

AN EVALUATION OF THE APPROACHES
TO THE SOCIAL STUDIES

Copy II.

APPROVED:

Harold Benholt
Major Professor

Jack Johnson
Minor Professor

G. A. Olson
Director of the Department of Education

L. A. Sharp
Chairman of the Graduate Council

AN EVALUATION OF THE APPROACHES
TO THE SOCIAL STUDIES

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

L. R. Golson, B. S.

Denton, Texas

August, 1941

90655

90655

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. CRITERIA FOR EVALUATION OF THE APPROACHES TO THE SOCIAL STUDIES. . .	14
III. ANALYSIS OF SOME APPROACHES TO THE SOCIAL STUDIES.	43
IV. APPLICATION OF CRITERIA TO APPROACHES. .	78
V. CONCLUSIONS AND RECOMMENDATIONS. . . .	104

CHAPTER I

INTRODUCTION

Selection of the Problem

Source.--The selection of this problem in the social studies field is due to a sincere personal interest in the current widespread activity found in curriculum revision and thinking in this area. The extent of the revision and thinking is astounding when one considers that "according to the latest figures, Teachers College, Columbia University, has on file more than 150,000 separate courses of study."¹

Another factor prompting this study is a profound concern over the social-civic attitudes, habits, and ways of thinking to be developed from the various curricula resulting from this period of extensive experimentation. This concern as to the social-civic attitudes, habits, and ways of thinking and acting has grown out of an ever increasing conviction that "under the stress of the current, critical period the profession (teaching) is awakening--suddenly, as it were--to the fact that it has given lip service only to its ideals."²

¹James A. Michener, The Future of the Social Studies, p. 3. The word "teaching," placed in italics, supplied for clarification.

²Department of Supervisors and Directors of Instruction, Teachers and Cooperation, p. 2.

From the earliest days of the American Republic, the principles and ideals of democracy have been taught in our schools, and there is little question but that most of those who taught them believed, in the abstract, what they taught. However, the difficulty has been, and still is, that the revolution of colonists against exploitation of the common people by those in authority never reached the classroom. Such a condition is probably due to the inability of seeing the relationship between specific events and those that are more general. Democracy is accepted in its general interpretation but is not always practiced in specific situations.

More important than either personal interest or the extent of experimentation in the social science curricula is a steadfast belief that the only way to learn the democratic principles in a manner so as to make the practice of them sure is to give the students opportunity to live democracy throughout the school--in the classroom, on the playground, in every phase of school life. To do so, the teacher must not only believe but practice the principles of American Democracy.

Justification of the problem.--Expressed in three historical documents, The Declaration of Independence, the preamble of the American Constitution, and the Constitution are to be found the basic purposes of democracy in the United States.

Before and since the framing of these documents the American people of every generation struggled constantly

1. To serve the general welfare.
2. To secure civil liberties for all within the boundaries of the United States, regardless of race, color, creed, religion, or economic or social status.
3. To decrease the disparities of human circumstances by securing justice for all.
4. To establish a nation whose government is based on intelligent consent and understanding of the governed.
5. To insure not only the right to pursue happiness but to make possible adequate opportunities for the pursuit of happiness.
6. To provide for the common defense.
7. To "alter or abolish" parts of government "that have become destructive of aims," and to lay their "foundations on such principles and organize their powers in such form as to them shall seem most likely to affect their safety and happiness."³

At times the struggle to obtain these purposes has become more intense than at others but at no time have the American people "been entirely free from arrogance, intolerance, and despotism. Traditions of distinction as between the rich and the poor, the educated and the ignorant, the governing and the

³The Declaration of Independence.

governed, were imported by the early settlers along with their household goods."⁴ Despite the fact that many individuals and groups who came to America came because they did not have those rights and privileges expressed in the two documents mentioned above, they had learned little about extending those rights and privileges to others.⁵

The original frames of references of American democracy herein referred to seem to hold certain implications for education that obviously were seen early in the development of America. Education, at first limited by the old world ideas, soon burst these narrow bounds.⁶ The system of universal education grew out of the democratic ideal expressed in the preamble to the Constitution and the Declaration of Independence. The elementary school was established in an effort to obtain the equality of opportunity expressed in the ideal of American democracy. Later, secondary education was provided at public expense and higher education ceased to be the "prerogative of a favored few."⁷

There are many conflicting forces in American life today that intensify this struggle to extend the benefits and

⁴ Educational Policies Commission, The Purposes of Education in American Democracy, p. 9.

⁵ Ibid.

⁶ Educational Policies Commission, Education and Economic Well-Being in American Democracy, p. 1.

⁷ Ibid.

privileges that can come through a democracy. Machine technology and science are definitely changing the economic and social status of man. With the evolution of machine technology have come changes on both the positive and negative side of the ledger.⁸ On the positive side we have a vast increase in productive capacity--a capacity, as shown by the National Survey of Potential Product Capacity, that, running our economic system as it stood in 1929, would assure every American family of goods to the value of \$4500 annually.⁹ This increased productive capacity has been brought about through the use of machines that have lifted from the backs of men and women much of the burdensome toil and increased greatly their amount of leisure time. The increased range that goods can be transported has made it possible for people to have commodities heretofore never realized.

However, in contrast to what is possible in production and economic well-being, we have economic insecurity, involuntary unemployment, and great need in the face of abundance. In the economy of the power driven machine, capital is highly concentrated, "and those who control it exercise economic power of unprecedented scope."¹⁰

⁸ Ibid., p. 34.

⁹ Harold Loeb, The Chart of Plenty, p. xiii.

¹⁰ Educational Policies Commission, Education and Economic Well-Being in American Democracy, p. 35.

According to Berle and Means, "the Corporation has transcended its function as a method of doing business and has become a force in government itself. Indeed, it is today regarded as an easy rival of the state in power."¹¹ In spite of the efforts to more nearly equalize wealth and income, extreme inequalities still exist.

In addition to the above mentioned liabilities, the very instruments that man has developed to increase the amount and range of commodities, to decrease the use of human muscle as the source of energy, to make more abundant the necessities and comforts of life, are now being used to destroy what progress has been made on a scale unprecedented in the development of civilization.

The strains and stresses that these problems have imposed on people and institutions have vitally affected education as well. Out of the struggle to meet ever-changing conditions is emerging a period of educational experimentation unusual in the history of a nation. New subjects have been added to the curriculum, different approaches to old subjects tried, and improved methods of working, testing, and evaluating have been explored. Following the period of rapid expansion of the school program in the United States and the many changes made in its varied curricula may well come "a period of evaluation--

¹¹A. A. Berle and G. G. Means, "The Corporation," Encyclopedia of Social Sciences, Vol. IV, p. 422.

a period in which will be determined more accurately what educational policies are best suited to a modern democracy and how best they may be realized in practice."¹² If, as the Educational Policies Commission holds, the purposes of education in a democracy are established by the democratic way of life,¹³ then its purposes must be in terms of the democratic ideal and its activities must afford experiences in situations where the basic principles operate. Further, since the democratic way of life is being challenged at home and abroad, "the achievement of democracy through education becomes the most urgent and practical problem" of the educational profession,¹⁴ If schools are to help further the democratic ideal, as an agent of the general welfare, the people in the profession have a greater responsibility than any one else to encourage as well as carry out "a continuing and critical appraisal of the suitability of all existing social institutions to the needs of people in the current social scene."¹⁵ In line with this emerging philosophy as to the purposes of education, the American Association of School Administrators of the National Education Association state, in their 1938 yearbook, the following aims for public education:

¹² Report of the Advisory Committee on Education, p. 1.

¹³ Educational Policies Commission, The Purposes of Education in American Democracy, p. vii.

¹⁴ Ibid.

¹⁵ Ibid.

In the program of public education the primary purpose should be to help youth find satisfactory places for which they are fitted in their own social and economic order. If American ideals are to be promulgated and improved through democratic institutions, youth must be trained and educated to make decisions and choices by the democratic process of freedom in learning. Such training and learning must in the long run be effected through growth and development of the experimental attitude and the critical mind and by means of widespread, 16 systematic, and adequate educational opportunities.

In line with this rethinking, Luther Masley Gulick expresses the following belief:

In the past generation an era of world history closed; a new one is now opening. Apparently this new era will belong to those who can learn to work together intelligently and productively with the aid of modern science without exploiting natural resources, foreign peoples, or submerged classes. This would seem to require cooperative skill, a high degree of universal education, much scientific research, great capacity for self-government, and the ability to meet changes in the natural and social world without panic. If this conclusion is sound, one key to the future lies in education.

It is in the light of this emerging philosophy of education that justification is found for "an Evaluation of the Approaches to the Social Studies."

Limitation and Scope of the Problem

Nature of the problem.--The nature of the problem is primarily philosophical. This study involves the examination

¹⁶American Association of School Administrators, Official Report, Atlantic City Convention, February 26-March 3, 1938, p. 69.

¹⁷Educational Policies Commission, Education and Economic Well-Being in American Democracy, p. 33.

of the major approaches to the social sciences in order to discover whether they are so arranged as to insure democratic practices that are implied or expressed in the Declaration of Independence, the preamble to the Constitution, and the Constitution. It involves the study of the philosophy underlying American democracy of "the yesterdays" and today. A further exploration is made to determine whether the various approaches are based on what psychology has discovered as to the way in which effective learning takes place. Examination of the historic documents of American democracy and literature dealing with the philosophy and practices of democracy reveal certain practices that are essential to a democratic group. From literature dealing with the psychology of learning, certain propositions of psychology are applied to the major approaches of the social studies.

Purpose of the study.--This study has a three-fold purpose:

1. The selection of democratic practices essential in a democratic group.
2. The selection of elements basic to the psychology of learning.

3. The application of the criteria developed from the philosophy and practice of democracy and psychology to the major approaches of the social studies.

Source and Treatment of Data

The material for this study has been drawn from the following sources: publications of national educational associations, commissions, and societies; recorded data found in reports outside national educational groups ; bulletins of state departments of education and local boards of education; books published by individual authors; published reports on curriculum construction in the social studies; and current literature dealing with the subject. The data used are given in the bibliography for this study.

The following chapters are an attempt to answer five questions that have guided this study:

1. What practices of a democracy are essential in the organization of the approaches to the social studies if the social studies are to effectively aid in the development of competent democratic citizens?

2. What is known of the psychology of learning that is essential to a sound approach to the social studies?

3. What are the major approaches to the social studies?

4. Are the approaches to the social studies arranged in a manner that insures democratic practices?

5. Are the various approaches based upon what is known as to the way in which effective learning best takes place?

Definition of Terms

Some of the terms used in describing this study need to be defined in order to determine the particular use that is made of them here.

The meaning of the term "social studies," as used in current educational literature and discussion, is somewhat vague. To some it means those courses often identified with the social sciences, while to others the social studies are those various arrangements wherein the relationships of human beings are fused into a course of study. The term "social studies" used herein is conceived as that part of the school program which embraces all thought and action involving human relationships. This conception of the social studies is expressed in the State Department of Education Bulletin, Teaching the Social Studies in Junior and Senior High Schools of Texas, and in the Fourteenth Yearbook of the Department of Superintendents, The Social Studies Curriculum.

The term "approaches" is used to mean the ways in which the social studies are organized for teaching purposes.

The concept of the term "democracy" as used in the study is implied in the criteria selected in Chapter Two.

Related Studies

Three related studies are noted here with brief mention as to their relation to this study and the ways in which they differ.

In her Master's thesis, The Application of Democratic Cooperative Procedures to the Administration of Curriculum Revision,¹⁸ Janie Shands selected procedures based on cooperation implied in American democracy and applied them to the administration of curriculum revision. This study did not include a consideration of psychology in the application of the procedures.

The study made by the Department of Secondary School Principals and reported in the Bulletin,¹⁹ probably is closer related to this study than any other. In the study made by this group, the whole school curriculum was examined with particular reference to its place in American democracy, and a searching analysis was made as to what is known of the psychology of learning. From this study of the curriculum and psychology, certain deductions were drawn that the secondary school principals held were essential to a curriculum. The Department of Secondary School Principals did not apply the

¹⁸ Janie Hopson Shands, The Application of Democratic Cooperative Procedures to the Administration of Curriculum Revision. Thesis for the Master of Arts degree, North Texas State Teachers College, No. 287.

¹⁹ Bulletin of the Department of Secondary School Principals, Vol. 20, No. 59.

criteria developed to a certain phase of the school curriculum, as in the problem solution presented in subsequent chapters of this study.

Another study related to the problem considered here is that made by the Educational Policies Commission, Learning the Ways of Democracy,²⁰ which is a case study of civic education. The examination and interpretation of democracy forms a background for the study of the democratic spirit in educational practices observed in ninety American secondary schools. The Commission develops twelve "Hallmarks of Democratic Education" and selects activities from the schools that appear to carry out six of them. However, the Commission makes no direct attempt to apply what is known as to the way in which effective learning best takes place in civic training.

²⁰ Educational Policies Commission, Learning the Ways of Democracy.

