THE GROWTH AND TRENDS OF THE SOCIAL STUDIES CURRICULUM IN THE SCHOOLS OF TEXAS FROM 1886 TO 1948

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THE GROWTH AND TRENDS OF THE SOCIAL STUDIES CURRICULUM IN THE SCHOOLS OF TEXAS
FROM 1866 TO 1948

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td></td>
</tr>
<tr>
<td>Significance of the Study</td>
<td></td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td></td>
</tr>
<tr>
<td>Source of Data</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Method of Procedure</td>
<td></td>
</tr>
<tr>
<td>Related Studies</td>
<td></td>
</tr>
<tr>
<td>II. GENERAL CHANGES IN THE TEACHING OF THE SOCIAL</td>
<td>7</td>
</tr>
<tr>
<td>STUDIES</td>
<td></td>
</tr>
<tr>
<td>III. SOCIAL STUDIES CURRICULAR OF TEXAS SCHOOLS</td>
<td>29</td>
</tr>
<tr>
<td>PRIOR TO 1918</td>
<td></td>
</tr>
<tr>
<td>IV. DEVELOPMENT OF SOCIAL STUDIES IN TEXAS</td>
<td>42</td>
</tr>
<tr>
<td>SCHOOLS IN THE PERIOD FROM 1918 TO 1930</td>
<td></td>
</tr>
<tr>
<td>Course of Study for History and the Social Sciences, 1920</td>
<td></td>
</tr>
<tr>
<td>Course of Study for Texas High Schools, 1925</td>
<td></td>
</tr>
<tr>
<td>Course of Study for Elementary Schools, 1927</td>
<td></td>
</tr>
<tr>
<td>Teaching of Citizenship as a Course in the Public Schools, 1928</td>
<td></td>
</tr>
<tr>
<td>V. TRENDS IN THE COURSE OF STUDY FOR THE SOCIAL</td>
<td>60</td>
</tr>
<tr>
<td>STUDIES IN TEXAS SCHOOLS, 1930 TO 1948</td>
<td></td>
</tr>
<tr>
<td>Purpose of the Chapter</td>
<td></td>
</tr>
<tr>
<td>Social Background of the Period</td>
<td></td>
</tr>
<tr>
<td>Influence of Social Change on Education</td>
<td></td>
</tr>
<tr>
<td>Trends of Social Studies in Texas since 1930 as</td>
<td></td>
</tr>
<tr>
<td>Shown in the Courses of Study</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>VI. CONCLUSIONS AND RECOMMENDATIONS</td>
<td>81</td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>87</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Changes Made In Teaching History</td>
<td>50</td>
</tr>
<tr>
<td>In The High Schools of Texas</td>
<td></td>
</tr>
<tr>
<td>From 1918 To 1920</td>
<td></td>
</tr>
<tr>
<td>2. Trends In The Development Of The Social</td>
<td>79</td>
</tr>
<tr>
<td>Studies In Texas As Exemplified By The</td>
<td></td>
</tr>
<tr>
<td>Recommendations In The Different Courses Of Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Purpose of the Study

The field of the social studies has been receiving increasing attention within recent years. Social studies, in their broadest relationships, are basically studies of human relations. With the advent of a complex industrial society, swift means of communication, and deadlier weapons with which to fight wars, the subject of human relations has assumed new importance. In the traditional school the object of the social studies teaching was acquisition of knowledge, in the 1920 to 1940 period it was American citizenship, and in the most recent literature the concept of world citizens emerges. In the study of this change, growth, and development of the social studies, certain trends and techniques have appeared from time to time. The purpose of the present investigation is to make a study of the growth and trends of the social studies curriculum in the schools of Texas from pioneer days up to the present time, 1948.

Significance of the Study

The significance of what constitutes the social studies curriculum and the recommended techniques for achieving the aims cannot be over-estimated. The tragedies of World War I and
World War II have brought home to the people the need for some basis on which to build world understanding. People are going to have to learn to live together in peace, to work together, and to play together if civilization is to keep the gains won since the Middle Ages. The most logical way yet found or recommended for achieving this ideal is education of the youth of the country in the art of living, working, and cooperating as a group of people.

Limitations of the Study

The study will be limited to an investigation of the growth and development of the social studies curriculum in the schools of Texas since the establishment of high schools in the state. The background material will cover the general field of the social studies and special attention will be given to changes in the aims, recommended techniques for teaching, and trends in the subject matter as a whole.

Source of Data

The data will be taken from various sources. For the study of the growth and development of the social studies curriculum in the Texas schools, the recommended courses of study as issued by the State Department of Education will be utilized. The background material will be taken from books and periodicals in the field of the social studies. Causes
for the many changes will be sought in literature on modern society and in educational psychology.

Definition of Terms

The term "social studies" is used in two ways. In the study of the traditional school, the social studies were regarded as separate distinct subjects such as history, geography, and economics. In the modern school social studies are lessons in human relationships. In the discussions in this investigation, the terms will be used according to their meaning and the period of time under discussion.

Curriculum, as used, also has a double meaning. Modern educators contend that the curriculum is all the activities of the school. There is no wish to quarrel with this definition, but in the traditional period of education, the curriculum was regarded as the course of study outlined for the use of the school. In pioneer days in Texas, the course of study included certain subjects. Teaching techniques were drill and recitation, and these could be outlined and prepared for the entire state on the same basis. In a school where the curriculum is considered as life activities, the curriculum will vary from section to section and in accordance with various needs of youth. The discussion, therefore, will include both the old and the new meaning of the term because it will cover both traditional and modern schools.
Method of Procedure

After the subject for the research was decided upon, the next step was a study of the background of the change, growth, and development of the social studies. This comprised an investigation of the nature of the studies, original aims and techniques, causes of changes, and results of the changes. Once this background was established a survey was made of the different periods in public school history of Texas. The first high school was established in Texas in 1886 and the study begins at that point. Little data, however, are available for the early Texas high schools. The State Department of Education in 1917 assumed the work of recommending courses of study for the high schools and for establishing standards for schools to meet. The University of Texas hitherto had performed this work. The first period in the study, therefore, comprises the time between 1886 and 1918. The Junior High movement brought many changes in the high schools; it reached its greatest momentum between 1918 and 1930, so this period has been chosen as another division of the study. In the period from 1930 to 1948 changes of the depression years and World War II years are noted. The final and concluding chapter will state the conclusions gained from the research and offer recommendations in the light of the information developed.
Related Studies

There have been numerous studies made of the growth and development of the social studies curriculum in various forms, but the most comprehensive one is that made by Tryon in 1935. He was appointed Chairman of the Committee on the Organization of Content and Methods of Instruction by the American Historical Association. He explained the purpose of the study in this way:

The present work deals directly with the national experience in the organization of the social sciences for school purposes. That experience has largely determined the habits of our schools in making their programs in this field. The Commission recognized the fact that any changes in curriculum which it may suggest must rest upon practice as a base. A clear and comprehensive statement of that practice was therefore vitally necessary to the work of the Commission. It is this need which the present volume meets.1

Tryon traced the growth and development of the social studies from the early years down to the time of the publication of his book. Special attention was given to the work of educational, professional, academic, and welfare societies, associations and leagues of national scope in behalf of the social studies. Early beginnings were traced, and individual subjects studied. Different ways of organizing the social studies were presented. His conclusions were that the day

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1 Rolla M. Tryon, The Social Sciences as School Subjects, p. vii.
of isolation of the social studies into separate subjects was gone in theory, but still remains in practice to a great extent.

Earl U. Rugg, University of Colorado, made a study of the social studies and citizenship courses in junior high schools and senior high schools in 1928 to determine whether such courses met the needs of the young citizens of America.\(^2\)

The study was general rather than specific. It sought first to determine from literature the accepted needs of pupils in secondary schools. Then an attempt was made through a study of curricula and textbooks and techniques to determine how well these needs were being met. He concluded his work with the statement that a reorganization was necessary in the social studies curriculum in order to better meet the individual needs of the young American citizen.

CHAPTER II

GENERAL CHANGES IN THE TEACHING OF THE SOCIAL STUDIES

There have been many changes in the teaching of the social studies in the schools within the past century. Changes in society and in the conception of learning as a whole have been the motivating agents in the majority of these changes. Some consideration should be given these factors before any analysis of any specific program of the teaching of social studies be undertaken.

Within recent years there has been a change in terminology used in the social studies. In the traditional school when subjects were treated separately, geography, history, and civics were commonly regarded as "social studies." With the many changes in education and the substitution of relationships for subjects, the term "social sciences" has been applied to all the subjects falling within the category of social studies.

In the early years, history, geography, civics, economics and sociology were taught in all the secondary schools to some degree, but the general teaching of some of them in the public schools is a recent development. A brief discussion of the changes that have occurred will show, it is believed, some of the motivating factors affecting the subject as a whole.

History, comparatively speaking, is considered one of the oldest of the social studies subjects. Geography, in a sense,
preceded history as a subject in the curriculum, but history has always been peculiarly considered a social subject. Compared with reading, writing, arithmetic, Latin, algebra, geometry, geography and English, history was late in entering the elementary and secondary schools as an independent subject of study.¹ Not until after 1830, was history given an independent place in the public school program to any noticeable extent. It got a fairly early start in the academies and private schools, being found in some of them before the Revolution and was among the subjects offered in the first high school.

Before history was generally accepted as an independent subject of study in the elementary and secondary schools, it was taught to some extent in connection with geography, reading, and the classics. As early as 1784 Elements of Geography, by Jedediah Morse, appeared. This was a textbook for use in the elementary schools. Space was given in it to the history of each country and state treated therein. In the edition of 1788 there was a twenty page history of the United States after the Revolution. Other geographies also used material from history as a part of their content. Much of the history of the United States was contained in the early readers. The stories of deeds and incidents in the early life of the new nation displaced the Bible and the reading of the catechism. Classical writings, which were studied as models of form, were for the most part composed of historical material. Tryon says:

So it seems to be fact that, although history did not universally appear in the elementary and secondary

¹ George E. Anderson, Commonweal, VII (1928), 1063.
schools as a separate subject until after 1830, a good deal of history was actually taught in connection with geography, reading and the classics.²

Although history did not appear as an independent subject in the colonial grammar schools, the town, or the common schools of the period, it was early found among the list of subjects offered in private schools and academies. After the Revolutionary War was over, considerable interest in history as a school subject developed. Various academies popularized its use. When the English Classical School (later the English High School) opened in Boston in May, 1821, history was among the subjects required, general history and the history of the United States being included in the subjects pursued by boys in the two lowest classes. In 1827, Massachusetts passed a law requiring the teaching of United States history in the high schools of towns of five hundred families and over. At the same date general history was required by law in the high schools in towns of 4,000 inhabitants and over.³

Between 1830 and 1860 history was given a place in the curriculum of many high schools and in some of the elementary schools. Noah Webster wrote a reader entitled The Little Reader's Assistant, which was intended for beginners in reading. The first part contained a collection of incidents relating to the early settlers and the Indians. Historical material in this way was brought to the level of the elementary school. The geography texts of the period, and these were used in the

²Tryon, op. cit., pp. 102-103.
³A. J. Inglis, The Rise of the High School in Massachusetts, p. 75.
elementary grades, also contained historical sketches of the countries studied.

