RELATION OF OBJECTIVES AND TECHNIQUES IN TEACHING
THE SOCIAL STUDIES TO ADOLESCENTS

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THE SOCIAL STUDIES TO ADOLESCENTS

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to investigate and analyze some of the current objectives and recommended teaching procedures in the social studies at the adolescent level to determine the relationship, if any, existing between them.

Delimitations of the Study

The research is limited to current objectives and procedures as outlined in recent literature on the subject. Attention is given only to those phases of teaching the social studies as are in current practice.

Sources of Data

Limitations placed on the study necessitate restricting the research to recent publications. The majority of the material read has been written and published since 1940. Two exceptions to this are the studies made by Taba in 1936 and the Fourteenth Yearbook of the Department of Superintendence, National Education Association, published in 1936. These are included because they lay the foundation on which the modern social studies program is built. Recent sources
include the Yearbooks of the National Council for the Social Studies, Yearbooks of the National Education Association, publications of the Educational Policies Commission, and outstanding educational periodicals. Inasmuch as the subject matter of the social studies comprises all of education today, the field investigated includes general education as well as the social studies. In the study of procedures, attention is given to a number of recommended textbooks at the adolescent level.

Proposed Treatment of Data

The first step in the study was an examination of the various sources available for finding present-day objectives. Nine authors or organizations were tentatively selected, and the formulated objectives were presented and discussed. Later additional readings increased the number of sources studied. A summary was made of the data in table form and conclusions were listed. In Chapter III a similar search was conducted for recommended methods of teaching the social studies. Wherever possible, the same source, as used for objectives, was utilized for methods. The data on methods were assembled, discussed, and in the final analysis presented in summary form. Chapter IV contains a summarized comparison of the objectives and the recommended procedures for achieving them. Chapter V is composed of the conclusions.
Related Studies

In making the study, the writer found a number of investigations related in nature, but none were the same type as this research. The majority of the studies were concerned with outlining aims and methods of achieving them. No study was found wherein a summary was made of the aims and methods in regard to existing relationships.

One of the early investigations was made by a Committee on Social Studies of the Commission on the Reorganization of Secondary Education, National Education Association. This committee, reporting in 1916, recommended that Community Civics be given a prominent place in the secondary school curriculum; that the work in modern European and American history be extended; and that a new course in "Problems in American Democracy" be introduced. Instruction, the Commission reported, should be organized not on the basis of the formal social sciences, but on the basis of "concrete problems of vital importance to society and of immediate interest to the pupil."\(^1\) This was a departure from the traditional method of textbook instruction.

The report of this committee significantly affected social-studies instruction from 1916 onward. Its point of view was accepted by many forward-looking leaders in social education. However, it did not solve the problem of education

for effective social living. The new course of study was subjected to traditional methods and soon became formally organized and formally taught by textbook memorization. As time passed, it became increasingly clear that no course of study handed down by a national committee could serve effectively in the many complex, varying conditions of modern life. Social change had become too rapid. Social-studies curriculums had to be made at the points where they were to be used.

However, fundamental principles lie at the base of any social-studies curriculum. The Commission on Secondary School Curriculum was established by the Progressive Education Association in order to make a study of curricular problems in general education from the seventh grade through the junior college and to determine the fundamental responsibilities of them.

In view of its essential premises, the Commission felt that its first task was to discover what needs boys and girls were manifesting in consequence of their own impulses and in reaction to the circumstances of contemporary American life. A staff for the Study of Adolescents was established. 2

A committee was appointed to study not only these needs but also to inquire how general education might meet them. The report of the Committee on the Social Studies was made in 1940 and presented the views of the committee on the major

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problems confronting social-studies teachers. The committee reported:

We believe the nature of individual growth and development requires that social-studies teachers should be directly concerned with meeting the needs of adolescents under their direction. We believe the nature of American culture and the devotion of the American people to democratic ideals require that social education be directed toward the development of individuals who can make effective contributions to the achievement of those ideals.  

Training of the citizenship in a democracy, therefore, emerges as the outstanding aim of the social studies. (The function of social-studies teachers is to use the resources of the social sciences to meet adolescent needs in order to develop desirable behavior essential to the achievement of democratic values). No one course of study nor specified subjects was recommended, but two things were attempted:

(1) To describe in some detail the basic tasks of the social studies as a part of an integrated program of general education;
(2) To suggest numerous realistic ways whereby social-studies teachers may employ the resources at their present command to perform the tasks more effectively.  

Various educational organizations have concerned themselves with studies of the social-science program for particular regions, states, or localities. A. C. Krey, in 1938, made an investigation of social-studies curriculums for the region centering around the Minnesota schools.  

\[3\text{Ibid.}, \text{p. 23.}\]  
\[4\text{Ibid.}, \text{p. 25.}\]  
\[5\text{A. C. Krey, A Regional Program for the Social Studies, 1938, p. 1.}\]
example of a study for particular localities is the one made by a committee of classroom teachers and administrative staff members of the San Francisco junior high schools. In this study, attention is given to the anticipated outcomes, to the needs of the students in this city, and to methods for realizing the objectives. The findings of this committee are included in the material presented in the following chapter and for this reason will not be given here. Such reports, however, are indicative of the general trend for each particular section or locality to work out its own social-studies program. Fundamental principles and aims dominate the programs, but individual application is left to the needs of the particular section where the instruction is given.

Vernon L. Armstrong, in his master's thesis, "Applying Democratic Principles to Social Studies Practices," determined the basic principles of democracy and selected techniques of teaching which are recommended for achieving the purposes of education in a democracy. He studied techniques of teaching the social studies and concluded that many opportunities for achieving the principles of democracy were not being utilized. Democracy, he stated, cannot be

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taught by "definition" or memorization of slogans, but must be learned through living in a democratic school group "which promotes the development of the interests, attitudes, skills, appreciations, and understandings necessary for democratic living."8

8Ibid.
CHAPTER II

AN ANALYSIS OF CURRENT OBJECTIVES OF THE
SOCIAL STUDIES

The purpose of this chapter is to make a study of some
of the current-day objectives of the social studies for
adolescents. With the exception of two sources, all the
material used in this chapter has been taken from litera-
ture written since 1940. World War II, with its world-wide
repercussions and its aftermaths, has fundamentally changed
many of the previously accepted aims and objectives of edu-
cation in the United States. A brief resume of the expressed
aims of the social studies, it is believed, will indicate
some of the changes that have been made as well as the
causative factors.

The importance of the social studies in the training
of adolescent youth was stressed in the Fourteenth Yearbook
of the Department of Superintendence of the National Educa-
tion Association, in which the statement was made that the
social studies are concerned with human relations primarily,
and with other things incidentally.¹ Adolescence is a peri-
od in which youth is easily influenced, for better or worse.

