PRESENT TRENDS IN THE SOCIAL STUDIES

IN THE ELEMENTARY GRADES

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CHAPTER I

INTRODUCTION

The Purpose of the Study

The purpose of the study is to determine the extent to which elementary school social-studies programs are meeting the needs of children in the present emergency and to what extent present trends may function in the world of tomorrow. The war has brought about a reawakening of Americans to the importance of citizenship training in a democracy and the need of its application in every phase of school activity and in every school grade. What the war is, why it has come, and what is happening during its course are of primary significance in understanding the nature of contemporary social change. Our old conceptions of individualism and nationalism must give place to a global and interdependent world brought about largely by science and technology. The task ahead will be to see how some of our schools are meeting the needs of children who are participating as effectively as possible in the great "all-out" effort of "winning the war and winning the peace that is to follow." Not only have school practices been adapted to wartime needs on the elementary level, but certain phases have become evident in programs which stress the promotion of health, the provision of opportunities for community service, and the new interest in geography. These phases of the social-studies programs are stressed, and attention also directed to the development of fundamental skills and habits and to the maintenance
of a feeling of security and well-being.

Immediate changes of programs in social studies may be desirable and necessary to meet wartime situations, but drastic changes should not be made without due consideration. Participation in the various activities for the war effort perhaps offers promising leads for the future, but insistence upon rigid programs of instruction and regimentation of youth should be displaced as soon as possible after the war.

The Plan

Wartime situations in several localities were studied briefly from reports and interviews with the view of ascertaining how social-studies programs are meeting present-day needs of elementary children. Through interviews with thirty elementary school teachers attending North Texas State Teachers College during the summer of 1943, the reading of magazine articles, and the author's own personal experiences trends in meeting and our failure to meet the emergency of our times were analyzed. Also certain trends were studied with a view to determining whether they should be continued or whether they should be discontinued after the war in order to see what future possibilities social-studies programs may offer for the betterment of social living.

The Problem

The problem is chosen because of a belief that changing world conditions demand a revision of school programs, particularly in the social studies. Developments in the field of education itself, as well as the multitude of changes in the social studies, have brought the social studies into a place of prominence in the school curriculum. According to the Committee on the Functions of Social Studies in General Education:

The trend of educational thought 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.¹

This emphasis on human values has been influenced by conditions outside the field of education. For instance, world-wide political instability, economic and social dislocation, and other social changes have subjected our social institutions to strains and stresses hitherto unknown. The people, in their perplexity, turn to the schools, wishing for their children far greater preparation than they received. Thus the social studies are critically analyzed in the hope of their contributing to intelligent problem-solving in democratic living.

The problem will be to discover how some elementary teachers have sought to meet changing conditions, including suggestions as to how England and Russia conceive their failures and their recommendations; what activities outside the school may be suggestive; and what possibilities these findings may have for a workable program of social studies. The problem of implementing and selecting the new techniques and giving them practical application in the schools will be of prime importance.

The Source of Data

To realize the purposes set forth in the study, several means of obtaining the desired information were employed: pamphlets, articles appearing in current periodicals, books, publications of national education associations and commissions, and personal interviews with elementary teachers. The March issue of Progressive Education for 1943 and the personal interviews formed the most important bases for

this study. In the magazine referred to, elementary teachers from various sections of the United States reported on the wartime situations in their schools, and the social-studies programs were read with special interest.
CHAPTER II

PHILOSOPHY OF THE ROLE THAT SOCIAL STUDIES HAVE PLAYED IN WAR SITUATIONS

Total War Challenge

The implications of total war were well expressed by President Roosevelt in his address to the nation on December 9, 1941, when he said, "We are now in this war. We are in it all the way. Every single man, woman and child is a partner in the most tremendous undertaking of our American history. We must share together the bad news and the good news, the defeats and the victories—the changing fortunes of war."

Total war challenges schools, as never before, to serve. The schools' answer to this challenge, the vigor and creativeness with which they respond, their willingness to change, the breadth and depth of their understanding of immediate objectives and long-range goals will determine to a large extent their effectiveness as social institutions.\(^1\) They will have a larger role to play in the period of post-war reconstruction if they have demonstrated their ability to create educational programs to meet present war conditions. It is not an extra-curricular activity; it is a twenty-four-hour assignment.

It is possible for the schools to serve the needs of the community and nation, to meet the dislocations on the home front with a positive educative program. We need an education that is realistic, vital, and

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comprehensive; an integral part of the community, the nation, and the world; geared to fast-changing economic, social, and cultural patterns; and sensitive to the needs of the individual and society. It is now possible for schools to undergo a more rapid and effective transformation than in normal times, because the general public, confronted with the alternative of disaster, is far more ready to support change.

The mobilization of the social studies to meet such changing conditions can best be accomplished perhaps by sifting the possibilities of particular emphases to determine which may best fulfill our social ideals and actualize them into human behavior. Educators seem to agree that the social studies should involve both the knowledge and the practice of democratic processes—the study of our involving culture and an active and intelligent participation in the affairs of the world in an effort to bring about desired changes for the betterment of our people.

The main responsibility of social studies instruction is the same in peace and in war: to develop citizens informed about the world in which they live, possessed of as much understanding of that world as they can be aided to achieve, and disposed to participate in its affairs as effectively as they are able. The minimum essentials of a social education program would include those experiences which are needed to accomplish the task at hand.

The war is likely to lead to several new emphases in our basic social studies program: the broadening of world history and American history until their subject matter fits their names; a renewal of attention to geography, though in revised and revitalized form; and a

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2 Ibid., p. 301

more explicit treatment of democracy. The rapid rise of totalitarianism has brought us to a realization that we need to introduce explicit study of democracy and to practice it. According to Bagley we may well learn a lesson from the Germans in the matter of our democracy:

That Germany, the country in which modern universal elementary education had its beginning in the first decade of the nineteenth century, and the country in which all phases of education had been most highly organized, should have taken this backward step, teaches a fundamental lesson; namely, that while universal education is an essential condition of modern civilization, it is not a guarantee of an enduring democracy. But Germany's conduct since 1933, if it teaches this lesson, also reinforces the conclusion that organized education is by far the most significant factor in insuring national strength, for it was by the adroit use of educational forces that Germany was able to prepare for the struggle that was so quickly to subject half the continent of Europe to its will.

The total war situation made us see that we were uninformed about peoples and countries that we needed to know. The airplane has not only shortened distances, but it has made us cognizant of hitherto unrealized geographical relationships which should be understood. Effective citizenship calls for this new knowledge, but knowledge alone is not enough. We need citizens who have the right disposition towards one another and who can function effectively in social living. It is not merely more education but a different kind of education that we need. The new education must give boys and girls a true picture of the world in which they are living, and it must face human problems on a global basis.

