providing a gradual and continuous development of these meanings and understandings.

THE COURSE OF STUDY FOR VIRGINIA

The Course of Study for Virginia Elementary Schools, Grade One Through Seven, 1943, was revised under the general supervision of George J. Oliver, Director of Instruction. Plans for revision were discussed with Dr. H. L. Caswell and Dr. A. T. Jersild.

\textsuperscript{45} Ibid., p. 70. \textsuperscript{46} Ibid., p. 65.
In this course of study are six sections: Introduction, Grade Materials, Subject Matter Materials, Teaching Procedures, Bases of the Course of Study, and Supplementary Materials.

The section of Grade Materials organizes materials for each grade and includes problem activities. The Subject Matter Materials section lists abilities and skills by subjects: arts, health and physical education, homemaking, mathematics, science, social sciences, and language arts. Teaching procedures are found in this section and in section four of the course of study. Problems from certain centers of interest constitute the content of the social studies program.

Table 4 shows the extent to which the Virginia course of study meets the criteria of the social studies program.

Virginia shows much evidence of using a flexible program. The teacher and pupils plan a day-to-day schedule which is altered when the need arises. The schedule must include various activities and practice for skills, but the teacher can make such modifications as are needed in terms of the purposes of education or needs of the pupil. Since the materials are flexible, the teacher can use her initiative to enrich the program.

Virginia stresses a well-rounded program based on the needs, interests, and abilities of the pupils. This program meets

\[47\text{Virginia Course of Study, op. cit., p. 16.}\]

\[48\text{Ibid., p. 7.}\]
<table>
<thead>
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<th>Evidence As Found in The Courses of Study</th>
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<td>Much Use</td>
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1. Flexibility of program
2. Needs, interests, abilities
3. Problem-solving
4. Purpose real to learner
5. Present environment, community life
6. Social situations
7. Interest in social and economic problems
8. Appreciate and understand life
9. Unified experiences
10. Well-rounded development
11. Self-relaince, self-control, cooperation
12. Maturity level
13. Variety of experiences
14. Authentic and challenging
15. Skills and abilities
16. Individual differences
17. Aesthetic nature
18. Successful achievement
19. Sound body and mental attitudes
20. Meanings and understandings
their needs and develops individual interests. It is planned around four centers of interest which are to be extended to the fullest. Various activities are to be used in developing these special interests. In order to further interest, to develop abilities, and to help provide for the needs of the child, records of the reactions of the child to his home and school environment should be kept. Abilities and needs are bases for grouping or classifying children so they will be socially adjusted.

Much evidence of exercise in problem-solving is found in Virginia's course of study. Problems for each grade are given and in the introduction there are valuable suggestions on the activities involved in problem-solving. The teacher must see that problem-solving stimulates thinking and helps the pupil to draw his own conclusions.

Purposeful experiences in problem-solving, one of the desirable characteristics of the centers of interest, home, school, and community life, indicates emphasis of problem-solving as unified around a purpose real to the learner. The problems should be practical and meaningful to the pupil. They should neither be taught directly nor pulled into a situation where they have no relation.

The program for social studies originates in the school and community which indicates that the experiences should grow out of the present environment and community life about the pupil.

\[49\text{Ibid., p. 518.} \quad 50\text{Ibid., p. 471.} \quad 51\text{Ibid., p. 440.} \]
\[52\text{Ibid., p. 12.} \quad 53\text{Ibid., p. 517.} \quad 54\text{Ibid., p. 12.} \]
The improvement of human relations is one of the main objectives of the social studies program.\textsuperscript{55} The institutions, ideas, and material life of the family, community, state, and nation reflect the social situations that the child will meet, and the child learns to meet social situations more effectively because the centers of interest exert much influence on the major activities of social life and he is taught the ability to conform with social standards.