During the last third of the nineteenth century, 1860-1900, history became firmly established as a separate independent subject in practically all of the secondary schools of the country, as well as in the two top grades of the elementary school. In some instances the subject moved down into the primary and intermediate grades, but it was not until after 1900 that history was generally found in the program of studies for the lower grades.\(^4\) Since that time it has been accepted as one of the basic subjects in the majority of schools.

Materials from the field of political science, (civics or government), gradually found their way into the academies and high schools of the country in the period from 1820 to 1860.\(^5\) The extent to which these materials were used, according to Tryon, cannot be measured definitely, but textbooks used during the period indicate that considerable attention was directed by the schools to the constitution, law and government of the nation. During the forty years following the Civil War the schools gave renewed stress to the study of these. Tryon states:

It seems clear from the available evidence that materials from the field of political science taught under such captions as science or government, United States Constitution, civil government, political science, state constitution, parliamentary rules, civics and American politics, became fairly well established in both the elementary and the secondary school during the forty years following the Civil War.\(^6\)

\(^4\) Tryon, op. cit., p. 132. \(^5\) Ibid., p. 248. \(^6\) Ibid., p. 260.
Economics, formerly known as political economy, is a comparatively new subject in the public school curriculum as far as use is concerned. As an independent subject of study, it was taught in the early academies and in the high school, but it gained ground slowly in popularity. Many teachers claimed that the subject matter was too abstract and too difficult to be grasped by high school pupils. Others held that the content of the subject could be mastered in connection with history, commercial law, and civil government. Changes in the content of the subject, (discussed later in the study), between 1900 and 1920, served to popularize the offering until in 1929-1930 the per cent of high schools offering economics in one state, Iowa, was 83.94. Likewise, the subject had become firmly entrenched in high school curriculums all over the nation.

Sociology is still another subject included in the social studies group. As a subject it did not enter the high school curriculum until 1911-1912. At that time a course was offered in the high school of Hammond, Indiana, and the other in the high school of Jacksonville, Illinois. By 1917 a canvass of the high schools in the country showed that there were sixty-seven secondary schools offering courses in sociology. In 1928 a survey showed that there had been extensive gains made in the number of high schools including sociology in the curriculum, but that the percentage of pupils taking the subject was not large. In the North Central Association of High Schools in 1930,

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8Tryon, op. cit., p. 379.
the percentage of pupils taking sociology did not reach five percent in any state, while the percentage of states offering the subject ranged from 2.7 to 62.6. The subject, however, has definitely come to be considered as one of the subjects comprising social studies.

Up until 1920 history, geography, economics, civics and sociology were all considered as separate and individual subjects and were so classified. Since that time there has been an increasing tendency to call the group "social studies" or social science. The demand for integrated courses of study brought about this combination or grouping of related subjects under one general head.

The preceding discussion covers briefly the high points of the history of the addition of the social studies subjects to the curriculum. Changes that have been made have been largely due to two factors: changes in the social structure and in the concepts of learning held by educators.

The United States, figuratively speaking, has "grown up" in the period of time under consideration, 1820–1948. From a group of small agricultural states, the nation has grown to a world power in both industry and agriculture. Its economy has become a highly complex one, and its standard of living is one of the highest achieved yet by any nation. The problem of living is not simple, and education reflects the diversity of the

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changes that have occurred. In the pioneer days of America, the rudiments of writing, reading and figuring sufficed for educative purposes. Life was simple and the needs of the people were few. Each family was an independent unit because it produced almost everything that was used. There was room and opportunity for all. The wheels of progress have changed all these things. Dewey says:

... railway, telegraph, telephone, electric light, power, transportation, automobile, radio, airplane, and their multitude of accessories have revolutionized our habits of work, of amusement, of communication and intercourse ... 

... we have altered from a population with simple political problems to one with extremely difficult and complex issues. When the outlines of our school system were formed there was no great separation into rich and poor; there was free land; there were abundant unused and unappropriated natural resources. There was work and opportunity to get on for all. Then the aims of political democracy were easily understood, since they were in harmony with the conditions of soil and occupation. Now there are vast and concentrated aggregations of wealth; there are monopolies of power; great unemployment, a shutting down of doors of opportunity, a gulf between rich and poor, and no frontier to which the hard-put can migrate. In consequence, the problem of democracy is no longer chiefly governmental and political. It is industrial and financial—economic. It is infinitely remixed, and the threads which bind the social structure together are subtle and invisible. ... Education must take on new responsibilities. 10

New and expanded subject matter became a necessity if the school was to prepare the child for citizenship duties. Aside from this new demand for material, however, were changes

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necessitated by advances made in concepts of how a child learns. The importance of these changes cannot be minimized and they deserve detailed discussion.

Up until a few years ago, teaching methods were based on the belief that an individual learns "piece-meal" or a little at a time. That is, he learned parts, and after a while, if he was fortunate, he saw the relationship between the parts and formed a conception of the whole.

Learning, according to this psychology, was mechanistic and could be planned ahead of time. A child was born a certain way, had certain inherited tendencies, could be improved, but not materially changed. The teachers knew, or were supposed to know, what would happen in a given situation and could plan definitely how to meet it. The curriculum became a set affair. Children were supposed to learn best through memory work and repeated drill. Emphasis was placed on training for adulthood; the child's experiences as a student were not used to any extent in the learning process.

Within the last twenty-five years there have been many changes made in educational psychology. In a recent article Ruth Cunningham states that no areas of knowledge have contributed more to education in the past few years than those of child psychology and human development. She says:

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Twenty years ago we studied the literature concerning the relation of particular stimuli to their responses in an endeavor to find the best method of presenting a list of spelling words to be learned...Psychology had little to offer in determining the place of spelling and algebra in the curriculum. It could only suggest favorable methods of teaching after the decision to teach certain subject matter had been made on a more philosophical basis.

Today, however, we have a vast body of knowledge about how children grow and learn, a body of knowledge which should be used as one basis for determining what the curriculum experiences of children should be.12

Increased knowledge of how children learn, according to this authority, has developed in two ways. One is in the field of psychology, and the other in the field of educational method. The first is the concept of wholeness instead of "piece-meal," contributed by psychology, and the second is the idea of progressive education advanced by Dewey.

Learning, under the concept of "wholeness", is based on understanding instead of inherited tendencies. According to Ogden, this theory holds that learning is not a matter of environment by exercise or conditioning but "is the inherent persistence of a particular pattern of behavior which owes its a form to the ultimate patterns of approach and retreat with which all organic life is endowed."13 It does not subscribe to the theory that the mind is composed of "parts" or faculties, each of

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which can be trained through exercise. Instead, the new theory of learning holds that the mind is not divided into parts, but that it functions as a whole. In other words, learning is a process of integration. It takes place through insight or understanding of the whole problem. After the process as a whole is understood, repetition makes the behavior easier and firmer. Hartman, a noted authority in the new psychological studies, makes the following statement about the nature of learning:

Learning is a process of maturation. The appropriate response in a new situation is not established by use. It is established rather by stimulation which produces a constant maturation of the learner.

Repetition does not cause learning. Repetition has the same place in learning that time has in growth. Time does not explain growth. Repetition likewise does not explain learning, it merely gives opportunity for learning to take place.

The factors which really explain learning are such things as the character of the goal, the time interval between repetition, the learner's own level of insight, incentives, distractions, rhythm, and method of procedure.\textsuperscript{14}

Hartman thus gives the main points of the modern psychological theory as to how learning takes place. The significance of this new concept to the schoolroom has been tremendous. It has profoundly modified not only methods of teaching, but what is to be taught, and how it is to be presented to the pupils.

\textsuperscript{14} George W. Hartman, \textit{A Survey of Facts and Principles}, p. 31.
The philosophy of learning likewise has undergone change in the twentieth century. John Dewey, noted advocate of progressive education, has the following statement concerning methods of learning:

Processes of instruction are unified in the degree in which they center in the production of good habits of thinking. While we may speak, without error, of the method of thought, the important thing is that thinking is the method of an educative experience. The essentials of method are therefore identical with the essentials of reflection. They are, first, that the pupil have a genuine situation of experience—that there be a continuous activity in which he is interested for its own sake; secondly, that a genuine problem develop within this situation as a stimulus to thought; third, that he possess the information and make the observations needed to deal with it; fourth, that suggested solutions occur to him which he shall be responsible for developing in an orderly way; fifth, that he have opportunity and occasion to test his ideas by application to make their meaning clear and to discover for himself their validity.  

Learning, according to the above writer, then, is intentional purposeful activity controlled by understanding of facts and their relation to each other. Activity, problem solving, independent investigation, development of habits of orderly thinking and discussion all grow out of this philosophy. A new curriculum emerged. Eby and Arrowwood describe the changes in curriculum and method that have taken place:

(1) From a curriculum based upon traditional and adult education, to curricula based upon the natural activities of the child...

(2) From a curriculum fixed, narrow and linguistic, to one that is rich in substantial knowledge and includes also a growing body of knowledge adapted to special needs.

(3) From an education that trained wholly for the future, to one that trains for the future but does not anticipate it in the thought or conduct of the child.

(4) From an education largely for outer ornamentation or show, to the development of natural capabilities of children.

(5) From an education of the mind alone, to one of the entire organism—physical, social and mental, in unison.

(6) From a verbal knowledge acquired by memory, to scientific insight acquired by activities in controlled environments.16

An investigation made now of the changes that have occurred in content and in methods of teaching of the social studies subjects should reflect these changes in the psychology and philosophy of education. A brief glance at the history of their development should be revealing. Aims and methods of teaching as well as contents of the subject matter will be considered.