Application of Democratic Values

The strengthening of American youth in American democracy would be

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4 Ibid., p. 467.

an aim of education for those who believe in a government of the people. The application of democratic values must be governed by present social conditions, and the social-studies teachers should guide the elementary child in satisfying his wants 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 on the Social Studies in General Education as coming from the past and holding promise for the future are (1) respect for the individual as of unique worth and as possessing 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 a sovereign means of attacking the problems of living.\(^6\)

The fundamental principle of individual worth is the first condition of democratic functioning. The greatest single responsibility of education is to help every individual to make the most of his unique capacities. Too, there must be possibilities 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 in groups with matters of common concern. Democratic functioning with these three points of agreement can be worked out in spite of areas of disagreement and conflict.

Totalitarian forces attack not only the form of democracy but its basic ideal, the worth of the individual. They have also disdained faith in the intelligence of the common man and have substituted

regimentation and propaganda. To combat such tendencies, passive acceptance of democracy will no longer suffice; the school must equip our people to understand the problems of our present age and the essential principles of our American tradition. The meaning of democracy changes with new conditions, and the teacher will find it necessary to study social, economic, and political trends along with the children in a common effort to work out the problems that help to build a better society. The program of the school cannot be set up with any degree of finality but must be kept flexible enough to meet the changing needs of the individual and the changing demands of society.

In strengthening our faith in mankind and in our democratic institutions, we are helping to preserve human values of great worth. In the heart of man at present there is much fear and disillusionment. The people of many lands have been misled, and they have lost faith in themselves. It is the privilege of America with her strength and resources and of heart and mind to keep alive the hope and faith of the world, and it is the manner in which we live in relationship to those about us which exercises the most potent influence on our thinking and feeling.

The organization of the social studies must then be in keeping with the principles of democracy. Since democracy rests ultimately upon the intelligence of the common man, each pupil must be given more and more opportunity and responsibility for reconstructing his own beliefs, attitudes, and ways of expression upon the basis of his level of maturity and should have a share or stake in the planning of the program of the school.

At the elementary school level democracy can be both taught and
caught. There is a constant interweaving of learning through discovery and interest, and the understanding of democracy is measured by the extent to which every individual can participate. The author observed in her classroom many opportunities for practice of democratic living, such as

1. Being self-reliant in a crisis such as an air-raid drill or fire drill
2. Using rest periods wisely
3. Respecting the opinions of others
4. Sharing in the care of personal and public property
5. Being acquainted with home, state, county, and community matters
6. Evaluating what is read
7. Distributing materials efficiently
8. Sharing ideas.

These daily living situations may be direct outgrowths of translating some of the ideals of democracy into the lives of the children, for democracy is a way of life that must cut deep into every school practice and procedure, since the school is society's agent for transmitting, recreating, and refining its values.

The discrepancy between our ideals and knowledge and our achievement of these ideals is to a great extent responsible for the failure of

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peace and the necessity of war. This discrepancy may mean the end of our democracy unless American education can be adapted swiftly to meet the requirements of a democracy fighting for survival. There is a chance that democracy can be reborn and rediscovered through the pressure and urgencies of global war. In order to meet some of the needs of democracy in a crisis, the schools must aid in the solution of some of our outstanding problems. The writer believes that the following situations which have come about because of the war should be studied and improved:

1. An increase in the number of rebellious children.

2. An increase in the number of delinquent children (Thirty-one per cent increase among girls of teenage age in 1942).

3. An increase in the number of children who cannot be directed or protected under existing conditions.

4. An increase in the number of children in defense centers and evacuation areas who are not properly cared for.

5. An increase in the number of children who move from place to place.

The school will be able to help in the solution of these problems if education is honest and realistic in terms of human growth, development and needs, rather than departmentalized and remote from daily life and experience. According to our own philosophy, whenever education is sound it enriches life at each successive stage and prepares the individual for mature, effective living.

Problems of Social-Studies Instruction

The organization of the materials in the social studies is inherent

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9Mary S. Fisher, "If We Will—We have the Future," Progressive Education, XX (March, 1943), pp. 98-102.
in the nature of society itself, for as society changes, so should the organization of subject matter and materials of instruction change. Science and technology have revolutionized our ways of living and thinking, and our instruction in the school must keep pace with such development. One may fly the length and breadth of the nation in a few hours; countries are now much closer together than heretofore; thus an infusion of cultures hitherto unknown results. This changing scene lends importance to thoughtful consideration of the nature and content of instructional materials. One writer, in speaking of social-studies instruction, gives three fundamental problems that are involved in elementary social-studies planning:

1. Agreement of objectives
2. Selection of materials
3. Organization of materials for instructional purposes.10

There seems to be disagreement as to the content of the social studies and the method of organizing instructional material in order to achieve the objectives, but educators seem rather well agreed on the general objectives of the social studies. Specific objectives are the concern of the individual teacher and the group who set up the curriculum for the school. Lee and Lee express a point of view essentially agreed upon by other writers as to general objectives:

Changes in the purpose of education have had more effect on the social studies than any other area. From a concept of a 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.  

Marshal and Goetz give the opinion that the essential task of the social studies in the school is to aid the child to attain the fullest understanding of the social order and to help him toward effective participation in that order.

Wesley lists as objectives, typical of the literature in the field, seven functions of the social studies:

1. To furnish experience in human relationships
2. To supply information concerning human relationships
3. To supply and vitalize social concepts
4. To teach skills and furnish opportunities for their exercise
5. To supply materials and activities for the forming of social attitudes
6. To supply materials and activities for building character
7. To furnish exercise in problem-solving.

Other outstanding objectives to determine are (1) what information should be obtained by the child as a result of experiences in social studies, (2) what attitudes and abilities should be developed, and (3) what the outcomes should be in terms of broad understandings. Objectives of the informational type imply outcomes to be measured in terms of facts which have been learned through the study of an organized body of content, appearing either in book or pamphlet form, or as new information presented by the teacher. Objectives concerning attitudes and abilities to be developed might include such items as how to make a products map or locate places on the map. Broad understandings might be outcomes to be measured in terms of individual behavior and

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11 Ibid., p. 472.  12 Ibid.  13 Ibid., p. 473.
thought patterns, evidenced by the development of such concepts as interdependence and the study of man's control over nature.

In the classroom situations in which the child becomes a member, he should be able to function competently in dealing with problems that arise. He should have developed such attitudes as will permit a careful consideration of these problems and should be able to locate and utilize materials that will help bear upon those problems. Entire school programs might well be centered around problems of genuine importance to the nation at war. The children at all levels of education can be helped to take increasingly responsible parts in the selection, definition, exploration and solution of the problems studied. Thus they will become educated for participation in the democracy which they will help create. The acquiring of facts and techniques will be mastered more quickly than ever before because these things have taken on reality through first-hand experience. Mistakes will no longer be a sign of failure but will serve as a stimulus for careful study and continued examination and experimentation.