¹Department of Superintendence, National Education As-
association, Social Studies, Fourteenth Yearbook, 1936, p. 11.
The training they get in the social studies may easily be the means to good citizenship or to indifference to the duties of citizenship. It is an important period in which to stress the social studies in the schools.

The content and the form of the social studies is determined to a large extent by the nature of the society at any certain time. The United States is a democracy; it has always been a democracy. Democratic concepts, then, it is to be expected, will dominate the curriculum. The principles which underlie the democratic way of life are summarized by Armstrong as follows:

1. Governments are created by, and "derive their just powers from the consent of the governed."
2. The purposes of American government are:
   - To form a more perfect union
   - To establish justice
   - To insure domestic tranquillity
   - To provide for the common defense
   - To provide for the general welfare
   - To secure the blessings of liberty to ourselves and our posterity.
3. Life, liberty, and the pursuit of happiness are inalienable rights of all men.
4. Freedom of religion is assured by the government.
5. Freedom of speech and of the press is assured by the government.
6. The right of the people peaceably to assemble and to petition the government for redress of grievances is assured by the government.
7. It is the right of the people to "alter or abolish forms of government that have become destructive of their aims," and to lay their "foundations on such principles and organize their powers in such form as to them shall seem most likely to effect their safety and happiness."²

These are the fundamental truths on which this country has been built. Social studies, to the extent that they have reflected existing institutions and ways of thinking, have stressed citizenship as one of the aims of education, and have been based on freedom of speech and liberty of action within reasonable bounds.

Citizenship training, however, has been devoted, for the greater part, to instruction in matters of government and how to vote intelligently. Taba, in 1936, sounded a new note in the objectives of the social studies. She stressed citizenship training as the main objective of them but added new meanings to the term. In evaluating a program of social development of thirty schools, she found emphasis placed on such objectives as social understanding, social awareness, social responsibility, social sensitivity, and social attitudes. She grouped all these together under the term "social sensitivity." According to her conception, the person who is a good citizen not only knows how to vote intelligently, but also has a new conception of social relationships.

The Educational Policies Commission, in 1938, declared that educational purposes are rooted in the life of a people. The general end of all education in America -- and this includes the social studies -- is the fullest possible

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development of the individual within the framework of our industrialized society. The objectives of civic responsibility were listed as follows:

1. Sensitiveness to the disparities of human circumstance.

2. Desire to correct unsatisfactory conditions.

3. Understanding of social structures and social processes.

4. Adequate defenses against propaganda.

5. Respect for differences of opinion.

6. Regard for the nation's resources.

7. Measuring scientific advance by its contribution to general welfare.

8. Cooperating member of the world community.

9. Respects the law.

10. Economically literate.

11. Accepts civic duties.

12. Loyalty to democratic ideals.

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5 Ibid., p. 109. 6 Ibid., p. 110. 7 Ibid., p. 110.

8 Ibid., p. 111. 9 Ibid., p. 112. 10 Ibid.

11 Ibid., p. 113. 12 Ibid. 13 Ibid., p. 115.

14 Ibid., p. 116. 15 Ibid., p. 118. 16 Ibid.
Hopkins, in 1941, asserted that the schools are the best means of "preserving, extending and enriching democracy." He declared: "The schools should teach democracy. The schools must teach democracy if they are to serve one of their chief functions in American life."

Wrightstone and Campbell declared, in 1942, that the "concepts, ideas, and characteristics of a democratic way of life furnish the basis for the objectives of the social studies." They list effective citizenship qualities as:

1. Democratic attitudes and beliefs
2. Sensitivity to the problems of the community and the nation
3. Ability to do objective thinking
4. Suitable work habits and skills
5. Historical perspective and understanding
6. Adaptation to change

The aims of the social studies are to help the pupils to:

1. Understand better the ideals and values of democracy;
2. Improve human relationships and emphasize the dignity and worth of the individual;
3. Understand America and the people of America;
4. Appreciate and conserve human and physical resources;
5. Be better citizens in an independent world;
6. Understand better the problems that democracy faces;
7. Realize that democracy is a dynamic, evolving process;

19Ibid.
8. Feel that each individual has a part to play in the exciting drama of national progress.\(^{20}\)

Frederick K. Branom, Chairman of the Department of Social Sciences, Chicago Teachers College, lists the following as objectives of the social studies:

1. Transmission of the cultural heritage.
2. Understanding of social problems.
3. Teach interdependence of people.
4. Provide opportunities for participation in social activities.
5. How to gather, classify, and weigh evidence.
6. How to think.
7. Tolerance.
8. Initiative.
11. Love for reading.
12. Desire to learn.\(^{21}\)

The Twenty-third Yearbook of the American Association of School Administrators, *The Path to Better Schools*, declares that the one central aim of education -- social sciences and all -- is to prepare a citizenry capable of meeting two great tasks: "(1) solving crucial social problems in a highly complex, interdependent society, and (2) solving them by democratic processes."\(^{22}\) A further statement is made:

> Schools must teach an appreciation of America's past; instil faith in America's future; teach pupils to understand the present; develop self-control

\(^{20}\)Ibid., p. 39.


\(^{22}\)American Association of School Administrators, *The Path to Better Schools*, Twenty-third Yearbook, p. 111.
in pupils; present a realistic attitude toward change; teach a constructive attitude toward the operation of government; teach world understanding and outlook and develop spiritual and ethical values. 23

Vickery and Cole, in 1943, listed the following as aims of the social studies:

1. A concern for the dignity and worth of the individual personality.
2. A willingness to assume reciprocal individual and group responsibility for solving common problems.
3. A faith in intelligence as the most effective instrument in promoting the common welfare. 24

The anticipated outcomes of the social studies curriculum, according to the Social Studies Committee of the San Francisco junior high schools are set forth as follows:

1. An extensive fund of useful information.
2. Desirable attitudes of citizenship.
3. Desirable work habits and work skills.
4. Ability to think critically.
5. Broad patterns of interests and appreciation of American culture. 25

Taba and Van Til list the following objectives of the social studies program in 1945:

The major aims of intercultural and intergroup education can contribute to the central purpose of American education. These six must certainly be among our aims:

1. To help students feel the need of a sense of values and to formulate these values;

23Ibid.


2. To foster desirable human relationships in students' daily living;
3. To help all majority and minority groups;
4. To better human relations in the community through educational procedures;
5. To share with young people the findings of the social and physical sciences;
6. To develop critical thinking.\(^{26}\)

The Department of Supervision and Curriculum Development of the National Education Association, 1944, states that "helping a growing generation to live wisely and well in its own world of today and tomorrow is the exciting job of anyone with an educational function." This is the aim of general education and specific phases of education as well, which would include the social studies.