Russell lists the values ascribed to history before 1860 as: (1) History provides valuable training in morals; (2) history furnishes abundant opportunity for the profitable use of leisure time; (3) history is a great inspirer of patriotism; (4) history trains for a higher order of citizen-

16 Frederick Eby and Charles Flinn Arrowwood, The Development of Modern Education, p. 897.
ship; (5) history affords occasion for religious training; (6) history strengthens and disciplines the minds of those who master its content. 17

Because of the fact that courses of study had not come into use prior to 1860, the nature of the content of school history must be sought in the textbooks then current. Data from New York show that in 1854-55, fifty-five texts in history were reported in use in the academies of that state. Twenty-three of these were general history, thirteen were United States history, ten were Roman antiquities, and nine were Grecian antiquities. An analysis was made of the contents of eight texts on United States history in terms of the political, military, and social and economic material. The average percentage of space devoted to each of these three types of material was as follows: political, 38.4; military, 44.3; and social and economic, 17.2 per cent. 18

The method of teaching used was the chronological one, and the material within the textbook cover was what was used.

The two values most stressed in history in the period from 1860 to 1900 were the disciplinary and moral. Of these two values, the disciplinary held almost absolute sway during the eighteen seventies and eighties. It was during this

18 Ibid., p. 203.
period that history became a part of the secondary school curriculum and, in some few instances, of the elementary curricula. Repeated drill was the accepted formula for teaching, and the textbook again was the source of material.

Tryon states:

During the forty years after 1860 the textbook in history for use in both the elementary and secondary schools was "King of Kings" and "Lord of Lords". It was the "be all and end all" of the content in history taught in these schools. While the textbook in history probably reached during these years the lowest depths of degradation that it has ever experienced, it, nevertheless, remained the chief source of content in its field.19

The committee of Seven set up in December, 1896, to study history in the schools of the United States, Germany, France, England, and Canada, made a report in 1898 which brought about many changes in the teaching of history in the schools of the United States. The following values were placed upon the study of history:

(1) In leading pupils to see the steps in the development of the human race and to gain some perception of his own and his country's place in this development, history has no equal among the subjects of study.

(2) History cultivates the judgment by leading the pupil to see relations between cause and effect, as cause and effect appear in human affairs.

(3) The study of history gives training in acquiring, arranging, and systematizing facts. This means getting ideas and facts from various sources and putting them together in a new form.

19 Tryon, *op. cit.*, pp. 154-155.
(4) History is also helpful in developing what is sometimes called the scientific habit of mind and thought.

(5) By the study of history the pupil acquires a knowledge of facts that is to him a source of pleasure and gratification in his after life.

(6) History is a powerful tool in the hands of a skillful teacher for quickening, strengthening and disciplining the imagination.

(7) History is valuable in the education of youth because of the training it affords in the handling of books and other historical tools which one must use in his everyday life.

(8) Training in good diction is a valuable by-product of good history teaching. 20

These, then, were the values of historical studies as presented by the Committee. To achieve these values, a four-block course of study for the four years of high school was recommended: (1) Ancient History, with special reference to Greek and Roman history; (2) Medieval and Modern European History; (3) English History; and (4) American History and Civil Government. 21 Surveys made in 1908 in 135 high schools in fourteen states revealed that the high schools were following very closely this recommended four-block period in the teaching of history.

While the percentage of schools including history in their curricula increased greatly during this period, little change is found in the procedures of teaching. Textbooks

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21 Ibid., p. 34.
were still used as a main source of material. Topical study, however, began to be used in many instances, but the chronologic-al arrangement dominated. Few schools taught any other social study courses except that of history. The type of teaching may be judged by some criticisms of the textbooks in use. One critic charged that the content of the textbooks was still traditional—stress was placed on military and political happenings rather than social or economic. Only "dead history" was good history. Topics, where they were outlines, showed no relationship to each other. Learning was still mechanistic in conception to a large extent.

Since 1920 a number of things have happened to history. In the first place, a report of the Committee on Social Studies in Secondary Education in 1916, proposed a rearrange-ment of the history content, changing the emphasis from the history of long ago to that of the near present. Six changes were recommended: (1) the reduction of the time allotted to ancient history from one year to one-half year; (2) the doubling of the amount of time devoted to modern history; (3) introduction of a one-year course in world history; (4) doubling of the amount of time devoted to American history; (5) inclusion of more social and economic material; and (6) a new supply of textbooks. 22

22 Tryon, op. cit., p. 217.
In teaching procedures, radical changes have also been made. The project method, the problem method, and the use of units have all been used. Emphasis has been placed on the present, and understanding instead of repetition has been stressed as the learning factor. The influence of changes in the concept of learning has been reflected in the content and methods of teaching.

In the period from 1900 to 1920, economics and sociology gained a foothold in the high school curriculum, but it was not until after the 1920's that major changes were made in the content of the subject matter which resulted in popularizing them—economics in particular. Civil government as a course of study parallels that of history in many respects. In the period preceding 1900 it was taught in many schools, but the subject matter consisted primarily of a study of the nature and forms of government, and the Constitution. In the time since that, the content of the study has changed to include community, vocational, economic and advanced civics. Tryon states:

Today civics includes the whole body of material which relates to preparation for citizenship. And citizenship is interpreted by the schools to cover not only the various relations that obtain between an individual and his government, but to embrace as well all those activities which bring him into relation with his fellowmen. More than that, citizenship is not an attribute peculiar to adults. The child is also a citizen, and has rights, duties and privileges in relation to the community of which he is a member, whether that community be regarded as his home, his school, or any other social group in which he lives. 23

23 Ibid., pp. 328-329.
A brief survey of recent literature in general education, and in the social studies in particular, will give an insight into recent developments in the field of subject matter, materials for study, and in techniques of teaching.

Wrightstone and Campbell set up the following objectives of the social studies in 1942:

The concepts, ideas and characteristics of a democratic way of life furnish the basis for the objectives of the social studies. From these basic ideals the major objectives of the social studies will come either directly or indirectly. These major objectives and their effects upon pupil behavior will provide bases for selecting and evaluating the experiences to be included in the social studies curriculum. From the training offered by such a curriculum should come the citizens who will help to defend and to improve our heritage of the American way of life.24

According to these writers, the crucial question for the social studies teacher and for the pupil is: What kind of an individual should the schools develop so that he may grow into an effective citizen in a democracy? Such a citizen, they assert, should be motivated by democratic attitudes and beliefs, be interested in and sensitive to the problems of the community, have powers of critical and objective thinking, possess suitable work and study skills, have sufficient knowledge of past history to apprise effectively current happenings, and be able to adapt himself to the personal and social conditions which surround and confront him.25


In techniques of teaching the social studies, Wrightstone and Campbell designate four areas of the social studies: (1) co-operating in social and civic action; (2) earning a living; (3) adapting to and improving the physical environment, and (4) personal development and guidance. The materials for teaching these will vary in different communities according to the needs of the pupils, and comprise a wide variety. Trips, surveys, observations, maps, charts, graphs, motion pictures, health clinics, trips to art centers, recreation surveys, bulletins, pamphlets, and a variety of visual aids are all recommended as additions to the basic textbooks of different subjects.

The social studies classroom has become a workroom demanding a laboratory setting with projecting equipment, record player, models, specimens, periodicals and reference books. 25

Techniques of teaching, according to these same authors, should consist largely of learning situations which resemble as closely as possible the problems met in life. 27 The program that is most likely to succeed is the one that employs genuine problems, issues and situations.

Spaulding in The Regent's Inquiry into the Character and Cost of Public Education in the State of New York, listed the following as specific objectives of social studies:

26 Ibid., p. 225.

27 Ibid., p. 78
1. To present definite knowledge essential to intelligent citizenship and to an understanding of current conditions and problems.

2. To promote worthy civic ideals, attitudes, habits and skills which will operate helpfully in the lives of the pupils.

3. To provide practice in constructive thinking, reason and critical judgment.

4. To fit the pupil for effective participation in the activities of his community, state and nation, and of the world.

5. To help the pupil to develop sound economic ideas and to apply them in everyday life. 28

The committee on the Social Studies reported in 1941 that adolescent needs and democratic values set the task and defined the role of the social studies teachers. It stated:

It is the function of social studies teachers to use the resources of the social sciences in meeting adolescent needs so as to develop the desirable characteristics of behavior essential to the achievement of democratic values within the realities of the changing American culture. 29

The committee further stated that society demands of the modern individual the ability to make the social choices which a changing society involves and the ability to make these choices in such a way as to promote the well-being of society and the individual's own happiness. With these demands of society for a guide, the schools must consider what characteristics of behavior they should seek to develop in adolescents.

A Committee from the Junior High Schools of the City of San Francisco to study the social studies program stated in 1944 that the main concern of the social studies is to teach a more adequate functioning of local democracy. 30 Mosher in 1941 said that the task of the social studies is to create a more socially effective and international life. 31 Taba reported in 1945 that the purposes and the content of social studies are based on human relations. 32

Training for citizenship in a democracy emerges, then, as the central aim of the social studies as well as of general education in the modern world. A review of recommended techniques for achieving this objective reveal a unanimity of opinion that democratic citizenship can be taught only through living and practicing democratic experiences. Hopkins aptly summarizes modern techniques in these words:

The schools can teach democracy only as they become a democracy operating on, with, by or through the beliefs which are basic to democratic living. They must exemplify such beliefs in all their practices. 33

Activity programs, based on life experiences, then, come to the front as the favored technique of teaching the social

31 William E. Mosher, Responsible Citizenship, p. 23
32 Hilda Taba, Democratic Human Relations, Sixteenth Yearbook of the National Council for the Social Studies, p. 21.
studies. In studying these programs, in reviewing the changes that have been made in the content, materials and techniques of teaching the social studies, a comprehensive picture of the general developments in education will be gained. The study of even one state program, it is believed, will reflect these changing ideas and concepts.

In the succeeding chapters, a survey of the social studies program in the schools of Texas from 1836 down to the present time will be made. The background study of the growth and development of the social studies in the general field of education will serve as a basic source of information in surveying the Texas literature.
CHAPTER III

SOCIAL STUDIES CURRICULUM OF TEXAS SCHOOLS PRIOR TO 1918

The content of subject matter and the methods used in teaching are very closely related to the aims of education prevalent and to the nature of the society in which the instruction is offered. For these reasons a brief background study will be made: first, of the aims of education for the period studied, and, second, the nature of the society in Texas during the time.