The selection of materials for use in the social studies is left largely to curriculum-makers whose duty it is to place these materials where they will best serve the purpose of providing an approach to the achievement of the objectives. Teachers of history, geography, government, and political science think that they should dominate the situation in social studies, but the individual school usually decides where such emphasis shall be. Too, in the selection of materials, children's immature concept of time and space, their inability to do abstract thinking should be considered. We must remember that children make interpretations in the light of their own experiences and
that each community has its own problems.

There seems to be no unanimity of opinion as to whether social studies should be taught as separate subjects, correlated with other subjects, or made the core of the curriculum. In an investigation which showed the trends in the types of elementary social-studies organization, T. C. Prince, Superintendant of Schools, Knoxville, Tennessee, found that departmentalization is definitely on its way out and is being replaced by various types of straight grade work. According to his report, more attention is being given to needs and less emphasis is placed on "subjects" and subject matter specialists.

In the matter of organizing the materials of instruction, Wilson Little believed the organization should be broad enough to include:

1. Flexibility
2. Teacher guidance
3. Pupil initiative
4. Current social problems
5. Acquisition of useful information
6. Development of skills and abilities
7. Development of desirable attitudes
8. Close relation of activities and objectives

Building Morale Through the Social Studies

The war may last for some time, but this year is just as important to each child as any other year in his whole life; therefore we must do all that is possible to let him grow and stretch to the very limit of the opportunities under the changing circumstances. Psychology has taught us that the way a child lives in his early years determines

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15 Little, op. cit., p. 476.
to a great extent the kind of adult he will be. (The social studies
might well give opportunities through wide-ranging experiences and
through successful participation in democratic procedure for the build-
ing of lasting morale.)

Morale is a sense of well-being and effective functioning; an
affirmative, happy, energy-releasing mood; a capacity to sustain
effort toward a given end in spite of obstacles, hardship, and severe
opposition.\textsuperscript{16} It seems to be not so much a matter of being directed
from without as a result of deep inner conviction of the rightness of
one's purposes and ways of life and of faith in one's ability to
achieve. Adequate fulfillment comes about through the satisfying of
the individual's physical, emotional, and integrative needs. Satis-
faction comes by living in harmony with one's integrated core of values
when needs have been met.

The Committee on the Relation of Emotion to the Educative Process
of the American Council of Education has made extended study of the
part needs play in human development. Daniel A. Prescott reported the
work of this committee in his book \textit{Emotions and the Educative Process}.
Important needs which we should consider in the question of morale as
listed by Prescott are

I. Physiological needs

1. Essential material and conditions
   for physical growth

2. Balance between activity and rest

3. Appropriate release of physiological
tensions

\textsuperscript{16} Katherine W. Taylor, "What Lies Behind Good Pupil Morale,"
Education, LXIII (February, 1943), p. 368.
II. Social needs

1. The need of affection
2. The need of successful belonging
3. The need for likeness to others

III. Integrative needs—the belief in one's self, to feel capable of meeting the situations of life as they come.

"Problem" behavior or maladjustment of the individual comes about by excessive privation, frustration, or insecurity, which denies the child the opportunity to fulfill his basic needs. The curriculum must be the means of aiding the child to meet these needs with increasing satisfaction or thwarting emotions which tear down integrative behavior results.

Our knowledge of the causes of emotional instability in children has been broadened by the literature from England, which indicates that the most important factors undermining morale in children were, first, family disorganization, and, second, confusion as to the real causes and purposes of the war and the part one should play in it. These were found to be more devastating than association with "jittery" adults or extreme emotion- arousing events, such as bombings or seeing war casualties, which rank third and fourth, respectively.

Studies of the Russian Children under war conditions serve to underline the conclusions to be drawn from the English studies. In addition, they stress the conclusion that children take their cues for

their own behavior largely from adults near and dear to them. Jittery, upset, maladjusted parents and teachers lead to jittery, upset, maladjusted children. American reports of remedial treatment given maladjusted refugee children from Europe substantiate the English and Russian studies. Too, American investigations emphasize the value of a dispassionate study of the war, its causes, and its course. More knowledge seems to have both a preventive and therapeutic effect. Army psychiatrists report the same to be true of soldiers. One writer gives two major inferences for American education in regard to children and the war:

All segments of society must bend every effort to provide stabilizing substitutes for the breakdown in family life occasioned by the war.

The school particularly should teach children—in accordance with individual maturation levels—an understanding of the facts regarding the war, what it is, why it has come, and what is happening during its course.

Herbert Agar, advising that the school and the home should give children some explanation of what we are fighting for, suggests these points:

1. The enemy is fighting for power and plunder.
2. Civilization has become distrustful.
3. We have fallen short of our obligations to nourish the hope of mankind.
4. In the past, barbarianism reappeared under similar circumstances.
5. The war must be won, not only on the battlefront, but at home.

20 Ibid., p. 146.
Prescott suggests that children should understand the conditions under which they are living. Writing on the question of wartime morale problems he says:

Among the nations of the earth a state of anarchy exists. There is no universally accepted code of international law, no court of international justice to which all nations are willing to submit all disputes, no international organization with military forces at its command to enforce the judgments of a court or even to coerce nations into settling their policies peaceably.

At the same time, developments of science and the great advance of material civilization have made all the nations dependent upon one another for various raw materials, for markets, for inventions, and for various cultural resources. 22

Children should not only gain some understanding of what we are fighting for but should clarify their views through emotional outlets. One of the most important of the emotional outlets is play. In dramatic play little children act out their experiences, adding to this play as their knowledge increases. Dramatic play furnishes group experience for the sharing of fear. Shared fear seems far better than bottled-up fear, and the muscles need action when fear is present. Children need this outlet for fear, but they lack the power to balance the amount they need. The teacher can help by extending the war game, or the play interest may be turned into other channels equally as interesting to the child.

Play is a dynamic need that may lead to a variety of advantages for the generation of good health and is a joyful means of fulfilling a need. The principles of fair play encourage such good traits as

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cooperation and self-reliance.

Dixon, a writer concerned with child development, suggests three things to work out with the child in wartime:

1. Immediate war attitudes
2. What to do to mitigate a spirit of retaliation and destruction towards peoples of the earth
3. What to do to maintain normal creative and explorative and experimental pursuits and needs.

Summary of Needs in Morale Building

1. Morale depends on such matters as security and faith in one's self.
2. Needs of the child are both personal and social.
3. Studies of the war in other countries help us solve problems concerning children in the war.
4. The breaking down of family organization and the inability to understand the causes and purposes of the war are big factors in breaking down morale.
5. The school and other agencies need to provide stabilizing substitutes for the breakdown in family life.
6. Children need to have an understanding of what we are fighting for, and they need emotional outlets to clarify their views.
7. Play is important as an emotional outlet and a morale builder.

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CHAPTER III

HOW SOME OF THE SCHOOLS ARE MEETING

WARTIME SITUATIONS

Recent Changes in the Social-Studies Programs

A short time before the present crisis, teachers of social studies had begun to use units of realistic teaching materials, stressing modern methods of getting food, clothing, and shelter and modern transportation and communication in other lands, rather than quaint traditional customs. A good deal about our neighbors of Latin America was woven into these revised courses because of the need for a closer bond of understanding between ourselves and our neighbors to the south. Hemispheric relations were taking on a different aspect.