CHAPTER II

CRITERIA FOR EVALUATION OF THE APPROACHES TO THE SOCIAL STUDIES

Rethinking Democratic Social Living

One has but to observe the wealth of material being published on democracy to realize that renewed and unprecedented emphasis is being placed on democratic social living. This rethinking of the functions and purposes of democracy with no small amount of discussion as to how those functions and purposes can best be attained is probably due, in large part, to the rapid growth of totalitarianism. There are many evidences that education is being subjected to a searching appraisal in terms of democratic values,¹ and there is some evidence that an effort is being made in some schools to so arrange the curriculum as to insure the student personnel of opportunities to learn the ways of democracy.²

¹ 1. Harold Rugg and others, Democracy and the School Curriculum.

2. William F. Russell and Thomas H. Briggs, The Meaning of Democracy.

3. Jessie Newlon, Education for Democracy in Our Time.

4. George S. Counts, The Prospects of American Democracy.

² Educational Policies Commission, Learning the Ways of Democracy.

The Road to Democratic Efficiency

In "Learning the Ways of Democracy" the authors plot "The road to democratic efficiency."³ They consider questions concerning democracy under seven groupings. These questions are raised after considering the views of illustrative schools as to the meaning of democratic education. A brief presentation of their treatment of these questions, in addition to the treatment of the purposes of democracy discussed in the introductory chapter, will aid in the selection of criteria for determining the consistency of the social studies approaches as regards democracy.

Democratic Action and Group Efficiency

1. Is democratic action compatible with group efficiency?--

In answer to this question it is held that when the members of society fully understand the nature of democracy and are skilled in the practice of those ways, democracy then becomes "more efficient than any autocracy in performing any task not inconsistent with democracy itself."⁴ Further, the inefficiency of some democratic groups is due to a lack of understanding of what democracy is and a lack of skill in making it work. In a democracy the welfare of each individual is primary, while in

³ Educational Policies Commission, Learning the Ways of Democracy, pp. 26-34.

⁴ Ibid., p. 17.

an autocracy, whether directed by the head of a school or a nation, individual welfare becomes secondary, if the autocracy is to exist. Following this thought further, in an autocracy people respond to a leader or a slogan because they cannot comprehend the purpose of public welfare in the terms of individuals. Ignorant people can and do respond more readily to a slogan, a "glorious leader," or "the traditions of this distinguished school" than to the concept of working for the common good. As a leader of school or nation becomes a dictator the quality of counsel from others decreases. It must decrease because the leader, as a dictator, cannot be questioned. Those working with the dictator confine themselves, in self-protection, more and more to fact finding. Thus the tendency is for the leader's circle of advisors to become smaller and smaller. Some of the original "suggestion-givers" become fact finders. The fact finder tends to become more and more "a selector of facts which the boss will consider significant."⁵ Thus the judgment of the rank and file is considered less and less, and a revolution is the only remaining source for new and vital changes.

On the other hand, a democracy utilizes and changes its policies as the people living in it demand such changes. Through searching criticisms, free and unhampered discussion,

⁵Ibid., p. 21.

free inquiry into the whys, hows, and wherefores, and group decisions democratically reached and carried out, democracy ever extends its privileges, constantly adding new meaning to life, liberty, and the pursuit of happiness. Thus democracy liberates, develops, and uses the abilities of its members. In this light, "democracy is not only compatible with efficiency but is the only type of human association in which highest efficiency is possible."⁶

Purposes and Procedures

2. Can democratic ends be attained in an autocratic manner?--The answer to this question is negative. It is maintained that "efficient procedures must be consistent with the purposes which they are to serve."⁷

3. Are there useful habits of democratic procedures which can be learned apart from democratic purposes?--In answer to this question a most striking statement is made--a statement that should stimulate the thinking of every American who reads it. It is that "democratic purposes are not achieved by dictatorial methods, nor are autocratic aims furthered by democratic means."⁸ In light of this statement, the inadequacy of our efforts to come closer to the democratic goals becomes increasingly significant.

⁶Ibid., p. 26.

⁷Ibid., p. 27.

⁸Ibid.

Is it possible to learn the skills of democratic planning and policy-making in situations in which the group must reach decisions within the limits set by some outside authority?

No one knows more than those in the teaching profession.

difficult it is to have to plan and carry out plans subject to the approval of some outside authority. Accrediting associations limit schools, superintendents limit teachers and in turn are limited by the school board, and teachers place a limit on the planning and carrying out of students' plans. Other useful skills of democratic living cannot be learned when the purposes of groups rest upon some authority external to the situation. Schools which practice the form of democratic procedures, when the decisions rest with an authority other than the group, are merely doing what someone has already decided should be done or should not be done.

How can we distinguish true policy-making from pseudo policy-making, when procedures are apparently identical?--

In answer to this question it is maintained that the purposes of the group are changed in the process of true policy-making, while the purposes remain fixed in pseudo policy-making.

Participation in Democratic Groups

Can a school be an effective teacher of democracy if the students do not share in determining the kinds of activities in which they will take part, and the purposes which these activities are to serve?--The right of each member of a group

to participate in determining its purposes and in exploring ways to attain those purposes must be guaranteed. Several limitations are recognized by the Commission. The opportunity can be limited by the individual's willingness not to make use of it and by such rules as the group sets up. However, a dissenting minority may continue to use legitimate means in trying to get the group to adopt its purposes. Another limitation is that of legal requirements.⁹ Too, since the ways of democracy must be learned, a child is limited in his participation by previous experiences and the degree of maturation he has attained. This last statement shows a recognition of the ways in which effective learning takes place. To be an effective teacher of democracy, then, the school must recognize the right of each student to participate in determining group purposes and to develop situations wherein he does so freely.

To what extent must the members of a democratic school have a direct voice in determining the nature and instrument of the school's purposes?--In answer to this, the democratic procedure is quite clear. The execution of policy is determined by the group. The procedures must be consistent with the purposes. If members are chosen to execute policy they

⁹Educational Policies Commission, Learning the Ways of Democracy, p. 28.

should be those who are judged fit to do so and who understand that they are responsible only to the group.

Do all members of a democratic group have the full right to take part in executing policies, as well as in determining them?--If the school is a place for learning, and the ability to execute policies is a part of the democratic way of living essential to civic competence, the answer is obvious. The degree to which a member executes policy will be determined by his abilities and degree of maturity. Situations in a democratic school will be developed so as to permit its members to become increasingly competent in this essential of democracy.

Are the amount and distribution of participation in group activities reliable indicators of the presence of democratic spirit?--Here it is held that the character of the act determines the reliability. That is, if the students are deciding the purposes and the best ways of attaining those purposes, the situation is democratic.¹⁰

Use of Personnel

How can the democratic group make most efficient use of its personnel in doing the work to be done?--The Commission holds that, in order to use its personnel effectively, the

¹⁰Ibid., p. 28.

group must have a clearly defined policy, know what jobs are to be done, and know the qualifications of persons needed to do the jobs.¹¹

How can it assure competence and responsibility on the part of those in positions of authority?--This can be done through frequent reports which are reviewed and criticized by the group or selected representatives, and by making changes in policy or personnel when it is deemed necessary.

How can it best use the expert?--The expert can contribute most to the democratic group when the group decides what his function is to be. In a democracy the expert is always held accountable to the group. For a group to be able to do this its members would have to understand and practice the democratic processes.

Freedom and Its Relation to Efficiency

The following questions relating to efficiency are considered jointly:

What is democratic freedom, especially in the interdependent world in which we live?

What is its relation to the task of getting a job done efficiently by the group? Is individual freedom consistent with efficiency in group action? Or, conversely, is efficient group action possible without individual freedom?

¹¹Ibid., p. 30.

Democratic freedom is determined by the group on the basis of the common good of all. The relation of democratic freedom to getting the job done is close. As the Commission maintains, "It is the business of the school for efficient democracy to develop a scale of social values for the understanding and evaluation of individual liberty, to give practice in applying those values, and to lead learners from the lower to the higher freedom.

Efficient group action requires intelligent freedom for the individual, restricts his unenlightened freedom, and guarantees that he shall have ample opportunity for personal growth and satisfaction in working for the good of his fellows."¹²

Action as Related to Source of Authority

Is the school limited in its action as a democratic society by the fact that the ultimate source of authority is outside the school and that its officers are responsible to a public body other than the personnel of the school?--In the opinion of the Educational Policies Commission "it is a denial of faith in both education and democracy to conclude that this (source of authority outside the school) imposes a necessary limitation upon the school as an agency for democratic education."¹³

¹²

Educational Policies Commission, Learning the Ways of Democracy, p. 37.

¹³

Ibid., "Source of Authority Outside the School," supplied by writer and placed in italics for clarification.

If the school and public are working democratically in policy-making, the two will grow together in the effort to produce competent democratic citizens.

Achievement and Experience in Democratic Living

Can we affirm that education for democracy is satisfactorily achieved when students have experiences of democratic living?-- Democracy depends greatly on intelligence for progress. Indeed one of its basic elements is the faith in the intelligence of the masses. It is through the use of intelligence that democracy is subjected to critical analysis and consequent revision. Through intelligence it must "develop its criteria on the basis of human values."¹⁴ Experience in democratic practices is essential. Experience, however, should be gained through good problem solving technique. Indeed, if a group is working democratically, good problem solving will be carried on.

Criteria for Determining Whether a Social Studies Approach is so Organized as to Insure Democratic Approaches

The criteria selected for determining whether or not the social studies approaches are so organized as to permit democratic practices are adapted from the Educational Policies

¹⁴Newer Instructional Practices of Promise, Department of Supervisors and Directors of Instruction of the National Educational Association, p. 22.

Commission's "Hallmarks of Democratic Education,"¹⁵ The Declaration of Independence, the preamble to the Constitution, the Constitution, and the Bulletin of the Department of Secondary School Principals.¹⁶

(1) Does the approach insure cooperative action for the common good?--The two chief purposes of democracy appear to be the promotion of the welfare of the group as a whole and the individual as a member of the group. Both of these purposes are essential to the democratic way of living. Social democratic living requires that each individual be trained to plan, decide, and to work cooperatively for the common good. In the literature on democracy, much is said of the "promotion of the general welfare," but in American life probably as little conscious effort has been put forth to attain this goal as has been put forth toward the realization of any other purpose. In fact, it appears that Americans "lean backward" for fear of infringing upon the welfare of the individual. There is little question but that individual welfare is often accomplished at the expense of the masses of people. Cooperative action for the common welfare has been "taught about" without helping students to accomplish cooperative

¹⁵ Educational Policies Commission, Learning the Ways of Democracy, pp. 35-39.

¹⁶ Bulletin of the Department of Secondary School Principals, Vol. 20, No. 59, pp. 263-265.

action for the good of the group where situations were possible for such to be done. The social studies, as other areas in the school, to insure the practice of democratic ways of living, would have to be so organized as to insure the development of skills in this all-important element of democracy.

(2) Is the approach so arranged as to assure each individual of continuous enjoyment of the basic civil liberties?--- That portion of the Constitution known as the "Bill of Rights" puts into operational terms the assumption that each individual in a democratic group is important and that he has rights which transcends institutions. These liberties include the right of the individual to form and freely express his opinions over the radio, through the press, and by other means; the right to social, economic, and political justice; the right to peaceably assemble, to petition, and to legitimately attempt to persuade others. In order to be able to exercise these rights intelligently so as to promote individual and general welfare, the social studies will show proper regard for these liberties in relationships with the youth who are in training. Since learning, as later discussed in this chapter, tends to increase in proportion as the situation in which the learning is taking place resembles that in which the learning is to be used, the case for practice of intelligent respect of the civil liberties in student relationships becomes even stronger.

(3) Is the arrangement of the social studies such that the welfare of each individual is provided for?--As pointed out in discussing the preceding question, respect for the personality of each member of a democratic group is one of the chief elements involved in democracy. Merriam, in his assumptions of democracy, states one of the principal assumptions of democracy to be the essential dignity of man and the cultivation of "personality primarily on a fraternal rather than a differential basis."¹⁷ The welfare of the members of a democratic group, whether a nation, home, or school, is one of the chief aims of that group. Welfare of the individual does not mean "individualism" as that term is now interpreted in America. Rather it means, in operational terms, that each learner is to be considered as an individual who has the same right to grow and develop to the best of his abilities, to take part in those situations which will aid him to do so, and to make what contributions his abilities and degree of maturity permit him to, as any other individual. It means that each member of a democratic group is respected by all because he is of value to that group and is a part of it. Thus, the social studies would have to be organized so that the learning situations would develop in each student mutual respect for, and appreciation of, each other individual.

¹⁷ Charles E. Merriam, The New Democracy and the New Despotism, p. 12.

(4) Does the approach assure all of ample opportunity to share in determining the purposes of their activities, the ways in which those purposes shall be attained, the evaluation of results, and the consideration of further steps?--In a country where the "just powers of the government are derived from the governed," that is, a government "of the people and by the people," it is essential that each citizen participate in determining purposes, planning, executing plans, evaluating results, and projecting next steps. This means that in a democracy, when a group in school, in the ranks of labor, or elsewhere is confronted with a problem, all concerned participate in its solution. Implied in this question is the assumption that final authority in a democracy rest in the people. In a classroom, the people would be all those working there and others concerned in that situation. The social studies approaches, in order to assure this democratic practice, would be arranged so as to insure the participation of each member in democratic planning, and carrying out of plans, so that each member in this part of school life would progressively develop in his ability to participate.

