TO DEVELOP A SOUND SOCIAL STUDIES PROGRAM
FOR THE SMALL HIGH SCHOOL

APPROVED:

Harrell Greenblatt
Major Professor

Walter Hansen
Minor Professor

J. C. Mauhner
Director of the Department of Education

Dean of the Graduate Division
TO DEVELOP A SOUND SOCIAL STUDIES PROGRAM
FOR THE SMALL HIGH SCHOOL

THESIS

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

For the Degree of

MASTER OF SCIENCE

By

Mary Knox Rudd, B. S.
158569
Slidell, Texas
August, 1948
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>INTRODUCTION</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selection of the Problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Source and Treatment of Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Related Studies</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>CRITERIA FOR THE ANALYSIS OF A SOUND SOCIAL STUDIES PROGRAM</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Criteria for Determining Whether a Social Studies Course is Democratically Sound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criteria for Determining Whether a Social Studies Course is Psychologically Sound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criteria for Determining Whether a Social Studies Course is Sociologically Sound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>ANALYSIS OF THE COURSES OF STUDY USED IN THIS STUDY</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>The Traditional Subject-Matter Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Functions Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Experience Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>APPLICATION OF THE CRITERIA TO THE SEVERAL COURSES OF STUDY</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Characteristics of the Traditional Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application of Criteria of Democracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application of Psychological Criteria</td>
<td></td>
</tr>
<tr>
<td>Chapter IV. (Continued)</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Application of the Criteria of Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics of the Functions Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of Criteria to Democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of Criteria of Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of the Criteria of Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria for Determining Whether a Social Studies Course is Democraticaly Sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics of the Experience Centered Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of the Criteria of Democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of Psychological Criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of the Criteria of Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Purpose of the Study

The specific purpose of this study is to endeavor to find a method of teaching social studies in order for it to contribute to intelligent problem solving in democratic living. To meet this challenge, the method must be democratically, psychologically, and sociologically sound. The purpose is to select and test some type of courses of study most commonly used or suggested by the helpful educators in the social studies field. Three methods were chosen because there is such a huge body of literature coming under the head of social studies. It is impossible to test the soundness of the numerous methods. To make this test the criteria of the foremost educators are applied to the chosen method to test its soundness democratically, psychologically, and sociologically.

Selection of the Problem

The selection of this problem in the social studies field is due to a sincere personal desire to find methods of organizing bodies of knowledge and thought into suitable
patterns of experiences, "to aid in preparing youth to play an ever more effective part in an evolving society."\textsuperscript{1} In this study the term "social studies" is conceived as that part of the school program which embraces the relationship of human beings as fused into a course of study for the purpose of producing more pleasing personalities, more able to solve the problems they meet in everyday life.

It is common belief that the average high school graduate is not adequately trained to cope with the social or economic problems he will face in life. Of the average high school graduate, Smith and Roos state:

They have no idea of what work means; what sort of opportunities there are; how to look for work or how to work when they get a job. They are not prepared to be useful citizens, to enter into community or home life. They do not know how to take care of bodies or minds. Few have implanted in them any seeds of individual inner life or growth; any skill in working with others; or any protection against mob hysteria, shallow prejudices, or economic gold bricks.\textsuperscript{2}

Another source has this statement:

The trend of educational thought today is towards increasing emphasis on human values of all the subject matter; hence the social studies, which deal directly with human beings in their various social groupings have been assigned a steadily increasing prominence.\textsuperscript{3}


\textsuperscript{2}Charles M. Smith and Mary M. Roos, \textit{A Guide to Guidance}, p. 91.

In the post war world of today, the stress has been placed on human values, democratic living in a democracy, and our relationship to the people of our own country and the people of other nations. There is world-wide political, economic, and social instability. This instability of the government has given the individual a feeling of social insecurity, which has never been paralleled in the history of the world. The people in their perplexity have turned to the high schools and colleges for assistance.

No other unit in our American educational system has grown so rapidly during the last fifty years as the secondary school. Since 1890 the public schools have increased their enrollment thirty fold. In 1929-1930 there were 31,571,322 of the population between five and seventeen of this number, 6,802,695 were enrolled in high school.4

The people have felt that the better preparation the child received in school the better he will be prepared to face and successfully solve the problems he meets in life. The teachers must endeavor to meet this challenge; they cannot ignore it. They must know what education experience will serve to guide the youth to become the integrated individual needed to become a competent democratic citizen. Democracy depends greatly upon intelligent and educated citizens if it is to survive and grow. It is the schools responsibility and purpose to help the youth in every way.

---

4Fredrick E. Bolton, and John E. Corbally, Educational Sociology, p. 84.
possible to accept and foster the American democratic beliefs and ideals.

Source and Treatment of Data

The bases for analysis of the characteristics of a sound social studies course were developed from various books, and magazine articles. Reports of the Commission on the Social Studies of the American Historical Association furnished some of the most valuable sources of information for this study. Marshall, Hopkins, Bruner, McGeeoch, Miel, and others are among the most helpful educators in the social studies field.

The following chapters are to develop a sound social study course by testing the method to see if the method is sound in the organization of its approaches:

1. Is the organization of the approaches to the social studies sound and effective so as to realize the development of a competent democratic citizen?

2. Is the approach to the social studies sound as evaluated by what are known as the essentials of the psychology of learning?

3. Is the approach to the social studies sound in its effort to form the means of bringing about social sensitivity?

Definition of Terms

The meaning of "sound", given in Webster's Unabridged
Dictionary is "founded on truth or right, valid, complete, whole, safe, strong, wholesome". A program founded on this principle would be founded on American Democratic principles. To be "valid" a sound social studies program is accomplishing what is claimed and is not defective in respect to the laws of learning.

To be democratically sound the nature and purpose of democracy must be understood. Democracy must be functional. It must be safe if it is to be valid.

Soundness in the principles of modern psychology of learning are the following:

1. Are the procedure involved founded upon truth or right?

2. Are they efficient and can they be justified?

3. Are they accomplishing what is claimed for them and are they free from faulty practices?

Systematic experimental study of human learning dates from 1885, when Ebbinghouse stated some of its fundamental problems, devised methods of studying them, and in many ways set the pattern for later research. Since then research in learning has gone forward at a rapid rate and with this advance in thinking it has become increasingly clear that the concept of learning lies at the heart of psychology.\(^5\)

Soundness in the principles of modern sociology is the procedure involved. It is founded upon a complete, safe,

strong program. To be sound the principles must accomplish what is claimed for them. They must help the youth to be able to take his place in a changing and complex society.

The obligation of finding some way of preparing young people for citizenship, for intelligent social attitudes, and for effective participation in community life has become a public obligation which must be met if social chaos is to be avoided.6

The schools must accept this responsibility. The schools are regarded as the guardian of democracy. It was once said, "the hand that rocks the cradle rules the world". The home has shifted so much of the responsibility of training the children to the school that it could almost be said of the modern school, "the teacher that trains the student rules the world". Hopkins has the following to say:

The schools must teach democracy if they are to serve one of their chief functions in American life. 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.7

Related Studies

Middleton's thesis in the field of social sensitivity differs from the writer's in that he was endeavoring to construct an instrument which would measure reliably the degree of social sensitivity possessed.8 Although his

6Francis J. Brown, Educational Sociology, p. 322.
problem, like this, was in the field of social studies, he was not primarily concerned with the means of bringing about social sensitivity; he was concerned in measuring the degree possessed.

In Wyatt's thesis, "An Evaluation of Junior High School Social Studies", the problem was an analysis of the social studies programs for the junior high school. The purpose was to find how efficient the social studies programs are at the present time. The program was an evaluation study. These are the conclusions she reached.

1. Social studies teaching is for the most part still highly traditional.

2. The social studies curriculum seems to be based on adult educational activities rather than on child needs.

3. Prevailing social studies practices are inconsistent with the modern educational aim of integrated life.

The program differs from this problem in that she evaluated the established social studies program. This study endeavored to find a sound social studies program for the junior high school.

In his thesis, "An Evaluation of the Approaches to the Social Studies", L. R. Colson selected approaches based

---


10Ibid., p. 71.

on democratic principles as used in different approaches to the social studies. He evaluated the approaches to the several courses of study and reached the conclusion that the cooperative approach most nearly reaches the democratic principles set up in his criteria. The present study differs from his. Three organizations are tested for their democratic, psychological and sociological soundness.
CHAPTER II

CRITERIA FOR THE ANALYSIS OF A SOUND SOCIAL STUDIES PROGRAM

The purpose of this chapter is to formulate helpful criteria to be used as a basis for establishing a sound social studies program for a small high school. An attempt is made to show how a sound program must be democratically, psychologically, and sociologically sound.

The very nature of democracy itself makes the setting up of a criteria difficult. There is such an abundance of material that the selection of the best measuring device becomes a task; however, the similarity of thought can be easily observed. Probably, one of the foremost issues is that democracy implies that all students concerned take part in managing the stream of events and happenings in ways to make of their destiny what they want.

The nature of democracy must be understood through the stating of some of the fundamental principles which underlie its foundations. Numerous analysis of democracy have been given by the leading educational and political leaders. Arthur D. Hollingshead has summarized some of the major principles in the form of a platform. These are given in his book, Guidance in Democratic Living.
The following is a summary of the democratic philosophy as given by Hollingshead:

1. Democracy regards the individual as of inestimable value and his development as the sole objectives of society.
2. Democracy guarantees an equality of rights to all individuals.
3. Democracy insures freedom to all individuals.
4. Democracy regards individual and group welfare as interdependent.
5. Democracy places the relations of individuals upon the plane of fraternity, that is, the rights of individuals are dependent upon the assumption by each member of the obligation to guarantee to every other member the same rights which he himself expects to enjoy.
6. Democracy achieves its common goals through the cooperative efforts of its members.
7. Government in a democracy is of the people, by the people, and for the people.
8. Democracy depends upon education as a means of perpetuating and improving itself.