The aims of education which were most prevalent at the period extending from the Civil War to 1920, were a mixture of the old and the new philosophies of learning—the old was still entrenched but slowly yielding ground, and the new was beginning to find recognition in theory if not in practice. The early aims of education were two-fold: preparation for future citizenship, and moral training. Preparation for citizenship consisted for the most part of learning the fundamentals of reading, writing, and arithmetic. The moral aim sought to discipline the mind through rigorous training that was mechanical in nature.¹

In 1886, the date of the establishment of the first high school in Texas, the state was sparsely settled in many regions. In 1890 there were only 2,235,527 people in the state.\(^2\) Agriculture and stock raising were the chief occupations and life was comparatively simple. The early settler was economically independent to the extent that he was responsible for most of his subsistence; he raised his own food, wove his own clothing, and depended on no outside sources for his support in any way. Education did not need to be elaborate, and primary schools were adequate for the needs. In 1876 the Agricultural and Mechanical College was established, and the University of Texas opened its doors in 1883. Private academies were maintained for what is now secondary schools, and it was not until 1886 that the first public high school was established in the state. In 1900 there were only 706,546 children of scholastic age in the state.\(^3\)

The establishment of public secondary schools grew out of the needs of the University. The majority of the students attending college at that time were preparing for some profession: the ministry, law, or the field of medicine. There was a wide gap between the elementary school and the college; some other more available school than the private academies

\(^2\) The Texas Almanac, 1940, p. 89.

\(^3\) Ibid., p. 319.
was needed to supply students for the University. This need had important repercussions on the teaching of the social studies in Texas schools for the period under study, 1890 to 1918.

The University of Texas, directly after its establishment, saw the need of secondary schools for training its future students. After these schools were established the University realized a further need of some agency to fashion the courses of study of the public school, in order that the students would take the subjects they would be expected to study in college. The majority of the first high school students were those who were preparing to enter college. Accordingly, the University asked for and received the permission of the State Department of Education of Texas to set up an accrediting agency composed of University teachers to inspect the schools and establish standards of instruction.4

The result was that the early schools of Texas were dominated by the needs of college education. The subject matter of instruction was not planned to fit the needs of the individuals or of the community in which they lived, but was a preparation for the courses the college offered. The courses of the college "may safely be trusted as being indicative of the initial status of the subject in the secondary

4 Frederick Eby, The Development of Education in Texas, p. 228.
schools of Texas." The following description gives some
idea of what constituted a history course in the colleges
in this period:

As shown, the history course offered in most
colleges and universities seldom included anything
more than a brief course in General History with,
perhaps, for classical courses, a little more work
in Roman and Greek history. The high schools occa-
sionally assisted some of their favored few who were
aspiring to college in dipping lightly into Greek
and Roman history. But prior to 1880, ordinarily
Peter Parley's *Universal History* and Holmes' or Barnes'
United States History formed the basis of all historical
knowledge for Texas school children. Texas History as
a separate field for school instruction was not known
prior to the eighties. Brown and Thrall were among the
first authors of Texas History, and their work was
followed shortly afterwards by the well known history
of Mrs. Pennybacker.5

The significance of this background study can be summarized
as follows: (1) The social processes in Texas during the
period under study, 1890 to 1918, were comparatively simple
in the extent that the country was still predominantly agricul-
tural and industrialization had not made much headway; the
aims of education, although changing, were predominantly pre-
paration for college or for mastering the three fundamentals
and moral; and (3) the University of Texas was the agency which
planned the course of study for the public schools and super-
vised the instruction.

5 "History and the Social Studies in the High School Curriculum", *History and the Social Sciences*, State Department of Educa-
tion, Bulletin 124, p. 11.
The earliest course of study available for this investigation is the one issued by the State Department of Education in 1913. In this bulletin no mention is made of the part that the University of Texas played in the selection of subject matter; the University was the accrediting agency mainly for school standards, and it gave credit only to the preferred studies which would prepare the student to pass the entrance examinations for the University. The influence of the college was mainly in this field; it did not actively engage in working out the details of a course of study, but its influence did hinder the expansion of the curriculum into some channels recommended by the teachers of the state themselves.

According to the course of study, geography, one of the studies comprising those known as the "social studies", was taught in the third grade. One text, World Geography, was recommended and the definite number of pages for each term was outlined. 6 "Read to a certain page and review" was part of the directions. The influence of the new thought in education, however, may be discerned in the study suggestions as given in the bulletin.

Geography is the driest subject or the most interesting subject in the school, as the teacher chooses to make it. If it be taught as mere memorizing of uninteresting facts, it is the driest possible subject, and taught thus it is a subject almost use-

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6 State Department of Education, Course of Study for the Public Schools, September 1, 1913, p. 31.
less. But if the subject be vitalized by studying "the earth as the home of man" and this principle be adhered to intelligently, it is indeed an interesting subject.\footnote{Ibid., p. 33.}

Geography, by this recommendation, was to be related to the actual lives of the children. Suggestions were also made that the geography work be correlated with the work in reading, history, composition, and drawing.

The study of geography was continued through the sixth grade. In the fifth grade the suggestion was made that the geography work be correlated with that of history. Geographic influences, it was claimed, determined historical results. Such recommendations were a wide departure from the traditional methods of memorizing topics from page to page and treating the stories of nations as isolated studies. In the final suggestions for teaching sixth-grade geography—agriculture was substituted for geography in the seventh grade—the following directions were made:

Before finishing the subject the children should be able to make from memory a good sketch map of the continents of North and South America, showing general outlines, physical features, and industrial sections. Have pupils make small exhibits, and when discussing the products of a state, consult the maps made by the pupils. Be careful to emphasize the industries of each state. They are more easily learned and more valuable than scores of map questions about artificial boundary lines and small rivers and towns. A state
produces a given article because of its climate and soil. Teach clearly. Make use of railroad maps in teaching trade centers.

Have pupils take imaginary journeys and study pictures. 8

The last sentence is indicative of both the old and the new teaching. Today's children take the real journeys and view things as they are in real life.

The study of Texas history was introduced in the sixth grade. A School History of Texas was the recommended text, and it was to be supplemented by Pennybacker's Texas History and other texts and stories from the school library. The aim of the course was expressed as follows:

One of the important values in the study of Texas history is that the pupil be able to understand the Texas of today, her institutions, sentiment and present needs. Moreover, the study of Texas history is of value in arousing the pupil to a keener admiration and a deeper love for his State. Study the great men of the past, and the leading men of the present.....

Use a notebook for maps, stories, and clippings. Have the pupil so prepare it that he will treasure it in after years.

Correlate with the geography of Texas and the United States. 9

United States History was taught in the seventh grade.
The text recommended here was The Student's History of Our Country, and it was written on the grade level of the students for whom it was intended. The suggestions for teaching it were as follows:

8 Ibid., pp. 45-46.
9 Ibid., pp. 43-44.
Follow the text, but be not a slave to it..... Too much emphasis cannot be placed on making and studying maps... Make maps of the continent and then mark the thirteen colonies.

Stress the biographical element in teaching history, and encourage pupils to study books of biography from the school library.... Instead of trying to discuss and teach all details, present the subject through type lessons...

Note carefully the causes that led to the Revolutionary War. Give some attention to battles but more to campaigns and their purposes.10

Once more the recommendations here are a blending of the old and the new philosophy of teaching.

The high school courses were presented in well defined outlines. The only three subjects that were offered at this period that could be classified as "social studies" were history, physical geography, and civics. The outline for these subjects by years is as follows:

First Year

English History———Any standard text

Second Year

History———Myer's Ancient History begun and completed
Physical Geography—Tarr's New Physical Geography, with laboratory experiments

Third Year

History: -- Myer's Mediaeval and Modern History begun and completed

10 Ibid., p. 48
Fourth Year

History and Civics—American History and Civics.
Adopted high school text in History and any standard
text in Civics.11

The recommended techniques for teaching these history
courses is best described by quoting the recommendations:

History is often presented as a mere record
of events which are to be memorized by the pupils.
The result is the pupils are not interested in the
subject and regard it as a lifeless thing. To
quote from Professor Walker, Inspector of High Schools
in North Carolina: "Much poor history teaching has
been due to the popular belief that just anybody can
teach history, since it is only necessary to read ahead
of the class in order to be able to ask the class a few
questions anyway"....

The text book should be supplemented with historical
fiction and source material, with maps, pictures
and stereopticon views. History lies beyond events.
It deals with the life of the people in process of
growth.

The purpose of the course, then, is to give the
pupils a definite idea of the growth of the institu-
tions of the different nations, and to point out to
them the chief things that have retarded or promoted
civilization.

In each year spend some time in teaching the pupils
how to study.12

The outline recommended for teaching history during the
second year is typical of the type of work expected during
this period, and the points stressed in teaching.

11 Ibid., pp. 64–66.
12 Ibid., pp. 70–71.
Second Year

Myers' Ancient History

First Term—

2. Early development of Greece, earliest times to 750 B. C.
3. The City State, and Foreign Wars, 750-500 B. C.
4. Period of Foreign Wars and Greek Supremacy to about 479 B. C.
5. Period of Athenian Growth and Supremacy to 431 B. C.
6. Period of Internal Strife: The Rise of Macedon
7. The Rise and Fall of the Empire of Alexander
8. The social, industrial, intellectual, and religious life of the Greek peoples.
9. Throughout the course make use of outline maps and require notebooks on the more important topics.

Second Term—

1. Early Rome: Roman supremacy in Italy.
2. The Republic; Class Struggles
3. The Conquest of the Ancient World
4. The Roman Empire
5. The Invasion of the Barbarians and Fall of the Empire in the West.
6. Private and Social Life of the Romans.
7. Require outline maps and notebook work on assigned topics.¹³

Reference to this outline indicates that the main emphasis in teaching history—one of the social studies—was on the rise and fall of governments and on the various wars conducted. These events, too, were a long ways removed from the lives of the pupils—ancient history extends back for several thousand years. Three years, too, were devoted to this study of ancient and modern European History. The pupils had to wait until their last year in high school—and a large per cent of the pupils

¹³ Ibid., p. 71.
in high school dropped out before graduating in the early schools—before getting any work in United States History. The consequences were that the history as recommended and taught in the period before 1918 was remote in both subject matter and techniques of teaching from the lives of the students. These practices, however, were in line with educational thought as expressed in the aims and techniques recommended in the literature of the period.

The recommendations made for the teaching of civics are also interesting. Some standard high school text was recommended. The outline for teaching follows:

The pupils should learn the classes of officers of his district and county, and the duties of each in general outline.

Since the Federal Constitution is simpler and has fewer details than the State Constitution, it is well to study it first.

The analysis of the Constitution should be studied. The department of the government and the duties and functions of each should be emphasized. It should be shown clearly how one department is a check upon the other. The powers granted to Congress and those denied it should be learned thoroughly. The substance of each amendment to the Federal Constitution and the cause or reason for its adoption should be learned.

The provisions of the Constitution that are the results of contending forces should be pointed out and explained, and those provisions that have resulted in the greatest contests should be carefully studied.