(5) Is the arrangement such that situations developed aid the students in progressively assuming responsibilities?--Most American adult citizens and a large part of America's youth are aware of the liberties of democracy. Most American people, adults and youth, are well posted as to their rights

and make no small fuss when they feel those rights have been violated. People cannot be too well informed as to their rights, and they must be forever vigilant in order to maintain and extend them; but to know rights without recognizing that each entails a corresponding responsibility is a sad state for a democratic group to fall into. In this respect the Educational Policies Commission found, from definitions of democracy given by two thousand students, that "practically all were aware that democracy involves freedom, rights, and privileges. Fewer than one-third of these students, however, made any mention of any responsibilities incumbent upon the citizen of a democracy."¹⁸ Since the group in a democracy determines the rights and privileges, it must hold the members accountable for the use of those rights and privileges. A club in school, a classroom, or any other situation where a group is involved would afford an opportunity for experience in the assumption and efficient discharge of responsibilities. In practice in the social studies, this would mean that situations wherein students could assume and carry out responsibilities would have to be afforded. Again, what is known of the ways in which effective learning takes place appears identical with a democratic practice. That is, through experience a person learns to carry out responsibilities.

¹⁸Educational Policies Commission, Learning the Ways of Democracy, p. 181.

(6) Is the approach so arranged as to insure the use of the experimental method of free inquiry?--Since one of the assumptions basic to democracy is the belief in the intelligence of the masses of people,¹⁹ the method of free inquiry is essential to the furthering of "life, liberty, and the pursuit of happiness." The democratic processes operating in any group in a democracy consists of free expression, majority control, minority opposition, and a compromise or the development of a better plan for the solution of the problem being considered than either the majority or minority had thought of. The interaction of minds through the free expression of views develop men and women who can cooperatively attack problems and work out solutions that provide adequately for the general and individual welfare. The practice of free inquiry in the social studies would permit students to subject the school practices to critical analysis--the practices in every situation in which they have experiences--in addition to the broader social, economic, and political problems of the adult world. Further, since the democratic processes permit minorities to actively engage in trying to get their views adopted, the social studies would aid minorities in the skill of working thus in a democratic manner.

(7) Does the approach equip the student with the materials of knowledge needed for democratic living?--Since a democracy

¹⁹ National Council for the Social Studies, Utilization of Community Resources in the Social Studies, p. 4.

depends greatly upon intelligent use of the experiences of preceding generations, it is necessary for the youth to know those experiences. Out of the knowledge of the heritage of Americans is much that has a bearing on the present. It is through efficient use of this knowledge that the acquirement of it is justified, not because the knowledge is justified for its own sake.

Learning and the Learning Process

Scientific investigations of society, of the learner, and of learning have brought forth on this continent many changes in all phases of school life. These investigations have given impetus to an effort on the part of many educators to bring educational theory and practice into closer harmony-- a harmony that will greatly facilitate "life, liberty, and the pursuit of happiness."

According to this group of thinkers the learner is an exceptionally "plastic behaving organism" capable of infinite variation in development, but having certain limitations set by heredity which are vitally conditioned by environment. This "plastic behaving organism" tends to react as a whole rather than with discrete intellectual, emotional and physical responses.²⁰ The nature and process of maturation then becomes basic to an understanding of the individual, to the

²⁰ Department of Supervisors and Directors of Instruction, Newer Instructional Practices of Promise, pp. 8-9.

organization of the curriculum, and to the development of instructional practices. It is further held that the process of learning is experiencing, and this means doing and undoing anything that changes the organism. Thus "each experience utilizes meaning from previous experiences and in turn adds new meaning."²¹

If, as discussed in the introductory chapter, the functions of the schools are dynamic ones requiring the school program to produce changes and development in youth, the best organization of the curriculum will take into account both what society demands of it and how the demands can be met. The answer to what society demands of its schools in America involves growth and development in individuals, and how this can best be done involves the psychology of learning.²²

According to the Secondary School Principals, the following propositions in regard to what is known about the psychology of learning are pertinent in organizing a curriculum in the secondary schools and in deciding what categories should be taught.²³ The propositions are accepted in this study as criteria that are basic in determining the degree or degrees to which the various approaches to the social studies

²¹ Bulletin of the Department of Secondary School Principals, Vol. 20, No. 59, p. 262.

²² Ibid. pp. 265-265.

²³ Ibid., p. 265.

are organized so as to be consistent with what is known as to the ways in which learning takes place.

Propositions of Psychology

(1) Learning proceeds more rapidly and tends to be more permanent when relationships between what is being experienced and the welfare of the learner are seen by him.--Thus the learning situation would necessarily be meaningful to the learner and necessitate the presence of interest in him. Since welfare must be more personal to the younger learner, activities engaged in would be more immediate, tending to broaden into those that necessitate the ability to think abstractly. The rate of progress would be commensurate with the rate and level of maturation of the learner.

(2) Learning proceeds more rapidly and tends to be more permanent when it is an outgrowth of, or a development from, the experience of the learner.--Thus for a person to progress at a satisfactory rate in the learning situations in which he finds himself, those working with him must "begin where he is." That is, his previous experiences will have to be closely examined before proper guidance can be given in the direction the student wishes to take. Building upon the experiences of the learner involves much of vital import to education in a democracy. For instance, the child coming from an environment where dictatorial means have been used to control and direct

him obviously has had little experience that would facilitate his learning the ways of democracy. Such a child would have to be guided into situations where he could experience the democratic ways of living before much appreciation or understanding of those ways could be attained.

(3) Learning proceeds more rapidly and tends to be more permanent in proportion to the amount of satisfaction the learner derives from the process of learning, and in proportion to the immediacy of the satisfaction.--If the above statement is true, immediate values become more potent than remote ones. The purposes for which a person is applying himself to a problem are paramount to the permanency of his learning and the manner in which these purposes are determined crucial in the development of the individual. In this connection, Kilpatrick says

.....Zestful, purposeful living, in the degree that it is present, seems to make best for learning. The aim, or purpose, supplies, or perhaps better, constitutes such a drive as carries the learner along under his own steam. He is already interested, he will put forth effort. Hinderances and failures, if not too great, will but spur greater efforts. In a word, the stronger the purpose, the more wholehearted will one be in his efforts, the more thorough will the self be involved, and the further reaching therefore will be the learning.²⁴

²⁴ Harold Rugg, Democracy and the Curriculum, p. 376.

(4) Learning proceeds more rapidly and tends to be more permanent when it involves activity--physical and mental--on the part of the learner.--When there is a mating of thought and action in a learning situation the learner is at his best. He is an integrating individual. The danger of the lack of mating thought and action in the activities engaged in by students is more readily seen when it is observed often the desirability of cooperation is taught in the home, the school, and other institutions but where boys and girls are constantly placed in situations where they are forced to compete. Thus a conflict is created in the minds of these boys and girls between the idea of cooperation and competition. Further, when problems are studied about with no action performed, the discussions involved become purely academic. There is a danger that studying about problems with no significant action may result in purely verbal or emotional attacks in the solution of problems. In this connection, Hogben holds:

Exaltation of pure thought which bears no fruit in action exacts its own penalty in the growing disposition to regard reason and progress as exploded liberal superstition. The younger generation have found us out. Their pitiable predelection for action without thought is the legitimate offspring of thought divorced from action.²⁵

The machinery of educational selectionoperates to recruit the nation's statesmen from those who can talk glibly, write elegantly, and argue forcibly. If democracy can produce only leaders who can talk it is doomed.²⁶

²⁵Lancelot T. Hogben, Retreat From Reason, p. 9.

²⁶Ibid., p. 11.

(5) The probability that what is learned will later be recalled for use when needed increases in proportion as the learning situation resembles that in which the learning is used or applied. High degree of intellectual ability and maturity probably supply sheer ability to bridge long gaps between the learning--and the use situations, but there is no advantage in leaving longer gaps than is absolutely necessary.--Probably through the most of the history of education the power of the learner to carry over what he has learned to its application has been overestimated. This proposition in regard to the psychology of learning is the basis for the belief that activities and problems should be those that are in the range of "living" of students; that is, they should be "life-like," or drawn from "life-situations." However, these expressions do not tell all the story. For any scheme or organization of the social studies curriculum to be consistent with the idea that learning is proportionately increased as the learning situation resembles the situation or situations in which the learning is to be used, these life situations must be real to the pupil and of his world rather than those of the adult.

(6) The probability that what is being learned will later be recalled for use when needed increases in proportion as the relationship between each element (skill, idea, fact, ideal) which is being learned and the other elements being learned

are understood by the learner. It is greatest when many elements being-learned-in-relationships and a larger more complete "whole" situation are seen by the learner.--For a situation to become a perfect learning situation the various "whole situations" would dissolve into one whole situation that involves all of the learner's experience, with each element in harmony with all other elements. In such a case there would be no contradictions, no "isolated" learning, and the individual would be an integrated person. Such a state is probably not desirable, but practical application of this proposition would give unprecedented impetus towards developing consistently integrating personalities. The more of these elements there are on hand to be related to new ones being experienced, the greater becomes the ability to see new relationships, observe the inconsistencies between some of these, and determine the value in others. The degree of maturation and intellectual ability should determine the situations in which these "seen relationships" occur.

From the propositions herein presented as to the psychology of learning, it is now possible to frame some specific criteria that are of major importance in the consideration of the approaches to the social studies. In order to be consistent with the psychology of learning, any approach or scheme of organization to the social studies would have to be so arranged as to permit a positive answer to the questions presented below.

Criteria for Determining Whether a Social
Studies Approach is so Organized as
to Insure Effective Learning

The criteria, drawn from the psychology of learning, are put in question form. No claim is made that this is an exhaustive list. However, it is held that in line with what is known as to the ways in which learning best takes place, these criteria are basic to an evaluation of any scheme of arrangement in the social studies.

(1) Is the approach one in which the learner can see the relationship between what he is experiencing and his own welfare?--Only when this relationship is seen does an experience become meaningful to the learner and thus intensify the degree of interest so essential to learning. Since an approach makes possible insight into the relationship between an experience and the welfare of a student, it is consistent with the way in which learning takes place in this one respect, but it may fail totally to measure up to other criteria.

(2) Is the approach so arranged as to insure the growth of activities, or development of learning situations, out of the experience of the learner.--To have maximum value in promoting learning, it is essential that the problems worked on be those that have grown out of the experiences of the student. Too, since only that portion of his experiences that the student recognizes as having bearing on his welfare, or those which he may be concerned about, tend to intensify

learning, the growth of activities out of those experiences become even more important.

(3) Does the approach assure a wide variety of learning situations in which students can engage with a satisfying degree of success?--The sense of satisfaction that the learner receives from a job successfully completed, which has immediate bearing on his welfare or those whom he is concerned about, increases the possibility that what is learned will be carried into further use. A wide variety of activities cannot grow out of the experiences of all the learners since those experiences are not the same. Further, since individuals differ as to abilities and degree of maturity, all cannot engage in the same activity with the feeling of satisfaction necessary to effective learning.

(4) Does the approach make essential the development of learning situations wherein the satisfaction received by the learner is immediate?--As learning tends to increase when the satisfaction derived from what is learned is immediate, any approach to the social studies would have to make possible the development of situations wherein the learner could derive immediate satisfaction from what he has learned.

(5) Is the approach so arranged as to provide learning situations that insure the mating of thought and action?--Since "learning is effectively carried on only when the learner becomes active,"²⁷ approaches to the social studies curricula,

²⁷Bulletin of the Department of Secondary School Principals, N. E. A., Vol. 20, No. 59, p. 266.

in order to be consistent with the psychology of learning, would insure the developing of situations where activity and thought are carried on together.

(6) Does the approach insure participation in learning situations that resemble closely those in which the learning is to be used?--The degree of intellectual ability and maturation of some individuals probably permits them to bridge the gap between the learning situation and the use-situation where the former does not resemble the latter,²⁸ but this group is comparatively small. By making possible the development of activities where actions and thought go together and the activities resemble those situations where the learning is to be used, the social studies can greatly accelerate the rate of learning in social education. The use-situation in education is emphasized by Hogben when he states that "knowledge that hath a tendency to use is the only proper preparation for a race of young men and women provided against the next age."²⁹

(7) Does the approach insure the development of special abilities in socially valuable ways?--Many students possess special abilities that, when developed, will be of invaluable service to mankind. These students need to be able to see the

²⁸ Ibid., p. 264.

²⁹ Lancelot T. Hogben, op. cit., p. 77.

relationship between what these special abilities will permit them to do and the welfare of those who may be affected by them. Too, individual differences and the degree of maturation of students cannot be allowed for unless special abilities are progressively and consistently developed.

(8) Is the approach one in which the activities offered develop in the learner an understanding of each element (idea, skill, ideal, and fact) being learned and its relationship to other elements being learned?--The ability to see the relationship between an element being learned and other elements present greatly increases the effectiveness of learning. The student learns the element in a situation to the degree that he sees its relationship to other elements of the same situation and similar situations. It is thus that the learner is able to harmonize each element with all other elements and to proceed in the direction of an integrating personality.

In order to contribute to the maximum point of effective learning, it is clear that any approach to the social studies curriculum and the content therein must meet the demands made in the above discussed criteria. Organizing the social studies so as to meet the criteria of psychology greatly increases the probability of seen relationships between what the pupils are learning and their needs, interests, or personal welfare. Such an arrangement would increase the rate of learning and insure the retention for use of a greater portion of what is learned.