After the bombing of Pearl Harbor, changes in the social studies came very rapidly. Geography immediately took on greater significance, history was in the making, and citizenship had a different meaning. Many schools responded to new needs within the framework of existing programs by changing the emphasis and building on the older organization to meet new conditions. The degree of adaptability rested a great deal upon the methods employed before the emergency. In Houston, Texas, discussions in teachers' meetings and supplementary bulletins suggested the following emphasis in the elementary grades:

(a) In the first three grades, where emphasis is mainly upon home, school, and community living, wartime demands are being met in the stressing of food conservation.
Food values and food combinations are studied which will give health and strength, taking into consideration rationing restrictions which our government considers essential. No attempt is made to teach rationing or price control as economic principles, but attitudes favorable to sharing with others are being developed.

(b) In the upper grades social studies classes, pupils are learning why we should conserve other things besides food, including clothes, school supplies, and household goods. The pupils learn why there are shortages in rubber and other necessities and what can be done to meet such shortages. Transportation is studied as a means by which we are transporting our soldiers to the battle fronts and maintaining the lines of supplies necessary for their support.

The Far East and the Middle East heretofore received slight consideration. Now social studies units have such information about people as pupils at each grade level can comprehend.

Since these changes demand new maps and new texts to supplement books already in the hands of the pupils, materials from agencies outside the school help furnish these supplies.

Added emphasis on such formal patriotic activity as the flag salute, the pledge of allegiance, and the singing of patriotic songs has helped to bring about changes. Red Cross activities, scrap metal drives, victory gradens, and the buying of bonds and stamps make the social studies more realistic and make a greater contribution to the understanding of our major themes: interdependence, control over nature, and the adaptation of physical environment.  

Payne Templeton, Superintendent of Schools, Helena, Montana, in a report on the wartime program of the elementary teachers in his city, gives an account of various angles of the war situation there. In regard to the social studies, he says:

The social studies curriculum has been most affected by the war. The whole wide world has moved in on the curriculum. In Helena the little current events papers are read eagerly.... The new maps, cut out of newspapers and magazines, line the walls—maps of the hemisphere, the Pacific region, and the entire globe spread out on paper. The new concepts of curved distance, the relation of distance and time, are soaking in naturally.

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The plain people of the Far East, Russia, Australia, Latin America—their customs, clothing, languages, views of life—are being understood better and appreciated more in our classrooms. Children are not laughing any more at the dress or customs of these other peoples. One teacher reports that this attitude is carrying over to the way the new students are being treated in her room.

Beginning down in the grades and extending up through the school system, there is a gradual expansion and appreciation of the principles involved in this war—those which undergird the American scene, those in the Nazi philosophy, and those which must buttress the new world order. There is evidence, too, that the older children are sensing for themselves the need of making our democracy work better at home, of achieving a truer democracy in America.2

Many other schools in our country have made plans for different emphases in their school programs to meet war conditions. Genevieve Stone, Principal of Whittier Elementary School, Minneapolis, Minnesota, reported on the work of the school there. At the beginning of the school year the teachers generally agreed that within certain limitations of age and maturity they would attempt:

(1) To protect children, as far as possible, from the impacts and horrors of the war.

(2) To implement their right to be identified with community war effort.

(3) To heighten their appreciation of the blessings of democracy.

(4) To clarify their ideas with respect to the aims of the war.

(5) To interest them in peace plans and postwar conditions.

(6) To recognize certain changes in the home conditions and make necessary adjustments.3

Current events take on a new significance; for example, when human understandings were developed in one elementary school in Philadelphia,


where ninety-eight per cent of the children were Negroes, the African campaign came to mean a great deal. Julia Wade Abbott, Director of the Division of Early Childhood Education in the Philadelphia Public Schools, reported:

The pupils needed to develop self-respect as a basis for understanding the meaning of democracy. Attention was focused on Africa because of the news coming every day from that theater of war. Africa had special significance for these children. A most interesting study of the origin of slavery brought the realization that some Negro tribes in Africa had enslaved others of their own color. The whole question of slavery developed as an illustration of the effect of the principle "might makes right." Through the teacher's guidance application was made to the present enslavement of the populations of European countries dominated by Hitler. The word "freedom" gained new meaning for these children whose ancestors had been slaves.

President Roosevelt's visit to Liberia was part of the discussion; also the life of George Washington Carver. 4

Impact of the War in Defense Centers

Erna Schroeder, Elementary Supervisor, Albuquerque, New Mexico, presented an over-all view of the situation there. Since Albuquerque is a base for large bombers and numbers of soldiers are seen daily, the war has had tremendous influence upon the thoughts and lives of the children. They reflect the attitudes of the adults around them: their insecurity and tension varying with factors in the home situation, such as both parents working, disrupted family, the family attitude toward the war, types of radio programs listened to, movies attended, and


change in the economic setup. The fact that most families had more money to spend seemed to give security to some and to create problems for others when this money was not wisely spent. Juvenile delinquency was on the increase, according to local authorities.

Because of home conditions more children came to school early, ate cold lunches, and stayed after school. To help the children whose parents worked, the school day was lengthened for all elementary children with an accompanying increase of recreational and rest periods.

The children were permitted to use a large field near one of the elementary schools of this community for "Commando Raids." Trenches and caves were dug and fierce battles took place. Although this activity took place after school hours, the effect, in this particular instance, was judged to increase rather than lessen tensions in the schoolroom.

The problem of bringing the minority and the majority groups to a better understanding received attention for some time in this community. Indian, Spanish, and Anglo groups had to be educated against bias and prejudice. Through working together on self-government, the children have learned better the meaning of cooperation and responsibility in solving their problems.

M. E. Morgan6 of Santa Monica, California, gave a report on the elementary school there. Santa Monica has changed overnight to an industrial center and a major defense area. The school population has fallen off at the upper levels, but there is a large increase of preschool children. Many children have relatives working in aircraft plants and some of the parents are away from home when the children are there. The advantages and disadvantages of the home situation in Santa Monica are

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6M. E. Morgan, "From the War Center in California," _Progressive Education_, XX (March, 1943), pp. 139-141.
listed as follows:

**Advantages**

1. More home duties on children’s shoulders result in desirable independence and a sense of responsibility.
2. Better wages and living conditions in many homes are noticed.
3. The first stages of war hysteria are over; insecurity is not marked and adjustment is taking place.
4. The children take pride in parents’ war activities.
5. Some children look healthier and better kept than before the war.

**Disadvantages**

1. Older children, themselves immature, are entrusted with the care of younger ones.
2. Families move frequently.
3. There are late hours and extravagant spending.
4. It is often difficult for schools to contact the homes of war workers.
5. Some children feel neglected. Diet, sleep, and cleanliness are affected.