The principle that democracy depends upon education as a means of perpetuating and improving itself is evidence that the political and educational leaders of our nation have regarded the teaching of democratic principles as basic to the structure of democracy.

The following is a summary of principles of education as stated by the National Educational Journal, Democratic Living.

Democratic education has as (1) its central purpose the welfare of all the people. (2) Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition or vocational plans. (3) Democratic education respects the basic civil liberties in practice and clarifies their meaning through study. (4) Democratic

---

1 Arthur D. Hollingshead, Guidance in Democratic Living, pp. 11-31.
education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty. (5) Democratic education guarantees to all the members of its community the right to share in determining the purposes and the policies of education. (6) Democratic education uses democratic methods in classroom, administration and student activities.²

The educators of our time feel that individuals must participate in any form of government if it is to be democratic. Students can learn democratic principles only by classroom and school activities.

Charles E. Merriam lists the following as his assumptions of democracy:

1. The Dignity of Man:—An assumption of the doctrine of democracy is that of the essential dignity of all men and the importance of protecting and cultivating personality primarily on a fraternal rather than on a differential basis.

2. The perfectibility of Man:—It is assumed that there is a constant trend in human affairs toward the perfectibility of mankind.

3. Mass Gains and the Many:—Democracy assumes that the gains of commonwealths are essentially mass gains and should be diffused thru the mass by whom they were created as rapidly as possible.

4. The Consent of the Governed:—The next assumption is the desirability of popular control in the last analysis over basic questions of policy and direction, with recognized procedures for the formulation of such controls and their execution.

5. Consciously Directed and Peaceful Social Changes:—The next assumption is that confidence is the possibility of conscious social change, accomplished normally by consent rather than violence.³

²National Educational Association Journal, Democratic Living, October, 1940, p. 60.

Marriam makes the assumption that as man is given the privilege of participation in the government that he should have a part in the mass gains of the common wealth. He should, therefore, as soon as possible, be given his share of the common wealth he has helped create. Higher levels of education, housing, medical care, and food should be diffused through the mass population. He holds that social change should be accomplished by the consent of the mass of people rather than by violence.

Boyd H. Bode holds that democracy is the fundamental principle upon which our school should be organized. Democracy should include our religious faith and philosophy of life. Bode says:

"Democracy as thus conceived is no longer a name for political beliefs but becomes a point of view that cuts across the whole mass of our traditional beliefs and habits. It calls for a reconstruction of beliefs and standards in every major field of human interests and thus takes on the universality of philosophy and religion, which is to say that it becomes a generalized or inclusive way of life."4

If the educational philosophy is a philosophy of democracy, then the schools must teach by example rather than by precept. The school must be a place where students go to learn the democratic way of life. Schools must prepare the students for the exercise of independent judgement. It

---

4Boyd H. Bode, Democracy as a Way of Life, p. 51.
is on this type of individual that the democratic program for our community and nation must rely for support.

Summary

The following is a summary of the criteria used for determining the soundness of the democratic principles to be applied to the methods of procedure to the social studies courses:

1. Democracy regards the welfare of each individual.
2. Democracy insures cooperative action for the welfare of the individual and the group.
3. Democracy guarantees freedom and equal rights to all individuals.
4. Democratic education assures all of the right in selecting and determining the purposes of their activities.
5. Democratic education insures experimental method in which students can assume responsibility.
6. Democratic education assures the students the necessary knowledge to meet and solve the problem they meet in every day life.5

Criteria for Determining Whether a Social Studies Course is Psychologically Sound

It is important to understand how the human mind develops. The principles must be known and applied if a sound educational

5Ibid., p. 57.
system is to be built. The question to be answered is: What is learning and how does it take place? Hopkins says, "that learning is any change in the behavior of an organism". If this is true then the process of learning should be carefully directed along the right channel. The following is a summary of the laws of learning as given by Hopkins:

1. Learning is affected by the philosophy of life of the group in which the learning takes place.

2. A conception of learning is conditioned by the available information concerning child growth and development in the culture in which the conception is formulated.

3. A conception of learning is conditioned by traditions or the existing theories back of the tradition.

4. A conception of learning is conditioned by the experimentation of the psychologists.

5. A conception of learning is affected by a theory of knowledge and experience.

6. A conception of learning is conditioned by the results of practices in American schools.

The principles of learning, as given by the foremost educators, are found to be closely related. Wheeler's

6 Hopkins, op. cit., p. 133.

7 Ibid., pp. 133-137.
explanation of the purpose, or psychology, is "to reveal the ways and means of efficiently administering this education through an application of the laws of learning." The problem then becomes, to find the most efficient procedure or technique of administering this education. What procedures will be psychologically sound?

The following is a brief summary of Paul R. Mort's theory:

1. A wholesome growing situation should be provided—a school should provide a variety of paths leading toward the desired goal. A wide variety of activities in which students can engage in a variety of learning situations with a satisfying degree of success is desirable.

2. "The more there is in common between the learning situation and the situation into which the learning is to be applied, the more likely will the learning be useful." The social studies program should attempt to develop activities which resemble situations where the learning is to be used. These activities should combine thought and action. In fact, to be consistent with the psychology of learning, situations should be developed where activity

---

3 Raymond H. Wheeler and Francis T. Perkins, Principles of Mental Development, p. 118.

3 Paul R. Mort, Principles of School Administration, p. 43.
and thought are carried on together. "Learning is effectively carried on only when the learner becomes active."\(^{10}\)

(3) Learning is a process of individual unfolding. Each of us grows from where he is, not from some independently determined starting point held in common with others.\(^{11}\) A satisfactory rate of progress of learning can be secured best if the learning situations are determined by the individual learner. A student's previous experiences should be closely examined before proper guidance can be given in the direction the student wishes to take.

(4) Interest is the phenomenon that indicates growth:-- just as friction generates heat, learning generates interest. We do not teach to get interest, but when we do not get interest ours is not prospering. Interest is an index of where the organism is ready to grow. Not all interest need to be followed any more than all limbs on a tree need to be allowed to develop. We select and encourage the limbs that sprout in the desirable places."\(^{12}\)

(5) Learning is a creative process which is carried out through the activity of the learner. Under guidance of the teacher goals are set up and plans are made and results are evaluated. These activities are based on the


\(^{11}\) Paul Mort, Principles of School Administration, p. 43.

\(^{12}\) Ibid.
students interest, needs, purposes, and problems.

(6) Units of learning should be presented as a whole, integrated with other activities. A child should be properly guided in organizing subject matter. In the life of the whole, he should be able to unify facts and generalize; if these items are learned in their right relationship in the first place the learning will be efficient.

(7) The procedure should provide for individual difference. In the average class there will be children of different ages, different social background and different physical abilities. There is also diversity in their mental ability, their attitudes, their needs, and their purpose. The school must organize a social studies course to provide for the individuals difference in attitudes, interests, capacities, and abilities to provide welfare of the individual.

(8) The procedure should insure the development of special abilities in socially valuable ways—the individual differences in children must be recognized if the learning process is psychologically sound. Each child should receive adequate training for a useful and happy life.

Lucille Flowers in her thesis, "Developing a Course of Study for Eighth-Grade Social Science in the Plainview Junior High School" gave the following list of laws of the psychology of learning.

---

13 George W. Hartman, Gestalt Psychology, p. 212.
1. A good learning situation consists of a rich and varied series of learning experiences unified around a vigorous purpose.
2. Education and life are functionally interrelated.
3. Learning results should be useful and meaningful.
4. The teacher of social studies can never rest content with a body of subject matter but must continually argument, modify, and reintegrate his own knowledge.
5. Education is life, and the purpose of the school is citizenship.
6. Too many parents and teachers blame heredity for certain undesirable attitudes and behaviors manifested by children.
7. Learning is a creative process.
8. The teacher has a tremendously important part to play in directing and guiding experiences of children.
9. Learning is only a part of the very complex life that a child leads.\(^4\)

Any procedure to a sound social studies course should meet the demands of the above psychological criteria. "Learning has gone forward at a rapid rate and with this advance in thinking, it has become increasingly clear that the concept of learning lies at the heart of psychology."\(^5\) The psychology of learning must not be overlooked if a sound curriculum is to be developed. The social studies program offers one of the field for teaching democratic principles that are psychologically sound.

**Summary**

From a study of the psychology of effective learning,


several points must be kept in mind in developing a social studies course that is psychologically sound. Among these are the following:

1. Education should provide a learning situation where the student can combine thought and action.

2. Learning is a process of individual unfolding.

3. Interest indicates growth.

4. Learning is a creative process.

5. Provision must be made for individual difference.

6. Special abilities of the individual should be developed in socially valuable ways.

Criteria for Determining Whether a Social Studies Course is Sociologically Sound

It is generally accepted that the fundamental purposes of the public schools of today are essentially what they have always been—to train the pupil for character and for citizenship, to stimulate a zeal for knowledge, to develop the power to think clearly, and properly to lay the foundation of an education. Bolton and Corbally say:

The ideal system of public education will give to every boy and girl a sound vigorous body, an intelligent understanding of the laws of health, high ideals of useful service, and the capacity to render service. It will inculcate in these boys and girls habits of reverence, honesty, thrift, industry, and fidelity in the discharge of responsibility. It will develop a generation of citizens with an intelligent understanding of their peacetime obligations to the city, the state, and the country in which they live. It will develop an ideal democracy clearly distinguished from disorder and a thorough comprehension of the theory of a representative government. It
will give to its graduates a capacity for enjoyment which is innocent, elevating, and refining. It will produce attitudes of mind indispensable to the intelligent and pleasurable use of leisure time. It will emphasize in every possible way the importance of worthy home membership. We believe that the attainment of the objectives would represent very nearly an ideal system of education. 16

If it is sociologically sound it develops a better design for living the more abundant life and education for use of resources.