Democracy and Living

In the consideration given to democracy and the psychology of learning in the above pages, there appears to be a close relationship, if not actual identity, between the theory of democracy and the organismic theory as to how effective learning takes place. Central in the assumptions underlying democracy is the essential value of the individual, a steadfast belief that each person makes his greatest contribution to society and himself when he can pursue life, liberty, and happiness in a manner that brings personal satisfaction to him. So strong is this belief that through the history of American democracy continuous effort has been made to assure each individual of "certain inalienable rights." The Bill of Rights, subsequent amendments, and statutes bear testimony to the strength of democracy's faith in the welfare of the individual as basic to society. The organism theory of psychology, as discussed previously, maintains that learning tends to increase as the relationship between what is being experienced and the individual's welfare is seen by him. Thus both psychology and democracy recognize the importance of the individual and emphasize his welfare as essential to growth and development.

Further evidence of this relationship is seen in the stress that both psychology and democracy place on thought and action as essential to individual and group welfare. In a democratic group action is preceded by deliberation, free and open discussion, and continuous critical analysis out of which

evolves other action. Psychology points out that learning becomes increasingly effective as thought and action are compounded and that the experiences of the learner are vital in furthering growth and development. The significance to democracy of a mating of thought and action is expressed by the Educational Policies Commission in the following statement :

One cannot think soundly about democracy without drawing the materials of thought from his experience. Thought and action fortify one another. A school program which emphasizes democratic living for its students is essential, but so also is a program which requires students to be thoughtfully conscious of their experience and able to generalize from it. Separated from thought, participation in supposedly democratic activities deteriorates into meaningless 'busy work.' Divorced from action, the study of the concepts of democracy degenerates into exercises with empty words.³⁰

The Department of Secondary School Principals, in their deductions from the psychology of learning, conclude that

The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the student's experience. Ideally the process of democratic living would itself result in each person's becoming appropriately educated. Under these conditions the activities of living would become the content of the curriculum, and life itself the school.³¹

It is probable that a more intensive study of democracy and learning would reveal a much closer relationship than this brief discussion shows.

³⁰ Educational Policies Commission, Learning the Ways of Democracy, p. 45.

³¹ Bulletin of the Department of Secondary School Principals, Vol. 20, No. 59, p. 266.

CHAPTER III

ANALYSIS OF SOME APPROACHES TO THE SOCIAL STUDIES

At present there are many schemes in the American schools for arrangement of the social studies materials. In order to apply selected criteria to these approaches, criteria drawn from what is known of the way in which effective learning takes place and what is known of democratic ways of living, it becomes necessary to examine these approaches.

The present practices include arrangements all the way from the chronological to the "whole school approach." The purpose of this chapter is to examine these various approaches to the social studies as a preparatory step in the application of criteria to them which is to be made in Chapter Four.

Though there has been nothing near a singular nation-wide organization of the social studies, upon the examination of curricula in this area of school life a similarity of instructional materials, methods used, and purposes is readily ascertained. Prior to 1920 the chronological approach was by far the outstanding one.¹ In fact, as far as the social studies

¹Rollo M. Tryon, The Social Sciences as School Subjects, p. 432.

were concerned it was practically the only one. Since 1920, however, the chronological approach is giving ground, belatedly and at times grudgingly, to other approaches.

The approaches considered in this study are representative of types of approaches. The study does not include all the combinations of approaches that have been worked out. The general approach to the social studies is through the logical arrangement of subjects and the logical organization of materials in each subject. The counter-chronological approach proceeds from the reverse end; that is, the learner begins with the here and now, and works backward. Through correlation, one or more subjects are made to "dove-tail." The approach through fusion may be by grouping the materials from all the social studies around themes and aspects, around the chief functions of man, around the social processes, and within the areas of living.

For classification the following grouping of the approaches is made:

1. The logical approach
 - a. Separate subjects
 - b. Counter-chronological
 - c. Cultural epoch
 - d. Correlated subjects
2. The approach through fusion
 - a. Themes and aspects

b. Functions

c. Social processes

3. The Cooperative planning approach

The Logical Approach

Separate subjects.--The chronological approach has been used in the teaching of history primarily because it seemed the logical way to arrange the material to be taught. In the new subjects that have entered the social sciences since 1900, the logical approach is used primarily because it affords an orderly arrangement of the materials.² For instance, civics is usually in terms of local government, state government, and national government or in the reverse order. In economics the arrangement is usually such as to divide the material into that concerning production, consumption, distribution, and exchange. The logical approach in economics and civics began to be challenged as early as 1907 when community civics appeared on the scene, but it still is predominant in these subjects.³

The practical form that the logical arrangement of the social sciences takes is often somewhat like the following, in which the entire curriculum of this area of secondary school life is considered.

² Ibid., p. 437.

³ Ibid., p. 438.

First year - Early European History or
Ancient and Medieval

Second year - Modern European History

Third year - American History

Fourth year - Modern problems course, or
Short History of the English
People

Usually a half unit of civics is worked in somewhere in this arrangement. In many schools at present the new subjects such as economics and sociology are offered as electives.

Within the logical arrangement of the social studies, each subject is taught independent of all other subjects. Tryon states that the handling of subjects separately is done so because of a belief among subject matter specialists that the "ability to solve contemporary social problems is best acquired through a systematic study of subjects such as history, civics, economics, and sociology."⁴ Those who hold that history should be taught separately, according to Tryon, say that this isolating of the subject gives the teacher

(1) the occasion to teach the child in an unhampered way the history that he needs for a comprehensive understanding of the life and institutions into which he is daily thrown, and

(2) the opportunity to teach the fundamental developments in the history of our country in a systematic and connected way, thus making it possible to give the pupil a historical background against which he can throw a multitude of happenings that he daily meets.⁵

⁴Ibid., p. 460.

⁵Ibid., p. 462.

An analysis of the objectives in two of these segregated subjects, history and civics, will help in understanding the logical approach:

Objectives of Studying History

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

⁶Edgar B. Wesley, Teaching the Social Studies, Theory and Practice, p. 163.

Objectives of Civics

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

This brief analysis of the logical approach to the social studies reveals that the subjects offered under this arrangement are studied separately and that the material is arranged in a logical manner. The assumption upon which the logical approach is made is that children must accumulate a vast amount of background in order to meet the problems of life. In practice, history is emphasized while such subjects as economics and sociology, when offered, become electives, with a half-unit in civics usually being required.

⁷Ibid., p. 172.

Further, the analysis reveals that the problems dealt with are those of an adult world, and that the objectives deal principally with understandings and insights.

Counter-chronological.--In his analysis of the counter-chronological approach, Tryon states that such an approach is not a "forward-looking chronology but a backward-looking one."⁸ This idea of arranging the social sciences seems to have developed with the educational-psychology movement.⁹ Roland Wilson presented an argument for the teaching of history backward as early as 1896.¹⁰

Strictly speaking, the term counter-chronological is not applicable to the other subjects in the social studies since their arrangement is usually logical rather than chronological. When used in connection with subjects other than history, this approach is referred to as the psychological approach. When applied to subjects other than history an attempt is made to organize the material in terms of interests and abilities of those for whom it is intended. Such an approach applied to economics, for instance, usually deals with such problems as government, economy, taxation, over-production, business depressions, unemployment, and farm relief.

⁸ Hollo M. Tryon, The Social Sciences as School Subjects, p.438.

⁹ Ibid., p. 46.

¹⁰ Roland K. Wilson, Should History Be Taught Backwards, Littell's Living Age, XII, 262 F. Ref. to by Tryon, op.cit., p.439.

The dealing with modern problems of the adult world brings the material somewhat closer than does the approach through separate subjects, but it differs little in bodies of material used and rests upon the assumption that a broad cultural background is essential before youth can participate in the activities of society.

Correlated subjects.---Soon after the turn of the twentieth century the idea of correlating two or more subjects began to receive attention in American schools. By relating the subject matter of one course to that of another, it was found that there was an improvement in learning in each subject.¹¹ The relating of the subject matter in one subject to that in another has been carried out in a number of combinations. Reading or geography is often correlated with history in the elementary schools, and English is correlated with history in the secondary school so long as the history teacher does not have to give up that which has always been taught in history, and the English teacher is not required to compromise with that which has always been recognized as important in English in the particular grade.¹² Where subjects are correlated little, if any, attempt is made to change the subject matter, methods of presentation, or the evaluation

¹¹L. Thomas Hopkins, and others, Integration--Its Meaning and Application, p. 301.

¹²Ibid.

of the work. The correlated course assumes that there is a certain amount of subject matter that students must learn, which is the same as the idea underlying the logical and counter-chronological approaches.

Cultural Epoch

The cultural epoch approach.--In 1927 the Experimental College of the University of Wisconsin experimented for an entire year with organizing the school work around culture periods. Instead of subjects, important episodes in the development of a nation were studied. Only a few schools have followed this lead. Usually, in the study of the epoch, English and history are combined and other subjects are drawn into the project when they are needed.

The Lower Hill School of Wilmington, Delaware, has selected the following cultural periods for grades seven to twelve: Grade seven, a comparison of the culture of North, Central, and South America; grade eight, three centuries of progress in America; grade nine, ancient civilization; grade ten, medieval civilization; grade eleven, science in the modern world; grade twelve, The American Scene.¹³

The organization of the activities resultant to human relationships around cultural epoch tends to remove learning to distances remote in space and time, reduces learning to discussion, reading, and inference, and emphasizes memorization.

¹³ Henry Harep and others, The Changing Curriculum, pp. 88-89.

Approach Through Fusion

In presenting important factors involved in the idea of the fusion of courses or subjects, Hopkins lists the following:

1. The center is transferred from the subject-fact to some problem, with emphasis upon immediate rather than remote occurrence.

2. The problems are selected and united by some larger relationship which may be designated as an understanding, generalization, or theme.

3. The subject-matter of the problems is selected for its contributions to the development of the understanding, generalization, or theme.

4. The subject-matter is taught as psychologically as possible with spread into those life situations which are available.

5. The boundaries of various subjects within the area are broken down in order that the subject matter may be better selected.¹⁴

In following the fusion idea through in the social studies, separate subjects as history, civics, sociology, geography, and economics lose their identity as subjects. Schools carrying out practice are too numerous to mention; however, as each type of curricula in the social studies is discussed, an example

Ibid., p. 205.

will be given or a detailed description of what form such a curricula might take will be made.

Themes and Aspects.--The themes most commonly used in the theme arrangement are:

1. Interdependence
2. Control over nature
3. Population
4. Adaptation
5. Progress of democracy

The themes are subdivided into certain aspects for specific applications and woven into a course of study. A very good example of this course of study as worked out by the Fort Worth schools is given here:

The term "social studies" is used to include these portions of history, geography, civics, economics, sociology, and political science necessary to the attainment of an effective understanding of the basic principles underlying living together in the modern world.

The social studies program is organized with a continuous series of units of understanding. Each unit contributes to an understanding of some aspect of one of the five major themes used as a basis for the program. An understanding of the various aspects of these themes is considered necessary to an intellectual understanding of modern life. These themes are used as guides in the selection of materials for the units.

Interdependence theme.--As man has increased his control over nature he has increased his interdependence, and his relationship to other men has become more involved. Interdependence is a fact of modern social living, and we find it impossible to think effectively in any realm without an understanding of this fact. The various aspects of interdependence are used as the basis of units from the kindergarten through grade eleven.

Increasing control over nature theme.--A central trend in human history has been that of the ever-increasing control over nature. From a state of complete savagery man has passed through many stages to that of the present industrial civilization. This has been possible because of an ever-increasing knowledge of the physical world. No trend in human history has had more influence upon present modes of living; consequently, it is essential that one understand the process itself and the results thereof.

The adaptation theme.--Stated more definitely, this theme becomes the necessity of man's adaptation to meet the requirements of subsistence and the pressure of competing notions and the conditions implicit in change. There are some aspects of nature that man cannot control; hence, he must make the necessary adaptations. Economic, social, and political conditions are constantly changing. Man's adaptation to this change must be a continuous process. In fact, the keynote of the entire social studies might well be CHANGE. It is inevitable and it is desirable. An understanding of the process and an ability to adapt are essential to effective living in the contemporary world.

The population theme.--Stated more definitely, this theme becomes the tendency of man to move from place to place in the search of better ways of living. Without an understanding of this significant trend in history it is impossible to understand many phases of contemporary life.

The democracy theme.--Democracy as a way of living, thinking, and government has rapidly become one of the most challenging of contemporary problems. Effective living in the present and in the future must of necessity be based upon an understanding of the principles of democracy. The term 'democracy' is used in the sense of the social ideal that intends a full realization of individual potentialities, personal participation in determining decisions, or, in brief, an abundant life for ALL.

There are two significant factors concerning these themes that must be kept constantly in the foreground. First, each theme is to be considered exclusive; that is, it must be remembered that there are many aspects and ramifications of each; second, the relationships between the themes are vital and cannot be overlooked.¹⁵

¹⁵ Fort Worth Board of Education, Social Studies, A Tentative Course of Study for Grade Eight, Curriculum Bulletin, No. 109, pp. 11-19.