The teachers of Santa Monica agreed upon general procedure of the classroom to meet the wartime problems of the children. They discussed with their children the possible amalgamation of languages after the war, air travel, labor, industry, and standards of living. Each teacher tried to set up a good example for treating everyone fairly by occasionally changing the composition of small groups to meet individual differences. Sincerity of belief rather than similarity of belief was stressed. Tolerance was interpreted as the sifting for "good things" as well as recognizing the liabilities of a belief.

The minority groups were encouraged to share in the school program, and Negroes, Filipinos, and Hawaiians were spoken of as citizens. Discussions dealt with the homelands of children’s parents and grandparents, ways of life which they considered adequate, and reasons for their coming to this country.

A study was made of the contributions of other countries in raw materials, inventions, manufactured products, art, literature, and
music in an effort to develop an appreciation of what other nations have given us.

A sixth grade of one of our cities studied a strike situation at a nearby airport. One girl investigated and reported on the cause of strikes. Another child reported on the purpose and the organization of modern unions. The whole class discussed the growth of these organizations from the craft guilds of the Middle Ages and the aim of a group of individuals to work together in collective bargaining. Difference between the C. I. O. and the A. F. of L. were explained. The children became interested in discussing whether the strike was based on a principle of democratic living. This led to a study of parts of the Constitution and of the Magna Carta. The group came to the conclusion that as the world changes, new problems arise, and that, as American citizens, it is our duty to guard the liberties which so many generations have worked to preserve. One pupil remarked, "Perhaps there is something to the union side of the strikes. There usually are two sides to every question." The place of the labor union in a democratic society was understood by this group under the skillful guidance of the teacher.

The Study of Hemispheric Relations

Unquestionably the wartime situation has focused the attention of many of our people upon our relationship with other countries of the Western Hemisphere. But of thirty elementary teachers interviewed by the writer at North Texas State Teachers College in the summer of 1945, four declared that no study of hemispheric relations in definite form has been made during 1942-1943 in their classrooms.

Goodykoontz and Others, op. cit., p. 8.
Canada and Mexico as friendly neighbors and allies of ours were given special attention by twenty-four out of thirty teachers. The significance of the building of the Alcan Highway was emphasized by most of the fifth grade teachers interviewed. The problems confronting our government in the construction of this highway were compared by one teacher with the problems facing the pioneers in our country in blazing trails through the wilderness.

The President's visit to Mexico helped to emphasize the study of friendly relations with that country and was made a special study by a few of the teachers. Fifteen teachers emphasized the study of South America, and four teachers gave attention to the Central American countries.

In regard to the study of Latin American countries in the elementary grades, one writer expressed this viewpoint:

The study of Latin American countries need not be deferred until high school years. If real appreciation and tolerance for our American neighbors and their relatives who have come to live within our borders is to be developed, it will have to be begun while our children are young. Attitudes of dislike and suspicion for people who are different from us in race and culture may be forestalled by introducing these cultural elements early. We cannot keep children in ignorance of peoples who are different, during the most impressionable years of their lives and then expect them suddenly, in the secondary school, to become seriously interested in them, tolerant of their differences, and behaving toward them as good neighbors.

Twenty teachers decided that an extended view of our democracy to other countries made for a realization of our dependence upon one another. Several teachers believed that their pupils were too young for such a realization.

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8Wilhelmina Hill, "Teaching Latin American Literature in American Schools," The Elementary English Review, XX (April, 1943), pp. 135-139.
Studies Made of the Various Theaters of War

Changes in the social studies since the beginning of World War II are noted in the study of Asiatic peoples, especially in the study of China, and in attention to the Pacific Islands, the Near East, Africa, and territories in the various theaters of war. There is less attention to the contributions and history of Greece, Rome, and the Middle Ages.

Seventeen teachers reported particular study of China and her heroic resistance. Two teachers mentioned as illustration of this resistance the moving of the Chinese factories to the interior on the backs of the workers.

Russia and England were appreciated for their stand against the enemy. Ten teachers considered Russia important for study. England, too, received its share of attention but mostly from children of the upper grades. Five teachers included Australia in a unit of study. The study of Mediterranean Lands in fourth and fifth grades gave special opportunity to follow the news of the war from Africa. Fifteen teachers made such a study.

The visits of President Roosevelt and Prime Minister Churchill laid emphasis on the United Nations as team mates in a common cause and on their interdependence in maintaining supply lines to other nations. The study of products of various countries and methods of distribution of food in times of peace and in times of war gave opportunity for some of the teachers to emphasize the storing of food for feeding the starving populations after the war, irrespective of race, as an illustration of the interdependence of nations and the brotherhood of man. Gas rationing was related to the location of the rich supplies of oil in various parts of the world and the need for economic cooperation.
among the nations when peace comes.

The extended view of our country as a mixture of peoples from other lands was brought out in studies by a few of the teachers and tended to help the children to be tolerant of the people of enemy nations. The homelands of parents and grandparents were sometimes discussed, and this knowledge brought a realization of the need for understanding the people of different races and nationalities within our own borders.

Twelve teachers reported that no minority groups existed in their communities and consequently they gave little attention to minority groups in the nation. Almost all the teachers tried to develop a sense of belonging and of "fitting in" the group by all the pupils. In schools where minority groups prevailed sixteen teachers reported definitely an improvement in tolerance of opinions by these groups.

In the upper grades post-war conditions and peace plans were discussed by only a few groups. One teacher mentioned that her group had talked about Hitler's misleading his people and of the Germans' needing a new government after the war.

Concepts of Democracy

Twenty-eight out of thirty teachers interviewed reported an attempt to gain a better understanding of the meaning of democracy and to have more democratic procedure. Many of the children above the primary grades drew comparisons between "our way of life" and the philosophy of the Axis countries. Such movies as Hitler's Children made them realize the loss of freedom under a dictatorship.

When the children discussed such matters as the paying of a poll tax, the labor situation, and other problems facing us as a nation, they seemed to feel the need of our democracy's working better. Sixth
grade teachers particularly spoke of such discussions in their schools. The war has tended to make children more serious-minded in matters concerning our welfare; eighteen teachers felt that their pupils were growing in the power and disposition to think for themselves. Some of the teachers, however, thought the war had made little impression on their children.

Cooperative endeavors of the elementary schools investigated included such organizations as (1) Junior Red Cross, (2) Safety Patrols, (3) Citizenship Club, (4) Dramatic Club, (5) Music or Choral Club, (6) Boy Scouts, (7) Girl Scouts, (8) Good Posture Club, (9) 4-H Club, and (10) Victory Corps. Another cooperative endeavor was the practice of air raid drills, ten teachers having reported that they had these drills.

