AN EVALUATION OF JUNIOR HIGH

SCHOOL SOCIAL STUDIES

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AN EVALUATION OF JUNIOR HIGH SCHOOL SOCIAL STUDIES

THESIS

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By

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CHAPTER I

INTRODUCTION

Selection of the Problem

The problem chosen is an analysis of the needs of junior high school students and the extent to which these are being met by certain social studies programs. The selection of this problem in the social studies field is due to a sincere interest in the welfare of junior high school students, in their needs, particularly in the social studies, and to a growing conviction that these needs are not always being met effectively by the social studies program.

"The trend of educational thought today is toward increasing emphasis on the human values of all the subject matters; hence the social studies, which deal directly with human beings in their various social groupings, have been assigned a steadily increasing prominence." This has been influenced by many conditions outside the field of education. For instance, worldwide political instability, economic and social

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dislocation, and other social changes have subjected our social institutions to strains and stresses the extent of which has never before been paralleled. The people, in their perplexity, turn to the schools hoping for their youth better preparation than they received. Thus the social studies are subjected to a more critical analysis in the hope of their contributing to intelligent problem-solving in democratic living.

The challenge cannot be ignored. We must know what educational experiences will serve most effectively in guiding adolescents to become the integrated individuals needed if democracy is to survive and grow. The answer to this basic question and many others will be found only after much thought, searching, and experimentation, utilizing all our resources. We must not be satisfied until we have found some answers - we cannot chart our course intelligently until we do. Justification for this problem is found in the urgent need to serve youth in the best ways possible which are compatible with American democratic ideals and beliefs.

According to Lee and Lee changes in the purposes

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of education have had more effect on social studies than any other area. From a concept of mastery of certain facts as the aim, social studies have moved toward a consideration of "the child's more effectively meeting situations involving social relations" as the goal. The starting point, then, should be from "what are those situations involving social relations which the child is or will be meeting and how can he be helped more effectively to meet these situations?"

It is interesting to trace briefly this changing role. The Committee on the Function of the Social Studies in General Education reports that the social studies began to appear sporadically as separate subjects in the secondary curriculum about 1830. Curriculum patterns, though varying widely in detail, included history and civil government. Toward the close of the century national committees worked to design a solid base for the social-studies curriculum. Of these committees the two most important were the Committee of Ten of the National Education Association, which reported in 1893, and the Committee of Seven of the American Historical Association, which

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reported in 1899.

They succeeded in setting a definite pattern for the social-studies curriculum in American secondary schools; however, the reports were clearly based on the assumption that the transmission of cultural heritage is the dominant function of the social studies. Each recommended a program of study consisting mainly of history, with some attention to civil government. The position was taken that a study of the past developed an understanding of the present. The method was textbook memorization, class recitation, and fact tests. This state of social-studies instruction continued until the World War. By this time rapid social change with its new and complex problems indicated a need for a new social-studies approach. The trend was away from fact memorization to independence in locating materials and information and the ability to do reflective thinking. A new challenge was presented to teachers of the social sciences.

A realistic attempt to meet this challenge appeared in the work of The Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association, which reported in 1916. The main aim of this group was to
make more comprehensive the instruction in the social sciences and to center attention on vital everyday problems of living. For that time these proposals were almost revolutionary. It was recommended by the Committee that Community Civics be emphasized in the secondary curriculum; that the work in modern European and American history be extended; and that a new course in "Problems of American Democracy" be introduced in the senior year of high school. Although this did not solve problems of education for effective living, it represented a functional approach with regard for "concrete problems of vital importance to society, and of immediate interest to the pupil."

The report of this committee affected social-studies instruction from 1916 onwards. As time passed, however, it became increasingly evident that no course of study handed down by a national committee could solve the problem of effective social education. Social changes came more rapidly with their resulting maladjustments and problems became increasingly complex. Since 1918 the social strains and maladjustments have been intensified. Thinking people have realized that western civilization is facing a crisis, the most desperate element of which is the inability of the average citizen to attack and solve problems of social concern.

This inability to meet problems of democracy adequately has resulted in a feeling of doubt on the part of
leaders in education and public life; they question the traditional methods and content in social-studies instruction. Because of this, many modifications have appeared; greater emphasis is being given to content other than history, to contemporary problems, and to direct community participation by youth. The boundaries between traditional subject matter areas have also tended to break down; fused and integrated courses have appeared. Most recent curriculum changes, moreover, have tended more and more to highlight the social studies and to assign them increasing significance.

The reports of the Commission on the Social Studies of the American Historical Association, appearing between 1932 and 1937, offered no clear-cut, ready-made answers to the many confusing issues and problems confronting social-studies teachers. The members, instead, attempted to clarify purposes and values; to show the relationship of cultural change to social education; to discuss problems of instruction, evaluation, and administration, and to present ideas and raw materials for use in curricular organizations. The members admitted their inability to formulate or work out a curricular pattern adequate for all schools; their reports, however, have contributed significantly to problems of social-studies instruction,
although they "failed to resolve existing confusion."

The Committee holds that, no matter what the curricular organizations or method of teaching, certain considerations in addition to scholarly resources are important to social-studies teachers: namely, a clear and realistic understanding of American society, a working definition of needs, and some knowledge of the general nature of adolescents.

Eurich says:

Basically the problem of evaluation in social education revolves around three questions: (1) What are the needs of society which education can and must serve? (2) What are the needs of the pupils for which education can and must provide? (3) What growth and development of the pupil is taking place as a result of their social education? 4

Source and Treatment of Data

The material for this study was taken from the following sources: books and publications of national education associations, commissions, and societies bearing on the needs of adolescents and the classification of these needs in various ways; books and pamphlets listing and describing the various youth organizations; books reporting certain social studies curriculum analyses, and the Texas social studies course of study.

The purpose of the study is to determine as accurately as possible the needs of adolescents in the junior high school and the extent to which these needs are being met by certain social-studies programs.

An attempt will be made to show briefly the nature and demands of present-day American life as they affect adolescents. Next, certain basic needs of adolescents will be determined and analyzed in their relation to the four core areas of social living; then an analysis of certain social studies programs will be made and, using the criteria developed in the study of needs, these will be evaluated as to their effectiveness in meeting the needs of junior high school students.

No claim is made to comprehensiveness in this study; in the final analysis the students would need to be observed. The writer believes, however, that, by the analytical method here proposed, some degree of the effectiveness of certain social-studies programs can be determined. This could well become a starting point for reorganization of the social-studies curriculum, if reorganization is indicated.

Definition of Terms

In this study the term "curriculum" is used in the

broader sense to include the educative experiences of the child.

The term "needs," as used herein, means both longings and lacks of the individual which must be supplied in order to achieve an integrated personality. Needs have a dual, inseparable aspect in that all have a personal and social reference. The interpretation of the term is treated more fully in Chapter Two.

Related Studies

In his thesis, "An Evaluation of Approaches to the Social Studies," Golson had 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. He analyzed three groupings: (1) the logical approach; (2) the approach through fusion of subject matter; and (3) the cooperative planning approach. He concludes that the cooperative planning approach is the one through which effective learning in the use of democratic skills can best take place.

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His study differs from this in that he evaluated social-studies approaches in general while the present study emphasizes junior high school social-studies programs.

The purpose of Rugg's study was to survey the social science and citizenship courses in junior and senior high schools in order to determine whether such courses were meeting the social and learning needs of secondary students. His survey showed that the curriculum was seriously deficient in providing effectively for both learning and social needs.

His problem is perhaps most nearly related to the present one; however, his analysis of needs differs from the analysis here attempted.\(^7\)

\(^8\) Snedden's study involves analyses of social values, the derivation of educational values from social values, and organization and interpretation of educational objectives, with the final step of preliminary analysis toward curriculum construction.

His study deals with the analyses of social values,

\(^7\)Earle U. Rugg, Curriculum Studies in the Social Sciences and Citizenship.

\(^8\) David Snedden, Foundations of Curricula Sociological Analyses.
and organization and interpretation of educational objectives, with the final step of preliminary analysis toward curriculum construction.

His study deals with the analyses of social values, while this is an attempt to analyze the needs of junior high school pupils and relate them to the areas of social living in which they are expressed.

Middleton's thesis \(^9\) in the field of social sensitivity differs from the writer's in that he is trying to construct an instrument which will measure reliably the degree of social sensitivity possessed. Although his problem, like this, is in the field of the social studies, he is not concerned primarily with the means of bringing about a social sensitivity; he is concerned in measuring the degree possessed.

CHAPTER II

AN ANALYSIS OF THE NEEDS OF JUNIOR HIGH SCHOOL STUDENTS

The Social Setting

Our culture today in its material aspects is dominated by scientific knowledge applied to control forces of nature; the social values, however, have been handed down to us from prescientific society and the lag between these, or lack of harmony, seems to give rise to many of our social problems. One need, then, is to find social forms and values in keeping with the present age and its tremendous fund of scientific knowledge and achievements.

One of the first industrial characteristics of society noted is urbanization; from the metropolis to the open country, modern American society is predominantly urban. This massing of people has been a natural accompaniment of mass activity and specialization of function. Another characteristic is interdependence of individuals and integration of activity. The fortunes of the worker are inevitably tied up in the organization of labor and his existence hinges on the functioning of the entire economic and social system. He performs a function that is closely interlocked with others and that cannot be
performed when the mechanism of which it is a part breaks down. When we think of this small function as a part of a great whole, the work takes on increased importance and we realize that this activity can affect the lives of many thousands. The possibility of affecting thousands and, in turn, being affected as one of a mass are essential conditions of modern life.

Interdependence operates in an impersonal manner. More and more the areas of an individual's life are dominated by impersonal contacts rather than by the personal relationships of a less complex social order. He finds indirect group expression for his interests while he is subjected to controls and policies whose origins are remote from him. The impersonality of this institutionalized culture tends, declares the Commission, to dwarf the individual's perception of the whole pattern of society even while the wide scope of fleeting contacts exposes him to knowledge of variety within this culture. A large part of his experiences are vicarious while much of the rest is fragmentary and therefore meaningless to him. Social relationships, under these conditions, tend to consist of a multitude of varied and far-flung secondary contacts rather than the few, intense, primary contacts of a more isolated

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1 The Social Studies in General Education, p. 33.
way of life. The individual has little sense of personal significance and only a precarious hold upon his social status.

Another factor in our industrial life is the assumption of change. Institutions of modern society are geared to the expectation of constant discovery, invention, and readaptation. Pressure to change extends not only to ways of production, but to ways of living. Changing living standards are a part of American life and are accepted and expected.

The tempo of living likewise has undergone great change. Man's activities were once adapted to the tempo of nature but he now sets his own tempo. Day and night, regardless of seasons or weather, much industrial work continues uninterrupted.

Finally we may say that modern society is variegated. Conditions above discussed do not occur uniformly; from section to section and class to class variation is the rule.