Thus it is seen that the arrangement of the activities of human beings around the central theme and its component aspects does not necessarily distinguish subject-matter lines. The program within this arrangement is organized into a continuous series of units of understanding. Each understanding is planned to contribute to some aspect of one of the five major themes. The themes serve as guides for the selection of subject-matter for the units. The subject-matter is usually the same as that found in the logical approach to the social studies.

The programs for the different grades are less clearly designated as predominantly geography or history than in the logical approach. That is, the identity of the separate subjects tends to disappear when the subject-matter is arranged around themes. However, some units are still largely geography or history.

It is difficult to describe the relation between "functions," such as producing and distributing, and ideas, as democracy and interdependence. These ideas and functions will necessarily overlap.

The organization of the activities arising out of human relationships around themes suggests that the child engaged in certain types of activities which require the use of certain ideas.

The following features are included in the Fort Worth course of study:¹⁵

¹⁵Ibid.

1. Objectives
2. Overview
3. Suggested approaches
4. Suggested assimilative material
5. Suggested activities
6. Possible teaching unit captions
7. Suggested culminating activities

In an outline round in the preface to a description of the Fort Worth system, five fundamental factors are included.¹⁷ These factors include the maturing child living in a dynamic community, necessary processes, groups of significant ideas, situations grouped in significant functions, and areas in which the situations are met. The consideration of these factors as fundamental in this organization of the social studies indicates an effort to give learning a new unity. The themes are abstractions and adult rationalizations that could become mere verbal learning as in any traditional arrangement. These themes are not compatible with social living; they do not represent the learner's own experience in organizing his living.

Functions.--There has been considerable effort to organize the activities of people around the functions of life. The philosophy underlying this organization of the social studies is "that social studies embraces all thought and action

¹⁷A Brief Descriptive Summary of the Curriculum Revision in the Fort Worth public schools (Mimeographed Bulletin), Referred to by Henry Harap, The Changing Curriculum, pp. 226-227.

involving social relations," and that through an understanding of an participation in these relationships "students become increasingly competent in meeting those situations involving human relationships with which they are, and will be, confronted."¹⁸ The following outline presented in the introduction to the Texas fused social studies curriculum, affords a good example of this arrangement.¹⁹

Satisfactory individual and group life includes many activities in several areas. The performance of the activities involves the utilization of ideas in resorting to certain necessary processes. Hence, there are in reality five big phases involved in the conception of social studies.

- First: The individual learner.
- Second: The things that people do as individuals and as members of groups tend to gather into certain groups designated as functions.
- Third: The functions are performed in certain areas, such as that of the home.
- Fourth: The performance of the functions in certain areas necessitates resorting to certain processes such as that of thinking.
- Fifth: 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.

In summary, the individual or group meeting of situations involving human relationships necessitates resorting to certain processes involving the utilization of ideas in the performance of functions in several areas.

¹⁸Bulletin State Department of Education, Teaching Social Studies in Junior and Senior High Schools of Texas, Vol. XIV, No. 12, p. 9.

¹⁹Ibid., p. 10.

The functions selected in this course of study included the following:

1. Producing
2. Distributing and consuming
3. Communicating and transporting
4. Controlling
5. Achieving mental and physical health
6. Recreating
7. Experiencing and expressing the beautiful and useful
8. Learning

The above functions are conceived as occurring in home, school, and community. The themes used in the Fort Worth program, are referred to in the Texas curriculum as ideas, to which value and change are added.²⁰ The ideas are maintained to be understandings that the social studies must enhance. The development of the program includes suggestive objectives, problems, procedures, activities, and references. The processes herein conceived are those of thinking, cooperating, and the utilizing of a meaningful perspective of the contemporary world.

In order to get a better understanding of how the material in this approach is organized, the first unit for the school year nine and the unit captions for the remainder of the course are given here:

²⁰Ibid.

A. How the effectiveness of agriculture, industry and natural resources has been lessened by waste.

1. Objectives: Making possible growth in

- a. Ability to do the thinking necessary to meet effectively the situations involving the problems of production in this country and those arising from our relations with other countries.
 - b. Ability to work with others in attempting to solve problems of production.
 - c. Understanding problems of production confronting us and the ability to utilize this understanding.
 - d. Understanding of not only the regions within our nation but of the entire world.
 - e. Understanding of the manner in which we adapt new productive processes of other people.
 - f. Understanding of the necessity of man's gaining an increasing control over nature as an aid to the solution of problems of production.
3. Understanding of, and ability to perform, the activities involved in facing problems of production in our country and others.

2. Suggested problems

- a. Waste of natural resources in each of the following in your community:
 1. Soil
 2. Oil and gas
 3. Timber
 4. Minerals
 5. Farm products
 6. Wild life

- b. Industrial waste in your community
 - 1. Through child labor
 - 2. Through abuse of workers
 - 3. Through inefficiency of management and operation
 - 4. Through waste of materials and machinery
 - 5. Through waste of time and effort

- c. Agricultural waste in your community

- 1. In soil erosion
- 2. In one crop system
- 3. In failure to care for machinery
- 4. In unscientific methods

- d. What the scientist has done to eliminate waste

- 1. In industry
- 2. In processing
- 3. In agriculture
- 4. In extraction

- 3. Suggested activities

- a. Visit a soil erosion project.
- b. Visit an oil or gas field and observe waste.
- c. Visit a farm, dairy, bakery, flour mill, packing house, saw mill, canning factory, refinery, mine, or factories to observe whether there is waste. Here talk on way waste is prevented in any of the above.
- d. Compare a farm with a great mechanized farm.
- e. Write letters requesting illustrative materials from the department of agriculture.
- f. Exchange letters and materials with students of other communities.

- g. Collect pictures for bulletin board.
- h. Make a chart showing increased production per person as a result of machinery.
- i. Make maps showing special regions, location of natural resources, and timber.
- J. Make charts showing agricultural products and human needs.
- k. Make a time line showing the development of farm machinery.
- l. Debate on causes of waste and methods of reduction.
- m. Construct a model of your community or a part of it, showing its conservation needs with remedies
(suggested for a farm community)

4. Suggested References

- B. How society carries on the exchange of goods and how problems arise.
- C. How the utilization of transportation and communication resources give rise to social and economic problems.
- D. How problems arise from the maintenance of governmental agencies.
- E. How social effort to protect health gives rise to problems.
- F. How problems arise from the adjustment of recreation to an industrialized society.
- G. How problems arise in society's efforts to provide for the full and free expression of the aesthetic by its members.

H. How problems arise from society's efforts to educate its
 21
 members.

Similar classifications of the broad areas of human relationships as to functions have been made for the whole school curriculum in Georgia, Arkansas, Kansas, California, and Mississippi. In Mississippi, the Committee on Curriculum Revision propose nine areas of living. These include: (1) protecting life and health, (2) getting a living, (3) making a home, (4) expressing religious impulses, (5) expressing aesthetic impulses, (6) securing an education, (7) cooperating in social and civil action, (8) engaging in recreation, and (9) improving material conditions. The social functions included in the Santa Barbara, California, program are: (1) developing and conserving human resources, (2) developing and conserving non-human resources, (3) producing, distributing, and consuming goods and services, (4) communicating, (5) transporting, (6) recreating and playing, (7) expressing and satisfying spiritual and aesthetic needs, (8) organizing and governing, and (9) providing for education.

The organization of human activities around functions, as is seen in the description herein presented, draws heavily on the existing bodies of knowledge in the social studies field and assumes that a certain amount of material from the subject matter courses must be taught. As set up, the proposed functions of life around which human activities are grouped are to be presented separately. That is, the social functions are isolated.

²¹Ibid., pp. 61-75.

In explaining the functions used in the Texas arrangement, recognition is made of the probability of a number of the functions occurring in the same situation,²² but the course as set up makes no allowance for those situations. In this respect it depends entirely upon the teacher as to the use that is made of activities that occur in other functions than the one under consideration.

Social processes.--One of the most recent proposals for the organization of the social studies was made by Leon C. Marshall and Rachel M. Goetz.²³ They contend that the social process approach makes use of the good in other construction for the social studies. The authors maintain that the new synthesis of learning experiences in the social studies should be based on "social processes." The following classification of social processes is made:

- A. The process of adjustment with the external physical world.
 1. The process of organizing to manipulate these forces--the economic order.
 2. The process of learning to manipulate natural forces.

²²

Ibid., p. 14.

²³

Leon C. Marshall and R. M. Goetz, Curriculum Making in the Social Studies, Part XII of the Report of the Commission on the Social Studies, American Historical Association.

3. The process of distribution of the population over the physical and cultural areas of the earth.
- B. The process of biological continuance and conservation.
- C. The process of guiding human maturation and aspiration.
 1. The process of establishing value standards or norms.
 2. The process of securing minimum adherence to value standards or norms.
- D. The process of developing and operating the agencies of social organization.
- E. The process of securing and directing cultural continuance and cultural change.
- F. The process of personality molding.²⁴

The activities of social living are grouped around the processes. The authors claim that this arrangement aids in the development of meaning and utilizes the experimental background of pupils. They accept the thesis that the role of the social studies in the school "is to aid in preparing youth to play an ever more effective part in an evolving culture, and

²⁴
Ibid., pp. 15-16.

maintain that it is essential that youth understand the 'development of culture' and its impact upon personality."²⁵

The social process arrangement leans heavily upon the formal bodies of knowledge, and since the processes are not those around which the learner groups his experience, it is difficult to imagine any other than an intellectually mature person being able to grasp an understanding of such abstractions. Whether the materials grouped under each process would be handled separately or be used as necessary in the solution of problems is not explained.

Summary

From the fused courses of study examined in the above pages, it is seen that a definite attempt has been made to make the material of the social studies psychologically appealing and learnable. Selected subject-matter is arranged in what is conceived as activities of the life of the time. The activities proposed are largely those of the adult world. Each of these arrangements sets up a definite pattern which, if followed, would become a new group of subjects.

Cooperative Planning Approach

In recent years there has been emerging an approach to the curriculum that seems best described as the cooperative planning approach. Evidences of the emergence of this approach is found in the following studies:

²⁵Ibid., pp. 18-19.

1. Harold Brenholtz, Planning the Core Area of Democratic Living. (Unpublished Manuscript, Department of Education, Teachers College, Denton, Texas.)
2. Staff of the Southern Association Study, Preliminary Report on the Origins, Work, and Accomplishments of the Southern Association Study. (Mimeographed)
3. Educational Policies Commission, Learning the Ways of Democracy.
4. Department of Supervisors and Directors of Instruction, Teachers and Cooperation.
5. Louis Raths, "Leadership and Points of View," Educational Research Bulletin, February 14, 1940.

These studies and proposals will be analyzed as to the most significant contributions to the cooperative planning approach. The proposal of Brenholtz as to areas of living is placed under this approach because the nature of the arrangements permits greater planning on the part of those working in it than any of the courses of study examined in the preceding pages. His assumption is that the proposed areas are not final since different communities probably have different areas. Under such a plan, cooperative planning would be essential to the determination of those areas.²⁶

²⁶Harold Brenholtz, "Planning the Core Area of Democratic Living," (Unpublished manuscript, Teachers College, Denton, Texas, 1938), pp. 28-29.

Areas of living.---A proposal for organizing the social studies around the core areas of living at home, living leisure, making a living and living with others, is made by Mr. Harold Brenholtz of North Texas State Teachers College.²⁸ Some of the suggestions for activities under each area are listed below:

I. Living with others.

a. Organizing home rooms.

1. Organizing and carrying on school council.
2. Making the school a happier place in which to live.
3. Assisting new students
4. Selecting and arranging entertainment programs for the school.

II. Living at home

1. Planning sound home financing
2. Zoning the community for protection of homes
- 3 Preventing waste of home building materials
4. Producing for use for home buildings
5. Eliminating slum homes in the community
6. Securing home health through community cooperation
7. Making home ownership possible
8. Insuring our home against fire

²⁸
Ibid.

III. Making a living

1. Making work safe for our people
2. Making positions plentiful
3. Operating employment bureaus for our people
4. Making people happy in their work
5. Making our work contribute to achievement of national goals.

IV. Living our leisure

1. Securing new equipment for our playground
2. Beautifying our school and community parks
3. Getting money for a school park
4. Planning a recreational program for the school.²⁹

Many other suggestions could be added under each area of living. The possibility of using the themes, function, and other approaches is suggested as possible. The contention is that other approaches become tools in solving problems of living, and that this arrangement is in the areas of living around which people group their experiences. Mr. Brenholtz states that "in filling in the scheme of units-of-living areas for the social studies course under this plan, each division would be filled with the unit which represented society's activities and which would meet the needs and interest of children of this grade group in the field indicated."³⁰

²⁹ Ibid., pp. 32-33.

³⁰ Ibid., p. 36.

Underlying this approach is the belief that problems occur in time and space, that they are integrated problems, and that no distinction should be made between them. Further, since the purpose of integration is to so educate the child that he may maintain integrity, "only an honestly integrated curriculum based upon consistency, honesty in the facing of premises, squaring belief, and action--doing what we say we believe,-- can hope to do this."³¹

Under the arrangement, the activities of the areas would provide the setting for the social studies period. Thus those in social studies would have to know what the other areas have planned. As an illustration, assume that the home group is working on home beautification. The social studies class would consider zoning as a means of protection of homes, and other related factors. In the area of leisure the social studies group might aid in the planning and carrying out of a recreational program for the entire school. Such an activity would necessitate working with practically every phase of the school life.