Every society and every social group capable of consistent action, may be regarded as an organization of the wishes of its members. This means that society rests on, and embodies the appetites and natural desires of the individual man; but it implies also that wishes, in becoming organized, are necessarily disciplined and controlled in the interest of the group as a whole. Every society or social group will have some relatively formal method of defining its aims and in formulating its policies. All social problems turn out finally to be problems of group life although each group and each type of group has its own distinction. 17

Why should the social sciences have a place in general education training program? It is because in the every day world the subject matter is closely related to the practical interest of each individual. "Educational sociology may be defined as the application of the methods, principles, and data of sociology to the study and practices of education. 18


18 Bolton and Corbally, op. cit., p. 9.
Sound educational sociology may be considered as a conscious effort of co-operative groups to improve society through education. The objectives of sound educational sociology may be stated as follows:

1. To understand the meaning and importance of social mindedness in their everyday thinking and activities.
2. To have a new meaning of democracy, especially of the duties and responsibilities of the individual citizen in a democracy.
3. To evaluate the needs of democracy.
4. To understand and appreciate why public education has been established and maintained in our democracy.
5. To learn what public education has contributed to the upbuilding of democracy.
6. To know when education is functioning socially.
7. To solve the problem of guidance of pupils in the schools.
8. To know how to utilize given subject matter in the curriculum as to yield social values.

Brown says:

The school of tomorrow will fail if it does not build into the youth of today a deep appreciation for the rich heritage of the past, yet, at the same time develop also the ability to adjust to new social patterns and to create the patterns in which the ideals and aspirations of mankind may become a living reality. If education can but lift the vision of youth from self to others, from individual well-being to group welfare; if the school will but join with all of the agencies for social betterment and, each forgetting its own interests plan courageously and cooperatively for the betterment of all mankind through an awareness of group relationships in social interaction, then tomorrow's school may truly create the new heaven and the new earth of the world of tomorrow. Educational sociology is devoted to assisting in the achievement of this end.

---

19 Ibid., p. 5.

Brown has not lost sight of the individual for he continues:

The emphasis upon societal and intergroup welfare does not imply a lessening of concern for individual development. Education must continue to provide every opportunity for the development of the personality of each individual for decisions in a democracy are vested in him.21

Each individual has responsibilities and duties to his fellowman and to society. Each individual has something to contribute to the group; this being true he must develop his own individual personality. The student should be able "to make wise choices and adjustments in order that he may serve society and live more happily."22

The following is the premises of a program of socialization as given by Hollingshead:

1. An educational program that is suited to a democracy must have as its primary objective the development of personality.
2. The social development of a child in school is primarily the resultant of his interactions with his group class.
3. Classes tend to develop distinctive group personalities.
4. A program of education 'suited to a democracy' must make it possible for our pupils to live in a Democracy.
5. A program of socialization should utilize the problems of social adjustment which are inherent in all the activities of the school.
6. A program of socialization should utilize the problems, the solution of which are commensurate with the abilities and experiences of the pupils.

21Ibid., p. 570.

22Clifford E. Erickson and Marion C. Hopp, Guidance Practices at work, p. 4.
7. A program of socialization must provide opportunities for continuous growth in the objectives. Wrightstone, also, emphasizes the importance of personality; the student must live and work in the group. His material must be based upon his needs and the use must be immediate. Wrightstone states:

One of the urgent needs in social education is to develop materials which the students can put to immediate use, at least to some extent.

He continues by saying:

The responsibility of the teacher, the principal, the school, and the parents is to encourage students: (1) to share ideas; (2) to participate in the formulation, appraisal, reformulation of policies, and procedures which affect them; and (3) to have faith in pooled intelligence of the group in solving problems of living together.

Carr holds that, if individuals want the economic fruits of high interdependence then the people are challenged to accept the social cost of such interdependence. The individual must have as much freedom as modern society is able to provide but the problems of modern society cannot be solved by individuals acting as individuals. He says:

'We can get the maximum benefits from the new technology with a minimum loss of social values only by

---

23 Hollingshead, op. cit., pp. 79-90.


25 Ibid., p. 128.
intelligent public planning. Yet this answer itself immediately seems to threaten the independence it professes to serve.26

The question is asked what is meant by social planning?

Planning of any kind seems to depend on the psychological ability of human beings to hold experience in a time order, to stand in a recognized present and to look before and after. Animals below man lack this capacity.—The essence of plan is the purposeful, preliminary, symbolical arrangement of natural, cultural, and human factors in a situation to overcome resistance, incidental or intentional that block the achievement of a predetermined end in the future.

1. What is your mission? (i.e., what purpose have you to accomplish)
2. What are the obstacles to the accomplishment of your mission?
3. What are your resources for overcoming these obstacles?
4. What is your plan for (a) using your resources (b) to overcome the obstacles (c) in order to accomplish your mission?27

A plan may be for the individual, the school, or the community. It may be directed toward any objective the human beings value—educational, social or economic. A plan serves as a tool. Individuals may use the tools to achieve their purposes.

John Dewey has been considered an authority on educational theories for more than a quarter of a century. He has developed many educational theories. He holds that education is the fundamental method of social progress. His premise is that the school is a social institution, and that the social life

26Lowell J. Carr, Situational Analysis, p. 164.
27Ibid., pp. 165-166.
of the school is the basis of all other training and growth. The following is a portion of what Dewey called, My Pedagogic Creed.

Article I. What Education Is

This education process has two sides—one psychological and one sociological—and neither can be subordinated to the other, or neglected, without evil results following. The child's own instincts and powers furnish and give the starting point for all education. Knowledge of social conditions of the present state of civilization is necessary in order to properly interpret the child's powers. The child has its own instincts and tendencies, but we can translate them into their social equivalents:

Article V. The School and Social Progress

I believe that:

... education is the fundamental method of social progress and reform.

... the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life.28

Summary

It is generally accepted by the best educators that if an educational program is democratically and psychologically sound it must be based on sound theories of socialization. Personality development can only be achieved in a cooperative social order. Democratic theories of social organization represent the furthest advance in social and political thinking. Students should be taught to think as clearly as they are able to do. It should involve study and the discussion

of most questions, and the forming of opinions, though often only tentative ones. This training should include active participation in the activities of the home, the school, and the community.

1. The student should understand the meaning of the duties and responsibilities of a citizen in a democracy.

2. The student should be able to make wise choices and adjustments.

3. Every student should have an opportunity to make contribution to his group.

4. Every student should be a cooperating individual in social and civic action.

5. Every student should have the respect of his fellow student and should be respectful to his associates.

6. Students should be trained in the formation of the proper social habits.

7. The proper social life should develop a rich personality.

8. The activities of the school should provide for proper social adjustment.

9. A student should learn to use his resources to accomplish his mission.

10. The student should be able to make social adjustments which will enable him to serve his fellow man and society well and to live a full and happy life.
CHAPTER III

ANALYSIS OF THE COURSES OF STUDY USED
IN THIS STUDY

In the schools at the present time there are many plans for the arrangement of the social studies material. In order to apply selected criteria for the purpose of determining whether a procedure includes democratic principles, effective learning methods and is sociologically sound it becomes necessary to examine these representative procedures. The courses of study which were selected were thought to be representative of the most traditional form of the curriculum, considered to be the most modern form, and the curriculum that attempted to bridge the gap between the traditional organization of subject matter and the experience centered curriculum.

It is impossible to include the numerous organizations of the social studies in this study. However, upon examination of curricula in the social studies field a similarity of methods used, purposes, and instructional material is very obvious. This can be found by examining the organization as recorded by leading educators. J. W. Wrightstone has made a curriculum study of a large number of high schools.
After this study he listed three types of organizations. They are as follows:

1. The Cultural-Epoch Organization
2. Broad Fields of Knowledge
3. Individual Interests and Needs.

It can be easily seen that these organizations are almost identically the same as the ones used in this study. Wrightstone explained the subject matter used, the approach made, and the broad purpose of each type. He made no attempt to select the most sound course. He described the "Cultural-Epoch Organization" as a subject matter approach. The purpose is to give the student a broad cultural background. Usually, in the study of the Epoch, English and history are combined and other subjects are used if needed. The method of learning is reading, discussion, and memorization of facts.

Spears gave six major divisions for his organization of the curriculum. They are the following:

1. The Subject curriculum
2. The Correlated curriculum
3. The Fused curriculum
4. The Broad-Fields curriculum
5. The Core curriculum
6. The Experience curriculum

Up to 1920 courses of study contained very little if any discussion of modifications to meet individual differences. It was assumed that the basic material would be studied and

---

1J. Minor Gwynn, Curriculum Principles and Social Trends, p. 363.
2Ibid., p. 363.
learned by everyone. Since that time various procedures in techniques have been developed. The philosophy of the modern educator is that the course of study must include the "whole child." The curriculum must be "child-centered" instead of "subject centered." If this philosophy is accepted then the curriculum must be changed.

Schools everywhere have much to learn what courses of study should look like if they are to encourage rather than to hinder initiative on the part of teachers and schools. 3

The writer of this study, does not claim that any one of the organizations measure up to all the standards set up by the criteria.

In this field, social engineering has not progressed to the stage of being able to write specific formulas for the indefinite future and it never can. 4

There can be no one correct answer, for the location, circumstances, and conditions of all small high schools are not the same.

The social studies course is composed of bodies of knowledge and thought. The social studies curriculum attempts to show the relations between the students to one another and to other people they come in contact with, and to the environment in which they live.


To find methods of organizing these bodies of knowledge and thought into suitable patterns of experiences for students is one of the chief problems faced by those working in the social studies field. The present study has been concerned chiefly with examining the actual content of courses of study, in an effort to determine the most sound course of social study for the small high school.