The relation of the Federal to the State Government should be carefully studied. Our relations with foreign governments, the diplomatic and consular service, and the treaty-making powers should be matters of special study. The sources of revenue for the Federal govern-
ment should not be overlooked. The differences between the two great political parties, based on interpretations of the Constitution, should be carefully studied and explained. 14

To anyone who has studied advanced government on an academic level, the details outlined here for the adolescent mind to grasp make it understandable why many high school students dislike government and do not choose it as an elective course. The interpretation of the Constitution is a task that is not fully comprehended by mature minds trained in the subject. The skeleton framework of the government, it is apparent, was the central focus of the study of civics, and there was no mention of any life activities that would aid the student in comprehending the legal phraseology of much of the Constitution. There was but one way to learn all these details as recommended and that was by memorizing them. Without some method of basing them on life activities, they had to be memorized if a passing grade was made on the written tests which were the methods of evaluation.

Three years in ancient, medieval, and modern history, respectively, and one year in American History and Civics, was the extent of the social studies program in the secondary school. In comparing this recommended program with that for the elementary program, the conclusion is reached that the

14 Ibid., pp. 72-73.
latter was much more progressive than the secondary school program. The secondary school, it can be mentioned, was much more under the domination of the college-preparatory aim than the elementary school.

The aims and methods of the social studies in the elementary school clearly foreshadow the progressive education that was to follow; the techniques and aims of social education as recommended were an extension of the traditional method of teaching and showed the classical influence. In the following chapter, a study will be made of the changes that occurred in the school curricula, both elementary and secondary, after the University of Texas ceased to be the accrediting agent and after the philosophy of John Dewey began to take a firmer foothold in education.
CHAPTER IV

DEVELOPMENT OF SOCIAL STUDIES IN TEXAS SCHOOLS

IN THE PERIOD FROM 1918 TO 1930

The purpose of this chapter is to survey some of the changes made in teaching the social studies in Texas schools in the period from 1918 to the early 1930's. Attention will be given to changes in society which found repercussions in social studies teaching.

Changes in society caused changes in aims of the social studies. World War I had brought a new concept of citizenship; that is, it brought a new realization that the world was closely related, one country with another, and that no nation could live entirely to itself. The rapid industrialization of the country, the growth of large cities, and the extensive gain in methods of communication had brought many new problems. The use of machines for industry brought new emphasis to leisure-time activities. The National Education Association in 1934 summed up some of these changes and their implications for education:

1. The applications of research to medicine, engineering, and industry have profoundly modified life. There has developed an amazing accumulation of knowledge. Modern power driven machinery has transformed the home.
2. For the first time in history man can probably produce enough for all. Power combined with science has developed machinery which can turn out goods with incredible speed and efficiency.

3. In a thousand ways our daily lives are touched by the events in remote nations and in nearby communities.

4. As the world becomes more closely related, ideas and ideals spread rapidly.

5. As America changed from an agricultural nation to one predominantly industrial, many people surrendered their economic independence.

These basic changes in society were accompanied by like changes in education.

If there is to be an adjustment of education to a changing civilization, schools need to direct their efforts toward broader objectives. Education has been primarily concerned with making people literate. Book learning that developed abilities to memorize, to read, to comprehend, and to recite has been of fundamental importance. Schools have been organized, teachers trained, and instructional materials prepared with book learning as the controlling factor. It is no condemnation of the past to hold that present social conditions and objective knowledge as to the nature of the learner make it necessary for the general philosophy of education to be enlarged. Education must be recognized as a continuous process from birth to death; from sunrise to sunset. It is not something that goes on for a few hours each day within the four walls of the school. Education arises from, exists in, and will continue to flourish as a part of its surrounding social culture. It cannot be completely isolated from life outside the school.  

These last few sentences emphasize the theme of this study; the social studies reflect the surrounding social

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2 Ibid., p. 286.
culture. If the social structure has changed, there is a need for changing the content of the social studies to conform to changed needs. The extension of knowledge in all fields of human life will call for an enrichment of the curriculum.

In many instances the changes will require new courses and activities. Better opportunities for pupils to study home life, industry, and labor conditions will tend to develop a higher type of social intelligence. Besides addition of new units of study there will be an increased emphasis upon the social aspects of existing courses. Instructional methods will have to be changed; the use of libraries, laboratories, debates, conferences, and committees will need to be increased. The teacher will assume the status of a guide rather than a dictator, and students will participate in all the activities of the school.3

The schools will need to be reorganized so that educational experiences available to children may have the maximum of concreteness and reality. Educators will figuratively level the walls of the schools through excursions, journeys, and extended trips. Experts and creative artists will enter the schoolroom in person or by means of the radio and the sound motion picture. The school will not be a world set apart, with manners, ethics, and problems different from those of the real world.4

3 Ibid., p. 207.
4 Ibid.
In an attempt to see if the social studies curriculum in the Texas schools has changed with these changes in society and in educational thought, a survey has been made of five recommended courses of study issued by the State Department of Education of Texas from 1918 to 1930. Some of these courses of study are general while some treat specific areas as the social studies themselves.

Course of Study for History and The Social Sciences, 1920

The first bulletin available after 1918 is one entitled History and the Social Sciences and published in 1920. The three-fold purpose of the book was:

1. To assist in laying the foundation for a broader and deeper Americanization of the history and social study courses in the public schools of Texas.

2. To bring the courses more definitely in line with the modern trend of such courses as suggested in the reports of representatives and authorities committees, such as the Committee on History and Education for Citizenship, which has just given the final touches to its suggested program.

3. To furnish a definite basis of work for the ambitious students of unaffiliated schools who have to run the gamut of college entrance examinations in order to enter higher institutions of learning.\(^5\)

A new conception of human relationships is indicated in the discussion on the need of teaching Americanization as one of the desired outcomes of the social studies.

Hitherto individualism and nationalism had been stressed.

The bulletin states:

America must not consist of men and women who think of themselves purely as individuals, or purely as national groups; it must, if it grows to its world opportunity, consist of men and women who think of themselves as serving the larger and continuing life of the whole, who are willing to lose themselves for the good of the nation. The new age requires men to serve their neighbors first; but in so doing, experience has proved that they thus also serve themselves.6

In the recommended course of study a proposed course in citizenship was advocated on all grade levels. In the primary grades six years of progressive work in American History would stress the general backgrounds of history—how people live, how they work, how the nation began, and how the local government fits into the state and national government. Actual teaching of history would begin in the eighth grade.

Bulletin 124 did not deal with any geography as a part of the recommendations. The suggested high school course in history and the social studies for Texas schools was as follows:

6 Ibid., p. 8.
For Four Year High Schools

1. For the Eighth Grade

Ashley's text: Early European Civilization

2. For the Ninth Grade

Ashley: Modern European Civilization

3. For the Tenth Grade

Cousins and Hill's American History

4. For the Eleventh Grade

Ashley's New Civics ½ year.

Elementary Civics or Sociology- ½ year 7

That there is a decided change in the content of the subject matter is evident from this outline. Myer's Ancient History in the eighth grade has been replaced with the text Early European Civilization. The recommended techniques were as follows: 7

Stress the social, political and economic phases of life throughout, and touch lightly on the military aspects except as they relate to these other phases . . . The beginnings of English institutions and customs affecting directly the background of American History should be definitely pointed out.

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7 Ibid., pp. 19-20.
8 Ibid., p. 19.
A still further departure from the traditional method of teaching is indicated in the suggested procedure for teaching history in the ninth grade.

.....the gap between it (past history) should be bridged by the introduction of regular weekly discussions of important current movements and problems as presented in standard periodical literature, such as The Literary Digest, The Outlook, The Independent, The Nation, etc. The suggestions given for placing of emphasis on the eighth grade are equally applicable here.

Great care should be taken to make clear America in its world setting. All phases of English life that make clear the beginnings of American life and institutions should be carefully considered.

The further recommendation was made that the American children should be trained into a sympathetic insight into the customs, manners, hopes, and aspirations of the foreigners who seek a haven in the United States. Young Americans, it was stated, should be taught a proper appreciation of foreign-born talents and institutions and a self-respecting appreciation of their own.

The outstanding aim of the civics course was not to memorize the United States Constitution but to train the pupils to function as good American citizens. The life of the community was the focal point of study and all instruction was to come back continuously to it.

9 Ibid., p. 19.
10 Ibid., p. 20.
Two new courses, elementary economics and sociology, were recommended in the eleventh grade it will be noticed. No one text was recommended by the State Department of Education, and little stress was recommended on the underlying theory of economics. Rather stress was placed on the use of library materials.

The monthly and weekly journals, and even the daily newspapers, will be useful in providing the sort of material needed. Reports of bureaus and municipal research, and of charities and correction, congressional debates, and public addresses of prominent men can be used.

No reference was made to the contents of the subject-matter of sociology or to recommended techniques for teaching. For this reason, it is assumed that little importance was attached to the value of the subject as a part of the high school curriculum.

Bulletin 124 also gives some information concerning the changes made in high school history from 1918 through 1920. The data concerning these changes are shown in Table 1.

11 Ibid., p. 24.
### TABLE 1

**CHANGES MADE IN TEACHING HISTORY IN THE HIGH SCHOOLS OF TEXAS FROM 1918 TO 1920**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Accredited Schools</th>
<th>Subject Matter</th>
<th>Number of Credits</th>
<th>Per Cent of Increase</th>
</tr>
</thead>
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<tr>
<td>1918</td>
<td>288</td>
<td>1 Credit English History</td>
<td>171</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Credit American History</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Credit American History</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>1919</td>
<td>317</td>
<td>1 Credit English History</td>
<td>218</td>
<td>21.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Credit American History</td>
<td>74</td>
<td>23.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Credit American History</td>
<td>203</td>
<td>10.0</td>
</tr>
<tr>
<td>1920</td>
<td>354</td>
<td>1 Credit English History</td>
<td>259</td>
<td>10.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Credit American History</td>
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<td>36.0</td>
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<tr>
<td></td>
<td></td>
<td>1 Credit American History</td>
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</tbody>
</table>

The data in Table 1 indicate a decided increase in the amount of American History taught in the public schools in the short space of two years. From 1918 to 1919 there was an increase of 21.0 per cent in the number of courses offered in English History, but in the next year this increase dropped to 10.0 per cent. On the other hand, the per cent of increase in American History was 33.0 for 1919 over that of 1918, whereas it was 39.0 in 1920. The increase in scholastic population for all levels in Texas was only 4.34 per cent during this two-year period. 13 Therefore, other factors than

12 Ibid., p. 24
this scholastic increase must have operated to cause this change in teaching subject matter. The statistics indicate that the public schools were beginning to substitute other history for the ancient and medieval history. A new movement for stressing the history more clearly affecting the life of the child had been inaugurated.