Work of the Southern Association Study.³²--The emphasis in the work of the Southern Association study has been placed upon purposes, upon the manner in which they are determined,

³¹ Ibid., p. 33.

³² Staff of the Southern Association Study, Preliminary Report on the Origins, Work and Accomplishments of the Southern Association.

and upon the manner in which the outcomes of educational effort are realized.

The cooperating conference technique has been followed throughout by the staff of the Southern Study in its work with thirty-three schools cooperating in the study. Central to this study are the ways of working. The teachers share the responsibility for planning and carrying out the conference. This means that the group concerned determines its problems, purposes, ways of attaining those purposes, evaluates the results, and propose next steps. Every effort is made to so train the teachers in the practices of working in a cooperative democratic manner that such training will be carried into situations where students are concerned. These efforts are made through the democratic practices. The staff does little talking or writing about the practices, but from the mimeographed report from which the data are drawn, it is seen that their ways of working are consciously democratic. The staff works with the cooperating schools on problems recognized and considered important by the schools. Each of the thirty-three schools has a program based on the needs, interests, and resources of its own community. Some of the changes in programs of the cooperating schools reported by the staff are:³³

³³Ibid., Part III, pp. 1-14.

(1) Instructional procedures.--The basis of the selection of subject matter has been broadened and enriched. A few examples will show how this enrichment and broadening has occurred.

In some schools the needed skills for typewriting have been developed through such practical procedures as working on the school paper, writing personal letters and reports, keeping school records, and the like.

Special interest groups have been set up in public speaking, art, dramatics, and vocational training in an attempt to give students needed training.

The assignment-recitation type of procedure is changing to one of teacher-pupil planning in which students assume the initiative in planning and evaluating the work they undertake.

The life of the community is given greater emphasis than before the schools entered the cooperating group of schools.

Grades and subject lines are removed when necessary to allow students with similar problems to work together.

Teachers begin work in terms of the expressed concerns of the pupils. Work on expressed concerns tends to bring out other concerns.

Courses have been reorganized in science, mathematics, and English to meet the needs of those not planning to enter college as well as those planning to do so.

The home economics program provides for individual work as the student's needs demand.

Community surveys are made and the findings utilized to better conditions in the community.

2. Extension of pupil-teacher-parent-relationships and responsibilities.--Approximately half of the schools in the cooperative study have made changes in their attempts to develop more effective ways of working with the students and their parents. The change is characterized in many of the schools by the cooperative effort involved in determining points of emphasis in content material, and determining school policies and the manner in which pupils go about their work. More students participate in various school activities; students are included in planning and evaluating their work; and in some schools students choose the teachers whom they think can help them most on their problems, and thus more teachers enter into counseling.

3. Administrative procedures.--In the determination of policies the change has been toward a cooperative effort on the part of administrators, teachers, and students which has tended to center leadership in the group rather than in an individual or a small part of the group.

4. Community living.--In its report, the staff of the study reports that approximately one-third of the schools have made an attempt to improve community life.³⁴

³⁴ Ibid., Part III, p. 13.

These changes have been largely in the provision of a more adequate recreational program for the community. Some changes have been made that have direct bearing on the improvement of living other than in recreation. In some of the schools, students have aided in improving health conditions. Other instances are those of terracing, tree-planting, establishment of a canning, refrigeration, and meat curing plant, and a community hatchery.

From this too brief analysis of the cooperative planning approach as carried out in the Southern Association Study, it is possible to conclude that the work is exploratory and offers unusual possibilities in improving the working relationships of the entire staff of the schools, the students, and the patrons. Further, the study has made progress in the broadening and improvement of curricula, more attention is given to guidance, the student is becoming increasingly the center in the school program, leadership is tending to be established in the group rather than in a person or persons, and definite relationships of a constructive nature have been established with the community life in many instances.

Learning the Ways of Democracy.³⁵--In its case study of civic education in the United States, the Educational Policies Commission selected promising practices from many schools.

³⁵ Educational Policies Commission, Learning the Ways of Democracy.

These practices are grouped under courses of study, classroom teaching, out-of-class school activities, school activities in the community, administration, evaluation of outcomes, and things to be done. No complete course in any school is described and no complete course in civic education is recommended. Although the emphasis is upon the social studies, the material examined covers a variety of other subjects. Thus the commission seems to develop the thesis that civic education must be approached throughout the entire school. That is, democratic practices must be carried out in every classroom, in all out-of-classroom school activities, in staff relationships, in community relationships and in evaluating results.

Teachers and cooperation.³⁶--The Department of Supervisors and Directors of Instruction, in the study considered here, stress the necessity of a school operating democratically in every way, of taking children into partnership, and of creating schools that are an integral part of community life--schools in which children deal with life problems and learn to solve them democratically. Democratic cooperation is conceived as the key to this kind of school.

The specific techniques of democratic cooperation presented by this group are related to:

³⁶ Department of Supervisors and Directors of Instruction, Teachers and Cooperation.

1. Understanding another's point of view.
2. Harmonizing conflicts of opinion.
3. Enriching and clarifying thought.
4. Pooling the products of creative thinking.
5. Reaching decisions cooperatively.
6. Serving skillfully as coordinator or recorder.
7. Serving skillfully as member of a cooperating group.
8. Planning
9. The delegation of action
10. Acting cooperatively

These techniques are democratic cooperative techniques, and when children become skilled in their use they tend "to make a symphony of living; to see the need for, and value of, unity with others; to realize that each personality has a unique contribution to make; to learn how to act so that each in doing his part will help, not hinder, the other members; to appreciate the value of self-control, self-regimentation, and self-coordination in group action; to acquire the social as well as the individual point of view; and to play a part well, both as an individual and as a member of a cooperating group."³⁷ Thus, in democratic cooperation, each member of the group becomes a leader and is responsible with all other members for the group achievement.

³⁷Ibid., p. 8.

Leadership and points of view.--³⁸ In his analysis of leadership in a democracy, Louis Rathb presents a point of view pertinent to the whole school program as well as the social studies. Rathb maintains that "the desired leadership is a group activity," the reflection of which is in group interaction. The degree of democratic leadership is determined by the amount of participation of members of the group in the solution of the problem under consideration. Emphasis is placed on the process through which decisions are made and carried out. Thus the method of solution as well as the end product is considered vital. Further, the sharing in the democratic process is intimately related to sharing in responsibilities. He contends that more democratic planning and action following the planning can be attained if the problems that come up are considered important by the group, if they are such that many differing solutions are possible, and if the solutions are accepted for trial and applied with that understanding.

Vital to this point of view is the place of minorities. In the group those opposed to the solution have their chance to express their views, but when the majority has reached a decision, the minority are equally responsible for carrying out the decision. They may, however, work democratically to get their views adopted.

³⁸Louis Rathb, "Leadership and Points of View," Educational Research Bulletin, February 14, 1940, pp. 91-98, 116.

Summary

The examination of the cooperative approach as seen in operation through the report of the Southern Association Study, the case study in civic education made by the Educational Policies Commission, the proposal of Mr. Brenholtz, the democratic cooperative techniques analyzed by the Department of Instructors and Directors of Supervision, and Louis Rath's analysis of leadership in a democracy, reveals that this approach makes the individual increasingly the center, and broadens and enriches the curriculum by increasingly bridging the gap between school and community. Cooperative ways of working become the frame work of this approach. This approach tends to transfer leadership from a superintendent or principal to the group. Subject lines are broken down in order to permit students interested in similar activities to work together. Subject matter becomes a tool to be used when needed to help solve a problem about which the individual or group is concerned.

CHAPTER IV

APPLICATION OF CRITERIA TO APPROACHES

Introductory Summary

The preceding pages have dealt with three phases of the problem under consideration:

1. The determination of democratic practices essential in the social studies if they are to aid in the effective development of democratic citizens who are skilled in those practices.
2. The determination of elements of the psychology of learning essential in the arrangement of the social studies.
3. Analysis of some approaches to the social studies.

In Chapter Two criteria for determining democratic practices and the psychological soundness of approaches to the social studies were selected. The criteria for democratic practices were developed after an examination of the Declaration of Independence, the preamble to the Constitution, the Constitution and amendments, Learning the Ways of Democracy, and various recorded data. A fairly comprehensive presentation by the Secondary School Principals as to ways in which effective learning best takes place

was used as a basis for the selection of criteria with which to determine the psychological soundness of social studies approaches. In Chapter Three, an analysis was made of various approaches to the social studies. In making this analysis courses of studies for the social studies were examined, analysis made by others was referred to, and various other recorded data were used.

The purpose of this chapter is to apply the criteria selected in Chapter Two to the various approaches in order to determine whether they are so arranged as to insure democratic practices that are psychologically sound. This is done by presenting the elements which characterize the approach and then by evaluating it in terms of the criteria. The same procedure is followed for the phase dealing with democracy and the phase dealing with psychology.

Characteristics of the Logical Approach

Separate subjects.--The following are the identifying characteristics of the logical arrangement of bodies of subject-matter:

1. The subject-matter is usually presented separately from all other subject-matter or correlated with other subjects with content remaining the same.

2. The subjects are arranged logically. In history the sequence of the courses and the subject-matter within the course are arranged logically.

3. In history the logical arrangement is according to time, beginning as far back as possible and proceeding toward the present; in economics, according to production, distribution, consumption, and exchange; and in the other separate subjects the arrangement is in terms of material pertinent to the subject.

4. The chief purpose of the logical approach is to give the learner a "broad cultural background."

5. The activities are those of reading, discussion, making maps and charts, and memorizing.

6. The subject matter is set up to be learned.

Application of Criteria of Democracy

Coöperative action for the common good.--In the logical arrangement of the social studies, the learner cannot acquire skill in coöperative action for the common good, since no provision is made for action. Too, in history the material is of the past which has little bearing on the cooperative action of a group, while in economics, sociology and civics, the problems dealt with are largely those of the adult world, thus prohibiting any possible significant action on the part of students.

Continuous enjoyment of the basic civil liberties.--Continuous enjoyment of the basic civil liberties cannot be had by students working within this arrangement since the subject-matter is set up to be learned. There would be little point in the exercise of the civil rights if action cannot be

stimulated as a result. The purposes are set up, the subject-matter selected, and the procedures determined; therefore, any attempt to recognize the civil liberties of students would be "make believe."

Provision for the welfare of each individual.--The welfare of each individual cannot be provided for where no recognition is made of the varying degrees of mental maturity or differences in individual abilities as in the logical arrangement. The material is set up to be learned and every student is expected to learn it. Within the logical arrangement of separate subjects in the social studies, the only opportunity to become recognized as an individual of worth and value is to excel in learning subject-matter. Thus no adequate provision is made for the welfare of those who are not mentally mature enough to acquire the subject-matter or who have no special ability to master the subject-matter in this area.

Sharing in purposes and procedures.--Since the purposes are pre-determined, the activities already selected, the ways of attaining the purposes already decided, any evaluation put in the hands of the teacher, and no consideration given new steps, the logical approach fails utterly to provide for the development of skill in the fourth criteria.

Assuming and carrying out responsibilities.--It is possible within this organization of the social studies for students to assume responsibility in the arrangement of physical

equipment in the room care of materials and other similar things but when they have no opportunity to enjoy the civil rights, cannot participate in the formation of policies, and have little part in the selection of activities and the determination and attainment of purposes, these opportunities become comparatively insignificant.

Experimental method of free inquiry.--A person would have to be skilled already in the experimental method of free inquiry in order to exercise it within this arrangement, and even then, in light of the practices of those using this arrangement, such inquiry would have to be silently made. Free inquiry is carried out through discussion, deliberation, majority control, minority opposition, and a compromise or the development of an even better plan, all of which is followed by action in light of the decision of the majority. No provision is made for this all-important experimental element of democracy.

Knowledge needed for effective democratic living.--Within the logical arrangement of the separate subjects, it is possible to obtain the knowledge of our country and its culture necessary for democratic living, but there is no evidence that the knowledge acquired in this manner assures democratic living. In fact, the evidence as shown by the Regents' Inquiry is to the contrary. In this study, it was found that students who had this type of social instruction

tend to be definitely opposed to assuming social responsibility and to participating in social action at any cost to themselves. On the test used they display a noticeable inclination to shift burdens, to expect others to perform the routine tasks of social interaction. Leadership--even routine participation--in group enterprises within the school or in adult life has little attraction for most pupils."¹

In brief summary, the logical arrangement of separate subjects in the social studies fails to meet the requirements of the democratic criteria in all but two instances, that of the attainment of knowledge and the assumption of responsibility. In these instances the possibilities are so remote as to render them practically negligible.

Application of Psychological Criteria

Relationship between experience and individual welfare.--

Since the separate subjects within the logical approach deal with events in the past or the problems of an adult world, little, if any, relationship can be seen by the student between that which he thus experiences and his immediate welfare. Too, since the relationship between the experiencing and the learner's welfare cannot be seen, the experience is meaningless.

Growth of activities out of the experience of the learner.--The student in the social studies can have had

¹Howard E. Wilson, Education for Citizenship, p. 222.

little, if any, experience in the problems of adults, and none in the development of America and the world. Therefore, such an arrangement of the social studies as found in the logical approach cannot develop activities out of the experiences of the students.