The educational organizations of the curriculum considered in this study are representative of three distinct courses of study. This study does not include all the material available in these three units of study. The following is a grouping of the organizations used:

1. The Traditional Subject-Matter Organization
   a. Separate subjects
   b. Correlated subjects
2. The Functions Organization
3. The Experience Organization

The Traditional Subject-Matter Organization

The Traditional Subject-Matter Organization is commonly used in our public schools today.

Too many high schools have clung to the traditional subject matter, looked backward rather than forward to determine the course of study, resisted even new devices of instruction, attempted to force the new generation of youth through the old pattern of required subjects.5

---

5Brown, op. cit., p. 318.
Separate Subjects—The chronological procedure has been used in teaching history, primarily because it seemed the logical way to arrange the material to be taught. In the new subjects that have entered the social sciences since 1900, the logical procedure has been used primarily, because it affords an orderly arrangement of the material to be used. History, civics, and economics are the social study subjects that are usually required in high schools of today. Some educators hold that a systematic study of history, civics, economics, and sociology will enable a student to solve contemporary social problems more efficiently. The educators that favor teaching history hold that an understanding of American society will make for better citizens. According to Tryon, the isolating of the subject of history gives the teacher the following opportunities to teach the student the subject matter that will eventually develop a good citizen:

1. The teacher has the opportunity to teach the child in an unhampered way the history that he needs for a comprehensive understanding of the life and institutions into which he is daily thrown, and . . .

2. The opportunity to teach the fundamental developments in the history of our country in a systematic and connected way, thus making it possible to give the pupil a historical background against which he can throw a multitude of happenings that he daily meets.6

The following outline presented by Wesley affords an

6Rollo N. Tryon, The Social Sciences as School Subjects, p. 432.
example of the desired objectives of teaching history as a segregated subject:

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

The theory upon which the subject-matter organization is made is that children must accumulate a vast amount of knowledge in order to meet the problems of life. Analysis of this study reveal that the objectives are primarily to give and understanding of past events and principles. An often quoted adage is "the only way to judge the future is by the past." A large part of the work in history, civics, economics, and sociology is purely ideological in nature and purpose. Even though this is true, the individual student should receive first considerations.

7Edgar B. Wesley, Teaching the Social Studies, Theory and Practice, p. 163.
Correlated subjects—This is accomplished by combining the subject-matter of one subject with that of another whenever possible. Teachers have learned that an improvement in learning effect is experienced in each subject. This procedure makes little or no attempt to change the material to be learned.

Geography and history may be correlated and called a new social-studies course. This will prove more efficient if the geography of a country and the history of the same country are taught simultaneously. In the correlated curriculum a certain amount of subject matter must be learned. An examination of the correlated curriculum reveals that little change is made in the content of the subject matter in the old course in history and geography.

From an examination of the traditional courses of study in the preceding pages it will be found that subject-matter is regarded as important and must be learned. Hamrin and Erickson record a speech given by Dr. Judd, he has the following to say:

They will recognize that American educational institutions which attempt to maintain a Latin-geometry curriculum is deceiving itself and its patrons by wearing the last tattered fragments of the toga of aristocracy. What this country needs and needs sorely is liberal education appropriate to present-day life.8

8Shirley A. Hamrin, and Clifford E. Erickson, Guidance in Secondary Schools, pp. 138-139.
Summary

The Traditional Organization, as the name implies, is the oldest organization and it is still widely used. The Traditional Organization may be described as follows:

1. The subject-matter is presented
   a. Separately
   b. Correlated

2. The subjects are usually arranged in a logical manner

3. In history the subject-material is arranged according to time, or in a chronological order.

4. In geography it is arranged according to location, region, or related products.

5. The activities are those of reading, discussion, writing themes, making reports, drawing maps and charts.

6. The purpose is to learn subject matter.

The Functions Organization

The functions organization for the social studies courses has for its major purpose problem solving. The following is the steps in problem solving:

1. Sensitivity to problems
2. Delimitation and statement of the problem
3. Collecting, evaluating and organizing data
4. Suggesting a hypothesis
5. Testing the hypothesis
6. Generalizing

It is seen that the problems to be faced by the individual is to be organized into a continuous series of understandings. Each understanding is planned to contribute to some aspect of the problem solving. The subject-matter is usually the same that is found in the traditional subject-matter courses of study. The data to be studied is collected, evaluated and organized into problems or units of study.

Only the last four years of high school are used in any of this study. The writer has selected year ten from the state course of study because it bears the closest resemblance to the history unit used as a representative study for the traditional subject-matter organization.

The following is the framework to aid in the selection of the situation and problems to be used in this representative study:

1. How production is affected by the problems of other nations
2. How the quantity and quality of goods is affected by the problems of other nations
3. How new methods of transportation and communication have increased the interdependence of nations
4. How governments change to meet their problems
5. How nations maintain and promote the health of their peoples
6. How nations meet the problems of recreation
7. How nations express themselves in the aesthetic and practical arts
8. How mass and professional education is provided in other nations.10

10Ibid., p. 13.
The following is a complete organization of the first division and the major headings of the other seven divisions:

A. How production is affected by the problems of other nations

1. Objectives: Making possible growth in
   a. Ability to do the thinking necessary to meet problems which affect the production of goods and services by other nations
   b. Ability to cooperate with others in the solution of problems affecting the production of goods
   c. Understanding of the various factors involved in world production
   d. Understanding of the part which differing communities or societies have in the production of goods and services for the greatest benefit of the members of the world society
   e. Understanding of how various social groups endeavor to secure the greatest benefit from the raw materials of the world
   f. Understanding of an participation in the various activities through which world societies struggle to meet effectively the problems involved in social conditions, changing principles of control, and in a mobile population

2. Suggested Problems
   a. The extent to which the nations of the world produce all of the goods that are needed for their peoples
      (1) How the natural environment limits the quantity of goods produced in a nation
      (2) How social and political conditions within a nation affect the quantity of goods produced
      (3) The extent to which the cultural heritage is a limitation upon production
      (4) The effect of the technological development
   b. How warfare affects production
      (1) The effect upon belligerents
      (2) The effect upon neutrals
   c. How economic nationalism affects production
(1) The effect upon the country practicing it

(2) The effect upon neighbors and others

d. How imperialism affects production
(1) The effect upon the countries immediately involved

(2) The effect upon those not immediately concerned

3. How internal conditions within a country affect production in others
(1) The effect disturbances of industry, such as a silk strike in Japan, have upon production in other countries

(2) The effect unusually or extreme economic conditions, such as a famine or earthquake, have upon production in other countries

f. How production in this country is affected by the conditions mentioned above

3. Suggested Activities
a. Outline and preserve information on some topic, such as The Economic Effects of the World Wars.

b. Investigate and discuss in class how the geography location limits the kind and quantity of goods produced.

c. Exchange letters and material with students from other communities

d. Visit places useful in obtaining information

e. Write letters asking for the products manufactured from some raw product, such as: corn, cotton lint, cotton seeds, etc.

f. If possible, interview people acquainted with the specific problem under consideration

g. Make charts showing agricultural products.

4. Suggested References:
  a. Klein and Colvin, Economic Problems of Today
  b. McKinley, Howland and Dann, World History Today
  c. Bischof, Visualized Economic Geography
  d. Runzey, History of the American People

B. How the quantity and quality of goods are affected by the problems of other nations
C. How new methods of transportation and communica-
tion have increased the interdependence of nations
D. How governments change to meet their problems
E. How nations maintain and promote the health of
their people
F. How nations meet the problems of recreation
G. How nations express themselves in the esthetic
and practical arts
H. How mass and professional education are provided
for in other nations

The above functions were taken from the scope and sequence
chart of the social studies of the Texas state course of
study. The development of the program include procedures,
problems, objectives activities, and references. Only the
first major division of the year ten will be given. The
other seven divisions follow the same type of organization.

The broad areas of human relationship as to functions
as has been made in the whole school curriculum as set up
by the Texas state course of study appear to meet the needs,
interests, purposes and attitudes of the student better than
the Traditional Organization.

Similar Classifications of the broad areas of human
relationship as to functions have been made for the whole
school curriculum in Kansas.

The Kansas State Program has the following areas:
(1) Protecting human and material resources, (2) making
a living, (3) producing and distributing goods, (4) making
a home (largely consumption), (5) governing the group,
(6) providing and expressing recreational aesthetic, and
religious impulses, (7) providing education, and (8)
developing and controlling communication and transportation.12

11 Ibid., pp. 75-86.
12 Harold Albery, Reorganizing the High School Curriculum,
p. 192.
One will readily see that this grouping closely resembles Tharp's grouping. The purpose is the same. Santa Barbara, California has a grouping almost identical of the Kansas State program. The theory is that this type of organization will contribute to problem solving for the individual. It is a reaction against the subject-centered program.

Broad-fields organization has been given a number of interpretations. In this study it closely resembles the functions organization. Albery refers to it as similar to Hopkins’ Organization. Albery accepts Harap’s classification:

He proposes that curriculum experiences be grouped around the following headings: (1) Living in the Home, (2) Leisure, (3) Citizenship, (4) Organized Group Life, (5) Consumption, (6) Production, (7) Communication, (8) Transportation.\(^{13}\)

The major categories are really a regrouping of conventional subject-matter. They serve to enrich the curriculum. The purpose of the reorganization is to discover ways of organizing curriculum material so that it will be more closely related to problems, interests, and needs of the student.

Wrightstone’s “broad fields of knowledge” curriculum is an attempt to make the subject-matter curriculum more meaningful for the student. This procedure in curriculum revision is an attempt to replace the subject-matter departments

\(^{12}\)Harold Albery, *Reorganizing the High School Curriculum*, p. 192.

\(^{13}\)Ibid., p. 115.
and their individual courses with these broad fields of knowledge; the purpose is to broaden the content and interrelate it more closely within these fields, by means of continuity and sequence throughout the various years.