In the Regent's Inquiry, an investigation made in New York, the following objectives were listed for the social studies:

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 the 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.\(^{27}\)


\(^{27}\)Frances T. Spaulding, High School and Life, Regent's Inquiry into the Character and Cost of Public Education in the State of New York, pp. 17-27.
The Committee on the Function of the Social Studies, the special group named to formulate aims and objectives, made the following statement regarding the function of the social studies:

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.28

Anderson, a member of a Committee on Curriculum for the National Council of Social Studies, asserts that the social studies can and should contribute to

1. Knowledge of the community, state, nation, and world.
2. Inspiration of social ideals.
3. Training in methods of work.29

Lewis Paul Todd, writing in the Seventeenth Yearbook of the National Council for the Social Studies, says that all "subjects" in the social sciences will justify their place in the educational program of the schools largely in terms of the contribution they can make to the development of a "good citizen."30 Mosher lists "social order" as the objective of education in general and says that it is "the

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creation of the brain and will of man, and is not an accident or the product of fate or destiny.\(^3^1\)

Worthy personal living, the free play of intelligence, and responsible and enriching relationships between the individual and the group are the criteria set up by the Progressive Education Association's commission on the needs of youth.\(^3^2\)

Seventeen sources, representative of some of the best research available on the question, have been studied in this chapter for current objectives of the social studies for adolescents. From these sources, the following summary of these objectives has been taken:

1. The outstanding objective of the social studies is the development of democratic citizenship, including:

   (a) "Democratic attitudes and beliefs."\(^3^3\)

   (b) "Loyalty to democratic ideals."\(^3^4\)

   (c) "Understand better the ideals and values of democracy."

   (d) "Solving crucial social problems in a highly complex interdependent society by democratic processes."\(^3^5\)

\(^3^1\)William E. Mosher, Responsible Citizenship, p. 4.


\(^3^3\)Wrightstone and Campbell, op. cit., p. 37.

\(^3^4\)Educational Policies Commission, The Purposes of Education in American Democracy, p. 118.

\(^3^5\)American Association of School Administrators, The Path to Better Schools, p. 108.
(e) "Concern for the dignity and worth of the individual personality."\textsuperscript{36}

(f) "Desirable attitudes of citizenship."\textsuperscript{37}

(g) "Foster desirable human relationships. Help all majority and minority groups. Better human relations."\textsuperscript{38}

(h) "Intelligent citizenship."\textsuperscript{39}

(i) "Achievement of democratic values."\textsuperscript{40}

(j) "Good citizen."\textsuperscript{41}

2. Understanding social problems is one of the most important of the objectives of the social studies. The following quoted excerpts illustrate the number of times it was mentioned by the sources studied:

(a) "Social understanding. Social awareness. Social responsibility. Social sensitivity. Social attitudes."\textsuperscript{42}

(b) "Understanding of social structures and social processes."\textsuperscript{43}

\textsuperscript{36}Vickery and Cole, \textit{op. cit.}, p. 70.

\textsuperscript{37}Social Studies Curriculum Committee, \textit{A Guide to the Social Studies, San Francisco Junior High Schools}, p. 25.

\textsuperscript{38}Tabe and Van Til, \textit{op. cit.}, p. 13.

\textsuperscript{39}Spaulding, \textit{op. cit.}, p. 17.

\textsuperscript{40}Committee on the Function of the Social Studies, \textit{op. cit.}, p. 23.

\textsuperscript{41}Todd, \textit{op. cit.}, p. 5.

\textsuperscript{42}Tabe, \textit{op. cit.}, p. 1.

\textsuperscript{43}Educational Policies Commission, \textit{Purpose of Education in American Democracy}, p. 110.
(c) "Sensitivity to the problems of the community and the nation."

(d) "Improve human relationships."

(e) "Understand better the problems that democracy faces."\(^{44}\)

(f) "Understanding of social problems."\(^{45}\)

(g) "Solving crucial social problems."\(^{46}\)

(h) "A willingness to assume reciprocal individual and group responsibility for solving common problems."\(^{47}\)

(i) "To better human relationships."\(^{48}\)

(j) "Understanding of current conditions and problems."\(^{49}\)

(k) "Knowledge of the community, state, nation, and the world."\(^{50}\)

(l) "Social order."\(^{51}\)

3. Knowledge on which to base understanding, tolerance, and unbiased decisions is another objective mentioned frequently. Illustrations are as follows:

\(^{44}\) Wrightstine and Campbell, op. cit., p. 37.

\(^{45}\) Brannom, op. cit., p. 7.

\(^{46}\) Vickery and Cole, op. cit., p. 70.

\(^{47}\) Taba and Van Til, op. cit., p. 13.

\(^{48}\) Spaulding, op. cit., p. 17.

\(^{49}\) Anderson, op. cit., p. 6.

\(^{50}\) Committee on the Function of the Social Studies, op. cit., p. 23.

\(^{51}\) Mosher, op. cit., p. 4.
(a) "Historical perspective and understanding."
(b) "Transmission of the cultural heritage."
(c) "Love for reading."
(d) "Appreciation of America's past. Faith in America's future. Understand the present."
(e) "An extensive fund of useful information."
(f) "To present definite knowledge essential to intelligent citizenship."
(g) "Knowledge of the community, state, nation, and the world."
(h) "The free play of intelligence."

4. Development of critical thinking, the ability to weigh, to consider, and to reach unbiased decisions is another objective of the social studies mentioned prominently in various sources, as follows:

(a) "Ability to do objective thinking."
(b) "How to gather, classify, and weigh evidence."
(c) "How to think."
(d) "Ability to think critically."

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52Wrightstone and Campbell, op. cit., p. 37.
53Branom, op. cit., p. 7.
55The Path to Better Schools, p. 111.
56Spaulding, op. cit., p. 17.
57Anderson, op. cit., p. 6.
58Todd, op. cit., p. 5.
59Wrightstone and Campbell, op. cit., p. 37.
60Branom, op. cit., p. 7.
(e) "To develop critical thinking."  

(f) "To provide practice in constructive thinking, reason, and critical judgment."  

5. Cooperation with the group is mentioned by a number of the sources as a social-studies objective. Illustrations are as follows:

(a) "Cooperating member of the world community."  
(b) "Cooperation."  
(c) "Fit the pupil for effective participation in the activities of the community, state, nation, and of the world."  
(d) "Responsible and enriching relationships between the individual and the group."  

6. Development of work habits and skills is still another objective of the social studies for adolescents that was mentioned in the sources, in such descriptive terms as the following:

(a) "Suitable work habits and skills."  
(b) "Desirable work habits and work skills."  
(c) "Training in methods of work."  

