AN EVALUATION OF FOURTH-GRADE SOCIAL
STUDIES COURSES OF STUDY

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AN EVALUATION OF FOURTH-GRADE SOCIAL STUDIES COURSES OF STUDY

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CHAPTER I

INTRODUCTION

Statement of Problem
The problem of this study is to determine what is recommended for fourth-grade social studies. An evaluation of these findings will be made in order to make suggestions for a program for this grade level.

Purpose of This Study
The purpose of this study is: (1) to determine a psychological criteria for evaluating social studies program; (2) to review fourth-grade social studies from nine school systems in Texas, to make an evaluation of their aims, methods, and materials, and to determine whether they meet accepted standards; (3) to make suggestions for improving the fourth grade social studies as a result of this evaluation. This study is made to see what common elements are found in the nine courses of study, to evaluate these elements, and to establish a basis for improving a social studies program for the fourth grade.

Plan of Study
In this study the plan of procedure is to determine a psychological criteria of the social studies program based on
professional literature and to analyze each briefly. The evaluation of the methods, objectives, and materials of nine courses of study are made. Recommendations are suggested for improving a fourth-grade social studies program.

Limitations of Study

This study is limited to nine social studies bulletins for fourth grade in the state of Texas. It is based only on psychological criteria.

Source of Data

The basis for the criteria of the social studies program is developed from various books and magazine articles. Among the most helpful educators are Hartman, Hopkins, Kilpatrick, Lee, Wheeler and Perkins.

The data on the objectives, methods, and materials are obtained from curriculum bulletins and courses of study. Bulletins from Austin, Bonham, Dallas, Fort Worth, Houston, Orange, Pasadena, Sherman, and Waco, Texas, are chosen because of recent publications and content.
CHAPTER II

CRITERIA FOR THE EVALUATION OF THE
FOURTH-GRADE SOCIAL STUDIES

When social studies are mentioned in relation to the elementary schools, history, geography, and civics are usually the first subjects to come to mind. At the present time there is a tendency to teach them under the heading of social studies. "The term social studies is used to designate the school subjects which deal with human relationship of social science materials to public school instruction."¹ The goal which teachers are striving to reach today is the development of a good citizen through the function of democracy. Children must be helped to function satisfactorily as members of the various groups and to deal effectively with the problems that confront them.

The multifold and complex character of children's development in social education suggests that the objectives cannot be achieved through sole reliance upon classroom instruction in social studies; the school program as a whole must be viewed as the laboratory for social education.²

¹Edgar Bruce Wesley, Teaching Social Studies in the Elementary Schools, p. 17.

Recent developments in psychology have been slow to find their way into the field of education. It is important to understand how the human mind develops because it is upon these psychological principles that the foundations of the educational system of today are built.

A limitless amount of material in psychological literature is available concerning the mental development of the child. The following criteria are used in evaluating the courses of study:

1. The materials studied should be presented as a whole.
2. The whole evolves through expansion and differentiation processes.
3. The form should be as explicit as possible in the beginning.
4. The materials and objectives of a social studies program should recognize individual differences.
5. The program should be flexible.
6. The maturity level of the child should be concerned.
7. Problem-solving should be unified around a purpose belonging to the learner.
8. Materials and objectives should be as meaningful to the pupil as possible.
9. Each experience in social studies should provide a variety of activities.
10. The experiences in social studies should be unified rather than divided into separate subject-matter compartments.
11. The learning experiences grow out of the present environment, the community life about the pupil.

12. The social studies program should make provisions for use of vicarious experiences—reading, films, radio, excursions.

13. Growth is an evolving process.

14. The experience must be managed by all the learners concerned—pupils, teachers, parents, and others.

The remainder of this chapter will give an evaluation of each criteria. A study is made of the relation of each criteria to the curriculum of the fourth-grade social studies.

The Materials Should Be Presented As a Whole

The materials should be presented as a whole. It is better to learn by the whole method than to divide them into parts. By this method the learner obtains a general conception of the entire material.

That the whole determines the properties of its parts will become the basic pedagogical maximum of the future. ... A clear definite picture of the whole problem as a starting point for the work on a larger unit of subject-matter serves as a convenient filing case with compartments properly labeled to store away wealth of interesting material in a systematic way, keeping its organization intact and avoiding all confusion. When a child is properly guided in organizing subject-matter in light of the whole, he will not only learn the facts more economically, but he will be able to unify facts and to generalize, since the items will be learned in their right relationship in the first place.  