It helps to break down departmental lines and to give teachers a broader view of the curriculum. It is seen, however, that this is still fundamentally an approach through the attempt to improve subject matter and subject-matter offering, rather than an attempt to relate these subject matters seriously to the needs and the individual interest of the pupils who must take them.14

Howard Wilson contends that the social studies curriculum should make use of the learning experiences to develop well-balanced individuals. He makes the following classification as the purposes of the social studies:

1. Only such material as has direct value in developing in pupils intelligent understanding and tolerant cooperative appreciations fitting them to engage in the activities of the life of the time shall be taught.

2. Selected subject-matter in the social studies must be organized in units of experience, psychologically appealing and learnable, and corresponding as closely as possible to life situations.

3. Traditional subject boundaries shall be ignored in the construction of the social-science curriculum.15

In the social studies course this would mean the elimination of separate subjects of history, civics, economics, sociology, and the like. The problem, rather than the subject matter, is the heart of this organization.

14J. Minor Gwynn, Curriculum Principles and Social Trends, pp. 383-396.

Hopkins lists the following as some important objects of an organization whose purpose is to disregard subject matter lines and transfer the center of interest to the problem.

1. The center is transferred from the subject-fact to some problems, with emphasis upon immediate rather than remote occurrence.
2. The problems are selected and united by some larger relationship which may be designated as an understanding, generalization, or theme.
3. The subject-matter of the problem is selected for its contribution to the development of the understanding, generalization, or theme, or units of study.  

The central theme method is organized into a continuous series of activities and projects. The purpose is to present subject matter relating to a particular field in a more interesting and learnable method. The field is not selected because of the interest of the student, but because of the worth-whileness within the subject or problem itself.

The units or projects are conceived as occurring in the home, in the school, and in the community. The units include suggestive procedures, problems, activities, objectives and references.

Harold Brenholtz, of North Texas State Teacher's College, Leon Marshall, Ruth M. Goetz, and other educators interested in curriculum making, have suggested this type of organization.

In order to get a better understanding of how the material in this course of study is organized and presented, the following is an example:

Conservation of Natural Resources in Your Community

1. Soil
2. Water
3. Wild Life
4. Grass
5. Timber
6. Oil or Petroleum

Those who favor the functions procedure claim that this arrangement aids in the development of meaning and utilizes the experimental background of pupils. They claim the desired goal is to aid in preparing youth to play an ever more effective part in an evolving culture, and maintain that it is essential that youth understand the development of culture and its influence upon personality.

The functions organization is almost identical with the fusion or correlated approach. Spears holds that:

The curriculum approach in correlation is still the existing subjects, with certain redistribution of the content into new course patterns. Fusion, as another attack upon the piecemeal features of the subject curriculum, represents the absorption of certain courses by others in an attempt to reduce the number of courses or to combine specific into broader offerings.\(^{17}\)

Spear believes that the attempts to overcome the weakness of the traditional subject-matter curriculum have been

\(^{17}\)Harold Spears, *Secondary Education in American Life*, p. 106.
failures. He says these measures are inadequate. He believes that any curriculum should serve the individual and society.

Summary

From the examination of the functions courses of study on the preceding pages, it is seen that an attempt has been made to make the material of the social studies more interesting and learnable. Subject-matter is arranged into activities for the purpose of meeting the students needs for problem solving. The arrangement of these problems, if followed, will become a group of subjects. The problems and activities are mostly taken from the adult world.

1. The center of interest is transferred from the subject fact to some problem.

2. The problems selected are usually on the adult level.

3. The projects are conceived as occurring in the home, in the school, or in the community.

4. Modern problems are used in an effort to make the subject matter more interesting.

The Experience Organization

The experience curriculum has been accepted by our leading educators for a number of years. The following are some studies:
1. Harold Rugg, *American Life and the School Curriculum*

2. John Dewey, *Experience and Education*

3. Harold Spears, *The Emerging High School Curriculum*


6. J. Minor Gwynn, *Curriculum Principles and Social Trends*

7. Harold Alberty, *Reorganization of the High School Curriculum*

In 1936, Harold Rugg had his book, *American Life and the School Curriculum*, copyrighted. He made a plea for the child-centered curriculum. He said:

I recognize, of course, that the kind of child-centered, society-centered school I have described in this book can be set up all over this continent, only when hundreds of thousands of child-centered teachers are sufficiently alert and aware of the problem to be able to do it.---They can expedite the process of re-construction enormously by building their material directly from the problems and issues and changing trends of our social order.¹⁸

Rugg's study has made progress in broadening and improvement of curricula, and guidance of the student is receiving more attention. The pupil is becoming increasingly the center in the school program. It is possible to

conclude that the work offers unusual possibilities in improving the working relationships of the entire school staff, the students, and the patrons.

The contention is that the functions procedure becomes a tool in solving problems of living, but that the experience organization is an arrangement in the areas of living, around which the students group their experiences. John Dewey says:

When education is based in theory and practice upon experience, it goes without saying that the organized subject-matter of the adult and the specialist can not provide the starting point.19

This means that the group concerned determines its own interests, needs, and purposes, and proposes steps to attain these purposes. After a close study of Dewey, one may be led to believe a course of study is sound if the organization basis its teaching procedures on the principle that to accomplish its purpose the activities must be based upon experience—which is always the actual life experience of some individual student.

The change is characterized in many of the experiment schools by the students determining the policies and the manner in which pupils go about their work. The procedure is changing to one of teacher-pupil planning in which pupils assume the initiative in planning and evaluating their school work and their recreation.

19 John Dewey, Experience and Education, p. 103.
Spears thinks the experience curriculum is the one to meet the needs of the individual student most effectively. He contends that:

The experience curriculum is the one type which definitely turns its back upon subject-matter approach. It begins with a philosophy of the learning process, against which all the schools practices must be measured. In short, it sees education as a continuous life process, against which all the school's practices must be measured; as the growth of the whole individual in accordance with his environment, and it aims toward a more intelligent participation of that person in his culture.

Since this culture, or environment, is constantly changing, the experience curriculum can not be a fixed curriculum. Instead, it is a series of experience situations, each offering possible growth factors and understandings which the learner may carry forward to help him meet future experience situations. With growth dependent upon the active participation of the pupil in the experience at hand, the curriculum begins with pupils interests and felt needs.20

Spears' educational philosophy is based on L. Thomas Hopkins study. Hopkins' earlier study forms a basis for later studies on the experience theory.

The experience curriculum may be defined as a series of purposeful experiences growing out of pupil interest and moving towards an ever more adequate understanding of an intelligent participation in the surrounding culture and group life.21

These suggested activities are usually taken from everyday experiences in his home, in his school, and in his community.

The following is a summary of Hopkins educational philosophy:

1. Learning best takes place when the child, as an active individual, is dealing intelligently with situations confronting him in interacting with his environment. This means that the experience curriculum has its beginning in the situations which confront children in their immediate living. Sometimes these are designated as interests, need, purposes, problems, upsets, or other similar terms in which shades of meaning are not clarified.

2. The selection, development, and direction of the experience is cooperative undertaking in which pupil and teacher work together under teacher-guidance. This means that the experience is not selected in advance by the teachers, organized into topics, activities, outcomes, with minimum essentials in subject-matter. Neither is it selected in advance by the pupils.

3. In the experience curriculum a true guide brings to the learning situation: (1) an integrating personality, (2) a varied and intelligent interaction with the culture, (3) an understanding of the process whereby children become increasingly intelligent in their interactions with the culture, and (4) a capacity, desire, and realization of continued growth.

4. The direction involved in the process of learning is toward and ever more intelligent participation in the environment in which the child may be located. This means that mere learning about something does not satisfy the conditions. The child must understand better his environment to the end that he may be more intelligent in his interaction with it.

5. The experience curriculum usually begins with a clarification of philosophy, rarely with a reexamination of subject-matter.

6. The experience curriculum is centered in the interactive process and is directed toward making that more intelligent for all individuals concerned under all circumstances.22

Hopkins' summary is self-explanatory.

Burton's theory of the curriculum is that the learning process will be improved if the teacher will attempt to

22 Ibid., pp. 233-258.
stimulate the student in a number of experiences and activities which call for different emotional, physical, and mental reactions satisfying to the child. The child should have a purpose for the learning activity and a varied series of experiences unified around this purpose or problem.

A good learning situation consists of rich and varied series of learning experiences unified around a vigorous purpose, aimed at a number of different learning products, and carried on in interaction with a rich, varied and provocative environment. 23

Every effort should be made to train the teachers in the practices of working with the students in this interesting environment.

In the experience approach curriculum, Gwynn has the following to say:

In the experience approach, the student selects his activity or center of interest, and then brings to bear upon it all subject matter fields which he needs for the solution of problems in that activity or area. 24

The approach is based upon the normal interests of the child during his growth and development. It takes into account the whole individual. The big problem is for the teacher to plan and provide the right situation which will continue to stimulate and furnish the drives that will cause active participation and learning on the part of the student. The teacher will need to plan in advance.
general outlines with materials to meet the pupil’s needs, interests, and problems. The students may wish, at times, to pursue activities that will be a waste of time. The teacher must be on the alert and give wise guidance if the activity is to be worthwhile.

There are two recognized obstacles in the use of the techniques and procedures that were described above:

1. Teachers have been trained in subject-matter field. They do not have the broad background necessary for successful teaching in the experienced-centered curriculum.

2. The large number of students in each class limits the time which can be given to individual students.

A curriculum based upon direct, personal experience is more meaningful than upon logical organization of subject matter. Such a program, must draw heavily from logical organized subject matter if it is to be effective.

Programs of work, field trips and the like, if successful, must provide adequately for organization of knowledge.

The basic principles of experienced-centered activities are the following:

1. Learning (The acquisition of attitudes, knowledge, skills, and the like is usually, if not always, incidental to the achievement of some more or less tangible or concrete end or goal.  