It is in such a society that the adolescent of today is growing up and is seeking to satisfy his needs. These are the characteristics of the society which the citizen of the immediate future must face - a society that is urbanized, highly interdependent, impersonal, and institutional;
a society in which social contacts are secondary rather than primary; personal status is insecure, change is accepted as the order of the day, the tempo of life is quickened beyond the dreams of a hundred years ago, individual culture is variegated, and the future is always unsure. The adolescent growing up in this society must seek value standards that will guide his own approach to society. In choosing these values he is greatly hampered by the confusion and shattering of generally accepted ideals or outlooks brought about by industrial life. This many-sided conflict among various standards is sometimes present within the individual as well as between individuals. Evidence indicates the need for guidance by some common social purpose as expressed in a set of basic values to which loyalty can be given.

The adolescent seeks to ally himself with something far bigger than himself. He longs for moving conceptions to which to give allegiance and through which to instil his life with meaning. The tradition of democracy and the compelling story of its evolution can go far toward fulfilling this quest. Without a clear and moving conception of the democratic tradition he may remain ineffective for want of adequate guides to action. Or he may identify himself with some other interpretation of his times which leads to ruthless disregard of persons, the glorification of the state, and the worship of force as at once the safeguard of the state and the expression of his manhood. 2

The human values cannot be preserved under present-day conditions except through increasing application of these democratic principles: respect for the worth of the individual, reciprocal individual and group responsibility for promoting common concerns, and the free play of intelligence in the solution of common problems.

Definition of These Values

Every American who believes in democracy would perhaps agree that one of the leading aims of education today is the effort to strengthen the faith of American youth in American democracy. Since social-studies teachers and adolescents under their care are both a part of the American cultural scene and share alike in the American cultural heritage, their application of democratic values must be governed by present social conditions. The social-studies teachers should guide the individual adolescent in satisfying his needs so as to develop desirable characteristics of behavior necessary to the achievement of democratic values within the realities of our culture. The ideals listed by the Commission\textsuperscript{3} as emerging from the past and determining the challenge and promise of the future are (1) a respect for the individual as of unique worth and as possessing

\textsuperscript{3}The Social Studies in General Education, p. 40.
potentialities to which no absolute limits can be assigned; (2) reciprocal individual and group responsibility for promoting common purposes, interests, and concerns; and (3) a faith in the free play of intelligence as the sovereign means for attacking the problems of living.

1. Respect for the individual. The very essence of our American democratic tradition is faith in the ultimate worth and dignity of the individual. Human potentiality is infinitely varied as between individuals and within each individual. We find that every society is geared to utilize certain forms of human potentialities rather than others. For instance, manual dexterity may be the goal; the aggressive or the retiring may be encouraged, or imagination or practicality may be rewarded. No society has ever realized the fulfillment of the entire range of human potentialities and perhaps never will. The principle of individual fulfillment commits American society and schools to set as their goal, however, the greatest possible development of these human potentialities.

Although this principle has always manifested itself in our American democracy, emphasis has changed as the nation grew; in the early nineteenth century the stress was upon political democracy and free land; in the early twentieth, the shift was to American standards of living. The forms of social organization have changed with growth
of the country and spread of industrialism but the principle remains reasserted and reaffirmed, especially in recent months. Our efforts to realize this principle have met with many obstacles; it has fought for its very life against power and privilege, ignorance and prejudice and misinterpretation. In early days the fight was against those who would transplant caste and class from Europe; today it is against concentration of wealth over means of production. At no time has the idea been attained; at no time has the nation been free from exploitation, prejudice, and discrimination, from inequality of opportunity or restrictions on liberty. Yet the principle remains unshaken and the end and aim of American society is the fulfillment of the promise of individual lives.

2. Promoting common concern. The central values of democracy have determined the major forms of democratic society as well as its intent. Belief in the worth and dignity of the individual leads to confidence in him and reliance upon him as the means by which society organizes itself as well as the end toward which it drives. This is the essence of democracy as a method of social and political organization, and the basis for self-government.

Our institutions for self-government through which individual and group responsibilities for matters of
common concern find expression, have been shaped and re-
shaped in the course of American development. Basic po-

tical institutions have been designed to make effective
the principle of self-government in the political sphere.
The many private organizations are evidence of the prin-
ciple that individuals should and can band together to
direct their affairs. The school itself is a major one
of these institutions, established as it is for the
"triple democratic purpose of directly enriching the in-
dividual, of equalizing opportunity, and of developing a
citizenry equipped to operate the instruments of self-
government." Even in political life this principle is
never entirely lost to sight - that democracy is the means
and the good of the individual is the aim of govern-
ment. Provision is made, however crudely, for that exercise of
common responsibility which characterizes democratic living.

3. Faith in the intelligence of the common man. The
democratic process rests on confidence in human intelligence
and a belief in the rational approach to human problems.
Theoretically, at least, discussion and persuasion are its
operative techniques. The Commission considers the
guarantee of free speech and expression the most basic of
the American institutions - a double guarantee - of

\footnote{Ibid., p. 43.} \footnote{Ibid., p. 44.}
certain basic human values that cannot be denied without making a mockery of the principle of individual fulfillment and of the necessary conditions for a rational approach. Freedom of speech, press, and assembly are designed to assure intelligence and opportunity to function effectively.

Human respect is the foundation of all democratic procedures. Without this deep human sympathy a rational approach is neither possible nor appealing since a rational process cannot be superimposed on a brutal attitude. If conflicts are to be resolved by non-violent procedures, these rational approaches must be based on a respect for one another as fellow human beings.

Democracy demands not only tolerance but encouragement of divergent minorities where these are not involved in the operative decisions necessary for the functioning of society. Where the minority is stifled or suppressed, democracy has surely been weakened; this minority has a definite function in democracy and can operate by criticism or otherwise to modify the actions of the majority, even when defeated by actual count. The use of intelligence, then, calls for constant critical appraisal, for submission of new evidence, and the offering of alternative proposals.
Application of These Democratic Values Today

Today, when totalitarianism is wielding such a vast sphere of influence and democracy is on the defensive, democratic principles and faith in American democracy need to be reasserted and applied to social living. Members of this American society, if they would preserve this democracy, must take positive steps to advance respect for the individual, promote common concerns, and maintain faith in the intelligence of the common man. The virtues of diversity and minority groups should be understood.

As has already been indicated, the acceptance of the fundamental principle of individual worth and dignity is the first condition of democratic functioning. There must be basic agreement here else there will be no resolving of conflicts and effective social action. Secondly, there must be some agreement on the possibility of applying intelligence to human problems and an attitude of mutual respect among individuals. Finally, there must be a disposition to accept social responsibility and to deal as a group with matters of common concern. With these three points of agreement, the essential conditions for democratic functioning can be present in spite of wide areas of disagreement and conflict.

These central principles of the American democratic tradition furnish a set of working rules today, as they
have in each successive phase of American development. Regardless of how deep conflicts of interest and of principle may cut, the majority of American people today fundamentally agree on these three points. They can serve as a measuring stick in adapting traditional institutions and in developing new ones. Too, they can supply the social center of gravity for those who must participate in a confused, dynamic society that is the rule today.

That the schools will help determine the uses which are to be made of modern instruments is recognized by most thinking people. Totalitarian forces are attacking not only the forms of democracy but its basic principle, the worth of the individual. They have likewise scorned faith in the intelligence of the common man and have substituted the idea and practice of "regimented minds fed upon propaganda and controlled by censorship." In view of these conditions, passive acceptance of democratic principles in America no longer suffices; we must take a positive stand and show a skill in operating democratic procedures to meet present needs. The Commission believes that the success with which American democracy meets anti-democratic pressures depends in great part upon whether the schools succeed in equipping people to understand the problems of modern society and the essential principles of the American tradition.
The nature of democracy makes it almost impossible to lay down a cut-and-dried rule as to how the schools may best meet the needs of adolescents in their charge. The program of the school cannot be set up with any degree of finality or completeness but must be kept flexible in order to meet the changing needs of the individuals and the changing demands of society. Since democracy rests ultimately upon the intelligence of the common man, each student must be given increasing opportunity and responsibility for reconstructing his own beliefs, attitudes, and plans of action upon the basis of his own maturing intelligence, and should thus have a responsible share in planning the program of the school. This is a larger order for the school program and presents an inescapable responsibility. Youth must be prepared to face modern social problems, must be ready to help in building a better society, and must be eager to contribute to the democratic way of life. President Roosevelt, commenting upon the spread of intolerance and hate, said before the National Education Association, "If the fires of freedom and civil liberties burn low in other lands, they must be made the brighter in our own." 6

Concerning the task of the schools Rugg states:

We stand indeed at the crossroads to a new epoch; in various directions lie divers pathways to tomorrow. Some lead to social chaos and the possible destruction of interdependent ways to living. One leads, however, to the era of the Great Society. There is no way to short-circuit the solution of the problem of building this new epoch. There is only the way of education, and one of the greatest steps to be taken is the building of a science of society in the schools. 7

Definition of Needs

Thayer defines needs in the following manner:

A working concept of an educational need must always be both personal and social in reference; it must always incorporate both the present desires of individuals and what they should desirably become. Only by knowing the adolescent fully, and bearing in mind the kind of world in which he lives, can the school suggest proper directions for his development - development that would allow wishes to find satisfaction and enrichment through control and modification of the social environment. 8

The Commission defines needs as "not only the desires of the individual but also the lacks which must be supplied in order to make youth into effective parents and citizens." 9

Needs, then, have an integral nature in that they are both longings and lacks. Needs have a dual aspect in that all have a personal and a social reference. These aspects are inseparable. We may conclude, then, that needs are personal-social.

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7 Ibid., p. 153.
8 Thayer, op. cit., p. 33.
Psychological Bases of Needs

Thorpe believes "that man has certain legitimate wants or needs which . . . give direction to his actions and which explain in the fundamental sense why he acts at all." These related concepts of fundamental wants and organism tensions have led us to a conception of human dynamics; if man is characterized by a variety of basic needs which demand satisfaction, their frustration will obviously set up desires or tensions which call for release. This suggests that he (man) must seek a balanced realization of his life needs in order to attain personal integration or, conversely, to prevent personal disintegration.

The needs have been classified by Thorpe as follows: (1) physiological needs as drives; (2) social needs as drives, and (3) psychological needs as drives. He points out, however, the interrelated and inseparable nature of all these categories of drive, classifying them as above as a matter of convenience.

Nowhere is the powerful tendency to seek for release from unpleasant strain more evident than in the realm of intra-organic processes. Here can be observed the

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mechanical operations of physiological structures when subjected to conditions of deprivation. The individual seeks food, rest, or drink, as the case may be, in a manner determined by the circumstances of the situation; in other words, he finds satisfaction for his organic needs in ways learned from experience. These principal physiological drives explain much of man's ceaseless activity; it is easy to see that these organic needs have played a prominent role in man's conquest of his world and in his attempts to subject the elements to control. They have driven him to "till the soil, dig wells, construct machines, organize business corporations, invent comfortable beds, manufacture furnaces and air-conditioning plants, to build homes, to mate and rear families, and to conduct numerous enterprises."