Wide variety of learning situations.--Those who have some academic ability which enables them to memorize and to pursue abstractions can attain a degree of success that may be satisfying within the arrangement considered here. There is little question but that those who possess no great amount of academic ability would achieve little success, and that which is achieved would not be satisfying. Certainly no wide variety of activities are provided for in this scheme.

Immediate satisfaction from learning situations.--No immediate satisfaction can be received where most, if not all, the learning is for living in the future, as in the separate subjects arrangement.

Mating of thought and action.--The scheme of organizing the social studies into separate subjects, correlated subjects, or around cultural epochs wherein the material is logically arranged, makes no provision for action; therefore, there can be no mating of thought and action. Only thought can exist, and this is limited by the very fact that what is learned has already been thought out.

Resemblance of learning situations to those in which the learning is to be used.--Since the events in history are not actual life situations today they could not resemble use

situations. Learning in the classroom from books, charts, maps, and other printed material of the social studies is not living as people outside the classroom live; therefore, it could not resemble use-situations.

Development of special abilities.--The special abilities of the academically minded students who prefer to become technicians in any one of the fields covered by the separate courses can be developed within this arrangement, but there is no evidence that this arrangement assures the exercise of special abilities in socially valuable ways. In fact, such is questionable when the activities of adults, who have gone through the logical arrangement in the social studies, are reviewed.

Relationship of elements being learned to other elements being learned.--Since the logical approach emphasizing the handling of bodies of subject-matter separately fails to provide situations in which the learner can see the relationship between what he is experiencing and his own welfare, the possibility that he can see relationship between the elements being learned in a situation within the logical approach and other elements being learned in the same situations or similar situations is extremely remote.

Summary

The application of the criteria to determine the psychological soundness of the approaches, reveals, when applied to

the logical arrangement of the separate courses, that this approach is not based upon what is known of the ways in which effective learning takes places. Further, in the one instance where it partially fulfills one of the criteria, not because it is so arranged does it do this but because of the special ability of the learner to bridge the long gap between the learning situation and the use-situation.

Characteristics of the Approach Through Fusion

The organization of human activities around themes and aspects of themes, functions of society, and social processes in general are best characterized as follows:

1. The problems are selected and united by some larger relationship which may be a generalization, an understanding, theme, or social process.
2. The emphasis is on immediate rather than remote occurrence, thus the center is transferred to some problem and does not remain in subject-fact. The child is still not the center.
3. Subject-matter is selected for its contribution to the development of the understanding, function, social process, or theme and aspects.
4. The boundary lines of the separate subjects in the social studies area are broken in order to facilitate the selection of subject matter.

5. The arrangement of the subject matter is as psychological as possible, with spread into available immediate situations.

6. Subject-matter is set up to be learned and the modern problem is used to make it more enticing.

Application of Criteria to Democracy

Cooperative action for the common good.--The approach to the social studies offers some possibility of a group working within its arrangement to act cooperatively for the common good. However, such action is extremely limited since the activities that can be arranged around themes and aspects, social processes, or social functions may not cover all the social activities of the students. When limits are set up as in this scheme of the social studies, democratic practices become imitations. In a democratic group, the group itself determines its general welfare, the ways in which that welfare can best be attained, and any limits that it deems necessary.

Continuous enjoyment of basic civil liberties.--Though there is more opportunity for enjoyment of civil liberties in the fused-subjects approach than in the logical approach, such opportunity still leaves much to be desired. To be able to fully enjoy the civil rights, it is necessary that the experiences that an individual is having be understood by him. Abstractions and generalizations, as carried

through the courses of study analyzed under the approach through fusion, is of a world foreign to that of most students. How, then, could a student express himself freely about something he does not understand? What incentive would he have to learn how to enjoy his rights intelligently and effectively assume and carry out responsibilities when the things he is dealing with are the responsibilities of an adult world?

Provision for the welfare of each individual.--The welfare of each individual means that the individual is the center, not the subject-matter. Despite the efforts of those who have worked hard to make these arrangements meet the needs and interests of pupils, subject-matter is still the center and not the individual. If individual welfare is to be adequately provided for, the activities of the learner in a democratic school cannot be limited to any area, or around any theme, social process and the like. One must have a considerable degree of academic ability to grasp abstractions and generalizations foreign to the world that he knows.

Sharing in determining purposes and procedures.--As seen in the analysis of the approach through fusion, the purposes are set up in advance, and the subject matter is largely pre-determined, thus eliminating the full and free participation in determining purposes, attaining purposes, and

evaluating the results. Policy making in a democracy means that all those affected by the policy are concerned, and, being concerned, they should have a part in the making of it. In the fused courses of study it can hardly be assumed that students can become skilled in this all-important technique of democracy when so many limitations exist.

Assuming and carrying out responsibilities.--Under this arrangement, responsibilities of a kind could be assumed and carried out by the students--responsibilities that have to do with care of physical equipment, arrangement of materials, and the like. The assumption and effective discharge of the more significant responsibilities, as that of the group assuming responsibility for its own activities, the purposes of those activities, the ways of attaining the purposes, and the delegation of responsibilities by the group, is prohibited because these are largely determined before the group is organized.

Experimental method of free inquiry.--If, as pointed out in the analysis and again in the application of the criteria above, the fused course of study consists of pre-determined subject-matter, purposes, and procedures, free inquiry into the whys, hows, and wherefores is extremely limited. Central to the experimental method of free inquiry is the development of continuously better plans, ways of working, and evaluation. The very fact that divisions are set-up which limit experiences is a barrier to

free inquiry. Limiting a group to selected subject-matter, greatly handicaps the critical analysis that should be made by the group and each individual in the group. Such questions as the following should be constantly before the group: Is this the best thing for the group to do? Is it the best thing for me to do? Are these the best ways in which we can work? Are these the best ways for me to work? Effective consideration of these questions makes inevitable the extension of the benefits coming to a group working democratically. It is the process of democracy that makes change continuous, with a minimum of confusion and inconsistencies.

Knowledge needed for effective democratic living.--It is obvious that within the fused course of study, the "knowledge of" the activities that result from human relationship is there for those who possess the ability to grasp abstractions and understand generalizations. But, as pointed out in the discussion of the psychology of learning, few people possess such ability to bridge this gap between the use-situation and the learning situation. Then, is the knowledge worth acquiring if it is not to be used for the achievement of the purpose for which it was acquired? Thus, it appears, the approach through fusion makes the same error found in the logical approach; that is, knowledge is acquired for its own sake.

Summary

From the application of the criteria of democracy to the approach to the social studies through fusion, it can be safely stated that it offers more opportunity for democratic practice than does the logical approach. However, the arrangement is such as to limit these practices extremely, and in instances to make the development of skill in the use of them almost impossible. In the instances where practice of the ways of a democracy were in a degree possible, such was true not because of the nature of the approach but because they were incidental to the approach. The "knowledge of" democratic living can be acquired under this arrangement, but it is doubtful that such "knowledge for use" in democratic living can be attained. The fused courses of study still make subject-matter the center and not the individual and his welfare.

Application of Criteria of Psychology

Relationship between experience and individual welfare.--

Since the material dealt with in the fused courses of study is drawn largely from the experiences of adults it is not likely that the student can see a very close degree of relationship between these and his own welfare.

Growth of activities out of the experience of the learner.--

For growth to take place out of experience one must first have experience. It is readily seen that the approach through

fusion makes only incidental use of students' experiences. The functions of life or the social processes are areas of adult experiences, not those of boys and girls of school age.

Wide variety of learning situations.--The approach under consideration here affords a wider variety of learning situations by setting up divisions that cover, in part, the situations found in adult life. If the satisfaction derived out of these situations is in proportion to the success attained in them, few students will have much satisfaction. Those few will be the academically-minded boys and girls who can bridge the gap between learning-situations and use-situations.

Immediate satisfaction from learning situations.--Though the problems dealt with in the fused courses are modern, that is, largely immediate as to place and time for the adult, in place and time to a school boy or girl they are still quite remote. This remoteness to the student's world precludes the possibility of a great deal of immediate satisfaction on his part.

Mating of thought and action.--The activities engaged in under this scheme for arranging the social studies does afford an opportunity for some action--action on problems of a nature that usually removes it into the adult world without significant action having yet occurred in the life of the school. Can a person aid in the solution of broad social, economic, and political problems before having solved personal problems and aided in the solution of those problems concerning the group in his

the group in his own sphere of life? Psychology and democratic practices both answer no.

Resemblance of learning-situations to use-situations.--

Unquestionably the approach leaves the broad gap between the learning and use-situations, although the gap is not as great as that found in the logical approach. In those instances where action and thought are united in the solution of immediate problems of boys and girls, the means of bridging the gap appears incidental to the acquirement of knowledge in this approach.

Development of special abilities.--The approach through fusion comes much nearer assuring the development of special abilities in socially desirable ways than does the logical approach. However, much is still desired in this respect. For instance, from the analysis presented in Chapter Three, and in the characteristics of the fused subjects approach listed above, no arrangement is made for those who possess special ability in science, music, art, leadership, and ability in other areas, to use that ability in the life of the school. If such were done, then the learning would be of immediate use and unite thought with action, bring about resemblance to the use-situation and be socially justifiable besides.

Relationship of elements being learned to other elements being learned.--The fusing of subject content offers more opportunities for experience in seen-in-relationship situations

than does the logical approach. However, since the approach does not insure the learner of seeing the relationship of his experience in regard to his welfare, does not increasingly develop situations where thought and action are compounded, and does not resemble use-situations, it is doubtful that any seen-in-relationship learning will be effective.

Summary

The application of the criteria of psychology to the approach through the fusion of subjects reveals that it is more psychologically sound than the logical approach. However, since it limits the material and activities to be used in the solution of problems it is not truly psychological. To be so, the approach would have to make the individual and his welfare the center rather than subject matter.

Characteristics of the Cooperative Planning Approach

The most characteristic elements involved in the cooperative planning approach are:

1. It is exploratory and experimental.
2. It increasingly makes the individual the center of the program.
3. The democratic processes are followed in the development of the school program, in the selection of problems, in the determination and achievement of purposes, and in sharing in the assumption and carrying out responsibilities.

4. The starting point seems to be in the question, "What is best in this situation?"
5. Training in the skills of effective democratic living is a part of the entire school program.
6. Thought and action are combined in the activities.
7. Activities engaged in are those that the individual or group is concerned about.
8. Subject content is used as the student's need demands it in the solution of the problem.
9. Leadership tends to become centered in group activity.
10. Any pattern that develops is the result of the working relationship of each group.
11. The activities engaged in are in large part those that grow out of the experiences of the students.

Application of Criteria of Democracy

Cooperative action for the common good.--The approach to education through cooperative planning not only permits the development of activities that promote the general welfare, but the nature of it fosters an ever-increasing amount of cooperative action for the common good. Such activities as those of improving living conditions in the community through health programs, extending economic services to the community through the establishment of canning plants and refrigeration plants, and developing and carrying out a community recreational program testify to the soundness of this conclusion. Within the school

itself, where all concerned in the solution of a problem take part in the steps necessary to solve the problem, the common good is being served through cooperative action.

Continuous enjoyment of the civil liberties.--Through the techniques of democratic cooperation, students, teachers and patrons pursue the democratic processes of selection of problems they are concerned about, discuss the problem, propose solutions, criticize the proposals, adopt by majority decision a plan of action, and then start carrying it out. Minorities express their opposition and make their own proposals, but once decisions are made, they are responsible as is each member of the group, for carrying the decision out, although they may continue in a democratic manner to attempt to persuade the group to adopt their point of view.

Welfare of the individual.--Although the welfare of the individual is not yet the center of the program in all the schools where elements of the cooperative planning approach are found, the evidence shows that he is becoming increasingly so as members of a school acquire skill in democratic practices. The sharing in democratic processes tends to increase the appreciation of each individual by every other individual, offers a greater variety of situations in which an individual can make a contribution to the group, and builds faith and confidence in the individual of each cooperating member.

Sharing in determining purposes and procedures.--Cooperative planning is sharing. The steps through which cooperative planning and resultant action occur is a process of sharing. Each group selects its problems for consideration, determines the purposes and the ways of attaining these purposes, executes its plans as it deems best, and projects further steps after critical analysis of the whole procedures involved in the solution of the selected problems.

Assuming and carrying out responsibilities.--Through the cooperative planning approach to civic education, the students, members of the staff, and patrons are constantly in situations that further the ability to effectively assume and discharge responsibilities. Students are held responsible for the selection of their problems, the way the problems are to be solved, and the evaluating of results. The teachers are members of groups, and because of their maturity, experience, and training are not to be in the background. Rather, they are in the "middle" as an experienced cooperating member.

Experimental method of free inquiry.--It has been shown above that the cooperative planning approach to the development of the school curriculum, and consequently to the social studies, is carried on through the democratic cooperative techniques which necessitates the full use of the civil liberties. This being true, the experimental method of free inquiry is inevitable. The changes occurring in the schools cooperating in the Southern Study bear testimony to this fact.

Knowledge needed for effective democratic living.--The knowledge necessary for effective, democratic living is the knowledge that can be used. The practice of selecting problems in living, whether in personal or group living, and then using available resources for the solution of those problems certainly bids for more effective democratic living. The knowledge that is attained through cooperative planning comes from every possible source where knowledge can be attained. It is not limited to reading and talking about the solution of problems. It includes the solution of the problem.