25Alberty, op. cit., p. 125.
The example was given of the boy who raised an acre of corn and the one who studied about the procedures involved in the cultivating and harvesting an acre of corn. The organization of a student council will be of more interest and prove more worthwhile than the traditional method of memorizing facts and principles. The students may learn some facts by studying kinds of corn that produce well, type of soil required, and the like. The real purpose is personal experiences that are active and vital.

2. The present experience of the student, his problems, and interests play a dominant role in the determination of appropriate activities and in planning, executing and evaluating outcomes. If the activity has close relationship with the life of the pupil at the present time, the principles take on new meanings. Coercion could be used to get the boy to raise corn or to get the students to organize a student council, but the process is more effective if the teacher and students plan the activity cooperatively. The teacher and students may plan and discuss the activities. The teacher may guide the student into desirable activities, but not use of coercion. The student should furnish the initiative and usually the solution of the problem will afford sufficient motivation for completion of the activity.

The sequence of activities is determined primarily, not by the internal logic of a field of knowledge but rather by maturational levels, integration of personality, growth processes, extension of problems, and interests.27

26 Ibid., p. 126.  
27 Ibid., p. 127.
In the subject centered curriculum the teacher strives to make the subject interesting. Sometimes the interest can not be aroused. The teacher will then rationalize his failure to interest the student by explaining that the study offers good mental discipline. The experience centered curriculum solves problems that the student is encountering in the strain and stress of his growth and development. The high school is to give a formal banquet. Most of the students have never attended a banquet. Now the problems of etiquette and social usage face the student. He is ready for instruction in personal and table etiquette. He will enjoy the occasion more if he knows what to say and do. The reason for lack of ready acceptance or the experience organization is given by Alberty as the following:

1. Some educators contend that the facts and principles that are learned in the matrix of direct experience are not permanently retained or applied readily to new situations.
2. Teachers are not prepared to carry on experienced-centered programs.
3. Communities do not readily accept the shift in emphasis from the subject-centered to the experience-centered curriculum.
4. School plants are not equipped to carry on experience-centered programs.
5. The experienced centered curriculum does not make adequate provision for logical organization.28

In studying Alberty's summary of the arguments against the experience centered curriculum, the conclusion is reached that it is not because it does not meet the needs

28 Ibid., pp. 144-146.
and interests of the student, but because teachers are not trained to be guides in learning activities, and that school plants are not equipped to carry on the experience program. The argument that the learning is not retained is not an argument against it, for everyone knows that only a small part learned is retained, regardless of the techniques of learning used.

Hopkins summary of the experience centered curriculum is as follows:

1. Centered in learners.
2. Emphasis upon promoting the all-around growth of learners.
3. Subject matter selected and organized cooperatively by all learners during the learning situation.
4. Controlled and directed cooperatively by learners (pupils, teachers, parents, and others) in the learning situation.
5. Emphasis upon meaning which will function immediately in improving living.
6. Emphasis upon building habits and skills as integral parts of larger experiences.
7. Emphasis upon understanding and improving through use of the process of learning.
8. Emphasis upon variability in exposures to learning situations and variability in the results expected and achieved.
9. Education as aiding each child to build socially creative individuality.
10. Education considered as a continuous, intelligent process of growth.29

Summary

The writer holds that in highly developed modern school systems, some form of the experience centered program

29 L. Thomas Hopkins, op. cit., p. 20.
is used. This form of curriculum provides students with a wide range of material concerning problems that are vital and significant for the student. Teachers and students work together in setting up and in the investigation and evaluation of the problems.

Arguments favoring the experience-centered curriculum are as follows:

1. The experience-centered curriculum is very closely related to the needs, problems, and interests of individual students.

2. The experience-centered curriculum uses the physical and social environment of the students.

3. The experience-centered curriculum relates the life of the school to the life of the community.

4. The experience-centered curriculum utilizes the principles of democracy.

5. The experience-centered curriculum closely unites the different aspects of the school.

6. Teachers and students cooperate in planning solution of problems.

7. All students are engaging in activities on their maturity level.

8. All students are provided with a wide variety of activities.

9. The experience-centered curriculum helps to stimulate a zeal for knowledge.
10. Emphasis is placed upon the growth of the "whole child".

11. Emphasis is placed upon meaning which will help improve living of the student immediately.

12. Correct habits and skills of the students are developed.

13. The experience-centered curriculum has its beginning in living.

14. The experience-centered curriculum brings true guides to the learning situation.

15. Experience-centered curriculum is of interest to the student, and interest leads to effort.

16. Students have active participation in group activities.
CHAPTER IV

APPLICATION OF THE CRITERIA TO THE SEVERAL COURSES OF STUDY

The purpose of this chapter is to apply the criteria selected in Chapter II to the three organizations selected in Chapter III. The elements which characterize each organization were given in Chapter III. This is done by evaluating it in terms of the criteria.

The problem to be evaluated was to determine:

1. If the organization used democratic practices essential to the effective development of active democratic citizens.

2. If the organization used elements of psychology that are psychologically sound.

3. If the organization used sociological practices essential if effective development of individuals who are skilled in social practices that will develop the individual's personality and produce a valuable citizen for society.

Characteristics of the Traditional Organization

The Traditional Procedure—The most common way of teaching the separate or correlated subject is by the logical method. The characteristics are the following:
1. The subject matter is presented separately or correlated.

2. The subjects are arranged in a logical method.

3. In history the material is arranged according to time or in a chronological order, in geography it is arranged according to location, regions, or related products.

4. The activities are those of reading, writing themes, making reports, drawing maps, and charts.

5. The purpose is to learn subject matter.

Application of Criteria of Democracy

Democracy regards the welfare of each individual—The traditional procedure does not regard the welfare of each individual. The only method of securing recognition as an individual is to excel in learning. This learning usually consists in memorizing a lists of abstract facts. The techniques of the traditional organization does not take into consideration the mental maturity of the individual student.

2. Democracy insures co-operative action for the welfare of the individual and the group.—Very little opportunity is given for cooperative action in the traditional procedures in history and geography, students probably would have some opportunity of working together on maps and charts. Economics, civics, and sociology deal with problems of the adult world.
3. Democracy guarantees freedom and equal rights to all individuals.--The student is not allowed the freedom to choose his activities. He is usually assigned so many pages or chapters in a book. He does not have equal right, for no thought is given to the individual student's abilities, interests, needs, or mental maturity.

4. Democratic education assures all of the right in selecting and determining the purposes of their activities.--There would be little opportunity for the learner to have a part in selecting or determining the purpose. Usually the purposes are determined by the teacher or the administrator. The activities are often selected by the author of the textbook. There is very seldom an opportunity to select and determine the purposes of the activity.

5. Democratic education insures experimental methods in which students can assume responsibility. There can be little if any experimental methods in the traditional organization. The students may share in the responsibility of selecting outside reading materials or setting up and caring for maps, charts and other physical equipment.

6. Democratic education assures the students the necessary knowledge to meet and solve the problems they meet in every day life.--The students will be able to obtain the knowledge of our country and its cultural background. They will be able to gain a working knowledge of our natural resources and of our commercial and industrial
life. According to numerous educational tests there has been no evidence that knowledge acquired assures democratic living.

Summary

The traditional organizations for social studies fails to meet the requirement of the democratic criteria in all but one instance, that of attainment of knowledge. Tests and surveys carried out by educators show that knowledge may be acquired more rapidly, and effectively by other methods.

Application of Psychological Criteria

Education should provide a learning situation where the student can combine thought and action:—The procedure used in the traditional organization can not combine thought and action. Only material can be used to provide thought. Very little thinking is usually required, because the material is to be learned.

Learning is a process of individual unfolding:—The traditional organization makes no provision for individual unfolding.

Interest indicates growth:—Only a small per cent of the students will be interested in the subject matter used in the traditional organization. Without interest there can be no progress or growth.
Learning is a creative process:--There is no chance of creative process in the traditional organization. Learning in the classroom from books, maps, charts and other printed material requires abstract thinking and not creative thinking.

Provision must be made for individual difference:--The traditional organization of the social studies offers few opportunities for individual differences. Some students may be allowed to gather exhibits of different products from factories, or resources of other regions or countries, while other students make maps and charts and give oral or written reports, however, this is limited. The traditional organization tends to make the social study course--

...rigid and inflexible it tends to make the social order static and to retard social progress.¹

Special abilities of the individual should be developed in socially valuable ways:--The traditional organization may help the academically minded students to develop special abilities and become technicians in any one of the fields covered by the separate subject courses.

This organization for the social studies can provide material to be learned and may help the academically minded students to develop special abilities and become technicians in some special field. This procedure does not meet the criteria of psychology in any other way.

¹Hopkins, op. cit., p. 41.
Application of the Criteria of Sociology

The student should understand the meaning of the duties and responsibilities of a citizen in a democracy:—The biography of the great men of history will give an able account of the duties and responsibilities of a citizen in a democracy. Probably the account of the lives of these noble men and women of history will inspire some students to become better citizens who will render service to their fellow man. The best method for the individual to acquire this knowledge would be to accept these duties and responsibilities in his school, in his home, and in his community. This is not possible in the traditional school. The interest is centered on subject matter and does not have the child as the center of interest.

The students should be able to make wise choices and adjustments:—There is little evidence to show that the traditional procedures has contributed in any way to the wise choices or adjustments of students. The student does not have an opportunity to make a choice. He learns the facts that he has assigned to him.

Every student should have an opportunity to make contribution to his group:—The traditional organization offers very little opportunity for group participation. The student has an opportunity to take part in group discussion of the subject matter. If he is a superior student his opportunity is greater. No provision is made for the weaker student.
Students should be trained in the proper social habits:—Very little, if any provision is made for training in social skills. Correct social habits of historical characters are discussed, but the discussion is so far removed from the life of the student it becomes mere facts to be learned but not applied.