To be an intelligent citizen in a democracy the child needs to understand, on his level of maturity, the aims of the present war. Discussion of these aims was the method employed by all of the teachers interviewed. Most of the eight primary teachers reporting did not think it was a good practice to talk about the war to a large extent with the very young child. The idea of total war and of everyone’s having a part seemed fairly well understood by most of the children. Sacrifices, such as staying away from movies, giving up candy, and saving allowances were made to buy bonds and stamps. Some schools set goals to realize, for instance, buying certain number of jeeps. Contests were staged in several schools to see who could buy the largest number of jeeps and stamps.

All the schools collected materials of one kind or another to help in the war effort. Such items as scrap metal, paper, magazines, books for soldiers, jewelry, silk hose, grease, tin cans, and rubber
were brought to school. Three teachers mentioned having a defense club for the gathering of these materials.

According to one writer, the personal sacrifices and the indentifying of one's self with the war effort is tied up with the individual's realization of the aims of the war. Says Miss Horwich, of the Department of Student-Teaching, Chicago Teachers College:

Movies, particularly "shorts" depicting our need to buy bonds and sacrifice material goods, have added many words to the young child's vocabulary and ideas to his total realm of thought. His ability to utilize either or both of these contributions is dependent on his emotional maturity and his understanding of the world in which he finds himself.

To experience the desire to protect, to fight for, and give all in order to save an ideal, a child must know what the ideal is. To fully appreciate this he needs to understand how it came into being, by whom it was conceived and how it has been maintained. He needs help in realizing that as the needs of people change so do their ideals; new ideas brought into action help people to live more freely and richly. When this freedom is threatened it must be protected and this can be accomplished only when all of us who enjoy it work together. Children need to know about people, all peoples, minority groups as well as those in the majority, and why people behave as they do.

A few teachers tried to bring put in the midst of war such ideas as "the worth of the individual" and the "brotherhood of man," realizing that war cannot destroy real values. Most of the teachers, however, believed that few of the children realized such values.

Cooperation of the School and Community

The war situation has offered occasions for children to participate in community services. For example, the conservation program

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very definitely carries over from conservation at home to the desire to conserve pencils, paper, and other articles at school. Twenty-eight teachers emphasized such saving of materials. Criticism was directed against those who wasted things. The lunch period was a time for acting a phase of conservation. Each child tried to be careful to get everything on his plate.

Conservation of food led to a consciousness of health habits. All the teachers agreed that the children assumed responsibility for good health habits and some groups made diet studies. The fact that a good many of our men were rejected by the various branches of the war service made the children aware of the necessity of good health habits.

Another cooperative activity was the victory gardens. Most victory gardens were home concerns, only three teachers having school gardens and the P.T.A. gardens being rather general. One teacher took her group at different times to see the gardens each child helped with at home.

In order to help the children whose parents worked, three schools lengthened their day so that pupils could come earlier and stay later. On the other hand one school shortened its day, dismissing early in order that the children might help in the fields to relieve the labor shortage.

The provision for the nursery schools and kindergartens for children under six to help working parents was not undertaken by many schools, though two communities plan to have such schools next year. Grandmothers in the homes seemed to be taking care of the younger children in situations where the parents were working.

Free lunches were furnished by a number of schools before the
W. P. A. lunchrooms stopped work in March. Other school functions outside school hours were the participation in programs, sing-songs, play nights, and clubs which were in-and-out of school activities. A radio group was sponsored by four schools.

Building Morale

The teachers rather generally agreed that tension because of the war had lessened since last year. However, some teachers thought there had been little tension at any time. When a father or other close relative left to join the armed forces, noticeable signs of tension were recalled. Exciting war news and movies sometimes aroused fears and emotions in the child. There was a noticeable tendency on the part of children to play war games when they were not being supervised. The older children preferred ball games to almost any other activity. Art work reflected the present conditions. Drawing interests turned to planes, battleships, and jeeps. Posters to make appeal for Junior Red Cross drives, War Stamp sales and salvage collections were mentioned by sixteen of the teachers interviewed. In nature study and science the children studied ways in which they might help in the conservation of natural resources and in the adaptation of nature to promote the betterment of mankind.

The role one should play in the war in the matter of attitudes toward rumors and propaganda was realized in the upper grades. One teacher spoke of trying to break down wrong attitudes among the children. One writer, speaking on this subject reflected:

Loose, idle talk, not merely the talk about ship movements and troop movements, but the irresponsible conversation which perpetuates prejudice against workers, against Jews and Negroes
and other cultural minorities, is a powerful weapon against us...

The world of language communication to which we must introduce our youth today is a confusing mass of truths, half-truths, lies, appeals, admonitions, and arguments conveyed by radio, newsreels, photoplay, newspapers, pictures, magazines, billboards, public lecturer, and informal conversation. The mind of the typical listener reflects the confusion. Coming from schools more intent upon respectable usage than upon clarity of understanding and purpose, he becomes a ready victim of the tyranny of words, and speaks, votes, and acts in such contradictory ways as to conceal his usefulness in the people's struggle.10

Many of the teachers tried to guard against the idle rumor. One teacher discussed "good" and "bad" propaganda and the idea that the propaganda of fact was more becoming in a democracy than the propaganda of lies.

The confusion brought about by children's moving from one school to another, as well as teachers doing likewise, was compensated for by many teachers helping the youngsters make adjustments to new situations. Sometimes the new child helped the ones who had remained in their accustomed homes and schools. Usually the new-comer had traveled more extensively than the others and could give interesting accounts of places in which he had lived.

The necessity of winning this war on the battlefront and at home, too, was recognized by the older children. A few realized to some extent that we have conditions and problems which must be met if we succeed in our purpose of winning the war.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The General School Program in Future Educational Planning

Educators have felt great concern lest the school fail to meet the current situations as effectively as possible. Businesses have undergone drastic changes; social agencies have revised their programs; and individuals in the armed forces and in industry have completely revolutionized their ways of living. The school could hardly be expected to "go on as usual." In fact, at no time, in peace or in war, can social agencies, government, or the schools ignore the responsibility of adapting their products or their programs to the needs of society. To remain static in the face of social change results in failure.

If the school fulfills its function it cannot stand still in a moving world. The emphasis placed in the past decade on the development of community understandings, consumer intelligence and critical thinking shows the response of the school to contemporary needs. Such practices should prevail now and continue after the war to help meet situations which at a given time carry high interest values.

To make the most advantageous use of situations as they arise at a given time, the school's program must be flexible enough to incorporate new ideas. For example, at present the concepts of the importance of climate in man's activities and the influence of natural barriers on communication and transportation can be more adequately
developed through a study of troop movements of armies than from imaginary trips around the world. Ten years ago the imaginary trips would possibly have been more appropriate than the study of army movements.

Materials of study change and should do so as conditions change, but the general objectives of the school curriculum remain the same. The basic understandings, habits, and attitudes which the school seeks to develop will not change so long as the philosophy of our society does not change. The school's planning, then, should outline the framework within which individual teachers and groups of children can fit the specific plans appropriate to the situation in which they find themselves.