The social needs as drives refer to those marked tendencies in normal individuals to seek for the approval of others - the search for those satisfactions that the existence of other individuals makes possible. People are almost universally striving along various lines to gain favorable recognition, social approval and prestige, success, praise and admiration, friends and loved ones - in short, social security. It is probable that these are learned, Thorpe thinks, in connection with the process of

\[12\hspace{1cm}\text{Ibid., p. 212.}\]
finding avenues leading to the satisfaction of organic needs.

These desires are so strong in children and youth that excessive frustration of their realization often leads to serious emotional maladjustment. Just as physical structures disintegrate when deprived of organic necessities, so emotional balance is disturbed when social satisfactions are not supplied. Continual failure in school may, owing to the thwarting of the desire to be regarded as worthy and capable, lead to serious antisocial behavior. Teachers who understand this, help each pupil to attain obvious success in some respect.

Psychological needs as drives are closely akin to those discussed under physiological needs but are sufficiently different, according to Thorpe, to warrant separate treatment. These he lists as (1) the desire for unrestrained bodily activity (play), (2) the desire to engage in purposeful effort, and (3) the desire for a reasonable amount of independence of action.

Play is a dynamic need which, when intelligently directed, may lead to a variety of advantages for personality development. It is obviously advantageous for the generation of vigorous good health and furnishes a joyful avenue for the fulfillment of such a need. It gives children the principles of fair play, since give
and take, cooperation, and self-restraint are actively involved. The socialization aspect must not be overlooked.

The early craving to work out one's own plans and purposes, infantile and fleeting as these may be, must be accorded a balanced realization if wholesome personality development is to result. Recognition of children's desire for reasonable freedom to work out purposeful activities is a matter of intelligent mental hygiene.

Although the life-orientation process is a program of developing and maintaining a nice balance of personal independence within a larger area of social dependence, the drive for freedom is so strong that nearly all of us try to appropriate as much personal freedom as our social order will permit— and sometimes more. This strong desire for independence is usually regarded as one of the major causes of youth-parent friction during the "conventionalizing" days of adolescence. At its highest point of stress, this drive is symbolized in the famous expression "Give me liberty or give me death." Thus the psychological drives are also tension producing processes which depend for their subsequent realignment of stresses upon the realization of certain stimulating satisfactions. It is undeniable that the cravings for action and for freedom to carry out one's life plans explain much of man's ceaseless activity. These may properly be designated as dynamics of personality.
Listing of Needs

Hopkins and Prescott list three categories of needs which, in general, are quite similar. The list as given by Hopkins follows:

I. Biological Needs:
   1. An adequate amount of rest, sleep, relaxation
   2. A satisfying amount of food, clothing, and shelter
   3. An opportunity for rich and varied experiences
   4. An opportunity for the selection and pursuit of one's own purposeful activity
   5. Normal sex life culminating in marriage and a family

II. Social Needs:
   1. Receiving and giving affection
   2. Living harmoniously with authority
   3. A feeling of belonging
   4. A positive balance between success and failure

III. Self Needs:
   1. Freedom in self-direction
   2. Consistency in self-behavior
   3. Values and attitudes

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Prescott says the needs of developing children fall naturally into three categories representing the three major aspects of the life of a person. These categories of need are:

I. Physiological Needs:
   1. Rhythm of activity and rest
   2. Sexual activity

II. Social Needs:
   1. Affection
   2. Belonging
   3. Likeness to others

III. Ego or Integrative Needs:
   1. Contact with reality
   2. Harmony with reality
   3. Progressive symbolization
   4. Increasing self-direction
   5. A fair balance between success and failure
   6. Attaining self-hood or individuality

Still another classification of needs is found in the report of the Committee on the Social Studies; the classificatory scheme used is that of broad areas of human relationships which may be called basic. These are: (1) immediate personal-social relationships; (2) social-civic relationships; (3) economic relationships;
and (4) personal living.\textsuperscript{15}

These areas were selected in consequence of a study of adolescents which included a study of their activities, their problems, and their needs. In each of these areas of relationships are listed such needs as:

\textbf{I. Immediate personal-social relationships}

1. The need for increasingly mature and effective relationships in home and family life.

2. The need for increasingly mature relationships with age-mates of both sexes.

3. The need for satisfying relationships with adults outside the home.

\textbf{II. Social-civic relationships}

1. The need for responsible participation in socially significant activities.

2. The need for social recognition.

\textbf{III. Economic relationships}

1. The need for emotional assurance of adequacy in economic achievement.

2. The need for guidance in the choice of a vocation and preparation therefor.

\textsuperscript{15} The Social Studies in General Education, \textit{p. 113}. 
3. The need for skill in the wise selection of goods and services
4. The need for ability to participate effectively as a citizen in solving basic economic problems

IV. Personal living
1. Health
2. Interests
3. Understanding
4. Competence in social participation
5. A satisfying personal philosophy
6. A role that will enable adolescents to express their self-hood and individuality.

These four areas of adolescent needs are also given in the reports of Thayer and others 16 and, according to him, are phrased in terms of the individual's functioning relationships with the groups in which he lives, primarily because they are conceived as both personal and social in nature. The personality of the individual is formed only through functioning relationships with others and its needs cannot be met without them. These areas of relationships are held to be crucial, Thayer points out, on pragmatic grounds primarily. Studies in case histories

16 Thayer, op. cit., p.44.
reveal that the individual meets his severest problems in these areas, and that it is in these areas that social forms require most profound reconstruction. He further points out that no claim is made that all the group participations of the individual are represented in these particular areas; he does believe, however, that those that are so represented constitute the major part of the individual's life and are at the present most heavily fraught with possibilities for good or evil; they are most influential in determining the individual's happiness, and most in need of creative reconstruction.

There seems to be no doubt that these are four groups of needs of adolescents. They represent the results of a careful analysis; they serve a very useful purpose of focusing attention upon the real needs of adolescents and in getting away from the common error of emphasizing adult abstractions; however, they are not used here as areas of living because several of them seem to represent more nearly psychological tools of living to achieve a number of purposes. For example, immediate social relationships for personal living seem not to be purposes in themselves.

Taba, who has made an intensive study of social sensitivity, lists needs as dispositions, abilities, and attitudes, indicating also the areas of experience:
I. Component aspects of social sensitivity

A. Dispositions contributing to social sensitivity

1. A disposition to project oneself appreciatively and sympathetically into the lives, motives and problems of other people and other groups

2. A disposition to look under the surface of social phenomena and to discover the underlying conflicts and problems in social life contributing to the particular phenomenon

3. A disposition to view social problems and maladjustments as capable of solution, rather than to consider them as inevitable consequences of unchangeable circumstances or of human nature.

4. A disposition to consider the effects of one's personal actions as a member of a group upon the welfare of others

5. A disposition to view difficulties of an individual or a group as symptomatic of social maladjustments rather than as purely personal problems

6. A disposition to feel personal concern and responsibility for the solution of social problems

7. A disposition to act within the limits of one's ability on behalf of ideals and values

B. Abilities contributing to social sensitivity

1. Ability to perceive and identify problems and conflicts in social life

2. Ability to see relationships between specific social events and problems and their general social implications: between specific human problems and general social conditions

3. Ability to judge the consequences of social events, plans, trends, and action.
4. Ability to project theoretical or actual solutions to social problems

5. Ability to apply techniques of intelligent thought and inquiry to social problems

6. Ability to formulate and to undertake social action within the limits of one's capacity

C. Attitudes

D. Social sensitivity and areas of experience

1. Social institutions
   a. Religion and churches as social institutions
   b. Government, in its various forms, functioning, and in its relationship to people and to other social institutions
   c. Justice and law in its role and practice
   d. Capital and labor in their relationship to each other and in their functioning in the scheme of production
   e. Modern technology, industry and business in the role of production distribution and consumption; management of the nation's resources and meeting of human needs

2. Social problems (problems in the sense that society is still looking for their solution) such as housing, unemployment, international relationships, war, peace, propaganda, its use and control, crime, government control.

3. Large social ideas and ideals

The Educational Policies Commission describes the qualities of educated persons in terms of self-realization;

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17 Hilda Taba, Social Sensitivity, pp. 4-19.
human relationship; economic efficiency; and civic responsibility:

I. The objectives of self-realization

1. The inquiring mind. The educated person has an appetite for learning.

2. Speech. The educated person can speak the mother tongue clearly.

3. Reading. The educated person reads the mother tongue efficiently.

4. Writing. The educated person writes the mother tongue effectively.

5. Number. The educated person solves his problems of counting and calculating.

6. Sight and hearing. The educated person is skilled in listening and observing.

7. Health habits. The educated person protects his own health and that of his dependents.

8. Health knowledge. The educated person understands the basic facts concerning health and disease.

9. Public health. The educated person works to improve the health of the community.

10. Recreation. The educated person is participant and spectator in many sports and other pastimes.

11. Intellectual interests. The educated person has mental resources of the use of leisure.


13. Character. The educated person gives responsible direction to his own life.
II. The objectives of human relationship

1. Respect for humanity. The educated person puts human relationships first.

2. Friendships. The educated person enjoys a rich, sincere, and varied social life.

3. Cooperation. The educated person can work and play with others.

4. Courtesy. The educated person observes the amenities of social behavior.

5. Appreciation of the home. The educated person appreciates the family as a social institution.

6. Conservation of the home. The educated person conserves family ideals.

7. Homemaking. The educated person is skilled in homemaking.

8. Democracy in the home. The educated person maintains democratic family relationships.

III. The objectives of economic efficiency

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

2. Occupational information. The educated producer understands the requirements and opportunities for various jobs.

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

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

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

6. Occupational appreciation. The educated producer appreciates the social value of his work.
7. Personal economics. The educated consumer plans the economics of his own life.


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

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

IV. The objectives of civic responsibility

1. Social justice. The educated citizen is sensitive to the disparities of human circumstances.

2. Social activity. The educated citizen acts to correct unsatisfactory conditions.

3. Social understanding. The educated citizen seeks to understand social structure and social processes.

4. Critical judgment. The educated citizen has defenses against propaganda.

5. Tolerance. The educated citizen respects honest differences of opinion.

6. Conservation. The educated citizen has a regard for the nation's resources.

7. Social application of science. The educated citizen measures scientific advance by its contribution to the general welfare.

8. World citizenship. The educated citizen is a cooperating member of the world community.

9. Law observance. The educated citizen respects the law.
10. Economic literacy. The educated citizen respects the law.

11. Political citizenship. The educated citizen accepts his civic duties.

12. Devotion to democracy. The educated citizen acts upon an unswerving loyalty to democratic ideals. 18

The position is taken here that the above areas of purposes are not consistent; for instance, democracy is listed in two areas. If it is a way of life, as we believe it to be, then it must function in every area of living. Otherwise, compartmentalization or living different aspects of life under different standards will result, introducing cleavages of the personality that will be the basis of much conflict and failure. Numbers 5, 6, 7, and 8, in Part II are functions of home living; numbers 7, 3, 9, and 10 in Part III also belong in the home living areas, since approximately eighty per cent of the income is spent here. Number 9 in Area I seems inconsistent with the other items given, as does number 10 in the same area.