A student should learn to use his resources:—The traditional organization does not take into consideration a student's resources or ability. All students are considered equal, as well as free. They are considered equal in intelligence, maturity, and ability.

Summary

The traditional organization offers very little opportunity for training in socially valuable ways. The traditional program makes practically no provision for group activity. Subject matter is set up to be learned and all students have the same requirements regardless of their different abilities.

The traditional organization for social studies fails to:

1. Provide for individual differences
2. Promote initiative of the teacher and students
3. Use democratic principles
4. Unite subject field or learning experiences
5. Be consistent with the new psychology of learning
6. Provide situations for cooperative teaching
7. Utilize the life experiences of the student
8. Furnish much if any material except the textbook.

Characteristics of the Functions Organization

Traditional subject boundaries for the social studies courses shall be ignored in the Functions Organization. Only such subject-matter as has direct value in developing in pupils understandings and appreciations fitting them to engage in the activities of the life of the time shall be taught.

1. The center is transferred from some subject facts to some problem.

2. The problems are selected and united.

3. The central theme method is organized into a continuous series of activities and projects.

4. The projects are conceived as occurring in the home, in the school, or in the community.

5. Modern problems are used to make the subject matter more interesting.

Application of Criteria to Democracy

1. Democracy regards the welfare of each individual: -- The individual is not the center. The subject matter is still the center under the heading of problems. To be democratically sound the learner cannot be limited to any one problem or theme.

2. Democracy insures cooperative action for the welfare
of the individual and the group:—The functions organization offers some possibility of cooperative action for the welfare of the individual and society. However, when limits are set on the activities the democratic practices become limited.

3. Democracy guarantees freedom and equal rights to all individuals:—If the subject matter is determined by the teacher, there is no freedom of choice of the student, and his purpose is extremely limited. Divisions are set up which limit the learner's experience.

4. Democratic education assures all of the right in selection and determining the purpose of their activities:—Selecting and determining purposes of activity, a problem must be related to the learner's past experience if it is real to him. The problem must be on his level of achievement and contain a purpose vital to him. The problems are selected for the group, not the individual.

5. Democratic education insures experimental method in which students can assume responsibility:—The purpose of the experimental method is "to learn by doing". Limiting a group to subject-matter acts as a barrier to assuming the responsibility of the experiment.

6. Democratic education assures the student the necessary knowledge to meet and solve the problems they meet in every day life:—Knowledge can be gained through the fused course of study. The knowledge acquired is seldom if ever
used for the achievement of the purpose. Knowledge is acquired for the sake of knowledge.

Summary

The functions social study course offers more opportunity for democratic principles than the traditional organization. However, the functions courses of study have the center of interest the subject matter, instead of the child and his welfare.

Application of Criteria of Psychology

1. Education should provide a learning situation where the student can combine thought and action:--The functions course of study afford an opportunity for more activity. The problems are usually problems on the solution economic, social, or political issues. These are problems of the adult world.

2. Learning is a process of individual unfolding:--The problems are taken from the home, school, or community and are thought of as a group project. The type needed is the personal problems of the individual.

3. Interest indicates growth:--The problems of the functions course of study are modern and the academically minded boys and girls usually find them interesting. The average student can not find them of immediate interest because the problems are of the adult world.

4. Learning is a creative process:--There can be some
creative learning because the center is shifted from subject matter to some problem.

Creative thinking and learning may be in terms of any concepts and materials.\textsuperscript{2}

However, the functions course of study partially fulfills this criteria because of the special ability of the learner. Those who have no special ability will profit very little from the functions course of study.

5. Provision must be made for individual difference:--There is no provision for individual differences of students. Most of the material is on the adult level and has very little interest for the student. It seldom, if ever, meets his needs or serves his purposes. His attitude toward the problems is not of a constructive or creative nature.

6. Special abilities of the individual should be developed in socially valuable ways:--Special abilities of the academically minded student may be developed in socially valuable ways. The average student will be benefitted very little more from this course of study than they will from the traditional course of study.

Application of the Criteria of Sociology

The student should understand the meaning of the duties and responsibilities of a citizen in Democracy:--The functions organization has a better chance of giving the student an

---
\textsuperscript{2}J. Murry Lee and Dorris May, \textit{The Child and His Curriculum}, p. 539.
opportunity for active participation than does the traditional organization. Problems are to be solved in using this organization. Usually these problems are of the adult world. If no immediate satisfaction is received and where most of the learning is for living in the future, the student receives very little good from the learning situation.

The student should be able to make wise choices and adjustments:—The student is given very little chance to make a choice of his learning situation. The problems chosen usually are problems faced by adults. The theory is that the problem they are taught to solve now will carry over into adult life. This carry over value is not sound judged by the psychology and democratic practices of today.

Every student should have an opportunity to make contribution to his group:—The functions organization provides more opportunity for contribution to the group than the traditional organization. The group work together for the solution of some problem. The problems selected are usually on the adult level and are of very little interest to the students.

Students should be trained in the proper social habits:—The functions organization does not provide an opportunity for training in social skills. The purpose of the problems to be solved is to learn subject matter and facts. The training is given in reading, in discussion, and in writing themes, and not in social activity.
A student should learn to use his resources:—The functions organization offers very little opportunity for the student to use his resources unless he has special talent. If he has special ability he may have an opportunity to lead in helping to find solution of the problem selected for the class.

The functions organization provides problems which may provide for cooperative action. However, it does not provide for the individual difference of the student. The program does not provide for selection of the problems by the student. The problems are usually selected by the teacher. The social significance is on the adult level and affords very little training in socially valuable ways.

1. It affords an opportunity for some action—action on problems of a nature that removes them from the life of the school to the life of adults.

2. The problems are modern but their remoteness from the student's world removes the possibility of an appreciable amount of immediate satisfaction.

3. There is very little opportunity for creative thinking. The teacher usually plans the activities.

4. There is a wider variety of learning situations. A few of the academically-minded boys and girls will be able to bridge the gap between the learning situation and the use-situation. This will mean that a few will have some satisfaction.
Characteristics of the Experience Centered Organization

The most characteristic elements of the experience centered organization for social studies course are the following:

1. It is closely related to the needs, interests and problems of the individual student.
2. The individual student is the center of the program.
3. It relates the life of the school, to the life of the home and to the life of the community.
4. It closely unites the different aspects of the school.
5. It uses democratic processes in the selection and the development of the problem.
6. The starting point begins with the student or the group.
7. Activities engaged in are those selected by the student or the group.
8. The activities engaged in are activities that are developed out of the experiences of the students.
9. Thought and action are combined in the activities.
10. The activities use only the subject matter needed in the solution of the problem.

Application of the Criteria of Democracy

1. Democracy regards the welfare of each individual:--
The welfare of each individual, as far as possible, is regarded.
The plan offers a greater variety of situations in which the student will have an opportunity to select problems that confront him daily. It provides for individual differences among students, not only in rates of learning, but also in interests, attitudes, and particular needs.

2. Democracy insures cooperative action for the welfare of the individual and the group:—The democratic process of group thinking helps the students to think and work together. It helps the student to respect beliefs, opinion and rights of all other students. It encourages cooperative activities for the general welfare of the group. It helps students to understand that individual concerns and social concerns are interdependent.

3. Democracy guarantees freedom and equal rights to all individuals:—Each student, as far as possible, has the opportunity of the selection of problems, the determination and achievement of purposes, and an active participation in the development or solution of the problems.

4. Democratic education assures all of the right in selecting and determining the purposes of their activity:—The students are given the opportunity to select the purposes of the activities under the guidance of the teacher. The purposes are closely related to the felt needs and interest of the students.

5. Democratic education insures experimental methods in which students can assume responsibility:—Students are
held responsible for the selection of their problem, for
the purposes of the activities, and for evaluating the re-
sults. The students, under the guidance of the teacher,
are constantly in situations in which responsibilities
must be assumed.

6. Democratic education assures the student the
necessary knowledge to meet and solve the problems they
meet in every day life:—The practice of selecting problems
in living, whether in the home, in the school, or in the
community, and then using available information and re-
sources for the solution of the problem, certainly uses
democratic practices. Textbooks, reading material,
pictures, radio, and resources may all be used, if available,
and are needed for the solution of the problem. Some one
has said, "Nothing succeeds like success." If the students
are capable of meeting and solving the problems they meet
now, they will develop into self-reliant, independent, ef-
ficient adults.

Summary

The application of the criteria of democracy to the
experience centered organization for the social studies may
be summarized as follow:

1. It insures democratic practices in the selection of
activities.

2. It insures an ever increasing skill in the solution
of an individual's problems.
3. It is democratic in theory and practice.

4. It insures the knowledge need for effective democratic living.

It is not maintained that the experience centered organization is a perfect organization. It is democratically sound, as measured, by the application of the democratic criteria.

Application of Psychological Criteria

Education should provide learning situations where the student can combine thought and action. Learning takes place most effectively when there is full and free participation in planning for the activities. Learning is activity. When the thought and action are combined the goal is much more easily attained. The experience centered organization provides the situations in line with his experiences and interests. It stimulates the student to think. It encourages a growth of activities out of his experiences. The student may decide on the policies of student government. The thought may be carried out by the organization and the operation of student government.

Learning is a process of individual unfolding:—In the experience centered organization students are engaged in the solution of their individual problems. These problems are vital to the students. Since the problem is vital to the student the solution assures immediate satisfaction.
Satisfaction assures individual unfolding. The organization emphasizes the importance of the individual.

Interest indicates growth:—There can be no learning without interest. If the program meets the student's needs and purposes interest is assured. Since interest increases in proportion as learning situations are satisfying, every effort should be made to make the learning situations as interesting as possible. If a student learns he will, naturally, grow mentally.