62Gage and Van Til, op. cit., p. 13. 
63Spaulding, op. cit., p. 18. 
64Educational Policies Commission, op. cit., p. 113. 
65Brannon, op. cit., p. 7.  
66Spaulding, op. cit., p. 19.  
67Mosher, op. cit., p. 4.  
68Wrightstone and Campbell, op. cit., p. 37.  
69Social Studies Curriculum Committee, op. cit., p. 25.  
70Committee on the Function of the Social Studies, op. cit., p. 23.
7. World citizenship is an objective of the social studies which received mention increasingly in the more recent sources. Illustrations are as follows:

(a) "Cooperating member of the world community."\textsuperscript{71}
(b) "Be better citizens in an independent world."\textsuperscript{72}
(c) "Teach interdependence of peoples."\textsuperscript{73}
(d) "Teach world understanding and outlook."\textsuperscript{74}
(e) "To fit the pupil for effective participation in the activities of the community, state, and nation, and of the world."\textsuperscript{75}
(f) "Knowledge of the community, state, nation, and the world."\textsuperscript{76}

8. Adaptation to change is mentioned a number of times as an objective of the social studies, under the following descriptions:

(a) "Adaptation to change."\textsuperscript{77}
(b) "Present a realistic attitude toward change."\textsuperscript{78}
(c) "Meet adolescent needs . . . within the realities of changing American culture."\textsuperscript{79}

\textsuperscript{71}Educational Policies Commission, \textit{op. cit.}, p. 113.
\textsuperscript{72}Wrightstone and Campbell, \textit{op. cit.}, p. 37.
\textsuperscript{73}Branom, \textit{op. cit.}, p. 7.
\textsuperscript{74}The Path to Better Schools, p. 111.
\textsuperscript{75}Spaulding, \textit{op. cit.}, p. 19.
\textsuperscript{76}Anderson, \textit{op. cit.}, p. 6.
\textsuperscript{77}Wrightstone and Campbell, \textit{op. cit.}, p. 37.
\textsuperscript{78}The Path to Better Schools, p. 111.
\textsuperscript{79}The Social Studies in General Education, p. 23.
In the light of these recommendations by writers and educational organizations, the current objectives of the social studies for adolescents may be listed as:

1. Development of democratic citizenship.
2. Understanding of social problems of a complex civilization.
3. Functional knowledge of the social processes.
4. Development of critical thinking and the ability to make unbiased decisions.
5. Cooperation with the group for the general welfare.
6. Development of desirable work habits and skills.
7. World citizenship.
8. Ability to adjust to rapid social changes.

In the succeeding chapter, recommended techniques for achieving the objectives of the social studies are described. The objectives, as listed above, constitute the basis on which the methods are analyzed.
CHAPTER III

AN ANALYSIS OF THE TECHNIQUES RECOMMENDED FOR TEACHING THE SOCIAL STUDIES TO ADOLESCENTS

Purpose of the Chapter

The current objectives of teaching the social studies have been considered in Chapter II and a representative list selected. The purpose of this chapter is to analyze some recommended techniques, as advanced by different current educational sources, to determine whether they appear to be designed for achieving the objectives. Wherever possible, the sources utilized in studying the objectives were used in this phase of the research in order to see whether the source is consistent in its objectives and its recommended techniques for achieving them.

Recommended Techniques for Achieving the Objective of Democratic Citizenship

Democratic citizenship was the outstanding objective mentioned by the sources in the teaching of the social studies to adolescents. Hopkins, one of the outstanding writers in the field of democratic citizenship, believes that the schools should teach effective democracy.\(^1\) The

\(^1\)Hopkins, op. cit., p. 131.
recommendations that he advances for teaching technique are as follows:

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.\(^2\)

Loyalty to democratic ideals was advanced by the Educational Policies Commission as one of the main objectives of education. The recommended technique for achieving this objective is contained in one sentence: "Those who would teach citizenship should practice it."\(^3\)

Wrightstone and Campbell declare that the major objective of the social-studies programs is the development of "competent, intelligent citizens."\(^4\) To achieve this objective, they recommend better materials for developing intelligent thinking. History and geography texts should be written with the idea of developing intelligent citizenship.\(^5\)

The National Council for the Social Studies states that democratic practices in the classroom are the major techniques for achieving democratic citizenship.\(^6\)

\(^2\)Ibid.

\(^3\)Educational Policies Commission, *Learning the Ways of Democracy*, p. 123.


\(^5\)Ibid., p. 34.

\(^6\)National Council for the Social Studies, *The Social Studies Look Beyond the War*, p. 36.
Committee on the Social Studies of the San Francisco junior high schools states that learning activities should be based on life activities and active participation of the students in order that they may achieve practice in democratic citizenship.\textsuperscript{7} Mosher states that the task of creating "responsible citizenship" can be accomplished only through critical thinking which results in learning.\textsuperscript{8} The Citizenship Committee, National Conference on Citizenship, states that "classes and schools should be organized on democratic rather than authoritarian patterns of behavior" and that there should be extensive student participation in community activities, providing real democratic experiences.\textsuperscript{9}

Elder says that "if our aims are the development of responsible citizens who can take an active place in our complex society, we must concern ourselves with promotion of greater student participation" in school activities.\textsuperscript{10} He recommends that the problem-solution technique be used in the social-studies program for adolescents. Garrison states that democratic functioning means student government

\textsuperscript{7}Committee on the Social Studies, \textit{A Guide to the Social Studies, San Francisco Junior High Schools}, p. 28.

\textsuperscript{8}Mosher, \textit{op. cit.}, p. 60.


in such matters as the students show themselves capable of handling.\textsuperscript{11}

Understanding of Social Problems of a Complex Civilization

Almost all the sources consulted agreed upon a better understanding of the social problems of present-day complex civilization as one of the objectives of the social studies. They were of the opinion that if social-science problems are to serve a real purpose, they must bear a close relationship to the present life needs and interests of pupils. As a result, recommendations of "fusion or unified courses" and creative teaching as the technique to be used in achieving this objective are often made. The problems of unemployment, distribution of goods, conservation, agriculture, capital and labor, government and business, and individualism and collectivism are all unsolved crucial problems that affect the lives of all individuals today and tomorrow. The American Association of School Administrators asserts that the most urgent task of education is to prepare citizens capable of solving these problems through democratic processes. Their statements are:

Theoretical problems and situations have almost disappeared from textbooks, and in their place are offered problems and situations directly related to life -- in most cases, including life in

\textsuperscript{11}Harry A. Garrison, "The Classroom Dominates Democracy," \textit{Nation's Schools}, XXXIX (January, 1947), 43.
the school, community or region. . . . There will be reference work, search for material, organization of the subject matter located, and presentation of the findings to the class. Also much of the subject matter now comes directly from the newspaper, the news digest, the radio and problems at home. We find in the class period more reports, discussions, exhibitions, demonstrations, forums, quizzes, and explanations than ever before, all of which are usually tied up with the "formal lesson assignment."\(^{12}\)

The Committee on the Function of the Social Studies in General Education recommends the use of community resources as a base for studying social problems. The community problems are a small replica of those of the world; the best method of understanding any problem is "planned and directed experience."\(^{13}\) Interviews with adult citizens, field trips and excursions, community surveys, use of libraries, the post office, and banks are all valuable techniques in social understanding. Participation in community activities is the outstanding recommended technique for teaching understanding of complex social problems.