Nature and Significance of Basic Personality Needs

Recent growth studies have shown that certain materials and conditions are essential for the normal growth

18 Educational Policies Commission, The Purposes of Education in American Democracy, p. 47.
and development of the human organism, whether that organism is nine years old or ninety. These essential materials and conditions are known as basic personality needs and are present at all ages and stages of growth.

The structure and dynamic processes of the human organism imply the need for certain things, for certain conditions, and for certain activities of the body if physical and mental health are to be maintained. The structure and processes of society imply certain knowledges, skills, and functional relationships as necessary to the individual if he is to be effective and adjusted. Prescott points out that the experiences of life are sure to raise questions in the mind of each individual about his personal role and the meaning of life; therefore, each one needs to arrive at a satisfactory mental organization or assimilation of his experiences. Thus the structure of the organism, the processes of society, and the nature of a person's experiences contribute to give rise to a series of needs, of quasi-needs, and of operational concepts which must be met if wholesome personality development is to be achieved.

The method by which needs have been determined is relatively simple. Numerous case histories have been read, reports Prescott, with this question in mind:
"What is the child or young person seeking to bring about by each item of observed behavior?"19

An intensive study of needs, and the part they play in human development, has been made by the Committee on the Relation of Emotion to the Educative Process of the American Council on Education. The work of this Committee was reported by its chairman, Daniel A. Prescott, in a book entitled Emotion and the Educative Process. Because this volume contains the most extensive and far-reaching treatment of this aspect of education yet available, it is here used as a basis of the discussion of personality needs. Some of the needs appear so obvious that no discussion is given; others, for purposes of clarification as to meaning and significance, are discussed briefly.

The needs as listed by Prescott are:

I. Physiological needs

1. Essential materials and conditions for physical growth

2. Balance between activity and rest

3. Appropriate release of physiological tensions (sexual activity)

Feelings of tension arise whenever basic personality needs are not met. This is nature's way of letting us know that we require some new material or some new

19 Prescott, op. cit., p. 113.
experience for further development. Prescott speaks particularly of the tensions which arise in connection with sexual development. He writes:

Because sexual activity is the essential basis for family life, society is greatly concerned about it. Society desires to insure its own continuance by promoting sexual activity under certain circumstances. Therefore, numerous conventions and taboos are set up about sex and are enforced, regardless of the tension resulting in individuals. 20

Social Needs

Since we can meet our physical needs and realize the possibilities in our own personalities only by establishing and maintaining certain relationships with others, we need to be free from two fears which are latent in every human being: the fear of not being loved or lovable, and the fear of personal failure. This basic need for reassurance has been broken down by Prescott into three parts:

1. The need for affection. Every individual needs, throughout his life, experience in receiving and giving affection. Of this need Prescott writes:

Only in such a manner can the individual have an unassailable feeling of his own value. The need appears in very young children and continues throughout life. 21

2. The need for successful belonging. Unless a child feels that he is contributing something to group

20 Ibid., p. 116.  
21 Ibid., p. 117.
life which could not be enjoyed without him, he can not feel adequate. According to Prescott:

The achievement of maturity requires that the child accomplish the steady widening of this belonging from the family, to play groups, to the school class, to clubs, etc. Without this sense of increasing belonging, the security of the individual is greatly menaced. 22

3. The need for likeness to others. A feeling of being different from others sets one apart from the group, causing him to suffer from feelings of inferiority. Everyone seems to need to feel that in essential matters he is like other human beings. Without this feeling, it is hard for him to cultivate or enjoy individual differences.

Integrative Needs

Prescott defines the word "integrative" thus:

A person cannot be adjusted reasonably well unless he believes in himself. . . . Because life is dynamic, because personality development requires activity in ever widening social spheres and involves a steady increase in number of materials, machines, and forces, the individual evaluates himself in terms of his effectiveness in dealing with these social and material situations. 23

To believe in one's self means, then, to feel capable of meeting the situations of life as they come along. In order to meet these requirements successfully, Prescott lists the following individual needs;

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22 Ibid., p. 117
23 Ibid., p. 118.
1. Contact with reality. The sheltered child has no way of knowing the realities of life and of meeting them successfully. He does not know what the requirements of life really are unless he can experience them. The implication is that children need to be supplied with experiences as rich and varied as their environment can afford.

2. Harmony with reality. Given a rich background of experience, the individual needs to achieve the mental organization which will result in behavior in harmony with actualities. There are many realities such as death, social change, infections, pests, droughts, and many other things beyond our control; the individual can use these for his own ends, in so far as he learns the laws through which authority operates and makes his own behavior harmonize with these laws.

3. Progressive symbolization. Again quoting Proscott:

To arrive at generalizations requires extensive experiences, the organization of these experiences, and the learning of the conventional symbols for expressing these generalizations. Children need help in this process. This help involves the arranging of circumstances leading to generalization, the encouraging of children consciously to attempt generalizations, the insisting by adults that children state their generalizations in accurate terms, and the checking of these generalizations with others. 24.

\[Ibid., \text{p. } 121.\]
Symbolization needs to be progressive, evolutionary, and continuous; it is the means by which the conscious core of meaning in life is built up and this conscious core of meaning is the center about which the personality is integrated.

4. Increasing self-direction. Children should be given the privilege and responsibility to initiate and regulate their own behavior. Prescott says this should go along with the development of value concepts, standards, and purposes which serve as the line of reference by which they judge their own behavior; but the development of these concepts waits upon practice in self-direction. If children are given progressively wider responsibilities, it is generally agreed that they are ready to make a great many of their own decisions before adolescence ends.

5. A fair balance between success and failure. Each individual must have a positive balance between success and failure. Concerning this, Hopkins writes:

Success is far more integrating to any individual than failure. Failure can become integrating only when he (the individual) is capable of reinterpreting it in a positive way toward success.... This means that young children should not be exposed to failure but to improving their ways of dealing more thoughtfully with their problems in order that they may attain a higher degree of intelligent behavior in the situation concerned.... Furthermore, working with children positively toward success affords better preparation for them to meet the later problems of adult life which may involve
failure. This is true since an integrating adult is incapable of meeting them except in experiencing deeper disintegration. 25

6. A feeling of selfhood or individuality. Prescott says:

Self-interest should be so inextricably inter-associated with the welfare of the group that socially useful conduct inevitably becomes the road to personal satisfaction and self-expression. 26

He also makes this significant statement:

The tendency to compartmentalize our lives and to live different aspects of life under different standards is a real danger. It may introduce cleavages into the personality that will be the basis of much conflict and failure. 27

Hopkins refers to this as the need for consistency in self-behavior. 23

Implications for the Curriculum

One of the curriculum implications, according to Hopkins, is that

...each individual must find the curriculum a means of aiding him to meet with increasing satisfaction biological, social and self needs; otherwise, thwarting emotions inimical to integrative behavior will result. 29


26 Prescott, op. cit., p. 124.

27 Ibid., p. 125.


29 Ibid., p. 195.
Prescott defines the educational implications of the needs of philosophy in the following lengthy quotation:

Formal education has never really come to grips with the task of meeting the needs of developing personalities. More or less on the basis of academic traditions, school curricula have been organized to provide children with the opportunity for learning 'essential' tools subjects and the facts included in certain 'mental disciplines'. School people will have to recognize the need of children for more activity and more rest. They must encourage the development of friendships between pupils and between pupils and teachers. Conditions of belonging will have to be understood and provision definitely made for opportunities for socially useful behavior that will give children a chance to know that they belong. If the gamut of affective experience is to be run, the curriculum must offer more success to dull and underprivileged children and the challenge of tremendously difficult situations to the bright ones. Particularly must the placement, fragmentary mode of learning be replaced by a system of training that will stimulate the organization of knowledge, the appearance and checking of generalizations, and the emergence of value concepts. Integration is now a great educational shibboleth — a word which draws a laugh from practical people and a sneer from cynics, yet psychiatrists know that it cannot be disregarded as an objective of education. The obligation rests on educators, then, to experiment until they find out what sequences of experience and what functional activity situations are effective in helping children to achieve a well knit personality in this complex civilization of ours. 30

Best contemporary thought seems to be forsaking the idea that "problem" behavior is usually the expression of bad heredity and mental deficiency. Instead, it accounts for maladjustment in terms of excessive deprivation, frustration, or insecurity which denies the child opportunity

30 Prescott, op. cit., pp. 126-127.
to fulfill the basic needs of his developing personality.

That teachers are, at least in some measure, considering the concept of basic personality needs is evidenced in a meeting of a group of high school teachers who recently spent two days at a state conference discussing the concept of basic personality needs in relation to their own teaching. These teachers recognized the responsibility for helping families in their communities to recognize and meet these basic needs. 31

The attempt to group or classify human activities is by no means new. Herbert Spencer, writing in 1860, was perhaps the first to popularize the classification of human activities as a basis for classifying educational objectives. He identified five major classes of human conduct: (1) self-preservation, (2) securing the necessaries of life, (3) the rearing and disciplining of offspring, (4) the maintenance of proper social and political relations, and (5) the activities which make up the leisure part of life. 32

Since Spencer's day scores of similar analyses have been published. One survey discovered forty-four such

31 Family Living and Our Schools, Report by the Joint Committee on Curriculum Aspects of Education for Home and Family Living, p. 63.
classifications defining a total of 349 different areas of human activity. Probably the most influential educational document issued in this country contained an analysis of individual activity leading to seven cardinal principles of education: (1) health, (2) command of the fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, and (7) ethical character. These seven objectives have been adopted by the National Education Association and the National Congress of Parents and Teachers.

The most detailed analyses of human activities for curriculum building purposes are probably those prepared by Bobbitt. He adopted the following ten-fold classification of activities: (1) language, (2) health, (3) citizenship, (4) general social activities, (5) spare-time activities, (6) mental fitness, (7) religion, (8) parental, (9) unspecialized or non-vocational practical activities, and (10) vocational activities.

Other students of education since Spencer's time, and particularly since 1900, have also set up classifications of the major types of experience for which youth need

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32 Educational Policies Commission, op. cit., p. 44.
34 John Franklin Bobbitt, How to Make a Curriculum, pp. 7-9.
preparation. It is significant that most of these classifications are broader than the usual school subjects. 35

The Need for Organizations

If people express their needs through institutions or organizations, as Arnold believes, the schools should be vitally concerned with those organizations which may best meet the needs of youth. Concerning organizations Arnold makes this statement:

The social organization of a nation is the unifying force which binds a people together. It is a complex thing based on habit and acceptance of certain common values. It creates an atmosphere in which thousands of smaller organizations with opposing interests succeed in getting along with each other....In the larger national organizations every aspect of human activity is represented. 36

Modern psychology has led to the realization of individual differences and modern sociology points out the great variety of social groupings and of community needs. Fortunately the programs and procedures of the character education organizations are sufficiently varied and flexible to meet many of these conditions. Other procedures meet the need for intellectual pleasures, physical


36Thurman W. Arnold, The Folklore of Capitalism, p. 23.
activities, and spiritual values, while still others are highly symbolic and ritualistic.