The functions of society serve to arouse interest in social and economic problems. An understanding of interdependence teaches the pupil that individuals are dependent upon social groups and have certain responsibilities to these groups.\textsuperscript{56} Special abilities such as the ability to maintain an efficient economical status\textsuperscript{57} and special understandings such as the dependence of people upon each other for food, clothing and other materials which are functions of personal development, protection, and production, stimulate a desired interest in social and economic aspects.\textsuperscript{58}

The main objective in Virginia's course of study is to guide children in experiencing a realistic understanding and appreciation of human relations,\textsuperscript{59} such as the relation of the social heritage to man's development,\textsuperscript{60} and an appreciation of human nature.\textsuperscript{61}

\textsuperscript{55} Ibid., p. 439. \textsuperscript{56} Ibid., p. 506. \textsuperscript{57} Ibid., p. 517. \textsuperscript{58} Ibid., p. 518. \textsuperscript{59} Ibid., p. 439. \textsuperscript{60} Ibid., p. 509. \textsuperscript{61} Ibid., p. 505.
Social studies is organized around unified experiences rather than subject matter but there is no list of subject matter to be covered or standards of skills to be mastered by all members of a group.

The importance of a well-rounded and balanced educational experience is emphasized. Regular and cumulative growth is a desirable characteristic of the curriculum. The teacher in observing needs, interests, and abilities, expands opportunities for the growth of the child. Guide materials aid the teacher in developing a well-rounded growth.

Desirable traits, or emotionalized attitudes, as self-control, cooperation, and self-reliance are significant in the Virginia course of study and are taught as attitudes, abilities or understandings. The Grade Materials section gives a few paragraphs on desirable pupil behavior for each grade with suggestions on developing these qualities.

Problems are to be appropriate to the maturity level of the pupil. The physical and social maturity of the pupil is considered in the grouping or classification of pupils. In guiding the growth of pupils, the teacher should remember that each child, maturing at his own rate, is able to solve problems more effectively, and the course of study

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62 Ibid., p. 497. 63 Ibid., p. 20. 64 Ibid., p. 517.
65 Ibid., p. 190. 66 Ibid., p. 500. 67 Ibid., p. 190.
68 Ibid., p. 497.
shows evidence of selecting problems that are on the maturity level of the pupil.

The use of a variety of activities is perhaps the characteristic most stressed, and the development of the whole child depends on this variety to meet his needs.\textsuperscript{69} As the attitudes of behavior are strengthened and expanded and become habitual through repetition, a variety of activities should be used in order to make desired attitudes function properly.

There is no indication that the pupil should have authentic and challenging problem-solving experiences.

Skills and abilities are especially emphasized. In the subject matter materials, there is a four-page section on developing skills,\textsuperscript{70} which are recognized as essential in school and out-of-school situations, and in furthering learning. If mastered, they are necessary as tools in living. The teacher should see that the child recognizes a need for the skill and present it in a variety of ways. In the course of study, the ability chart of social studies helps to maintain a program of skills.\textsuperscript{71}

As the pupil varies in capacities and abilities, individual differences are considered in organizing instructions. Standards cannot be set up because of these variations, and activities are planned in regard to these individual differences.

\textsuperscript{69}Ibid., p. 455. \quad \textsuperscript{70}Ibid., p. 231. \quad \textsuperscript{71}Ibid., p. 239.
in which each pupil should be considered as an individual who develops at his own rate.

The expression of aesthetic impulses as one of the functions of social life is emphasized in the Virginia course of study. The teacher guides the child to express himself creatively in many of the subject matter fields as music and art. The appreciation of the beautiful is one of the objectives found in the chart of emotionalized attitudes, which are developed through an enjoyment of rhythm, melody, harmony, painting, literature, and architecture. For children to express their own reactions, aesthetic experiences are needed to develop these desired creative impulses.

The activities, materials, and instructions should be varied in order to provide opportunity for successful participation of pupils according to their abilities and capacities. Success and achievement are related to emotional growth and there is evidence that experiences are selected and guided to make this achievement possible by the child.

The development of a sound body and correct mental attitudes are taught as special abilities or understandings. The pupil must be taught the understanding of the relation of health to human development. It is recognized that health is essential to happiness, mental well-being, and intellectual achievement; therefore, activities which develop and maintain

\[72\text{Ibid.}, \text{p. 518.}\] \[73\text{Ibid.}, \text{p. 500.}\] \[74\text{Ibid.}, \text{p. 498.}\]
physical well-being and emotional stability are included in the program.