In wartime the difficulties of maintaining proper perspective in the selection of the curriculum are increased, because of such factors as new personnel in the teaching field, overburdened administrators, and congestion in many schools. Each teacher should attempt an evaluation of her work as much as she is able to do so.

Education for World Citizenship

While we are fighting for complete victory which we are determined to win, we have a right to lift our eyes to the goal of the better world that we wish to build for ourselves and for future generations. One trend in the development of our changing ideas is toward planning for world citizenship. Education for world citizenship, for tolerance, and for democracy must begin in the kindergarten or wherever children first have contacts with each other and must continue through the grades, high school, and college. Every teacher in every grade will need to develop appropriate attitudes, ideals, and skills in thinking. Today we are absorbed in the task of winning the war—so
absorbed that we are likely to fail to be ready when an entirely new set of conditions faces us. If we win the war, what we shall do with the conquered countries will be a great problem. The matter of an international police force, how it would be set up, controlled, and supported would confront us. Some basic considerations of these problems must confront the elementary child in his social-studies course.

These problems are new and different both in the nature of their details and in their importance, and the social-studies teachers should recognize their responsibilities in finding out how children may be made cognizant of them. The schools will have to provide the adults of tomorrow, who are able to deal with such matters. Educating for intelligent citizenship must be done far better than it has been in the past and is being done in the present. For example, in the past, men and women received training for which there were no jobs when training was completed. While education for a vocation is useful, vocational competency will avail us little in the future if there are jobs for only half or two-thirds of us. In speaking of future citizenship problems, one writer has summarized the attitudes of all authorities who have been used in this study.

The fundamentals of American education must include a knowledge of the limitations of the profit motive and must enable us to correct its illegitimate use. We must be able to see that regulation is necessary unless we wish a great portion of our people to be deprived of much of the potential advantages made possible by our science and our inventive genius.

The fundamentals of American education prepare the American people to resist efforts of any propaganda groups to maintain imperialism and the exploitation of weaker nations in Asia, Africa, or elsewhere. It must prepare the average citizen to be critical of demagogues who attempt to inflame him against Negroes, Jews, Catholics, or loyal Japanese or Germans.
It must enable him to understand and discourage the exploitation of less well developed people by powerful and unscrupulous American business organizations such as has prevailed for more than three quarters of a century in Mexico, all the South American countries, Cuba, Puerto Rico, Hawaii and the Philippines.

Such education can be greatly aided by the social-studies program. In the first place, every boy and girl should be required to make a daily study of economic and political problems of the present with appropriate historical background. The nature and quality of the instruction should be changed and improved. In all classes much attention should be given to the development of a critical attitude growing out of intelligent evaluation. The working out of problems on the home front will aid us in finding solutions to international ones. The extension of our democracy to people of other nations will require educational rehabilitation of the Axis countries. Education for democracy throughout the world must be achieved if the world is not to suffer from destruction and calamitous wars.

One educator expressed a view of a way of safeguarding democracy, and revealed the general attitude of educators when he pointed out the importance of teaching children in the conquered nations "our way of life."

It is more important for us to control the schools of the conquered nations when this war is over than it is for us to control their commerce, their ships, or their finances. If after the war we are going to serve as policemen of the world, then let us police for a purpose, namely, to permit the establishment of public schools to provide training in democracy.

We are fighting to preserve our independence and our democratic way of life and make it possible to organize a peaceful world. We must be careful that we do not merely win the war and yet lose that for which we fought. Teachers of social studies should realize that to them is given the power, to a marked degree, of deciding whether the citizens of tomorrow shall have the vision, ambition, sympathy, and understanding to enable them to make contributions to a better civilization in a world so rich in natural resources. For children in school to work at international problems while the outside world is struggling with them makes effective preparation for the time when these children will be in active charge of the world's affairs.

One great field open to education for new world citizenship is that of bringing democracy into our economic life. Our democracy was conceived in a political situation, and its application has been confined chiefly to politics. Socially we have maintained sharp class distinctions on racial and economic bases. In the economic field we have scarcely stopped to question what it would mean to operate industry and commerce on a democratic basis. Free enterprise and the competitive system are passing out of the American scene. These problems are forced into the background by the war, but with the coming of peace they will again appear on the agenda of democracy.

Future Emphases in Social Studies

One way to test whether we are headed in the right direction is to look into some of the emphases being made in the schools during the war and try to appraise these changes in the light of what they mean for the individual and for society. The war has brought about a shifting of emphases which have only temporary value, and they should be discontinued. For example, we shall want to preserve a sense of
social urgency on the part of our children, a feeling that everyone has
a place to fill in a dynamic society, but we must guard against educa-
tional shortcuts that stress technique at the expense of understanding
and make sure that experiences in social living contribute to the gener-
al well-being of the child. The maintenance of a feeling of security is
an important phase of child development for the teacher of any subject
to consider and particularly the social-studies teacher.

The trend toward planning the day's program around the current prob-
lems and feelings of the child, planning for the total day of the
child, including out-of-school activities offers the possibilities of
permanent value in future school situations. Several of the teachers
interviewed by the writer told of centering the day's work around cur-
rent issues in which the children were interested. News items brought
in by the children were especially studied. Some instructors because
of a feeling of not knowing how to handle such issues gave them super-
ficial treatment or used traditional textbook methods and gave little
attention to current happenings. The lack of available material and
the crowding of subject matter into the curriculum also tended to per-
suade some teachers to pass over these issues lightly. Such super-
ficiality should be discontinued in the future.

The tendency to emphasize history and crowd out other phases of
the social studies was noted in the interviews with the teachers.
There is a growing demand for more geographic information. For one
thing the war has aroused an interest in the location of the world's
rubber plantations. The guayule plant was practically unknown to the
average citizen of the United States until it suddenly came into prom-
ience because of its possible substitution for rubber. Today experi-
ments are being made to determine soil and climatic conditions best
suited to this plant. Sugar rationing has also made people of our country more geography conscious, as the sugar beet is being contemplated as a large source of our supply of sugar. Teachers of social studies should plan for a more vitalized study of geography in tomorrow's world. The teacher might teach the child to evaluate properly his environment and to expect changes which are bound to come. Such attitudes will tend to develop worthy citizens fitted to live in an ever-changing world.

Teachers need to use more varied programs in the social studies. Many aids in these studies are now available. Especially should free materials be fully utilized since there is an abundance and a variety of them. A wider use of pictures, the radio, and visual-aids might well be made. Large units of work developed out of pupil interest help make the social studies vital.

More study of post-war peace possibilities needs to be made than has been made heretofore. A few schools are realizing the significance of such planning, but a great deal remains to be done. The elementary school children of today will be the ones who will decide to a great extent the type of post-war world we shall have. Preparation for assuming such a role should begin now.

This study has revealed that educators believe democratic living impels society to establish democratic education. Ryan's view is typical of the authorities represented in Chapter II.

General popular opinion is democracy’s way of throwing into balance popular opinion and desire, expert opinion, and the fruits of experience. To most people a preview of history is more exciting than the afterview. We used to define the educated man as the one who knows what has happened. Now we are beginning to think of the educated person as the one who knows what is going to happen."