Many organizations are striving to understand and apply modern psychological conclusions and to meet new social needs, and almost every program is planned to permit flexibility.

Arnold further emphasizes the functions and importance of organizations when he makes the following statement of some principles of political dynamics:

When men are engaged in any continuous cooperative activity, they develop organizations which acquire habits, disciplines, and something which it is convenient to describe as personality or character.

The personality which organizations acquire is the result both of accident and environment. The accidental features depend mostly on the types of individuals who first assume control. The environment puts great pressure on those individuals to conform to what is expected of them in terms both of practical results and the representation of sentimental ideals.

Once the personality of an organization is fixed, it is as difficult to change as the habits of an individual. The same type of men succeed each other, moved by the same attitudes as their predecessors.

The failure of respectable people with humanitarian values to be effective in this country may be traced to their complete misunderstanding of the functions of controversy. Unaware of the fact that it is not logic but organizations which rule an organized society they select logical principles as objects of their loyalties instead of organizations.

Ibid., pp. 350, 351, 334.
If Arnold is correct, organizations are important in the life of the individual. Any discussion of personal and social needs would be incomplete without a consideration of youth organizations, their possibilities, and contributions to individual and group welfare. In Chapter Three their services will be discussed and the organizations will be grouped into purpose areas.

Locating the Core Areas

In recent years the emphasis has been on determining the core curriculum or core area and its subdivisions or core areas. As used in the following discussion, the term core area refers to guided living of the individual; a core area will be an area of this living. These areas are bounded or limited on a basis of time, space, and purpose, since it is believed that all personality livings occur in space-time-purpose areas. These, then, are the areas designated as core areas of living. Brenholtz explains the unity of these areas in the following quotation:

The areas are parts of the integer of the life of the individual and his generation. They do not represent a division of the individual - the person. They must be so adjusted that they preserve his integrity - his integration. Yet they provide space-time-purpose subdivisions of living which may be soundly defended as core areas of integrated living. Living is the core and space-time-purpose areas are the core areas of living. 38

38 Harold Brenholtz, "Locating the Core Areas for Guided Living," (Unpublished Material, Education Department, North Texas State Teachers College, Denton, Texas).
The four purpose areas of living, as listed by Brenholtz, are:

I. Living at home
II. Living our leisure
III. Making a living
IV. Living with others

An attempt is made to identify and group the more specific enterprises or problems which children in different stages of maturation can profitably use to meet their needs in these areas. This identification and grouping represent a summation of findings from the works of authors and committee reports already listed: Hopkins, Prescott, Thorpe, Taba, Thayer, Education for Family Living, Nineteenth Yearbook of the American Association of School Administrators, The Commission on the Function of Social Studies in General Education, the Educational Policies Commission, the report by the Joint Committee on Curriculum Aspects of Education for Home and Family Living,

Americans All, Studies in Intercultural Education.

39 Harold Brenholtz, "Planning the Core Area of Democratic Living," (Unpublished manuscript, Education Department, North Texas State Teachers College, Denton, Texas, 1938).

40 Americans All, Studies in Intercultural Education, The Department of Supervisors and Directors of Instruction of the National Education Association, pp. 3-350.
I. Living at home

The need

1. For a satisfying amount of food, clothing, and shelter
2. For an adequate amount of sleep, rest, and relaxation
3. For receiving and giving affection
4. For increasingly mature and effective home relationships
5. For skill in the wise selection of goods and services
6. For promoting an understanding of the values and opportunities of family life
7. To interpret family relationships so as to make clear the responsibilities of all members of the family
8. To utilize genuine family experiences in the educational program
9. To provide an emotional and factual background for later, more mature instruction regarding family life

41. The Social Studies Curriculum, Fourteenth Yearbook, The Department of Superintendents of the National Education Association of the United States, pp. 312-342.
10. For experiences in the artistic and cultural aspects of home life

11. To help youth to discover home projects wherein they may cooperate with their parents

12. To assume definite responsibility in helping parents with sex education

13. To encourage wholesome parent-child understanding and affection

14. To emphasize affection as a primary motive in family life

15. To help parents to apply more intelligence in the refinement of home life through diet, recreation, and cultural activities

16. For better relations with parents

17. For providing co-recreational activities

18. For appreciation of the home (appreciation of the family as a social institution)

19. For conservation of the home (conservation of family ideals)

20. For skilled homemaking

21. For democratic family relationships

22. For efficiency in buying

23. For consumer judgment

24. For consumer protection
25. To assist in the development of skills and interests in leisure-time activities applicable to home life

26. For an opportunity to work and play with the opposite sex

27. For an opportunity to carry responsibility

28. For an opportunity to achieve success

29. To understand differences in viewpoint between themselves and adults

30. To acquire independence

31. To see some possible vocational outlets

32. To learn good habits of work

33. To be treated as adults

34. To achieve normal heterosexuality

35. To become emotionally independent of parents

36. To organize the ideas about values which the adolescent has been developing since childhood into a reasonably consistent philosophy of life

37. To learn to take final responsibility for behavior

38. For social competence

39. For personal health

40. For a belief in the dignity of useful work
41. For the secondary program, which increasingly is being adapted to the needs of adolescent boys and girls, to make specific and adequate provision for their present and future needs as members of families.

42. For the school at every point to take the home into account as a coordinate educational agent, a partner, whose cooperation is not only desirable but necessary.

43. For the school, in its program and practice, to recognize and respect the developing personality of the individual as well as the needs of society and give guidance to the home in the same direction.

II. Living our Leisure

The need

1. For play, termed by Thorpe a dynamic need
2. For independence of action
3. For contact with reality
4. For increasing self-direction
5. For varied personal interests and experience
6. For co-recreational opportunities
7. To promote health
8. To acquire enduring life interests and discrimination in choosing leisure time activities
9. For young people to cooperate in extending the cultural leisure-time opportunities of the community

10. To foster social attitudes and to increase the social efficiency of young people through experiences in social affairs and group activities

11. For promoting friendships

12. For cooperation between individuals and groups

13. For habits of courtesy

14. For surveying community recreational resources with an aim of expanding and improving them

15. For selecting some constructive hobby

16. For clubs of various kinds to promote leisure time activities

17. For some means of encouraging summer time activities when most schools are not in session

18. To perpetuate a philosophy which views leisure not as a time-killing vacuum but as an opportunity for creative achievement, social contribution, and personal fulfillment

19. For a consciousness of the value of good sportsmanship
20. To develop permanent interests in abundant, healthful, and joyous recreation
21. For personal health
22. For competence in social participation
23. To provide opportunity for practice of leisure-time skills
24. To encourage the cultivation of high quality tastes, appreciations, and interests
25. To promote democracy through leisure-time activities

III. Making a living

The need

1. For emotional assurances of adequacy in economic achievement
2. For guidance in the choice of a vocation
3. For ability to participate effectively as a citizen in solving basic economic problems
4. For an awareness of interests, abilities, and potentialities
5. For selecting tentatively a vocational area which will give the individual opportunities best to use his abilities in a wholesome way
6. For participating in activities that will check on the tentative choice
7. For preparing for efficiency in vocation tentatively chosen
8. For attaining an understanding of vocations in the community and nation
9. For an understanding of government working regulations
10. For understanding state and federal regulations of wages and hours
11. For familiarity with social-security regulations
12. For making a community survey of vocations and vocational possibilities
13. For appreciation of the social value of work
14. For an understanding of the necessity of mass distribution to keep pace with mass production
15. For experiencing the satisfaction of good workmanship
16. For understanding international economic competition and its implications for mankind
17. For bridging the gap between physical maturity and economic efficiency
18. For realization that prolonged separation from economic activities arises from conditions in the culture and not personal failure
19. For developing an understanding of the economic situation of adolescents in our culture

20. For opportunities in carefully chosen and supervised apprenticeship

21. For developing various hobbies - sometimes a carry-over or a lead into a vocational field, as photography

22. For contributing to the solution of community problems of health, cleanliness, safety, beauty and security; these promote a feeling of adequacy in dealing with adult problems

23. For activities that have a more direct carry over to work situations when directed specifically toward these outcomes: speaking before a group, writing articles for publication, making interviews, utilizing statistics, constructing models, taking and developing photographs, etc.

24. For planning activities in groups and carrying them out cooperatively

25. For understanding what working conditions are in specific occupations and what they should be

26. For using the period between physical maturity and economic efficiency to develop capacities to their fullest extent
27. For understanding the basic requirements for effective and democratic labor action

28. To investigate the vocational opportunities and facilities for guidance in senior high school

29. For a general understanding of American activities and organizations through the study of such problems as:

   (1) What is the nature of our economic organization?

   (2) How is our economic system changing?

   (3) What are the functions of money and credit in our economy?

   (4) How is income distributed?

   (5) What basic maladjustments are apparent in our economic system?

   (6) What measures can be taken to reduce the likelihood of widespread unemployment?

   (7) How can relations between capital and labor be put on a more equitable basis?

   (8) How can unethical business practices be controlled?

   (9) How can the farmer be assured of an adequate income?
(10) How can economic resources be better used for public good?

(11) How can slums be eliminated?

(12) How can the aesthetic factors in dwellings, streets, public buildings, and the like be improved?

(13) How can international economic competition be directed in order to avoid friction and war between nations?

30. For tolerance in economic relationships, especially in periods of economic maladjustment

31. To develop creativeness and self-dependence through the unique contributions made by each individual to the work

32. For reflective thinking through constant analysis and critical appraisal as data are gathered and used

33. To develop aesthetic appreciation through attention to the aesthetic factors in American economic life

34. For the application of democratic principles to economic life

35. For emotional assurance of status

36. To lead students to want to use their resources and to acquire the necessary skills to do so
37. To develop attitudes and practices of tolerance toward racial groups

38. To hold up the social advantages of full opportunity for every talent, and the shortsightedness of discrimination

39. To appreciate the contributions of various groups to American and world culture

40. To work toward social goals - the welfare of society

IV. Living with others

The need

1. For developing some means of living harmoniously with authority

2. For feeling a likeness to others

3. For a feeling of belonging

4. For affection and security

5. For a positive balance between success and failure

6. For attaining selfhood or individuality

7. For establishing a loyalty to and identification with humanity

8. For developing the ability to select leaders, evaluate leadership, and serve as leaders

9. For immunity to malicious propaganda

10. For facility in interpreting social science data
11. For facility in applying significant facts and principles to social problems of daily life
12. For familiarity with dependable sources of information on current social issues
13. For skill in investigating social science problems
14. For sensitivity to current social problems
15. For interest in human welfare
16. For the habit of working cooperatively with others
17. For the habit of collecting and considering appropriate evidence before making important social decisions
18. For attitudes favorable to social improvement
19. For conservation of nation's resources
20. For social activity (correction of unsatisfactory conditions)
21. For social understanding (understanding of social structures and social processes)
22. For social applications of science
23. For world citizenship (individual is a cooperating member of the world community)
24. For ability to project oneself appreciatively and sympathetically into the lives, motives, and problems of other people and other groups
25. For a disposition to look under the surface of social phenomena and to discover the underlying conflicts and problems in social life contributing to the particular phenomenon.