Meanings and understandings are also emphasized. Each center of interest develops the maximum growth of meanings and understandings. A long list of understandings appears in the course of study which shows how much emphasis is placed on understandings. Problems should be so planned that activities will increase the understandings and meanings to the maximum. In the well-rounded development of the pupils, the teacher as a guide provides a gradual and continuous development of these meanings and understandings.

THE COURSE OF STUDY FOR FORT WORTH, TEXAS

The Tentative Course of Study for Social Studies, Fourth Grade, was revised in 1941, in the Curriculum Conference of the University of Texas. David Sellars, as Co-ordinator of Curriculum, and the Revision Committee completed the course of study.

The social studies program consists of units that contributed to the understanding of five major themes. Arithmetic, language arts, health, and fine arts are correlated or integrated with problem-solving.

The objectives, overview, assimilative materials, and activities are given in the course of study for each separate unit.

75 Ibid., p. 500.
Table 5 will show the extent to which the Fort Worth course of study meets the criteria for the social studies program.

The program for Fort Worth is very flexible and tentative. The methods of procedure are to be modified so as to meet the occasion, and are planned from the day-to-day needs of the pupil. Units have a suggested time limit, but they can be shortened or lengthened as the need arises.\(^\text{75}\)

Social studies is definitely based on the needs, interests and abilities of the pupil.\(^\text{77}\) The problems from units and materials are organized according to interest, but the primary concern is for pupil achievement in terms of ability. The needs of the pupil determines subject matter because problems and interests grow out of his needs and abilities.

Life problems and their solutions make up the content of the social studies program. The pupil must constantly attack these problems and be aided in solving them effectively.\(^\text{78}\) This characteristic is highly emphasized in the course of study for Fort Worth.

The unit of work must be real to the learner. It is real to the child when he is able to see the possibilities.\(^\text{79}\) Purposeful activity has a high rating, and is closely related to the sources of material in carrying out experiences and such

\(^{75}\text{Ft. Worth, Public Schools; Tentative Course of Study for Social Studies, p. 7.}\)

\(^{77}\text{Ibid., p. 4.}\)

\(^{78}\text{Ibid., p. 1.}\)

\(^{79}\text{Ibid., p. 6.}\)
<table>
<thead>
<tr>
<th>TABLE 5</th>
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<tr>
<td>AN ANALYSIS OF EVIDENCE OF TWENTY CHARACTERISTICS AS FOUND IN SOCIAL STUDIES IN THE COURSE OF STUDY FOR FORT WORTH CITY ELEMENTARY SCHOOLS</td>
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<td></td>
</tr>
<tr>
<td>1. Flexibility of program</td>
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<tr>
<td>2. Needs, interests, abilities</td>
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<tr>
<td>3. Problem-solving</td>
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<tr>
<td>4. Purpose real to learner</td>
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<tr>
<td>5. Present environment, community life</td>
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<tr>
<td>6. Social situations</td>
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<tr>
<td>7. Interest in social and economic problems</td>
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<td>8. Appreciate and understand life</td>
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<td>9. Unified experiences</td>
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<td>10. Well-rounded development</td>
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<tr>
<td>11. Self-reliance, self-control, cooperation</td>
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<tr>
<td>12. Maturity level</td>
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<tr>
<td>13. Variety of experiences</td>
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<tr>
<td>14. Authentic and challenging</td>
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<tr>
<td>15. Skills and abilities</td>
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<td>16. Individual differences</td>
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<tr>
<td>17. Aesthetic nature</td>
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<td>18. Successful achievement</td>
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<tr>
<td>19. Sound body and mental attitudes</td>
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<tr>
<td>20. Meanings and understandings</td>
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</tbody>
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subject matter field is to be taught in relation to social studies, indicating that the experiences are unified rather than separated into subject matter compartments.

The teacher must secure a maximum physical, social, emotional, educational, and spiritual growth of the pupil. The experiences of the pupil must be of a rich character to cause growth in desirable directions. This growth is evaluated to see if the student's life has been enriched through the activities in which he has participated. There is much evidence of the experiences being planned to furnish opportunities for the well-rounded development of boys and girls.

The content of social studies provides experiences that develop right emotional attitudes and character education. Attitudes and appreciations of each unit teach various character traits as the attitude of interest and responsibility of being a good citizen. There is much evidence of the experiences teaching self-reliance, cooperation, and self-control.