Course of Study for Texas High Schools
1925

No course of study for the elementary grades is available as a companion study to the one for high schools in 1925. As a consequence only the social studies program for the high school can be considered here.

The subjects offered in the social studies were history, civics, economics and sociology. The suggested course of study for these subjects for a four-year high school with four teachers was as follows: 14

**First Year**

Early European History or Community Civics

**Second Year**

Modern History or World History

**Third Year**

American History or Bookkeeping or Advanced Texas History

**Fourth Year**

Civics 1 or Civics ½ and Sociology ½

Economics ½

A still further change from the recommended course of study as given in Bulletin 124, 1920, is noted in this

recommended course in 1925. In the first place community civics could be substituted in the first-year course for Early European History. Modern History or World History could be used in the second year of high school instead of Early European Civilization recommended for this period in the 1920 course of study. In the third year American History was recommended but advanced Texas History or bookkeeping might be substituted. No history at all was recommended for the fourth year, but civics, economics and sociology were listed.

Changes in subject matter were only preludes to changes in techniques. The following excerpt illustrates a new viewpoint from the traditional one of learning by rote and reciting paragraph after paragraph:

Only a word can be said about methods of instruction. The old fashioned paragraph by paragraph, each seemingly complete in itself, has been tabooed. The two methods that are gaining most favor now are the topical and problem or project. History should no longer be given with each fact isolated, but each related part should be fused into a whole. Some topics may be finished in a day, others may extend over several weeks, while many may last through the year and even into other courses. Let the student get a view of the whole and then work the topic out in detail.15

The influence of the changes in learning concepts is definitely shown in this recommended technique of viewing a problem as a whole before breaking it down into its component

15 Ibid., p. 40.
parts. In the traditional theory of learning, it was thought that the parts should be studied first and the relationships worked out later. The Gestalt Field Theory, or new concept of learning, stressed the whole as the fundamental basis from which to work and a study of the parts after the entire picture was in the mind. The Gestalt concept became prevalent soon after the 1920's; in five years time the new concept of learning appeared in the recommendations for teaching the social studies. The assumption, therefore, was that the courses of study were influenced by the prevailing educational theories and concepts of learning.

The recommended content of the Community Civics course also illustrated the changes that were taking place in educational philosophy. John Dewey, in the period approximating the one under study, pioneered in holding that education is life. He said that it is a continuous process from the beginning to the end of life, both in and out of school. He advocated dealing with the child each day as an individual with real problems to solve and a real life to live. When he reached maturity, Dewey asserted, he would be more able to deal with the adult problems that would then confront him. The previously recommended courses of study in civics, as illustrated, had advocated the study of the Constitution, the

Bill of Rights, and the mechanics of the three departments of government. The recommendations for the course in Community Civics in 1925 were as follows:

1. Community civics lays emphasis on the local community because (a) it is the community with which every citizen, especially the child, comes into most intimate relations and which is always in the foreground of experience; (b) it is easier for the child, as for any citizen, to realize his membership in the local community, to feel a sense of personal responsibility for it, and enter into actual operation with it than is the case with the national community.

2. The aims of community civics are: (a) To see the importance and significance of the elements of community welfare in their relations to himself and to the community of which he is a member; (b) to know the social agencies, governmental and voluntary, that exist to secure these elements of community welfare; and (c) to recognize the civic obligations, present and future, and to respond to them by appropriate action. 17

Community civics, according to this interpretation, was the study of government in such a way that it meant something to the young citizen. It focused attention upon the elements of community welfare rather than upon the machinery of government. The following elements of welfare were recommended as topics to be studied: (1) health; (2) protection of life and property; (3) recreation; (4) education; (5) civic beauty; (6) wealth; (7) communication; (8) transportation; (9) migration; (10) charities; and (11) correction. In addition, it was recommended that the course include the

17 Ibid., pp. 44-45.
following topics dealing with the mechanism of community agencies: (12) how governmental agencies are conducted; (13) how governmental agencies are financed; and (14) how voluntary agencies are conducted and financed. 18

The recommended technique of teaching was to study community activities at first hand. This was actually relating the study of civics to the life situations of the learner.

The aims of the economics course were to "develop good citizens capable of looking after their own interests and those of society in both business and political circles." 19

The lecture method was not recommended in teaching, but reading, debates, and research were advocated. The aim of the course in sociology was to "make the student think in terms of community." 20

A brief summary of the changes that have been made in the course of study recommended for the social studies since 1918 reemphasizes the "liberalization" of them. From a study of ancient history and the mechanics of the government, a change has been made to studying the community problems as a basis for wider study. Modern educational psychology and philosophy also are found to have had an influence on both content and techniques in the social studies.

18 Ibid., p. 45.  
19 Ibid., p. 46.  
20 Ibid., p. 51.
Course of Study for Elementary Schools, 1927

A course of study for the elementary grades was issued by the State Department of Instruction in 1927. No important changes are stressed in the content of the history and geography courses as recommended but the techniques conform to those recommended for the high school—relating the information learned to the life activities of the child and linking it to the local community. The aims of geography as outlined are of special significance in the light of subsequent developments in education. They were:

1. To give the child a knowledge of the location and character of the leading surface features of the earth.
2. To show the dependence of man on earth conditions and earth resources; the economic inter-dependence of people of different countries.
3. To give a sympathetic understanding of the conditions and people of other countries, to become a citizen of the world.
4. To emphasize the application of geography to the immediate problems of life; to show how men live, what they do, and, so far as practicable, why they live and work as they do in different environments in various parts of the world; to point the way to better uses of land and natural resources.

"A citizen of the world" is a prophetic phrase. Within the last decade the term has become a common one in considering

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21 Course of Study for Elementary Grades: Public Schools of Texas, State Department of Instruction, Bulletin 226.

22 Ibid., p. 127.
the objectives of the social studies; its use in 1927 in the Texas recommended course of study indicates that the State Superintendent of Instruction, S. M. N. Marrs, was alert to the changes taking place in educational thought regarding the social studies.

Teaching of Citizenship as a Course in the Public Schools, 1928

The State Department of Instruction prepared a bulletin on the Teaching of Citizenship in Texas schools in 1928. This course was a series of units entitled:

The American Citizen, His Rights, His Duties, and His Training
Municipal Organization, Activities and Problems Counties and Rural Communities
State Government--Emphasis Upon Texas Government The Federal Government

Such units were in line with accepted educational thought at that time. Techniques had changed from a study of topics or paragraphs to related problems worked out in the form of a unit. H. B. Bruner said in 1930 that "pure creative activity falls under this classification." 24 Raup said in 1927 that "for human beings life is made up on units or events." 25

23 Teaching of Citizenship, State Department of Instruction of Texas, Bulletin 249, December, 1928, p. 4.
Childs wrote an article discussing the merits of subject units versus those of functional units in 1931. The subject unit was the accepted technique of teaching at that time. Superintendent Marrs of Texas was quick to suggest the use of units not only in teaching citizenship but in the other subjects as well.

The characteristics of a good citizen and the importance of stressing citizenship are significant in any investigation of the social studies in Texas. The following statement from Superintendent Marrs is self-explanatory:

To arouse an interest in citizenship, pupils must not only have knowledge of institutions of our country, but must be made to feel that they are citizens by actually taking part in enterprises of community, state, or nation. The purposes set forth at the beginning of each unit are given for the pupils rather than for the teachers, with the hope that teachers will so plan their work that each lesson will have a definite objective, which will make these potential citizens feel that they are already protected by a great government, and that their big task is to understand our laws and institutions and the great problems that confront us and to be active and aggressive in making our country a better place in which to live. If teachers can instill in pupils the four essentials to a truly successful life in society as given in a recent textbook on citizenship, their task has not been in vain: "... openmindedness; a knowledge of the facts one should consider; an understanding of the principles involved so one can interpret the facts; and a willingness to follow the best course."

26 John L. Childs, *Education and the Philosophy of Experimentalism*, p. 73.
Openmindedness, knowledge, understanding, and a willingness to cooperate, it is evident, constitute the definition of a good citizen. The person who failed to possess these characteristics could not fit into the modern complex society.

If the schools of Texas in teaching the social studies from the period of 1918 to 1930 have been traditional in thought, content and techniques, they have not followed the recommendations in the different courses of study outlined for the social studies by the State Department of Instruction. The courses of study as recommended, as well as the techniques, have reflected the changes in society, in educational psychology and educational philosophy.
CHAPTER V

TRENDS IN THE COURSE OF STUDY FOR THE SOCIAL STUDIES
IN TEXAS SCHOOLS, 1930 TO 1948

Purpose of the Chapter

The purpose of this chapter is to make a report on the
trends in social studies in Texas schools during the period
from 1930 to 1948 and determine the extent to which they have
been influenced by changes in the nature of society and in the
government itself. Attention will be given to the social back-
ground of the study, to the aims of education, to the curriculum,
and to some recommended techniques for achieving the aims.

Social Background of the Period

The changes in society and in government have been very
rapid and important in this period of time under study. There
are several factors to be considered in evaluating these
changes that were made. In the first place, the United States
experienced the greatest depression of all times during the
period. From the crash of the stock market in 1929 to the out-
break of World War II, there was a period in which millions
of people were unemployed and the goods of production had no
buyers. The government of the United States was founded on
the principle that all men are equal, that they have equal
rights before the law, and equal opportunities to work and make a living. The rapid growth of industry during World War I created not only more jobs but also great wealth and extreme poverty. During the height of the depression the Government of the United States had to appropriate money to manufacture opportunities for work and to provide help for those who could not work. The Government thus had to assume many functions which the people heretofore had performed for themselves. These facts are so well known that they require no documentation.

World War II with its great demand for industrial goods of all kinds and its need for millions of workers ended the depression. Events, however, had effected a wide influence on education. For nearly a decade lack of funds had hindered any development of the educational program. Salaries of teachers went to new low levels.¹ A new demand arose in the curriculum itself for more vocational work that would help the youths make a living when they assumed the responsibilities of adult life. More stress was placed on vocational subjects and those with a practical outcome. The demand for workers in World War II industries and the high wages paid lured many

¹ American Association of School Administrators, The Expanding Role of Education in the Democracies, Twenty-Sixth Yearbook, Foreword, p. 5.
capable teachers away from ill-paid jobs to better ones.
Suddenly the country found itself prosperous as far as
money was concerned, and new social problems arose, particularly those dealing with leisure time, youth problems, and war hysteria.