Meek states that the supreme mission of secondary education is to help young people find themselves anew in their personal and social relationships. She says:

> The high school of today must face the difficult task of providing experiences for young people which will have meaning for them in terms of their purposes and which will give them at least

\(^{12}\)American Association of School Administration, *The Path to Better Schools*, p. 158.

the security which comes from an understanding of themselves in relation to the world in which they live.\textsuperscript{14}

"Providing life experiences," then, may be assumed to be the main technique recommended by Meek for understanding social problems.

The Educational Policies Commission recommends a program of activity and study for a better understanding of social problems. The problems, the Commission maintains, are too often studied in isolation from the real problems themselves. The school itself is the beginning point for the study of the complex problems of civilization.\textsuperscript{15} The National Council for the Social Studies recommends panels of discussion, symposia, forums, town meetings, group plannings, and debates.\textsuperscript{16} Student participation in community activities in which boys and girls work on real problems is the technique recommended by the Department of Supervision and Development of the National Education Association. No method could be more promising than this, was the expressed opinion.

Functional Knowledge of the Social Processes

The objective of gaining a functioning knowledge of the

\textsuperscript{14} Lois Hayden Meek, \textit{The Personal-social Development of Boys and Girls with Implications for Secondary Education}, p. 157.

\textsuperscript{15} Educational Policies Commission, \textit{Learning the Ways of Democracy}, p. 89.

\textsuperscript{16} National Council for the Social Studies, \textit{The Social Studies Look Beyond the War}, p. 36.
social processes is closely akin to that of gaining an understanding of them. The word "functional" implies a knowledge that can be used in life activities, but the implications go farther; understanding of the social processes may come through participating in life activities, but knowledge is needed in order to understand what is learned. Knowledge of the old-fashioned variety is still a necessity in understanding a problem.

The Educational Policies Commission says that "separated from thought" participation in supposedly democratic activities deteriorates into meaningless busy work.17

The American democracy requires citizens who, in their formative years, have acquired a common body of facts, understandings, loyalties, and skills. A haphazard educational program, or one based solely upon the personal preferences of the students, is not adequate.18

One of the recommended techniques for teaching this functional knowledge is provision for more adequate materials of instruction.

Schools with good libraries, supplies of newspapers, periodicals and pamphlets, motion pictures, other visual aids, and radio equipment are tremendously aided in their efforts in civic education. Furthermore, there is a dearth of written materials which are clear, direct, and concrete. The written accounts of democracy, of civil liberties, of individual worth, of modern problems are commonly too abstract to be thoroughly convincing to secondary

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18 Ibid., p. 44.
school students. Teachers and librarians need and are eager for simple, vital, dramatic materials to convey to students the meaning of democracy, its relation to the world about us, and the qualities of behavior characteristic of the democratic man.19

The American Association of School Administrators lists library training as one technique of teaching functional knowledge. In order to find references or facts to support an opinion or to verify an observation, the student must be familiar with the use of the library and how to use the card index. He must be acquainted with various types of magazines and sources. Through library work pupils are encouraged to develop habits of observing intelligently, thinking open-mindedly, to distinguish between theory and fact, to experiment, verify, and classify.20 Wrightstone and Campbell recommend a "laboratory schoolroom." They state:

The room should contain electric outlets to be used for lantern projector, or portable motion-picture machine. If the budget will permit, a record player should be available for recordings of drama, music, speeches, and incidents of importance. The room should be equipped with shelves for displaying models and with drawing tools and equipment. On the tables current numbers of magazines and periodicals should be placed along with an unabridged dictionary.21

Blue and Ritchie recommend the use of radio as a teaching

19Ibid., p. 122.
20American Association of School Administrators, The Path to Better Schools, p. 159.
21Wrightstone and Campbell, op. cit., p. 34.
technique in building a functional knowledge of the social processes. Radio programs introduce "flexibility and variety into established classroom procedure. They motivate and vitalize the learning process." Johnson recommends realistic teaching for developing functional knowledge. Means for achieving realistic teaching are pictures, maps, graphs, models, charts, posters, slides, film-strips, motion pictures, radio programs, and television. Kotsching asserts that the social studies must be "presented in a realistic manner and stress global understanding." The National Council for the Social Studies recommends audio-visual aids, radio, exhibits, charts, varied reading materials and dramatization to aid in developing functional knowledge of the social processes.

Development of Critical Thinking and the Ability to Make Unbiased Decisions

Techniques for the development of critical thinking and the ability to make unbiased decisions are recommended.

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23 Henry Johnson, Teaching High School History and Social Studies, p. 163.


by many recent authors. The development of new ideologies which propagate many strange new ideas calls for the development to a high degree of the ability to think and weed out propaganda of both the spoken and the published word. The National Citizenship Committee recommended the following techniques for combatting propaganda and encouraging critical thinking:

1. Citizen institutes and workshops.
2. Visits to the local, state, and national legislative bodies.
3. The study of one vital issue a year.\(^{26}\)

Horace Kidger, speaking before the National Citizenship Committee, recommended a course in "Problems of American Democracy" for the senior year in high school. These would include economic problems, citizenship problems, conservation problems -- anything that vitally affects the lives of the American people.\(^{27}\) The National Council for the Social Studies in issuing its Seventeenth Yearbook, recommends the use of appropriate myths and legends to develop critical thinking.\(^{28}\) American history has become permeated with numbers of erroneous ideas and impressions -- the "rightness" of all American wars, the legend of "equality," and a relatively "classless society." A study of these

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\(^{26}\)National Conference on Citizenship, p. 54.

\(^{27}\)Horace Kidger, "Panel Discussion," ibid., p. 83.

myths and legends in a "problem course" based on life activities would aid the student greatly in evaluating the printed and spoken word. The Miami experiment in teaching social studies recommends the learning-by-doing method, units in history, units on communication and transportation, and basing activities on the interests of the learner. 29

Cooperation with the Group for the General Welfare

In a democracy, much of the activities of the government is carried on through group action. Many of the activities of daily life are carried on by groups. The ability to work within a group, to preserve one's ability, and yet to advance the welfare of the group as a whole lies at the base of any democracy. This group cooperation has been offered as one of the aims of the social-studies program and techniques for achieving this aim are scattered throughout current literature in the field of the social studies. One source says that "experiences in group work may help to develop mutual tolerance and cooperative attitudes." 30

Units are recommended as one means of aiding the pupil to work in groups. Wrightstone and Campbell recommend participation of the student in group activities wherein the

29 Charles C. Peters, Teaching High School History and Social Studies, pp. 37-42.

necessity for considering the interests of the whole is demonstrated. The American Association of School Administrators says:

In a school program in which pupils participate in the planning there is an excellent opportunity for the development not only of responsibility but also of resourcefulness and brotherhood and cooperation. They like to plan in groups, the trend today is away from mass instruction.