26. For a disposition to view social problems and maladjustments as capable of solution, rather than to consider them as inevitable consequences of unchangeable circumstances or of human nature.

27. For a disposition to consider the effects of one's personal actions as a member of a group upon the welfare of others.

28. For a disposition to view difficulties of an individual or a group as symptomatic of social maladjustments rather than as purely personal problems.

29. For a disposition to feel personal concern and responsibility for the solution of social problems.

30. For a disposition to act within the limits of one's ability on behalf of ideals and values.

31. For ability to perceive and identify problems and conflicts in social life.
32. For ability to see relationships between specific social events and problems and their general social implications; between specific human problems and general social conditions

33. For ability to judge the consequences of social events, plans, trends, and action

34. For ability to project theoretical or actual solutions to social problems

35. For ability to apply techniques of intelligent thought and inquiry to social problems

36. For ability to formulate and undertake social action within the limits of one's capacity

37. For adjusting the school program to the unique needs of the adolescent arising from physical and emotional changes

38. For being a good follower

39. For helping adolescents to adjust to new and changing aspects of their social environment

40. For the formation of desirable attitudes with many opportunities to express them

41. For friendly interest in the culture of the minority groups and respect for the members of that group

42. For direct study of culture phenomena and social conditions which give rise to prejudice and origins of prejudice.
43. For attitudes to be implemented while being learned

44. To lead the student to know and respect his own race and its accomplishments and, consequently, to respect his own ability to meet the problems with which he is confronted in modern life

45. To learn to think critically, make intelligent decisions, have courage to hold to these decisions, and acquire power to execute them

46. To lead students to develop and practice group action, this being an essential element in any type of social organization, especially in minority groups

47. To provide students with real situations to practice the more friendly attitudes that may have taken root as a result of the school program.

The needs have thus been classified into four areas. There is some recognized and planned overlapping between these areas. This might be characterized as interaction.

In the next chapter programs dealing with these needs which have been classified as living-together needs, will be analyzed. The needs in the other three areas will be
considered only to the extent that this necessary interaction requires.

Summary of Needs

1. Child needs are considered, not adult needs.
2. Personality needs are held to be basic needs.
3. Needs are both personal and social.
4. Using integrated living as the criterion for the social-studies arrangement, four major core areas of living have been suggested.
5. The needs have thus been classified into four major purpose areas.
6. Since people function through organizations, there is a need for organizations which will meet youth needs.
7. There is a definite need for understanding and practicing these democratic values: (1) respect for the individual, (2) promotion of common concerns, and (3) faith in the intelligence of the common man.
8. The arrangement of social studies in the four core or purpose areas includes functions, themes, social processes, and chronological arrangements as tools to be used in social living.
9. A need for a positive balance between success and failure, and a need for a feeling of belonging, are essential for personality integration.
CHAPTER III

AN ANALYSIS AND EVALUATION OF PRACTICES

This chapter deals with some social-studies practices for grades seven, eight, and nine as revealed through analyses of certain social-studies programs. It is the purpose of the writer to determine to what extent these needs, designated in Chapter Two are living-together needs, are being met by these social-studies programs.

For the purpose of evaluation, the results of the Columbia University Curriculum Laboratory analyses \(^1\) will be used, as will the report by Howard E. Wilson of the Regents' Inquiry, New York State. An attempt will be made to evaluate, through analysis, the Texas Social Studies Program for Junior High Schools.

Perhaps the most intensive available analysis of social studies practices has been made by the Curriculum Laboratory, Teachers College, Columbia University. Courses of study in the social studies have been collected for a period of fifteen years. In this period there has been a

\(^1\) Herbert B. Bruner and others, *What Our Schools Are Teaching*, pp. 112-147.


gradual increase from year to year in the number of courses designated as "social studies" and a corresponding gradual decrease in the relative number of courses designated as civics, geography, or history.

One of the services of the Curriculum Laboratory is the evaluation of courses received. Those courses with the highest rating have been included in a "List of Judged Outstanding Courses of Study" as determined by evaluation on the basis of criteria developed by Stratmeyer and Bruner. The percentage of "Judged Outstanding Courses" was higher for the social studies than for history, civics or geography courses. Two hundred seventy-seven courses of study from seventy-one different communities were selected for analysis and the majority of the courses were on the "List of Judged Outstanding Courses of Study." The results of the analysis are shown in Table 1.

**TABLE 1**

**SOCIAL STUDIES TOPICS TREATED IN THE SOCIAL STUDIES AND THE EXTENT OF TREATMENT IN GRADES SEVEN, EIGHT, AND NINE IN SCHOOLS SAMPLED**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 7</td>
</tr>
<tr>
<td>American History</td>
<td>25:7620/31 *</td>
</tr>
<tr>
<td>U.S. as a World Power</td>
<td></td>
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<tr>
<td>Period of Big Business</td>
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</table>

*Bruner, op. cit., p. 117.*
<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Background</td>
<td>6:1206/31</td>
<td>18:2826/31</td>
<td>3:40/31</td>
</tr>
<tr>
<td>Government</td>
<td>3:156/31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>6:984/31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Revolution</td>
<td>5:259/31</td>
<td></td>
<td></td>
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<tr>
<td>Modern Asia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State History and Geography</td>
<td>11:1034/31</td>
<td>4:255/31</td>
<td></td>
</tr>
<tr>
<td>World Geography</td>
<td>12:1117/31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>8:521/31</td>
<td>15:696/31</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>7:140/31</td>
<td>12:207/31</td>
<td></td>
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<tr>
<td>Manufacturing</td>
<td>6:176/31</td>
<td></td>
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<tr>
<td>Community Life</td>
<td>5:478/31</td>
<td></td>
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<tr>
<td>Agriculture</td>
<td>4:349/31</td>
<td></td>
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<tr>
<td>Standards of Living</td>
<td>4:162/31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>6:155/31</td>
<td>18:546/31</td>
<td>10:299/15</td>
</tr>
<tr>
<td>Industry</td>
<td>8:1088/31</td>
<td>15:873/31</td>
<td></td>
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<tr>
<td>Trade and Commerce</td>
<td></td>
<td></td>
<td>13:579/31</td>
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<tr>
<td>Labor and Capital</td>
<td>12:227/31</td>
<td>6:439/15</td>
<td></td>
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<tr>
<td>Safety</td>
<td>2:70/31</td>
<td></td>
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<tr>
<td>Rural Life</td>
<td>2:66/31</td>
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<tr>
<td>Crime</td>
<td>2:37/31</td>
<td></td>
<td></td>
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<tr>
<td>Propaganda</td>
<td>1:17/31</td>
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<tr>
<td>Housing</td>
<td>1:70/31</td>
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<tr>
<td>Care of Dependents</td>
<td></td>
<td></td>
<td>9:440/15</td>
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<tr>
<td>Health</td>
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<td>9:389/15</td>
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<tr>
<td>Recreation</td>
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<td></td>
<td>9:198/15</td>
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<tr>
<td>Conservation of Natural</td>
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<td></td>
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<tr>
<td>Resources</td>
<td>5:73/31</td>
<td>6:47/31</td>
<td>3:248/15</td>
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<tr>
<td>Religious</td>
<td></td>
<td></td>
<td>8:126/15</td>
</tr>
<tr>
<td>Technological Changes</td>
<td></td>
<td></td>
<td>3:100/15</td>
</tr>
<tr>
<td>Democracy</td>
<td></td>
<td></td>
<td>3:66/15</td>
</tr>
<tr>
<td>Public</td>
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<tr>
<td>Utilities</td>
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<td></td>
<td>2:33/15</td>
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</tbody>
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TABLE 1—Continued

<table>
<thead>
<tr>
<th>Topic</th>
<th>Treatment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grade 7</td>
</tr>
<tr>
<td></td>
<td>3:110/31</td>
</tr>
<tr>
<td>Peace Relations</td>
<td>3:133/31</td>
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<tr>
<td>Race and Population Problems</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>6:390/15</td>
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</tbody>
</table>

*The number to the left of the colon represents the total number of courses which contained a unit on the given topic; the middle number, the total number of items on the topic; the number following the slant bar, indicates the total number of courses of study analyzed for a particular grade.

Judging from Table 1, which by no means represents the entire findings, social problems are beginning to receive some share of attention. A brief discussion by grades will perhaps clarify the meaning of the table.

In grade seven great importance is given to American History topics. In the classification of government topics as federal, state, and local government, the emphasis is on the executive, judicial, and legislative functions. Twenty-three of the thirty-one courses contain units which fall under the division Social Problem Topics. While this number is high, there seems to be no agreement as to the kinds of problems which should be included in a seventh grade course.
of study in social studies. In grade eight, twenty-nine courses of the thirty-one treat Social Problems Topics, a definite increase over grade seven. These cover a wide range. The emphasis on American History Topics at this grade level seems to be placed on recent events; "The United States as a World Power" has an index of 22:20/3/31 while "European Background" has an index of only 3:40/31. Significant treatment is also given to the "Period of Big Business" which has an index of 17:547/31 and includes such items as corporations, effect of machines, monopolies, tariff, and trusts.

The Government Topics, as in grade seven, usually consist of a study of local, state, and national governments with emphasis on the legislative, judicial, and executive branches. Eighteen of thirty-one courses of study for this grade still have sections organized on the basis of government and citizenship along traditional patterns.

World Geography and World History Topics are not extensively treated in this grade; the same is true for State History and Geography Topics.

In grade nine, all the content could be classified as Social Problems Topics and Government Topics. Only fifteen courses of study were analyzed for this grade and twelve of these include Government, the rest of the topic list comprising Social Problems. Topics of importance which
receive very little emphasis, as indicated by their indexes, are "Technological Changes," "Democracy," "Public Utilities," "Fine Arts and Culture," "Consumer Education," and "Advertising."

The curriculum commonly taught in New York State emanates from Albany and is crystallized in a series of syllabi. These syllabi have been constructed in piecemeal, uncoordinated fashion and do not provide a balanced program, but are used almost slavishly in the great majority of the schools of the state.