Influence of Social Change on Education

These social problems all found repercussions in the schools because they were a part of the lives of the children who attended school. Grave as they were, others developing as an aftermath of World War II were more serious. One source expresses the conditions in this way:

But even more impelling than these reasons is the fundamentally greater demand for education which is inherent in these times. In the new era of world events which suddenly has been ushered in, American democracy, no less than other forms of national government, will have to meet unprecedented tests. In this new era the United States finds herself in a new position of world leadership, with larger opportunities but also with vastly greater obligations than she has ever known. Social and economic problems, both domestic and international, are appearing and growing at alarming rates. Some of them already have reached threatening proportions.

The import of these words may be understood by reading any newspaper today. The people of the United States, because they have lived under the freedom of democracy, have taken this freedom for granted to a large extent. Not many

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2 Ibid.
people have stopped to think that other peoples in other lands do not enjoy this same freedom. Since World War II, however, the rise of a great European power, which has a totally different ideal of government from that of the United States, has awakened many people to the necessity of stressing the benefits of democracy to the children in the schools. Nazi Germany indoctrinated its children with Nazi ideals; Soviet Russia is teaching the Communist doctrine to its school children today. If democracy is to meet the test, its children, too, will have to learn to appreciate their own government better. Therein, however, lies a problem for a democracy. The principles of democracy teach that people living in one should decide things for themselves. John W. Studebaker, until recently United States Commissioner of Education, has this comment on the dictatorship method of education and that of democracy:

Whatever else may be said of modern dictators, it must be conceded that they see clearly the relation of education to social organization. They have with all haste and thoroughness organized education to make a major contribution to the authoritarian state. They have organized education on the assumption that the dictator should direct the "pursuit of happiness" and that the people should be trained to follow his directions.

The assumption of democracy is that the people shall be free to direct the "pursuit of happiness" for themselves. Democracy, more than any other form of social organization, requires a mass educational system for its perpetuation and an educational process which fits the social organization and contributes to its stability and growth . . .
While the technique of planned and persistent indoctrination is a good one for the social organization of dictatorship, its widespread use is fatal to democracy... The object of indoctrination in this case is to induce people to hold the prescribed opinions and thus become satisfactory citizens.3

An impelling need for stressing the development of democratic citizenship thus appears as one of the major aims of post-war education. How to achieve this objective without violating the concept of democracy itself has, then, become a difficult question. The opinion of leaders in the field of education will illustrate some recommended ways of achieving the objective of democratic citizenship in a democratic way.

L. Thomas Hopkins says that the schools can teach democracy "only as they become a democracy operating on, with, by, or through the beliefs which are basic to democratic living."4 Such beliefs must be exemplified in all their practices. The Educational Policies Commission says that the "discipline of free men cannot be achieved by subjecting the young for a period of years to the discipline of a slave." It can be achieved only "by living for years according to the ways of democracy."5 The school itself must be operated as a democracy through using democratic methods in classroom, in administration and student activities. The American Association of

5 Educational Policies Commission, The Education of Free Men in a Democracy, p. 29.
School Administrators says that the best way to achieve democratic citizenship is to practice it. Democracy is a way of living, not a world of words. "The ultimate test of self-controlled citizenship is not what one knows, can do, thinks, or feels, but what one does."  

These concepts, it should be mentioned, have been in the objectives of American education all the time; recent events have intensified the need for stress and study for better ways of achieving them. Another concept growing in intensity after World War II is that of world citizenship. It is being demonstrated every day that what concerns one part of the world concerns every part. The people of the world are going to continue to advance just the same as the people of a state. However, people differ in race, ideals, customs, and ways of living in general. There must be understanding and tolerance between these peoples if there is to be peace. Educators are beginning to realize that these things do not develop through reading and arguing but through actual practice and that the best place to start practice is in the schoolrooms of the country. A new feeling of need has arisen to build understanding between people.

Still another outcome is a realization that democratic practices must be based on realistic knowledge of facts.

6 Ibid.
The Educational Policies Commission says that "activity and study should reinforce one another." The further statement is made:

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

The acceptance of these considerations has led to a social studies program that stresses life activities as the curriculum, purposeful participation of all the students in the activities, and a closer relationship between all phases of the school curriculum in order to build better understanding and appreciation of the values of not one subject or activity but of all.

What effects, if any, have these concepts had on the teaching of the social studies in Texas? There are no adequate ways of measuring what these effects have been, but a study of the recommended course of study may show the trends that the work is taking.

7 The Educational Policies Commission, Learning the Ways of Democracy, p. 119.

8 Ibid., p. 43.
Trends of Social Studies in Texas Since 1930
As Shown in the Courses of Study

The investigation of the courses of study for the period
of time under consideration is somewhat hampered by the fact
that not nearly so many courses of study have been published
in this period as in preceding ones. Lack of funds for the
publication of the bulletins has prevented numerous publica-
tions, and a great deal of work heretofore included in the
courses of study has been sent out to the teachers in the form
of mimeographed material. However, a bulletin, Course of Study
for Years Four Through Six, was issued in January, 1939, and
this gives the basic requirements and changes made in many
instances. 9

In the first place the bulletin indicates a major change
in the policy of outlining a course of study. Between 1918
and 1930 the different courses of study had been the major work
of one individual, either the State Superintendent of Instruction
or specialists in the different fields of subject matter. Prior
to 1918 the University of Texas had had the major role of
curriculum building in the high schools. George S. Counts, as
early as 1927, made the statement that the "high-school
curriculum should not be entrusted to state legislatures, boards
of education, powerful minorities in the community, college

9 State Curriculum Executive Committee, Course of Study for Years
boards of admission, and persons interested in the defense of particular subjects." He further stated that he believed that several persons should participate in outlining a course of study. His statement follows:

".....the cooperative efforts of at least seven types of persons are required. We shall have to secure the services of the psychologist, the sociologist, the philosopher, the specialist in the selection and organization of the materials of instruction, the classroom teacher, the expert in the appraisal of the curriculum, and the high-school administrator."

The growing need for a curriculum based on life activities, instead of subject matter, also had intensified the need for a change in the methods of outlining a course of study which would be suitable to the needs of widely scattered regions differing in industries and population. Another factor was the increased stress being placed on allowing the teacher to participate in curriculum making. The State Department of Education of Texas in 1933, mindful of these changes and pointing its policy with them, appointed a State Curriculum Executive Committee to study and recommend the changes thought necessary henceforth in the courses of study of the public schools of Texas. This Committee was composed of a curriculum specialist who was chairman of the committee, a member of a teacher-training institution staff, the president of the Texas State Teachers Association, a curriculum specialist from the

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11 Ibid., p. 338.
Texas State Teachers Association, and a specialist in curriculum matters from the University of Texas. 12

This Committee undertook a study of the course of study for the public schools of Texas. The foreword of the 1939 bulletin states that the publication is the work of "all educational agencies in Texas." 13 The guiding principles upon which the study was based were taken verbatim from the 1938 Yearbook of the American Association of School Administrators, Youth Education Today, and indicate that the state policy was in line with the most advanced educational thought. 14 The principles on which the course of study was based are as follows:

1. Individualization:—The development of the individual with his fundamental needs and best interests.

2. Socialization:—Education of the individual in harmony with his fundamental needs and interests.

3. Integration:—Whole rather than partial development.

4. Specialization:—Purveying to society's demand for special services on the one hand, and to the special interests and abilities of individuals on the other.

5. Dynamic approach:—Factors which lead to purposeful learning and dynamic (not static) teaching.

6. Guidance:—Individual guidance concerned with the youth's whole career.

7. Sequence:—Articulation and continuity in the long series of curriculum experiences. 15

12 The Texas Curriculum Revision News Bulletin, No. 4, April, 1936, p. 2.


14 Ibid., p. 10.

A study of these guiding principles shows that the new concepts of social living had been taken into consideration. While this study is particularly interested in the development of the social studies, these guiding principles apply to all the entire curriculum and thus include it, too. The explanation given of the course of study by the Curriculum Committee indicates the line of thought dominating its actions:

It is understood that the active school curriculum for any group of children is represented by their experiences with working with a teacher. Since, in the last analysis, the teacher herself largely determines what those experiences will be, the teacher is a very important factor in determining the curriculum. It follows, therefore, that the resultant curriculum in action for any two groups of children cannot possibly be identical. There will be as many resultant curriculums as there are teachers and pupils. However, since the courses of study serve as guides to the teachers as they plan their work, they are effective agencies for unifying the educational programs of the schools using them.16

The course of study recommended for the social studies (as well as other phases of the curriculum), then, is based on the life activities of the pupils and consequently must vary from place to place. The course of study set up by the Committee was "a guide to the teachers" as they planned their work. It was an aid, not a prescription, to classroom teachers. They were urged to "use community and current materials" when they were more vital than those in the course of study. There is this further comment:

Since society is changing rapidly, new materials and methods must of necessity be used in preparing boys and girls for membership in society. Neither the courses of study nor the curriculum should become static. In order that the courses of study and the teaching procedures may keep pace with social changes, it is necessary that study, experimentation, and evaluation be continuous. 17

These words of the executive committee are a clear indication that the courses of study as set up have been influenced by social changes and that they will continue to be influenced. Society, the committee recognized, is dynamic; therefore, no hard-and-fast rules or specifications may be made for courses of study. They will change as conditions affecting them change.

The social need for closer integration of peoples and ideals had an effect also on the nature of the suggested curriculum for Texas schools. The patterns heretofore followed had been the conventional subject system, the graded system, and the 3-4 or 6-3-3 plan of divisional organization. Originally the commission stated that all of these patterns had been organized to facilitate the educational progress of students. The commission said that all of these had become over-formalized, and that passing a subject, promotion to the next grade, or graduation from high school had become artificial standards. This statement is made:

The welfare of the individual must be placed before that of the subject; grade promotion must not stand in the way of individual progress, and the major school units must become agencies for pupil development rather than strongholds of academic distinction. 18

17 Ibid., p. 10. 18 Ibid., p. 11.
Therefore, the commission felt itself justified in setting up a new pattern for a course of study that was "dynamic and life-centered." Instead of the conventional subject-matter curriculum, five important fields of educational opportunity were set up. "These five core areas included reflect the most significant aspects of modern civilization and hold most in prospect for the growing individual."\(^{19}\) Instead of different divisions of subject matter, dominant themes or fields are outlined. They are: (1) language; (2) society; (3) security; (4) individual development; and (5) science.\(^{20}\)

The social studies under such a plan would be under the social relations area with the dominant theme as society. The dominant outcomes sought were listed as social adaptation, citizenship, and world service. The major phases to be stressed in the curriculum were recommended as production, distribution, consumption, communication and transportation, government, education, conduct, and safety. The typical related subjects in this field were listed as social science, geography, and history.\(^{21}\)

These general principles underlying not only the social studies but the entire curriculum were:

\(^{19}\) Ibid.
\(^{20}\) Ibid.
\(^{21}\) Ibid., p. 12.
(1) Democratic procedures were used in making the curriculum; (2) the curriculum was based on the same guiding principles as outlined by outstanding educational organizations; (3) life activities and not subject matter were made the foundation of the educational program; (4) society was considered dynamic; (5) because education was life it changed with life changes; (6) the world need for understanding and integration called for a closer relationship between studies and between pupils.