Summary

It is concluded here, on the basis of the application of the criteria of democracy, that the cooperative planning approach insures those working in it of an ever increasing skill in the use of democratic practices. Further, the cooperative planning approach is democracy, as conceived in theory, in practice. It is not maintained that this approach is the final answer. However, on the basis of the application of democratic criteria, it appears that the approach offers the way through which education for effective living in America can be attained.

Application of Psychological Criteria

Relationship between experience and individual welfare.--The report of the staff of the Southern Study, as analyzed in the preceding chapter, gave ample evidence that through the

cooperative planning approach individuals and groups select the problems that they are concerned about and proceed to solve them. This practice shows recognition of the individual personality as such and as a member of a cooperating group. Further, through this approach, individuals may transfer from one group to another after all those concerned have been considered and the change is deemed advisable. The wide range of opportunities provided for through special interest groups in art, handicraft, recreation, and so on, increases the possibilities of the individual finding a place where his worth to the group can be proved. These practices show a very close relationship between the experience of the individual and his welfare, a relationship essential to effective learning.

Growth of activities out of the experience of the learner.--When students in a school who have had few experiences in recreation, realize and express the need of a greater variety of recreational facilities and then proceed to work out a more inclusive program as pointed out in the analysis of the cooperative planning approach growth out of students' experiences is taking place. The practice of permitting the transfer of students from one group to another that is more in line with his experiences and interests, indicates a growth of activities out of experiences. Further indication of this growth is found in the practice of students choosing to work on problems that are vital to them. The

cooperative planning approach appears to assure the growth of an ever-increasing number of activities growing out of the experiences students or those about whom they are concerned.

Wide variety of learning situations.--As indicated in the analysis of the cooperative planning approach and mentioned in the application of the criteria of democracy in the preceding pages, students may withdraw from groups and organize other groups. This organizing of new interests groups is limited only by the resources available to take care of them. The cooperative approach sets no limit on the number of groups, and when carried to its greatest degree of efficiency makes no divisions within which individuals must work. As students work cooperatively in the solution of problems and situations of interest are discovered, the effective functioning of the democratic processes assures an ever-increasing number of things to be done.

Immediate satisfaction from learning situations.--The fact that students, through the cooperative planning approach, are engaged in the solution of problems which they consider vital to themselves or those whom they are concerned about, assures immediate satisfaction. Since learning increases in proportion as learning situations are immediately satisfying, every effort should be made to make the situations in which boys and girls work as immediately satisfying as possible. The approach under consideration here appears to offer unusual

possibilities in this respect, although much more can yet be accomplished.

Mating of thought and action.--Following the democratic techniques involved in the sharing of the determination of problems to be worked on, the purposes and ways of attaining them, the execution of the plans, and the evaluating of results effectively mates thought and action. Cooperatively planning and carrying out a recreational program, planning kinds of trees to be planted, deciding where to plant them and then performing the job compounds thought and action. These two examples of actual situations were given in the analysis of the approaches in Chapter Three.

Resemblance of learning situations to use-situations.--As learning tends to increase in proportion as the learning situation resembles the use-situation, training for democratic living should be very effective through the cooperative planning approach. The approach itself is the use-situation. Within this approach the students are receiving training in democratic practices by experiencing them as they are intended to operate. As pointed out in the report of the staff of the Southern Study² boys who are to be farmers, terrace land, plant trees, and so on, thus making practically identical the learning and use situations. Many other instances are available in the report to illustrate that the cooperative planning approach ever brings closer this relationship.

²Report of Southern Study, Part III, pp. 13-14.

Development of special abilities.--This approach assures the development of special abilities through the arrangement of special interests groups in which it is made possible for students who have special abilities to spend a large part of their time in those situations where the abilities can best be developed, making provision for students with academic as well as non-academic minds. Arrangement for the use of those abilities is made in connection with community and school life.

Understanding of each element and its relationship to each other element.--That the cooperative planning approach makes possible an ever-increasing ability to see the relationship between elements being learned and other elements present is demonstrated by the various illustrations of changes in the schools which are using it. These changes have been mentioned numerous times in this application of criteria. When students actively seek answers to pertinent questions, freely seek solutions to their problems, and feel assured of cooperative assistance in the solution of them, whole relationships take place. Within this approach the cooperative attack in the solution of problems necessitates exploring all possible changes that the proposed action might take, thus increasing the seen-in-relationship situations.

Summary

The application of the psychological criteria to the cooperative planning approach makes clearly evident that the

approach tends to further effective learning; because it is consistent with the knowledge of the ways in which learning best takes place. The very nature of the approach is such that, while those working through it become skilled in the democratic cooperative techniques, it assures the individual of a close relationship between his experiences and his own welfare. It provides the growth of activities out of the student's own experiences, assures him of a wide variety of learning situations and immediate satisfaction from learning situations, and increasingly compounds thought and action. Further, it increasingly develops the resemblance of learning-situations to use-situations, provides for the development of the ability to see a relationship between elements being learned and other elements present in the total situations.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study has been three-fold: (1) to select democratic practices essential in a democratic group, (2) to select elements basic to the psychology of learning, and (3) to apply the criteria developed from the philosophy and practice of democracy and psychology to the major approaches of the social studies. In the attempt to evaluate the approaches to the social studies, the study passed through the following phases: (1) the selection of criteria for evaluation of the approaches to the social studies, (2) an analysis of some approaches to the social studies, and (3) the application of the criteria to the approaches. Each phase of the study has been dealt with in a separate chapter.

In the selection of criteria it was determined that, in order to insure efficient democratic practices, the approaches to the social studies would have to be organized so as to obtain the following: (1) insure cooperative action for the common good; (2) assure each individual of continuous enjoyment of the basic civil liberties; (3) provide for the welfare of each individual; (4) assure all of an opportunity to share in determining the purposes of their activities, how the purposes are to be attained, the evaluation of results, and consideration

of the next steps: (5) develop situations in which students can progressively assume responsibilities; (6) insure the experimental method of free inquiry; and (7) assure the students of the necessary knowledge of democratic living.

It was further determined that, in order to be consistent with what is known of the ways in which effective learning takes place, social studies approaches would attain the following: (1) provide situations in which the learner can see the relationship between what he experiences and his own welfare; (2) insure the growth of activities out of the experience of the learner; (3) assure a wide variety of learning situations in which students can engage with a satisfying degree of success; (4) make essential the development of learning situations wherein the satisfaction received by the learner is immediate; (5) provide learning situations that insure the mating of thought and action; (6) insure participation in learning situations that resemble closely those in which the learning is to be used; and (7) insure the development of special abilities in socially desirable ways.

This phase of the study revealed a close relationship, if not actual identity, between democratic practices and the organismic theory of the ways in which effective learning best takes place.

In the analysis of the approaches, three groupings were made: (1) the logical approach; (2) the approach through fusion of subject-matter; and (3) the cooperative-planning

approach. In each of these approaches certain characteristics were discovered. The characteristics discovered in the logical arrangement of subject-matter in the social studies were the following:

1. The bodies of subject-matter are presented separately or are correlated with other subjects with the subject-matter remaining unchanged.

2. The subjects are arranged logically in history, both the sequence of courses and the subject-matter being in logical arrangement.

3. In history the logical arrangement is according to time, while in the other subjects it is in terms of broad areas in the subject.

4. The chief purpose of the logical approach is to give the learner a broad cultural background.

5. The activities engaged in by students are those of reading, discussion, making maps and charts, and memorizing.

6. The subject-matter is set up to be learned.

The approach through the fusion of bodies of subject-matter revealed the following characteristics:

1. The problems are selected and united by some larger relationship which may be a generalization, an understanding, theme, or social process.

2. The emphasis is on immediate rather than remote occurrence, thus the center is transferred to some problem and does

not remain in the subject-fact.

3. Subject-matter is selected for its contribution to the development of the understanding, function, social process, or theme, and aspects.

4. The boundary lines of the separate subjects in the social studies area are broken in order to facilitate the selection of subject-matter.

5. The arrangement of the subject-matter is as psychological as possible, with spread into immediate available situations.

6. Subject-matter is set up to be learned, and the modern problem is used to make it more enticing.

The most characteristic elements were involved in the cooperative planning approach:

1. The approach is exploratory and experimental in nature.
2. It increasingly makes the individual the center of the program.

3. The democratic processes are followed in the development of the school program.

4. The starting point seems to rest on the question, "What is the best thing to do in this situation?"

5. Training in the skills of effective democratic living is a part of the entire school program.

6. Thought and action are combined in learning situations.

7. The activities that individuals engage in become increasingly those about which they are concerned.

8. Subject content is used as the student's need demands it in the solution of a problem.

9. Leadership tends to become centered in group activity.

10. Any pattern that develops is a result of the working relationships of each group.

11. The activities engaged in are, in the large part, those that grow out of the experiences of the students.

In the application of the criteria to the approaches, several general conclusions were reached:

1. The logical arrangement of the bodies of subject-matter found in the social studies does not insure effective training in democratic practices. In the two instances where it partially met the requirements of democratic practices, the possibilities were so remote as to render them practically negligible.

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

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

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

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

6. Since the cooperative planning approach embodies the techniques of democratic cooperation, it insures increasing skill in democratic practices.

7. The cooperative planning approach insures the development of situations through which effective learning can best take place.

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

On the basis of data presented in this study and the conclusions drawn from it, the cooperative planning approach is recommended as the approach through which effective learning in the use of democratic skills can best take place.

BIBLIOGRAPHY

Books

- Berle, A. A. and Means, G. G., "The Corporation," Encyclopedia of Social Sciences. Vol. 4.
- Counts, George S., The Prospects of American Democracy, New York, John Day Co., 1938.
- Educational Policies Commission, Education and Economic Well-Being, National Education Association, Washington, D. C., 1940.
- Educational Policies Commission, Learning the Ways of Democracy, National Education Association, Washington, D. C., 1938.
- Harap, Henry, and others, The Changing Curriculum, New York, D. Appleton Century Co., 1937.
- Hogben, Lancelot T., Retreat From Reason, New York, Random House, 1939.
- Hopkins, L. Thomas, and others, Integration--Its Meaning and Application, D. Appleton-Century Co., 1937.
- Loeb, Harold, and others, The Chart of Plenty, New York, Viking Press, 1925.
- Marshall, Leon C., and Goetz, R. M., Curriculum Making in the Social Studies, part III: Report of the Commission on the Social Studies, American Historical Association, New York, Charles Scribner's Sons, 1936.
- Merriam, Charles E., The New Democracy and the New Despotism, New York, McGraw-Hill Book Co., 1939.
- Newer Instructional Practices of Promise, Department of Supervisors and Directors of Instruction, National Education Association, Washington, D. C., 1939.
- Newlon, Jessie, Education for Democracy in Our Time, New York, McGraw-Hill Co., 1939.
- Rugg, Harold, and others, Democracy and the Curriculum, Third Yearbook of the John Dewey Society, D. Appleton-Century Co., 1940.

Books-Continued

Russel, W. F., and Briggs, Thomas H., The Meaning of Democracy, New York, The MacMillan Co., 1941.

The Social Studies Curriculum, Fourteenth Yearbook of the Department of Superintendence of the National Education Association, Washington, D. C., 1936.

Tryon, Rollo M., The Social Sciences As School Subjects, Part XI: Report of the Commission on the Social Studies, American Historical Association, Atlanta, Charles Scribner's Sons, 1935.

Utilization of Community Resources, Ninth Yearbook of the National Council for the Social Studies, Cambridge, Massachusetts, 1938.

Wesley, Edgar B., Teaching the Social Studies: Theory and Practice, New York, D. C. Heath, 1937.

Wilson, Howard E., Education for Citizenship, The Regents Inquiry, New York, McGraw-Hill Book Co., 1938.

Bulletins

American Association of School Administrators, Official Report, Atlantic City Convention, February 26-March 3, 1938, Washington, D. C., Educational Research Service of the National Education Association, 1938.

Bulletin Texas State Department of Education, Teaching the Social Studies in Junior and Senior High Schools of Texas, Vol. XIV, No. 12.

Department of Supervisors and Directors of Instruction of the National Education Association, Teachers and Cooperation, Detroit, the Committee in charge of the Yearbook on Cooperation, 1937.

Fort Worth Board of Education, Social Studies, a Tentative Course of Study for Grade Eight, Curriculum Bulletin, No. 109.

Nichener, James A., The Future of the Social Studies, The National Council for the Social Studies, Cambridge, Massachusetts, 1939.

Bulletins--Continued

Raths, Louis, "Leadership and Points of View," Ohio State Educational Research Bulletin, February 14, 1940.

Report of the Advisory Committee on Education, prepared by the Advisory Committee on Education, Washington, D. C., United States Government Printing Office, 1938.

Unpublished Material

Brenholtz, Harold, Planning the Core Area of Democratic Living, Unpublished Manuscript, Teachers College, Denton, Texas, 1938.

Shands, Janie, The Application of Democratic Cooperative Procedures to the Administration of Curriculum Revision, Thesis for the Master of Arts Degree, Teachers College, Denton, Texas, 1940.

Staff of the Southern Association Study, Preliminary Report on the Origins, Work, and Accomplishments of the Southern Association Study, a report prepared by the Staff of the Southern Association Study, 1940.