The units of work are based on the previous experiences, needs, and interests of the pupil. The needs of the pupil are related to the maturity level, and it is concluded that the problems are selected on the maturity level of the individual although there is no specific information on this.

\[\text{Ibid.}, \text{p. 17.} \quad \text{Ibid.}, \text{p. 3.} \quad \text{Ibid.}, \text{p. 20}\]
The course of study stresses the use of a variety of activities in order to make experiences more meaningful and to enrich the understanding of the pupil. Many types of activities are listed for each unit, and each unit has appropriate activities for each subject.

The problems are authentic and challenging as they come from actual real life situations. If the purpose is real to the pupil and if he has desire to solve the problems, he will be challenged and the problem becomes authentic although there is no specific mention that problems should be challenging or authentic.

Much emphasis is placed on skills and abilities. Each unit has a list of at least twenty skills used as tools in solving problems. It is useless to develop any skill apart from the situation in which it is to be used, and automatic application of skill is not appropriate. Materials of instructions develop the necessary skills and abilities.

The social studies program of Fort Worth recognizes individual differences. The activities are so presented that these differences are cared for.

Much emphasis is placed on the aesthetic nature of the individual. The growth of creative ability is one of the general objectives of the social studies program. Under the specific content, one objective provides experiences that develop the child’s aesthetic nature for proper enjoyment.

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83 Ibid., p. 13.  
84 Ibid., p. 7.  
85 Ibid., p. 6.  
86 Ibid., p. 2.
of leisure. \(^{37}\)

The experiences should be organized so that any pupil can succeed regardless of his ability or efforts. \(^{38}\) They should provide facilities which will stimulate him to the attainment of his fullest development. Emphasis is placed on the successful solution of life problems. There is much evidence placed on the experiences that make possible successful achievement by the child.

The content is based on the development of a sound body and correct mental attitudes. Mental hygiene is a factor necessary to acquiring the best social attitudes and appreciations. \(^{39}\) Experiences in physical education and in special units of health help to develop a sound body and correct mental attitudes. There is much emphasis placed on this characteristic.

There is much emphasis on meanings and understandings as outcomes of experiences taught with each unit. Meanings are to be taught in close relation to their natural settings. One of the general objectives is the growth of geographical, historical, and civic understandings. \(^{40}\) Thus, there is much evidence showing that social studies provides a gradual and continuous development of meanings and understandings.

\(^{37}\) Ibid., p. 4. \(^{38}\) Ibid., p. 6. \(^{39}\) Ibid., p. 4. \(^{40}\) Ibid., p. 2.
CHAPTER IV

CONCLUSION

This study has determined that each of the five courses examined meets the criteria for the social studies program in a satisfactory manner even though no one of the five met the twenty criteria completely. It has also revealed much use of nineteen of the twenty characteristics with eight criteria showing little or no evidence of being used by some of the courses of study.

The courses of study for Texas and Fort Worth each meet nineteen of the twenty characteristics. Texas shows little use of experiences that make successful achievement possible. Fort Worth shows little use of authentic and challenging units.

In Virginia's course of study there is much evidence of the use of nineteen characteristics but it is not listed with the two courses above for there seems to be no evidence of challenging and authentic units whereas Texas and Fort Worth showed some evidence of the one criteria in which they were weak.

Los Angeles City's course of study shows much use of fifteen of the characteristics, little use for four, a flexible program, a variety of activities, authentic and challenging units, and the recognition of individual differences. It shows no use for the purpose being real to the learner.

Los Angeles County makes much use of thirteen of the characteristics, little use of four: a flexible program, a
well-rounded development of each pupil, a variety of activities, and the development of the child's aesthetic nature, and no use of three: the use of real purposes, challenging and authentic units, and successful achievement.

Some of the characteristics are scarcely used in the courses of study: problem-solving unified around a purpose real to the learner, units authentic as well as challenging, and experiences guided to make possible achievement.

Some of the characteristics needing more emphasis are a flexible program, aesthetic development, a variety of activities, and the consideration of individual differences.

The foregoing conclusions challenge the teacher to evaluate the social studies program thoroughly because many social, economic, and political changes are taking place which initiate modern educational trends. The responsibility of each teacher is to study and evaluate continuously in order to guide and direct growth in desirable patterns.
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