The Educational Policies Commission states:

It is fitting therefore that the American school should be a place where, in a democratic atmosphere, boys and girls can learn to work together for the common good without expectation of any reward other than the satisfaction which comes from service to a cause greater than oneself. Such learning...will come only through a process of long growth. The first steps in this process are found in relatively simple experiences of cooperation, in class, club, or play group.

Development of Desirable Work Habits and Skills

The objective of acquiring desirable work habits and skills has been set up as one of the aims of the social studies. Work experiences have therefore been incorporated into the curriculum. One source asserts that such work experience is of maximum benefit when it is coordinated with and made a part of the total school experience. The work should be organized so as to have sound curriculum principles,

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31 Wrightstone and Campbell, op. cit., p. 102.

32 American Association of School Administrators, The Path to Better Schools, p. 145.

33 Educational Policies Commission, Learning the Way of Democracy, p. 126.
plans, and learning procedures.34 "Learn to do by doing" is the recommended technique of another source.35 A careful check of current writings in the field of the social studies, however, fails to find many sources making any mention of techniques for acquiring desirable skills. Before 1940 there are numerous references, but the social studies, it is apparent, have changed in many aspects since World War II. Personal honesty in making the research compels the statement that little mention is found in recent sources concerning techniques for acquiring desirable skills in social-science literature. Vocational literature is mostly considered as the sources in which to look for recommended techniques in this respect.

World Citizenship

World citizenship has grown out of national citizenship. Twenty years ago students learned to be patriotic citizens of the United States; today one of the objectives of the social studies is world citizenship. Putting human relationships first in the classroom is the basic technique recommended by one outstanding source:

No procedure for developing a belief in the dignity of man and the equality of all peoples is so fruitful as the democratic classroom.36

34 Department of Supervision and Curriculum Development, Toward a New Curriculum, 1944 Yearbook, p. 70.
36 Association for Supervision and Curriculum Development, Organising the Elementary School for Living and Reading, p. 170.
Basic regard for the rights of others is the foundation on which world peace is built. If the child learns to live with others in harmony and cooperation, the first step will have been taken.

Prejudice, feeling between races, misunderstandings, and intolerance are some of the major causes of wars. The world citizen of tomorrow is concerned about world peace; the foundations of world peace could probably be built in the schoolrooms. One source makes this comment:

Children enter our schools relatively free of prejudice. The school, therefore, should be vitally concerned with the task of preventing the growth of prejudice and intolerance in children. Appreciation of all racial, economic, social and religious groups and a sympathetic understanding of such groups are among the products of good education.37

The National Council for the Social Studies in its 1944 Yearbook, Citizens for a New World, states that the schools cannot be expected to make international experts out of the children but they can concentrate their efforts on giving the young people "an understanding of the general setting within which nations exist in this our age."38 Kotsching claims that the real job of educating for international peace must be done in the secondary schools. The simple addition of a course or two in international relations or in "world history" to the already crowded curriculum


will not meet the need; only a new emphasis on all subjects can achieve the desired results. "Every major subject has something to offer toward an understanding of the modern world." 39

Ability to Adjust to Rapid Social Change

Wrightstone and Campbell state that the individual should be able to adapt himself to the personal and social conditions which surround and confront him. He should develop ways of conduct which would permit him to solve, without undue tension, the problems in the personal and social realms of behavior. Techniques recommended for achieving this ability to adapt to change are learning situations which resemble as closely as possible the problems met in life. 40 Another source states that "only by living in a changing classroom can children be conditioned to live in a changing world." 41

The school which is organized to serve the world and which takes seriously its responsibility of developing a one-world concept in the minds of the pupils thus must keep its program flexible, change as social conditions change. 42

39Kotsching, op. cit., p. 115.
40Wrightstone and Campbell, op. cit., p. 78.
41Association for Supervision and Curriculum Development, op. cit., p. 169.
42Ibid.
The 1944 Yearbook of the Department of Supervision and Curriculum Development states that living in a modern world has been the problem of each generation. Because of the rapid changes in society, adjusting to these changes is becoming more difficult. New goals and consequently entirely new kinds of experiences are needed.\textsuperscript{43} These experiences will grow out of regular classroom procedures if they are democratically organized.

\textbf{Summary}

The purpose of this chapter was to analyze some recommended methods for achieving the objectives of the social studies. The objectives as listed in Chapter II were taken as the base for the study of techniques. The conclusions of the investigation may be stated as follows:

1. The most often-mentioned technique for achieving the aim of democratic citizenship was that of purposeful democratic practices in the classroom, which is described in the following statements:

\begin{enumerate}
\item [(a)] "The schools can teach democracy only as they become a democracy."\textsuperscript{44}
\item [(b)] "Democratic practices in the classroom."\textsuperscript{45}
\item [(c)] "Learning activities should be based on democratic practices."\textsuperscript{46}
\end{enumerate}

\textsuperscript{43}\textit{Ibid.}, p. 12. \hspace{1cm} \textsuperscript{44}\textit{Hopkins, op. cit.}, p. 131.

\textsuperscript{45}\textit{National Council for the Social Studies, The Social Studies Look Beyond the War}, p. 36.

\textsuperscript{46}\textit{Citizenship Committee, op. cit.}, p. 39.
(d) "Classes and schools should be organized on democratic rather than authoritarian patterns of behavior."^{47}

(e) "Greater student participation in school activities."^{48}

(f) "Student government."^{49}

2. The most-often mentioned technique for achieving the objective, "Understanding of social problems in a complex civilization," was activities based on real-life problems, which were described in the following ways:

(a) "Fusion or unified courses."^{50}

(b) "Problems and situations directly related to life."^{51}

(c) "Use of community resources."^{52}

(d) "Providing life experiences."^{53}

(e) "The school is the beginning point for the study of social problems."^{54}

(f) "Panels of discussion, symposiums, town meetings, group planning, and debate."^{55}

3. The functional knowledge of the social processes can best be attained through life activities based on sound,

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^{47}Ibid.

^{48}Elder, op. cit., p. 160.

^{49}Garrison, op. cit., p. 43.

^{50}American Association of School Administrators, The Path to Better Schools, p. 158.

^{51}Committee on Functions of Social Studies, op. cit., p. 293.

^{52}Ibid.

^{53}Meek, op. cit., p. 157.

^{54}Educational Policies Commission, Learning the Ways of Democracy, p. 89.