To what extent were these guiding principles channeled into the specific recommendations for teaching the social studies? In the bulletin entitled Elementary Education: Suggested Outlines, which is sent to elementary teachers in Texas, there is a section called "Social Sciences for the Elementary Grades." In the bulletin, in use in Texas schools at the present time, the following suggestions are made for the social studies teacher:

The function of the social sciences is to make it possible for the student to become increasingly competent in meeting those situations involving human relationships with which he is and will be confronted.

In presenting the social studies to elementary students, it is advisable to begin with the environment of the child, the school, home, and the community; and then branch out into those larger relationships which will come within the experience of the growing child. 22

Centers of interest are recommended for the different grades. For the first and second grades school life and

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home life are stressed. In the third grade the life of the community is taken up and this includes provision and preparation of foods, preparation and care of clothing, provisions for shelter, community helpers, provisions for recreation, animals, plants, reading materials, weather, transportation and communication. Expanding community life is the subject matter of the social studies program in the fourth grade. This includes community protection of health, life and property, mercantile business, manufacturing industries, agricultural industries, transportation, weather, animal and plant life of the community, primitive peoples, holiday and seasonal activities. In the fifth grade the children's horizons expand beyond the community. The Indians of years ago, the hot, wet regions of the world, the hot dry lands and desert life, the lands of the black people, mountain life, other peoples of the world, changing conditions of the world, interdependence of peoples and geographical yardstick all comprise the things to be talked about and read about and learned about in this grade.23

In the traditional school the subject of history was taken up in the sixth grade. In the new recommended outline the children in this grade learn a great deal about history but not under that caption. The units are concerned with how people in the Americas adapt themselves to their physical

23 Ibid., pp. 90-95.
environment. The adaptations made by the early Europeans, the basic industries, the needs of American life and how met through natural resources, manufacturing in the United States, inter-commercial relations between the Americas as a means of developing friendships, the importance of the Latin-American countries, and places of interest that attract tourists from all parts of the world, all combine to form a story that is both history and life.\(^24\)

In the seventh and eighth grades units are recommended on our European ancestors, the contributions of different people to civilization, our old world neighbors, immigration, great inventions, plagues and their control, commerce and transportation, inter-dependence of nations, imports from other nations and exports from this country to other nations.\(^25\) Wars, battles, and great military campaigns are conspicuous by their absence from these recommendations.

Trends in teaching the social studies as evidenced by these recommendations may be summarized as follows: (1) There is a tendency to present a whole subject and then break it down into parts. New theories of learning are thus represented. (2) There is a trend toward the development of human understandings, a feeling of inter-dependence among people; this, too, is

\(^{24}\) Ibid., pp. 93-95.

\(^{25}\) Ibid., p. 95.
in line with social changes. Major procedures of learning are carried on through the development of units in which all the children participate; this indicates a growing trend toward democratic practices in the schools.

In the secondary schools of Texas a pupil may take ancient history, modern history, world history, American history, English history, Latin-American history, advanced civics, economics, sociology, contemporary problems, Bible, safety education, and world geography. Only one year of either American history, or a half-year of each, is required for graduation. Each high school student by statutory enactment must have had specific instruction in the State and National Constitutions and shall have passed a satisfactory examination in each. Examination papers relating to the Constitution must be kept on file.  

The Bible is an entirely new course to the social studies. It must be strictly non-sectarian and be taught for its historical, literary, and moral values.

The recommended techniques for teaching the social studies in high school in Texas are:

All social studies should be taught in the light of present day happenings. For this reason, current social, economic, and political problems should be studied and related whenever possible to subjects taught.  

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26 Division of Supervision, Regulations, Standards and Activities, Texas Public Schools, Bulletin 469, 1945-46. p. 57.
27 Ibid., p. 58.
Summary

This chapter has been an investigation of the trends in the social studies of Texas schools from the period of 1930 up to and including 1948. Great social changes, it was indicated, had come about during this period. These had important repercussions on education. Greater attention was called to education by the stress placed on education by totalitarian nations with ideologies opposed to the democratic concept of freedom. The need for teaching democracy in the schools developed a need for practicing democracy in the teaching if the ideals were not to conflict with the practices. A trend for democratic practices in the classroom thus began to show itself. Further developments of this trend brought about participation of the teachers in developing the curriculum. The urgent need for world peace brought about by the discoveries of science in World War II emphasized the need for developing understanding and toleration between peoples. These things come about through practice, not through memorizing patriotic poems. Therefore, another decided trend uppermost in this period has been that of teaching the inter-dependence of peoples. Out of this has grown a stronger need for integrating subject matter of the different areas in order to get an integrated whole.

The national trends evident in the teaching of the social studies in the period from 1930 to 1948 may be summarized briefly as follows:
1. Democratic practices in classrooms for teaching the values of democratic citizenship.

2. Participation of the teachers in making the curriculum.

3. Development of understanding and toleration among the children in the schools of other peoples and other ways of life.

4. Interdependence of peoples.

5. Integration of subject matter.

The extent to which these trends have been mentioned or recommended and the times at which they have been developed in the schools of Texas may be measured to some extent by examining the amount of space devoted to a discussion or recommendation of the trends in the different courses of study. While specific mention is difficult to enumerate in exact terms, the approximate amount of space occupied in the different courses of study will give some indication of the extent to which the trend was present at different periods of time.

Table II presents the information regarding the approximate number of pages devoted to a discussion of democratic practices, participation of the teachers in making the curriculum, understanding and tolerance, interdependence of peoples, and integration of subject matter.
<table>
<thead>
<tr>
<th>Year</th>
<th>Democratic Practices</th>
<th>Teacher Participation</th>
<th>Development of Understanding and Tolerance</th>
<th>Interdependence of People</th>
<th>Integration of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1913</td>
<td>0</td>
<td>0</td>
<td>½ p.</td>
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As indicated in Table 2, there has been a steady increase in the amount of space devoted to these different trends. This shows that there has been a gradual growth over a period of years and a very rapid increase within the last two decades. Not all the space as here shown, it should be mentioned, is devoted to one particular trend, but the space given over to a discussion of the social studies and techniques covered the number of pages indicated. These trends, in varying degrees, were included within these discussions on the social studies. The development of the trends has been a steady process.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this study was to make an investigation of the growth and trends of the social studies curriculum in the schools of Texas from pioneer days up to the present time, 1948. In the study, constant attention was given to factors believed to be instrumental in causing the expansion and changes in the social studies curriculum. The following conclusions have been derived from the research:

1. There have been two outstanding causes of the changes in the social studies curriculum in the United States as a whole: changes in the social structure and in the concepts of learning held by educators.

2. The main changes in the social structure may be summarized as follows:
   
a. Change from an agricultural to an industrial economy
b. Increased amount of leisure time
c. Increased transportation facilities
d. Inventions of science
e. Economic changes: accumulation of great wealth by few and development of extreme poverty by many

3. The main changes in the concepts of learning may be stated as follows:
a. Education is a life-time process, not merely the ability to read, and write and figure

b. The curriculum of the school is all the activities of the school, not merely a specified number of subjects.

c. Learning is based on understanding by the pupil; not merely on the ability to memorize a large body of facts or statistics, and nothing more.

d. Children do not learn through piece-meal methods, or disorganized parts. They learn through understanding a whole process and breaking it down into its component parts.

4. The changes that have occurred in the social structure of the nation have necessitated changes in the aims of education; elimination of the barriers of distance between peoples, the increased amount of leisure time available, and the diversity of races, beliefs, and opinion make it imperative that people learn to get along with other people and to cooperate with them. Education, as a life activity, must stress these qualities.

5. The changes that have occurred in the concepts of learning have caused radical changes in education: addition of many new subjects, techniques, and expanded school plants and curricula.
6. The social studies curriculum in Texas has developed in very close relationship with the social studies curriculum recommended by leaders in the field of education and has reflected the changes in the social structure of the state.

7. The most significant features of the social studies program in the Texas public schools prior to 1918 have been found to be as follows:

   a. The high school social studies curriculum consisted of ancient history, medieval history, and European history for the most part; civics was a study of the Constitution through memory work and drill.

   b. The high school was regarded as a preparatory school for future college students; college requirements and not life activities dominated the curriculum.

   c. The elementary school social studies curriculum was more liberal than that of the high school; subject matter was related more to life activities.

8. In the period from 1918 to 1930, the outstanding developments in the social studies curriculum in Texas were noted as follows:

   a. The State Department of Education assumed the work of accrediting high schools.

   b. The social studies curriculum was liberalized to the extent that American and modern history were substituted for the traditional history course; courses in
local government took the place of the traditional memorizing of the Constitution and study of the framework of government.

c. Sociology and economics were added to the social studies curriculum in the high school.

d. In the elementary schools, the social studies curriculum was based on life activities, and the subject matter closely related to the needs and interests of the children; not much change was made in subject matter except changes in aims and techniques of teaching.

9. In the period from 1930 to 1945 important changes in social structure and in political and economic life caused many changes in the social studies curriculum in the schools of Texas. These changes have been in aims and techniques of teaching rather than in additions or omissions of new or old subject matter. The most outstanding of these changes were found to be as follows:

a. An increased need for the teaching of democratic citizenship focused attention on teaching techniques.

b. Democratic practices in the classroom have been recommended as the best technique for teaching children the qualities needed for democratic citizenship.
c. The curriculum has been broadened to include all life activities and the needs of the pupils; therefore, teachers have been included in the making of the curriculum. No specific course is required, but outlines are recommended and teachers are requested to fill in their own needs and those of the community.

d. The need for world peace necessitated by the new discoveries of science has caused new stress to be placed on the development of attitudes of tolerance and understanding in the schools of the country. This is not done by reading about these attitudes but by actually practicing them in the school activities.

e. Nations are interdependent on each other today; the social studies curriculum in Texas within recent years is stressing the relationships that exist between people and countries.

f. The old divisions of subject matter have been discarded for "fields" by the committee recommending the course of study.

Recommendations

The following recommendations are offered in the light of the data developed in this study:

1. Social studies teachers should make a survey of the
recommended state course of study for this field, and compare it with their scheduled programs.

2. The recommended course should be used where possible and adapted to local needs.

3. The social studies program should be integrated at all levels.

4. The social studies program should be stressed through an in-service training program for teachers.
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