A summary of the state syllabi for grades seven, eight, and nine, in outline form, describes the ground they cover:

Topical Outline
Grade Seven

**American History**

1. How Europeans in America became Americans.
2. The Revolutionary War
3. Why first attempts at Union failed
4. How we obtained our Constitutions

**Geography**

1. Mathematical Geography in relation to daily experience
2. Globes, maps, and graphs as tools of the study
3. Climates of the World
4. Hunting and fishing

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5 Wilson, *op. cit.*, pp. 119-153.
5. Government by the Federalists
6. How the United States gained the respect of other nations
7. Industrial and social development
8. Effects of the growth of the West
9. Territorial acquisitions before 1860
10. Causes of the Civil War
11. How national sovereignty and the abolition of slavery were secured by the Civil War
12. Reconstruction
13. Industrial development 1865-1900
14. Transportation and communication after the Civil War
15. Development in manufacturing
16. Benefits and problems of immigration
17. New problems of industrial development
5. Grazing regions
6. Forests
7. Mining districts
8. Agricultural regions
9. Reclamation of land
10. Manufacturing
11. Power
12. Trade
13. Distribution of population
14. Nations and dependencies

Grade Eight
13. Financial problems
19. Education, culture, and social life
20. How the United States became a world power
21. Expansion of Interests to the South
22. Problems of the twentieth century
23. The World War
24. The international peace movement

Grade Nine

Civics (half course)

1. Wealth
2. Industries
3. Choice of a vocation
4. Objects of government
5. Services of government
6. Direct and indirect action of citizens
7. What government costs
8. Government income
9. Meaning of citizenship

Suggested outline for a course combining civics, economic citizenship, and educational and occupational opportunity

1. Introduction to the business of living
   a. Development of economic system
   b. Wealth
2. Preparation for the business of living
   a. Education
   b. Planning for the future
3. The business of living
   a. Civic responsibilities and opportunities
   b. Economic responsibilities and opportunities

Economic Citizenship (half-course)
1. Introduction to the business of living
2. Preparation for the business of living

3. Management of the business of living

4. Economic independence

The idea has been advanced that the social-studies courses of study outline should be based upon the functions of living; hence, attempts have been made to organize the activities of people around the functions of life. The Texas fused social-studies curriculum is a good example of this arrangement. The introduction to this curriculum plan gives the five big phases involved in this conception of social studies:

1. The individual learner

2. The things that people do as individuals and as members of groups tend to gather into certain groups designated as functions.

3. The functions are performed in certain areas, such as that of the home.

4. The performance of the functions in certain areas necessitates resorting to certain processes such as that of thinking.

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Taken verbatim from Howard E. Wilson, *Education for Citizenship*, Regents' Inquiry, New York State, pp. 120-122.
5. The resorting to certain processes involves the utilization of ideas, facts, data, and subject matter. These may be organized in certain groups of significant ideas.

In Table 2 the following functions are listed: Producing, Distributing, Communicating and Transporting, Controlling, Achieving mental and physical health, Recreating, Experiencing and expressing the beautiful and useful, and Learning.

<table>
<thead>
<tr>
<th>Functions</th>
<th>Year Seven</th>
<th>Year Eight</th>
<th>Year Nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Producing</td>
<td>How machine production affects the quantity, variety, and quality of goods and increases world interdependence</td>
<td>How the people of the world utilize their productive resources</td>
<td>How the effectiveness of agriculture, industry, and natural resources has been lessened by waste</td>
</tr>
<tr>
<td>Distributing and consuming</td>
<td>How the availability of goods is affected by geographical exploration, commercial expansion, and industrialization</td>
<td>How the quantity and quality of goods available in a community depend upon world relationships</td>
<td>How society carries on the exchange of goods and how problems arise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Year Seven</th>
<th>Year Eight</th>
<th>Year Nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating and</td>
<td>How transportation and communication resources are utilized by society</td>
<td>How developing communication and transportation tends to make the world</td>
<td>How the utilization of transportation and communication resources give</td>
</tr>
<tr>
<td>Transporting</td>
<td></td>
<td>increasingly smaller</td>
<td>rise to social and economic problems</td>
</tr>
<tr>
<td><strong>Controlling</strong></td>
<td></td>
<td>How peoples of the world seek to direct and control their common</td>
<td>How social effort to protect health gives rise to problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>problem</td>
<td></td>
</tr>
<tr>
<td>Recreating</td>
<td>How society utilizes its facilities for recreation</td>
<td>How peoples of the world play</td>
<td></td>
</tr>
<tr>
<td>Experiencing and</td>
<td>How society provides for the expression of the aesthetic impulses of its</td>
<td>How peoples of the world express their love of beauty</td>
<td></td>
</tr>
<tr>
<td>Expressing and</td>
<td>members</td>
<td></td>
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<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td>How society provides for the education of its members</td>
<td>How other countries make learning possible</td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

* Taken from *Teaching Social Studies in Junior and Senior High Schools* High Schools of Texas, Bulletin, State Department of Education, V. 14, No. 12, p. 13.
The objection made here to this arrangement is that it seems to draw heavily upon existing bodies of knowledge in the social-studies field and is based upon the assumption that a certain amount of material from the subject matter courses must be taught. As set up, the social functions are isolated; the proposed functions of life around which human activities are grouped are to be presented separately. No provision has been made for interaction, although, in the explanation of functions it is pointed out that in making use of the functions, none is performed apart from others. The course, as set up, makes no provision for this.

The position is taken here that themes and functions are tools used in living. As such, they are valuable and have a place in the curriculum. They have been termed "specifications, standards which must be met in constructing the edifice of an integrated personality in a progressing society, but they are not life and cannot be integrated living."

Application of Criteria to Practices

The three curriculum analyses will be evaluated according to criteria developed in chapter two. The evaluations made by Bruner and Wilson in their studies will also be used.

The courses of study analyzed by Bruner were, as has
been pointed out, superior courses to those received by
the curriculum laboratory; however, they seem quite
traditional according to criteria developed in this study:

1. Organization, for the most part, seems to be
traditional subject matter arrangement. Social problems
topics seem to have been grafted onto traditional content,
as shown by indexes of significance.

2. The scheme of arrangement has not been concerned
with purposes of integrated living.

3. The traditional organization, contrasted with the
four core areas suggested in this study, is such that in-
tegrated child life is not possible.

4. No distinction is made between tools of living
and the areas of purpose.

5. The needs, classified into four purpose areas of
living at home, living our leisure, making a living, and
living together, are receiving little attention, if any
at all. Family relationships, for instance, are con-
sidered of no importance.

6. Organizations through which youth function are
not used as a part of the curriculum.

7. Adult abstractions are emphasized, rather than
problems of youth.

8. The democratic values of American life are neglected.

9. Personality needs, held to be basic, are not met.
10. History tends to crowd out other phases of the social studies. In the seventh grade, American History has the high index of 25:7620/31; State History and Geography, 11:1034/31.

11. While the list of Social Problems Topics is fairly long, there seems to be little agreement as to what their nature should be.

12. There is little discrimination between significant and relatively unimportant Social Problems Topics. Indexes indicate least emphasis on some significant problems: "Safety" has an index of only 2:79/31 and "Housing," with an index of 1:10/31, is hardly considered. Contrast these with the topic "The United States as a World Power," indexed 22:2078/31 for the same grade or "Transportation," which has a high index of 15:696/31.

13. The curricula analyzed draw heavily on the subject matter fields.

14. Government Topics usually follow the traditional pattern consisting of a study of local, state, and national governments with emphasis on the legislative, judicial, and executive branches of these bodies.

15. Personal problems peculiar to adolescence seem not to be considered.

16. Problems of relationships with peers, teachers, family, and other adults seem to be given no importance.
17. The problem of vocational guidance is entirely neglected. The topic "Labor and Labor Organizations" is treated in twelve of the thirty-one courses analyzed for the eighth grade but the low frequency of 227 items indicates superficial treatment.

18. No provision for social activity is indicated. For instance, "Care of Dependents" has a fairly high index of 9:440/15 but "Causes or Prevention of Dependency" seems to have no consideration.

19. The conclusion seems to be justified that treatment of Social Problems is superficial.

20. The curriculum is too factual in content.

21. Meaningless memorization and a stereotyped form of teaching and learning are encouraged.

Wilson reports a rather thorough analysis of the New York State social-studies curriculum which was made by analyzing the content of the state syllabi and by observation of actual teaching situations. The syllabi, followed slavishly by the teachers, do not provide a balanced program. The following characteristics are readily apparent:

1. Organization seems to be traditional subject matter arrangement. In Wilson's study the arrangement is more highly traditional than in the curricula analyzed by Bruner.

2. No distinction is made between tools of living and the areas of purpose.
3. The needs, classified in this study into four purpose areas of living at home, living our leisure, making a living, and living together seem to be entirely neglected.

4. Organizations for meeting youth needs are not used as a part of the curriculum.

5. Basic personality needs are not met.

6. The syllabi seem to be based on adult abstractions, almost entirely.

7. Democratic American values of life, deemed fundamental to our way of living, are omitted.

8. Purposes of integrated living seem not to have been considered in the scheme of arrangement.

9. The traditional subject matter arrangement makes achievement of integrated child living impossible.

10. The syllabi are constructed without articulated and realistic planning; they are not focused on the objectives which are actually stated in the syllabi themselves.

11. They are almost exclusively factual in content and tend to encourage a memoriter type of teaching and learning.

12. History is emphasized at the expense of the other sciences; Wilson says students cross the Atlantic
Ocean at least four times with Columbus, not counting incidental instruction on Columbus Day. This indicates much repetition and duplication.

13. Social processes and phenomena are neglected; the economics is too theoretical, and current events are often given superficial treatment.

14. There are glaring omissions of areas of content having apparent educational as well as scholarly significance.

15. No discrimination is made between matters of major importance and details of minor importance.

16. There is very little adaptation to ability levels; there is likewise little differentiation between elective and required courses so far as their suitability to those taking them is concerned.

17. The format discourages flexibility and adjustment to differences among pupils and among localities.

The Texas fused social-studies curriculum is a good example of an arrangement based upon the functions of living. It represents an attempt to organize the activities of people around the functions of life. Summarized briefly, the characteristics of this curriculum are as follows:

1. Interest seems to be shifted somewhat from subject matter to problems.
2. It is based on the assumption, however, that a certain amount of material from the subject matter courses must be taught.

3. The scheme of arrangement is not consistent with integrated living.

4. The functions arrangement is not consistent with integrated living.

5. Boundary lines of the separate subjects are broken down so as to make for easier selection of subject matter.

6. No distinction is made between tools of living and purpose areas. The position taken in this study is that functions are tools of living.

7. The social functions are isolated.

8. There is no indication that provision is made for social activity.

9. Personal problems of adolescents seem not to be considered.

10. Organizations through which youth function or should function are not provided.

11. The American democratic values are not considered.

12. Adult abstractions form the basis of the curriculum, rather than youth problems.

13. Many significant social problems are not touched upon at all.
14. The curriculum is not child centered.
15. It is too factual in content.

The New York State curriculum analyzed by Wilson seems to be the most highly traditional of the three analyses; those analyzed by Bruner seem to rank next in traditionalism, while the Texas fused course seems least so, although it, too, assumes the necessity for a certain amount of subject matter to be taught.

Youth Organizations

Inasmuch as sociology seems to indicate that people tend to function through organizations, it becomes desirable to classify the organizations into purpose areas, thus combining the lessons drawn from sociology with those drawn from psychology. The social processes listed by 8 Marshall are not contradictory or repudiated as being fundamental social processes; the position is taken here, however, that sociology dictates that emphasis should be put upon the organizations through which these processes function, rather than upon the processes as adult abstractions.

The American Youth Commission of the American Council on Education has made a recent investigation of those organizations which serve youth. About 500 non-governmental

organizations were definitely compiled with 330 groups described in detail, many of which admit young people to membership and the facilities of the organization. Twenty-one of these reported membership of over 100,000 each.