^{55}National Council for the Social Studies, The Social Studies Look Beyond the War, p. 36.
purposeful facts, stated by sources in such descriptions as:

(a) "Purposeful, democratic practices." 56
(b) "Wider use of reading."
(c) "Better reading materials." 57
(d) "Laboratory schoolroom." 58
(e) "Use of radio." 59
(f) "Realistic teaching." 60
(g) "Realistic manner." 61
(h) "Audio-visual aids." 62

4. "Problems" is the most outstanding technique recommended for the development of critical thinking. These should be worked out through a study of problems at the local level, and are described as:

(a) "Citizen institutes and workshops." 63
(b) "Problems in American democracy." 64

56 Educational Policies Commission, Learning the Ways of Democracy, p. 43.
57 American Association of School Administrators, The Path to Better Schools, p. 159.
58 Wrightstone and Campbell, op. cit., p. 34.
59 Blue and Ritchie, op. cit., p. 19.
60 Johnson, op. cit., p. 163. 61 Kotsching, op. cit., p. 114.
63 Citizenship Committee, op. cit., p. 54.
64 Kidger, op. cit., p. 83.
(c) "Study of myths and legends."  
(d) "Problems course based on life activities."  

5. The technique most often recommended for achieving the objective of "Cooperation with the group for the general welfare" was experiences in group work in daily school activities, described as:

(a) "Experience in group work."  
(b) Participation of the student in group activities."  
(c) "Plan in groups."  
(d) "Learn to work together . . . in class, play or play group."  

6. "Learn to do by doing" is the most often recommended technique for achieving the aim of desirable work habits and skills in all phases of education. Fewer references were found, however, for recommended techniques for this objective than for most others, but the social studies concern themselves with more or less abstract outcomes. Two sources

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66 Ibid.  
68 Wrightstone and Campbell, op. cit., p. 102.  
69 American Association of School Administrators, The Path to Better Schools, p. 145.  
70 Educational Policies Commission, Learning the Ways of Democracy, p. 32.
gave the following descriptions:

(a) "Work experiences."\(^{71}\)

(b) "Learn to do by doing."\(^{72}\)

7. The most frequently recommended technique for achieving the objective of "World citizenship" was that of teaching understanding of human relationships. Terms used included:

(a) "Democratic classrooms."

(b) "Community cooperation."

(c) "Democratic environments."\(^{73}\)

(d) "Prevent the growth of prejudice and intolerance among children."\(^{74}\)

(e) "Give children an understanding of ... setting of nation's problems."\(^{75}\)

(f) "Understanding of the modern world."\(^{76}\)

8. Participation in life activities which are constantly changing was the most often recommended technique for achieving the objective of the ability to adjust to rapid social change. Sources described this technique as:

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\(^{71}\)Department of Supervision and Curriculum Development, Toward a New Curriculum, 1944 Yearbook, p. 70.

\(^{72}\)American Association of School Administrators, The Path to Better Schools, p. 148.

\(^{73}\)Ibid.

\(^{74}\)National Commission on Teacher Education and Professional Standards, The Improvement of Teaching, p. 110.

\(^{75}\)National Council for the Social Studies, Citizens of a New World, p. 114.

\(^{76}\)Kotsching, op. cit., p. 115.
(a) "Flexible school program changing with conditions."\(^77\)
(b) "New experiences in democratically organized classroom."\(^78\)

The following conclusions have been reached from this study of the recommended techniques for achieving the objectives of the social studies:

1. Purposive democratic practices in the schoolroom are considered the best technique for achieving the objective of democratic citizenship.

2. Activities based on real-life problems are the outstanding technique for aiding in understanding the social problems of a complex society.

3. Functional knowledge of the social processes can best be attained through life activities based on purposeful facts.

4. The use of "problems" is the most outstanding technique recommended for achieving the objective of critical thinking.

5. Experiences in group work were most often recommended as techniques for achieving the aim of cooperation with the group for the general welfare.

6. "Learn to do by doing" was the outstanding technique recommended for achieving the aim of desirable work

\(^77\) Wrightstone and Campbell, op. cit., p. 78.

\(^78\) Department of Supervision and Curriculum Development, Toward a New Curriculum, p. 12.
habits and skills.

7. Developing an understanding of human relationships was the unanimous recommendation of all the sources for developing world citizens.

8. Participation in changing life activities was the technique recommended most often for achieving the aim of education that refers to adaptation to social changes.
CHAPTER IV

RELATION OF TECHNIQUES TO OBJECTIVES

Introductory Summary

The preceding discussions have dealt with analyses of the following phases of the writer's problem:

1. An analysis of the objectives of the social studies as recommended by current sources in the field of the social sciences.

2. An analysis of techniques recommended for achieving the aims of the social studies as recommended by current sources in the field of the social sciences.

In Chapter II a study was made of seventeen current sources to determine a synthesis of recommended objectives of teaching the social studies to adolescents today. These objectives were found to be:

1. Democratic citizenship.
2. Understanding of social problems in a complex civilization.
3. Functional knowledge of the social processes.
4. Development of critical thinking and the ability to make unbiased decisions.
5. Cooperation with the group for the general welfare.
6. Development of desirable work habits and skills.
7. World citizenship.
8. Ability to adjust to rapid social change.

In Chapter III an analysis was made of the recommended techniques of teaching the social studies to adolescents. The following techniques were found to be the most often recommended for the specific objectives listed in Chapter II:

1. Purposive democratic processes.
2. Activities based on real-life problems.
3. Life activities based on purposeful facts.
4. The use of problems.
5. Experiences in group work.
6. Learn to do by doing.
7. Build an understanding of human relationships.
8. Participation in changing life activities.

The purpose of this chapter is to apply the techniques as recommended to the recommended objectives. An effort has been made to determine the relationship of one to the other.

Application of Recommended Techniques to Recommended Objectives

Democratic citizenship. -- Democratic citizenship implies something more than being able to vote. The good
citizen is tolerant, respects the rights of others, has an understanding of human relationships, and has the ability to do unbiased thinking. These things are not learned in textbooks nor are they inherited and handed down from generation to generation. They grow and develop through actual practice. The recommended technique of "purposeful democratic practices in the classroom" then has a direct relationship to the objective.

Understanding of social problems of a complex civilization. -- The sources consulted stressed very strongly the needs for the growing generation to understand the social problems of today's complex society. These problems concern the life of each individual and will have to be solved if the present stage of civilization is not to degenerate. The recommended techniques stress the values of students studying the local problems of the community as a basis of further study of those that confront the nation as a whole. The questions of health, of distribution of water supply, of soil conservation, of supply and distribution of products, and better markets for farm products are all part of the local picture as well as the national. An understanding of these on the local level will greatly facilitate understanding on a higher level. This technique is the most logical

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1Taba, op. cit., p. 1.  
2Hopkins, op. cit., p. 31.  
3Bramon, op. cit., p. 7.
one that could be advanced for acquiring a knowledge of the social processes that occur constantly, and as such is directly related to the objectives.