Learning is a creative process:—When students seek answers to pertinent questions and seek solutions to their problems, whole relationships take place and learning becomes a creative process. Life is a creative process. Learning has certain basic psychological principles which must be followed if the student is to meet the needs of modern society. The student will create situations in which he will be able to guide himself. Society needs self-directing, self-reliant and self-disciplined individuals. This type of student, generally speaking, is the happiest student for most students object to being told what to do. When learning is creative the student is able to make his own decisions.

Provision must be made for individual difference:—The experience centered organization assists the student to plan more carefully his future in terms of his interest, needs, purposes, and abilities. If plans for individual
needs are made he will be enabled to learn more easily and to make better plans for the future. This organization shows recognition of the individual's personality and assumes the responsibility for the development of his personality.

Special abilities of the individual should be developed in socially valuable ways:--The experience centered organization makes special provision for the students with non-academic as well as academic minds. Organizations provide interest groups which makes it possible to spend a large amount of time in a group. Since social adjustment necessitates group activity, working in a group with like interests, the outcomes will make for development in socially valuable ways. In school students should help formulate policies and regulations which will affect them. Students should be led to realize the necessity of participation in the group life of school to meet the need of some training for the responsibilities of their duty to the community and to society. Students with special abilities and talents are allowed to progress at their own rate instead of being kept back with slower students. The students will have a better opportunity to become expert leaders of tomorrow.

Summary

The application of the psychological criteria to the experience centered organization make it obvious that this method is psychologically sound:
1. It is consistent in the ways in which learning takes place.
2. It combines thought and action
3. It provides for individual unfolding
4. It meets the interests, needs, and purposes of most students
5. It provides for individual differences
6. It provides for special abilities.

Application of the Criteria of Sociology

The student should understand the meaning of the duties and responsibility of a citizen in a Democracy: — Our democracy is built on the theory that the individual has not only the right, but the responsibility, of formulating policies, rules and regulations for a democratic government. The school should provide education to teach the student his duties to his home, his school, his community, and his country. Democracy is built on the structure of the individual's rights. This is all well and good but he needs to know his responsibilities and duties to his fellow man.

The student should be able to make wise choices and adjustments: — The experience centered organization provides the opportunity of making wise choices. The student is guided into situations which is hoped will help to develop the individual so that he will be capable of making his own selections wisely. Best results should be obtained if responsibilities
are assigned to groups or to an individual. It appears there is an increase of maladjusted adults in our post war world. Modern society is very complex; situations and conditions are constantly changing. Students need to gain some understanding of the changing and complex society in which they live. Schools should attempt to help the student to adjust himself to the changing and complex society in which he is preparing to serve successfully. Students must be socially adjusted; it is the school's responsibility, as far as possible, to prevent social maladjustment.

Every student should have an opportunity to make contribution to his group:—Students in the experience centered curriculum will have an opportunity of taking an active part in the group. The community picnic, the county fair, the 4-H club, and the various service clubs all afford opportunities for participation in the social life of the community.

Students should be trained in the proper social habits:—The student in the experience centered curriculum will come in contact with problems which develop a genuinely social point of view. The student will have a better opportunity to develop an intelligent understanding of his obligation to his home, his school, and his community. The student may develop a capacity for enjoyment which is innocent and elevating.
A student should learn to use his resources:—The experience centered curriculum has more possibilities of discovering a student's resources because of the experimental methods used. He has more opportunities to find his interest and analyze his purposes. If every life has a mission or purpose, the teacher should realize her responsibility in helping the student find his field of work and guiding him in the right path of learning and preparation.

Summary

The experience centered organization for the social studies course is sound judged on the basis of the application of the criteria of democracy, of psychology and of sociology.

The experience centered curriculum may be considered sociologically sound:

1. It provides for individual and group responsibility.
2. It provides for an opportunity to make choices of activities.
3. It provides opportunity to make contribution to the group.
4. It provides training in social skills.
5. It provides opportunity to use individual ability.

Summary

1. It provides the use of democratic practices.
2. It makes use of the psychology of learning.
3. It provides individual participation in group activities in socially valuable ways.

It is not maintained that the experience centered organization is the final answer. The characteristics of this organization make it sounder democratically, psychologically, and sociologically than any organization measured.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

As stated in the introduction, the purpose of this study is to endeavor to find a sound social studies organization. The major considerations of this study are the soundness democratically, psychologically, and sociologically of the organization.

This was considered under the following divisions: (1) to select democratic practices essential in the development of the individual to live in a democratic group, (2) to select methods basic to the psychology of learning (3) to select elements sociologically sound, and (4) to apply the criteria developed to the organizations of the social studies to determine their soundness. The evaluation had three phases: (1) the selection of criteria for evaluation of the procedures and techniques to the social studies, (2) an analysis of some of the organizations of the social studies, and (3) the application of the criteria to the organizations. These three divisions have been dealt with in three separate chapters.

The criteria selected to insure efficient democratic
practices would need be the following: (1) regard the welfare of the individual, (2) insure cooperative action for the welfare of the individual and the group, (3) guarantee freedom and equal rights to the individual, (4) insures experimental methods in which students can assume responsibility, and (5) assures students necessary knowledge to meet and solve the everyday problems of life.

If the organization is to be met the criteria of the laws of learning it should comply with the following laws: (1) provide a learning situation where the student can combine thought and action, (2) provide a process for individual unfolding, (3) provide for creative ability of the student, (4) provide for individual difference, (5) provide for the interests of the individual, and (6) make provision for the special abilities of the individual.

It was further determined that in order to insure efficient sociological practices it would need to have the following: (1) insure an understanding of the duties and responsibilities of the individual in a democracy and (2) provide for social adjustments which will enable the individual to serve his fellow man and society well and to live a full and happy life.

This study used three groupings: (1) the traditional organization, (2) the functions organization, and (3) the experience centered organization. The major characteristics of these organization were explained. The characteristics
of the traditional or subject-matter organization may be summarized as the following:

1. The subject matter is presented separately or correlated with other subjects.

2. The subjects are usually arranged in a logical manner.

3. In history the subject-matter is arranged in a chronological order.

4. In geography it is arranged according to location, region, or related products.

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

6. The purpose is to learn subject-matter.

The characteristics of the functions organization may be summarized as the following:

1. The center of interest is transferred from the subject fact to some problem.

2. The problems selected are usually on the adult level.

3. The projects are conceived as occurring in the home, in the school, or in the community.

4. Modern problems are used in an effort to make the subject-matter more interesting.

The characteristics of the experience-centered organization may be summarized as the following:
1. The needs, interest, abilities, and problems of the student are considered.
2. The physical and social environment of the student are used.
3. The principles of democracy are followed in the development of the curriculum.
4. Thought and action are combined in learning situations.
5. The different aspects of the school are closely united.
6. Subject-matter is used as the students need demands it in the solution of a problem.

This brief study in the field of social study is not an attempt to make a thorough study of the curriculum of the social studies with all its phases. It is an attempt to set up certain criteria of soundness in selecting and introducing a social studies course for the small high school. The purpose of the program is to assist the student to plan his future in terms of his needs, interests, and abilities. The program should insure training for democratic living and provision for a better standard of living.

Conclusions

One the basis of the data presented in this study, the writer believes that conclusions are in order.

In the application of the criteria to the three organizations used in this study the following conclusions were reached:
1. The traditional organization does not offer opportunities for democratic practices.

2. The traditional organization is not based upon what is known of the ways of effective laws of learning.

3. The possibility that it provides knowledge for the solution of life's problems and the development of a useful citizen is so remote as to render it practically negligible.

4. The functions organization offers more opportunity for democratic practices than does the traditional organization.

5. The functions organization is not based upon what is known of the ways in which effective learning takes place, since the problem rather than the individual, is the center of the organization.

6. Since the subject-matter is the center of interest, the functions organizations offers very little training in socially valuable practices.

7. The experience centered organization provides opportunities for practice in democratic living.

8. The experience centered organization utilizes the effective laws of learning.

9. The experience centered organization offers cooperative planning and insures democratic practices in socially valuable ways.
These conclusions are essential in the development and introduction of a sound social studies program.

1. Subject-matter procedures can not lead to the development of unique personalities.

2. Integrated courses, functions courses, and fusion courses are held to be set, fixed, and standarized.

3. One can not have a set, fixed, standarized form of education and still produce unique personalities.

4. Interest, needs, abilities, and purposes must be provided opportunities for development.

5. All activities of the school must be integrated.

6. Active participation of all the students must be realized.

7. This activity must be concerned with the best development of the "total" individual.

8. The importance of human values must be utilized for the good of all students.

9. The teacher must understand that she has responsibilities and contributions if the program is a success.

Recommendations

On the basis of the data presented in this study, the writer believes that the following recommendations are essential in the development and introduction of a sound social studies organization.

1. That the social studies organization should assist students to arrive at a desired educational and vocational goal.
2. That the social studies organization assist students to attain a higher degree of social usefulness and personal happiness.

3. That the social studies organization be so organized that all students experiences are co-ordinated and related.

4. That the social studies organization be administered in terms of the student's needs, interests, abilities, purposes, and opportunities.

5. That the administration of the social studies organization provide for the training and preparation of the teachers to carry on the program.

6. That the administration of the social studies organization provide the building and equipment necessary for the program.

On the basis of data presented in this study, the conclusions reached and the recommendations made, the experience-centered organization is recommended. The experience-centered organization, as measured by the criteria, is democratically, psychologically, and sociologically sound.
BIBLIOGRAPHY


Bolton, Frederick E., and Corbally, John E., *Educational Sociology*, Dallas, American Book Company, 1941


Bruner, Herbert and others, *What Our Schools are Teaching*, New York, Teachers College, Columbia University, 1941.


Dewey, John, "My Pedagogic Creed", *Journal of the National Education Association*, XVIII (September, 1939) 231-235.


Rugg, Harold, American Life and the School Curriculum, Dallas, Ginn and Company, 1938.


**Bulletin**


**Periodicals**


**Unpublished Material**