If our children are to realize their part in worthwhile trends they will need the guidance of teachers who themselves have looked ahead and made plans for meeting situations. The task is not easy but is important in the improvement of social living.

Kilpatrick and a group of other educators\(^4\) have compiled lists of desirable and of undesirable trends which the writer believes are of permanent value in social-studies and general school programs. They are listed below.

The practices which should be permanent are (1) the planning of the program around current problems, (2) the concept of self discipline as a universally accepted pedagogical goal, (3) the tendency to have recreation oriented to health objectives, (4) the tendency to have nursery schools under trained school workers, (5) the fitting of the needs of the child to the curriculum, (6) the providing of occasions for children to participate in community services, (7) the opportunity given for the participation in needed work activities, and (8) the placing of greater stress upon the creative arts as an emotional outlet.

The tendencies which are undesirable and should be abolished in the future are (1) the present insistence upon rigid programs of instruction and regimentation, (2) the reverting to outmoded concepts of discipline, demanding blind obedience in the name of wartime needs, (3) the tendency to stress formal physical education, (4) the placing of young children under the care of untrained people, (5) the school’s becoming increasingly sensitive to the need of fitting the curriculum

\(^4\)W. H. Kilpatrick and Others, "Wartime Changes in Education: Which of Them Should Survive the War?" *Understanding the Child*, XII (June, 1943), pp. 3-9.
to individual needs, (6) the abandoning of a social program of living, (7) the use of all available leisure time of children in socially useful work, and (8) the needs of the children who are tense and emotionally upset not being met.

The lists given above were compiled by a group of writers who placed emphasis upon the mental hygiene aspects of practices for the future. The social-studies program as the core of the curriculum should be planned to meet the emphases that have permanent significance as this study has included such practices that are of value for the social-studies instruction of the school of today and tomorrow.

The purpose of the study has been to determine the extent to which certain social-studies programs are meeting wartime situations and to determine which trends are of permanent value in the post-war world. The study included the following steps: (1) the philosophy of the role social studies has played in the war situation; (2) the way some of the schools are meeting the present emergency; (3) the practices that may become permanent.

The major objectives of the social studies are to aid the child in attaining the fullest understanding of the social order and to help him toward effective participation in that order. The attainment of these objectives in wartime would necessitate a shifting of emphases in some of the following ways:

1. A renewal of interest in geography in a revitalized manner.

2. A more explicit treatment of democracy, its knowledge and practice than heretofore.

3. The broadening of our world outlook—the facing of human values on a global basis.

4. The study of the Western Hemisphere as composed of peoples who
are our friends and neighbors.

5. The close cooperation of the school and the community.

6. The re-examining of the status of minority groups.

7. The realization of the role one should play in the war and in the understanding of its aims.

8. Providing stabilizing agencies and forces to protect the child from the impact of the war.

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

1. The growing realization of the economic and cultural interdependence of regions and peoples is needed.

2. A better understanding of the value of natural resources and the intelligent use of them is necessary.

3. There is a definite need for the understanding and practicing of these democratic values: (1) respect for the individual, (2) promotion of common interests, and (3) faith in the intelligence of the common man.

4. The purposes of child life in wartime in major defense areas especially should receive more attention than is being given to them at present.

5. Not enough recreational facilities are provided for children in many communities.

6. The crowded conditions in many schools and the loss of many teachers make the meeting of current needs a difficult matter.

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

1. That opportunity be given for practicing democratic values.
2. That teachers and children face world problems as an extension of our views of democracy in a realization of the dependence of nations upon one another.

3. That emphases in the past on consumer education, community understandings, and upon critical thinking need to be greatly increased.

4. That further study be made as to the needs of the child both in the present and for the future.

5. That schools should take an active part in the planning of the post-war world by giving attention to vital social problems with which we are confronted through discussions, reading, and meaningful experiences.

6. That the schools include in the social-studies curriculum such significant social problems as the providing jobs for everyone, feeding the starving populations of Europe, and the re-establishment of international political life to safeguard the peace of the future.

7. That teachers in the school develop a well-defined philosophy of education compatible with democratic ideals, that they read, study, and apply the works of eminent psychologists who have had experience in dealing with wartime problems both in our country and in other democracies.
APPENDIX

Interview Sheet

I. Name of teacher ____________________________

II. School ____________________________ Rural __________ Urban __________

III. City or town ____________________________ Defense area ____________________________

IV. County ____________________________ State ____________________________

V. Grade taught ____________________________ Subjects ____________________________

Thesis Question

Has your school changed emphases in its social-studies program in any of the following ways since the war began, and if so, how?

1. The stressing of hemispheric relations
   A. Special study units on Canada as a close neighbor and ally of ours
   B. Latin American countries studied with the view of emphasizing fundamental similarities rather than superficial differences
   C. An extended view of democracy in a realization of our dependence upon one another

2. Citizenship courses giving special attention to the background and status of China, India, Russia, North Africa, and the British Commonwealth of Nations
   A. These nations studies as our team mates in a common cause and the realization of interdependence
B. The U. S. viewed as a mixture of these countries, with
an element of the Axis nations, too

C. These countries seen as nations offering heroic resistance

3. Attention given the minority groups in your community and
nation

A. A sense of belonging developed

B. Representation in voicing opinions

C. Re-examination of the status of such groups and depressed
groups with reference to the needs of the immediate future

   (1) Understanding as a basis of tolerance

   (2) Peace plans and post-war conditions

4. Knowledge of democratic processes through democratic living

A. Comparative study of "our way of life" and the philosophy
   of the Axis countries

B. The need of our democracy working better at home

C. The children growing in the power and disposition to
   think for themselves

D. Cooperative endeavors

   (1) Student councils

   (2) Clubs

   (3) Safety patrols

   (4) Classroom organizations

   (5) Other means

5. Familiarizing children with the aims of the war

A. Through discussion

B. By understanding the reasons for making sacrifices

C. By helping to conserve and salvage materials for use in
   defense

D. By knowing the real values war cannot destroy
6. The school and community cooperate closely
   A. Conservation for war purposes carrying over to the school
   B. The growing of victory gardens
   C. Assuming responsibility in developing good health habits
   D. Lengthening the school day with longer periods of rest
   E. Providing nursery schools and kindergartens for children
      under six for children of working parents
   F. Expanding physical education and other school facilities
      to supply lunches, supervised out-of-school activities
      and other recreational means

7. Building morale
   A. Preparing children to meet fears and release tensions
      (1) Dramatic play or war games balanced by other
           activities equally as interesting
      (2) Creative activity
   B. Realization of the role one should play in the war, includ-
      ing attitudes toward rumors, propaganda, etc.
   C. The teacher realizing home conditions and attempting to
      help the child make adjustments, particularly in defense
      areas
   D. The children realizing that we must win in the battlefront
      and at home
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