Functional knowledge of the social processes. -- This objective simply means that the sources consulted believed that knowledge is an essential part of the understanding of social problems. It is the basic foundation on which a successful program of social study can be built. It means something more, however, than memorized knowledge. The recommended techniques stress purposeful activities, better reading materials, laboratory classrooms, and the use of audio-visual aids. The use of these methods will result in functional knowledge; in this respect, the techniques appear to achieve the fundamental conceptions of the objectives.

Development of critical thinking and the ability to make unbiased decisions. -- The development of conflicting ideologies with the consequent dissemination of many types of propaganda has made it more necessary than ever before that the citizen of today have the ability to think for himself, to make unbiased decisions, and to be able to recognize obvious propaganda. One of the outstanding objectives of the social-studies program is the development of citizens who will not be misled by emotional propaganda based on false premises. Just as emphatically, the recommended techniques stress practices which will enable the student to learn to
think for himself and to distinguish between facts and propaganda. The use of "problems" was the most recommended technique for achieving this aim. These problems should be based on the outstanding issues of either present-day life or past. The relationship between the recommended techniques and those of the objectives is very close indeed, and shows the unanimity of opinion regarding the need for development of critical thinking today.

Cooperation with the group for the general welfare. -- Cooperation is one of the basic tenets of democracy. It is the only way in which democracy can be made to work. Therefore, the setting up of the objective of developing cooperation with the group for the general welfare is a sound objective from the standpoint of democratic citizenship. Cooperation, however, like good citizenship qualities, is neither inherited nor learned from memorizing something in a book. It grows and develops with practice. Therefore, the recommended techniques, like experiences, are directly related to the objectives themselves. One is a complement of the other.

Development of desirable work habits and skills. -- This objective is another one that cannot be learned from a book or from merely reading about it. It must be learned by actual practice. The majority of the techniques recommended here concerning the development of work skills
recommended "learning by doing." This is in conformity with the recommended objective. Not as many techniques were recommended in this field as in some other categories studied, but work skills are more considered in the field of vocational education than in social studies.

World citizenship. -- World War II, if not the inventions of science, has brought home to the American people the need for developing world citizenship. The things that concern Tibet also concern the United States. There is no longer wide cleavages as far as problems are concerned. The most often recommended technique for achieving the aim of world citizenship was that of developing an understanding of human relationships in the growing generation. In the light of the differences between races, differences in ideas, racial hatreds and differences, there could be no more adequate technique than that of building a sense of understanding of human relationships, especially among the children of the world. The techniques as recommended are fully in accord with the objectives as listed.

Ability to adjust to rapid social change. -- The world today is rapidly changing, and the processes of society change with world changes. The ability to adjust to this rapid change was one of the recommended objectives of the

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social studies. The techniques, as recommended for achieving this aim, favored life activities that are constantly changing. Through these activities the students will learn to adapt themselves to changes as they naturally occur. The techniques as recommended are fully complementary to the objectives as set up.

Summary

The conclusions reached from this analysis of the relationships of the recommended techniques to the objectives may be summarized as follows:

1. Democratic practices were recommended for achieving the aims of democratic citizenship.

2. Activities based on real-life problems were the recommended techniques for achieving the aim of understanding the social processes in a complex society.

3. Life experiences, based on purposeful facts, were the techniques recommended for achieving functional knowledge of the social processes.

4. The use of problems was the most favored technique for achieving the objective of the development of critical thinking and ability to make unbiased decisions.

5. Experiences in group work were the recommended techniques for achieving the objective of cooperation for the general welfare.

6. Learning by doing was the recommended technique
for developing desirable work habits and skills.

7. Development of an understanding of human relationships through life experiences was the technique recommended for achieving world citizenship.

8. Working and playing through changing life experiences was the most favored technique of achieving the objective of adaptation to social change.

9. The relationship of each of these recommended techniques is significant to those of the recommended objectives. The techniques, as recommended, are adequate for the achievement of the objectives if they are democratically administered.
CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was threefold: (1) to make an analysis of the objectives of teaching the social studies to adolescents as recommended by authentic sources within recent years, particularly since World War II; (2) to make an analysis of the recommended techniques for achieving the aims of the social studies in recent literature in the field; and (3) to analyze the relationships between the recommended objectives and the recommended techniques.

In the study of objectives, seventeen sources were read and analyzed. These objectives as previously listed were summarized and set up as a standard of study for the techniques.

Twenty-four sources were studied in compiling a summary of the techniques for achieving the aims of the social studies. The most outstanding techniques were selected and summarized as a basis for analysis of relationships.

An analysis of the relationships between the recommended objectives and the recommended techniques resulted in the conclusion that there was a very close relationship
between the two, and that the techniques were adequate for achieving the recommended aims if they were democratically administered.

Conclusions

The following definite conclusions may be stated as the results of the study:

1. Democratic citizenship was the most strongly recommended objective in the sources contacted on teaching the social studies to adolescents.

2. Democratic practices were the technique mentioned most often as the one most likely to achieve democratic citizenship.

3. Understanding of social problems was given a prominent place in the objectives listed for teaching the social studies to adolescents.

4. Activities based on real-life problems were the technique most favored to realize the aims of the objective for understanding of social problems.

5. Development of critical thinking and the ability to make unbiased decisions was regarded as a very important objective of teaching the social studies to adolescents by a large number of the sources studied.

6. The most favored technique for achieving critical thinking was the use of problems in the school curriculum.
7. Cooperation with the group for the general welfare was another strongly favored objective of teaching the social studies.

8. Development of desirable work habits and skills was mentioned by a small number of the sources as an objective of the social studies.

9. The technique most favored to achieve the objective of desirable work habits and skills was that of experience or learning to do by doing.

10. World citizenship was one of the strong objectives found in the study of the sources.

11. Teaching an appreciation and understanding of human relationships was the most often recommended objective for achieving the aim of world citizenship.

12. Ability to adjust to change was the last objective analyzed as set up by the sources studied for the teaching of social studies to adolescents.

13. The technique which was recommended most favorably for achieving the ability to adjust to change was that of participating in changing life experiences.

14. Many techniques are recommended each of the major objectives.

15. The objectives seem to be directly related to the techniques and expressed in similar terms.

16. Major relationships between the objectives and the
techniques are expressed in such examples as:

(a) Democratic citizenship objective and techniques for achieving democratic citizenship.
(b) Understanding social problems in a complex world and activities based on real-life activities.
(c) Functional knowledge of social processes and activities based on purposeful facts.
(d) Development of critical thinking and procedures of critical thinking through a study of problems at local level.

17. Sufficient relationship seems to exist between the current objectives and recommended practices to provide a sound basis for progress toward those objectives, if the practices are used in teaching.
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