Yeager considers these organizations of vital concern to the schools, whose work they sometimes supplement, or whose services are of a nature not included in the educational program.

In the Sixteenth Yearbook we find the following emphasis upon cooperation among youth organizations: "From the standpoint of real social service to youth, much might be gained by a persistent cooperative effort to bring the service programs of our diverse youth organizations into closer relation and better coordination."

From the replies by high school principals to questionnaires sent out by the American Youth Commission, it is indicated that Boy Scouts and Girl Scouts are the most universal in their enrollments and influence. Church organizations (all denominations), the Young Men's Christian Association, the Young Women's Christian Association and 4-H

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Clubs, the Junior Red Cross, the Camp Fire Girls and Future Farmers of America influence the largest number.

Hanna considers youth contribution under six headings: (1) public safety, (2) civic beauty, (3) community health, (4) agriculture and industrial improvement, (5) civic arts, (6) local histories, surveys, inventories, and protection of resources. He reviews projects which have been used and supplements these with an additional list of socially-useful projects in the appendix.

Organizations whose services and materials contribute to family life are listed in the Nineteenth Yearbook. These organizations render a valuable service, and their resources should be utilized to a greater extent than evidence indicates that they have been.

The National Education Association Committee on International Relations, through the efforts of the Research Division, prepared for publication a list of organizations working for peace and international good will, describing the services of each organization listed by the Association.

11 Ibid., p. 274.
12 Paul R. Hanna, Youth Serves the Community, pp.1-289.
14 Organizations Interested in International Relations, National Education Association Research Bulletin, V. 17, No. 4, pp. 167-211.
The list is to fulfill three purposes: to bring to the attention of classroom teachers and administrators the principal activities of some of the leading agencies and organizations promoting international understanding; to indicate which of these groups supply materials and services directly to teachers and students on an elementary, secondary, or college level; and to describe briefly the specific materials and services so far as information could be obtained. From the list of 174 organizations, only those on the secondary level were chosen for this study, the basis of choice being made according to the description given of each organization.

One of the best brief treatments of "youth" from the standpoint of needs and resources for meeting these needs, is found in a pamphlet edited by M. M. Chambers. He attacks the problem from a community viewpoint, suggesting methods for determining youth needs and indicating organizations, existing and non-existing, which should be used or formed. He makes this point, "Hold fast to that which is good and build upon what you already have." He stresses the fact that there are many social frontiers to be pushed forward and suggests that the watchword for

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youth is socially useful work. Service in such fields as guidance and placement, counseling, health, good use of free time, libraries, and better high schools is emphasized, as is local cooperation of youth-serving organizations.

One of the most intensive treatments of organizations for youth was made by Pendry and Hartshorne. The forty programs finally selected were grouped for convenience into five classes: independent societies, like Scouts; junior groups associated with the Service Clubs or Orders; plans devised for use in connection with schools, such as Knighthood of Youth; plans pursuing some special interest, as sportsmanship; and the inter-religious groups, of which the Young Men's Christian Association is an example. In connection with each organization the authors make a statement of its main purpose, its history and growth, its program and procedure, its philosophy and method, its use of motives and awards, and such evidences of its success as its proponents care to offer.

The group activities for ages twelve to fifteen, the junior-high school age, begin to broaden the horizon of

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16 Elizabeth R. Pendry and Hugh Hartshorne, Organizations for Youth, pp. 1-344.
interests. Organizations for these years continue to sponsor home activities, but they also encourage hobbies, vocational explorations, athletic contests, individual projects, and the winning of honors for individual accomplishments. The boy or girl of this age still dares to be different from the group, and often likes to explore a variety of trades, skills, and hobbies, as well as his own abilities, strength, prowess, and powers. Few seem to persist in any one endeavor. Often they freely speak about their ideals, their future vocations, and their inner thoughts. Hence, procedures for this age—Scouting, Boys' Clubs, Junior Achievement, 4-H Clubs, Girl Scouts, Camp Fire Girls and many others—encourage individual as well as group projects, explorations into new experiences, vocational hobbies, and the like.

Some of the organizations have been classified into purpose areas, their classification being determined by the activities, purposes, and facilities as given in the description of each one. The list is for the purpose of illustration. No claim is made that it is, in any sense, a complete one.

Living at Home

1. American National Red Cross
2. Cafeteria Service Clubs
3. Camp Fire Girls
4. 4-H Clubs
5. Future Farmers of America
6. Gardening Clubs
7. Girl Scouts
8. Girls Service League of America
9. Hobby Clubs
10. Homemakers Clubs
11. Home Relationship Clubs
12. Host and Hostess Clubs
13. Institute for Propaganda Analysis
15. Junior Achievement, Incorporated
16. Junior Red Cross
17. Luncheon Clubs
18. National Bureau of Economic Research
19. National Recreation Association
20. National Youth Administration
21. Pioneer Youth of America
22. Safety Council
23. Sewing Clubs
24. Student Health Committee
25. The Knighthood of Youth

Living Our Leisure

1. Book Towers Clubs
2. Boys' Brotherhood Republic
3. Dramatics
4. Etching
5. Girls' Service League of America
6. Glee Clubs
7. Group Singing and Playing
8. Junior Achievement, Incorporated
9. Junior Red Cross
10. Leathercraft
11. Library
12. Museum Projects
13. Music Clubs
14. National Association of Audubon Societies
15. National Recreation Association
16. Nature Study Clubs
17. Nature Study Trail Projects
18. Order of the Builders (Masonic)
19. Order of the Rainbow (for girls)
20. Painting
21. Pioneer Youth of America
22. Pottery
23. Preservation of Wild life and Games
24. School Assemblies
25. School Camps
26. Sculpture
27. Ship Carving
28. Story Telling Groups
29. Students Cooperation in Organizing and Maintaining Theatres for Children
30. The Boy Rangers of America
31. The Highlander Organization
32. The Knighthood of Youth
33. The School Garden Association of America (Junior Garden Club)
34. Toy-Making and Toy-Repairing
35. Tri-Hi-Y (Girls)
36. Whittling
37. Woodcarving
38. Woodcraft League of America
39. Woodcraft Rangers
40. Young Men's Christian Association
41. Young Women's Christian Association

Making a Living
1. Big Brother and Sister Federation
2. Boy Scouts
3. Camera Clubs
4. Chamber of Commerce of the United States
5. Corn Club
6. 4-h Clubs
7. 4-H Forestry Clubs
8. Gardening Clubs
9. Girls' Service League of America
10. Hobby Clubs
11. Junior Achievement, Incorporated
12. Kiwanis "Brothers" and "Dads"
13. Mechanics Clubs
14. Pioneer Youth of America
15. School Bank
16. School Cooperative
17. The School Garden Association of America
18. United States Department of Labor Children's Bureau
19. Young Men's Christian Association (Guidance and placement)
20. Young Women's Christian Association

Living With Others

1. Allied Youth
2. American School Citizenship League
3. Big Brother and Big Sister Federation
4. Boys' Brotherhood Republic
5. Boys' Clubs of America, Incorporated
6. Boys' League
7. Boy Scouts
8. Christian Quest Idea
9. Courtesy Service Clubs
10. Dramatics
11. Forums
12. Girls' League
13. Girl Reserves
14. Girl Scouts
15. Glee Clubs
16. Group Singing and Playing
17. Hi Y Clubs
18. Hobby Clubs
19. International Friendship League, Incorporated
20. Junior Advancement
21. Junior Citizenship League
22. Junior Historical Society for High School Groups
23. Junior Humane Societies
24. Junior Optimist Club
25. Junior Red Cross
26. Kappa Sigma Pi (teen-age boys)
27. Kiwanis "Brothers" and "Dads"
28. Knights of King Arthur
29. My Friend Abroad
30. National Association of Audubon Societies
31. National Recreation Association
32. National Self-Government Committee
33. Order of the Builders (sponsored by Masons)
34. Order of the Rainbow (sponsored by Masons)
35. Phi Beta Pi (teen age girls)
36. Pioneer Youth of America
37. Queens of Avalon
38. Safety Council
39. School Announcement Committees
40. School Assemblies
41. Sportsmanship Brotherhood
42. Student Ambassadors
43. Students' Cooperation in Organizing and Maintaining Theatres for Children
44. Student Health Committee
45. The Caravan, Youth Section of the New Historical Society
46. The Highlander Organization
47. The Knighthood of Youth
48. The School Garden Association of America
49. Young Men's Christian Association (Hi-Y and other youth branches)
50. Young Women's Christian Association (Girl Reserves and other youth branches)

In classifying these organizations into purpose areas, there has been considerable overlapping, as would be expected. The list is included for the purpose of illustrating the worth while services of youth organizations and, moreover, to emphasize the need for more organizations in the public schools.

It seems reasonable to conclude that organizations
such as the 4-H and Future Farmers of America are rendering a most effective service for youth; more effective, in fact, than the school curriculum, judging from the results of the social-studies curricula analyses.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study has been to determine the needs of junior high school adolescents and the extent to which these needs are being met by certain social-studies practices. The study included the following steps: (1) the analysis of the needs of junior high school adolescents; (2) the analysis of certain social-studies practices; and (3) the application of the criteria developed in the analysis of needs to evaluate the social-studies practices analyzed.

The results of the analysis of needs are shown in this summary:

1. Child needs are emphasized above adult needs.
2. Personality needs are held to be basic needs.
3. Needs are both personal and social.
4. Using integrated living as the criterion for the social studies arrangement, four major core areas of living have been suggested.
5. The needs have thus been classified into four major purpose areas.
6. Since people function through organizations, there is a need for organizations which will meet youth needs.
7. There is a definite need for understanding and practicing these democratic values: (1) respect for the individual, (2) promotion of common concerns, and (3) faith in the intelligence of the common man.

8. The arrangement of social studies in four core or purpose areas includes functions, themes, social processes, and chronological arrangements as tools to be used in social living.

In the application of criteria to the social-studies practices analyzed, several conclusions have been reached:

1. Social-studies teaching practices are, for the most part, still highly traditional.

2. Social-studies organization is along traditional subject matter lines.

3. The social-studies curricula analyzed seem to be based on adult activities, rather than on child needs.

4. The purposes of child life seem not to have been considered.

5. Prevailing social-studies practices are inconsistent with the modern educational aim of integrated living.

6. Personal and social needs are not met.

7. The sociological need for organizations is not met.

8. Opportunities are not provided for understanding and practicing American democratic social values.
9. The fused social-studies courses are based on functions which are believed here to be tools of living.

In the light of assumptions made and needs discovered, it is recommended:

1. That further study be made in the fairly new field of adolescent needs. The surface has hardly been scratched.

2. That social-studies courses be based on child needs for integrated living, rather than on adult abstractions.

3. That social-studies courses be organized according to major purposes of living.

4. That vitally significant social problems be included in the social-studies curriculum.

5. That personality needs be met.

6. That organizations be provided for meeting adolescent needs.

7. That provision be made for social activity.

8. That opportunities be provided for practicing American democratic values.
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