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3George W. Hartman, *Gestalt Psychology*, p. 262.
Many experiments have been made to prove the fact that children do learn more when materials are presented as a whole. Brown studied the relative effectiveness of the whole, the part, and the combination methods in learning piano music. The whole method proved to be the most effective for two cases out of three. When the most difficult score was learned by the whole method, it ranked second of the three. The part method was the least efficient throughout.4

In a modern school, the social studies program has its materials organized as whole situations; whereas, the traditional school organized subject matter into definite subjects to be taught separately. The course of study cannot be limited to certain subjects; it must be correlated with other activities.

To accomplish the teaching of wholes, there are certain trends in curricula building for the social studies. The selection and organization of content around the child's problems results in an integration of learning:

1. Tendency to recognize English an important phase of all unit teaching.
2. Tendency to use music, fine arts, practical arts, and physical education as inseparable parts of classroom work.
3. Tendency to use science materials in the solution of problems and in the satisfaction of interest.
4. Tendency to use real arithmetic situations existing within the unit studied.5

The Wholes Evolve Through Expansion
And Differentiation Process

The wholes evolve through expansion and differentiation process. Any modified act is an expanding whole. Reactions to stimulation affect behavior; behavior results in learning; therefore, learning becomes a continuous expansion process. Wheeler and Perkins give the following explanation concerning differentiation:

That is, any stage in the evolution of behavior with respect to a given problem the stimulus-pattern takes on more meaning, and will be responded to in such a way that more of the stimuli will be observed. To illustrate, when a novice looks for the first time into a microscope he fails to observe the fine shadings in color and distinctions in form of the tissue in the microscopic field. This does not mean that the light rays are not all being responded to, but that their total effect is at first undifferentiated. Later, the color field becomes differentiated, but it is the same general field as was perceived at the outset.  

Hartman makes the following comment:

Wholes evolve as wholes—the teeth, heart, and brain do not change their size or texture in isolation, but the embracing organism undergoes an expansion or new structuration. Sheer physical growth is a function of the organ-as-a-whole; it is the progressive internal differentiation of a single protoplasmic individual.

Expansion and differentiation do affect the curriculum. They establish two facts; first, that a curriculum should establish the task as a simple whole, and second, that the curriculum should gradually expand the task to include

6 Wheeler and Perkins, op. cit., p. 112.
7 Hartman, op. cit., p. 74.
difficult parts. The difficult parts of the curriculum should be arranged so that the pupil learns through insight and not by repetition.

The Form Should Be As Explicit As Possible

The form should be as explicit as possible.

Form is regarded by Gestalt psychology as a fundamental property of organized wholes; it depends not only upon the structure of the object or event under consideration, but also upon its grounds or setting.  

It means that generalities, comprehensible to the learner should be present first. "The more obvious the form the more rapidly the learning takes place."  

The chief thing to be noted is the direction of the process, more general forms coming first, with a more detailed structure coming later. If this analysis be accepted, the form does not arise from piecing together by association of discrete elements and relations. These elements become merely the necessary members of the complete form and are remembered as such.

For the curriculum to help in making the form as explicit as possible, it should contain an overview of each activity. The materials should be on the level of the pupil's ability to understand, and the life-situation of the pupil should be used.

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8 Horace B. English, A Student Dictionary of Psychological Terms, p. 65.


The Materials and Objectives of a Social Studies Program Should Recognize Individual Differences

The materials and objectives of a social studies program should recognize individual differences, as individuals differ in their beginnings and continue to differ as they grow. The reason for his development is based on the whole child, who is a social being in a changing society.

In all schools there are children who find it difficult to adjust themselves to school environment. Almost every classroom contains examples of the selfish child, who tries to secure attention for himself, and the too sensitive child, who says or does nothing. The class may have the quiet or timid child, who needs to be given opportunities for expression, and the dependent child, who should be taught to accept responsibility. Then there is the unmotivated child, a child incapable of intelligently following guidance, or the superior child, who does not find satisfaction in work assigned for the average child.

In the experience curriculum the teacher is concerned with the all-around growth of the learner. This means his mental, physical, emotional, and social growth. It also means any specific aspect of growth of any child at any time, whether or not it may be classified under these four types.\textsuperscript{11}

Through the curriculum the teacher aids the child in improving all aspects so as to develop a well-rounded personality and more integrating behavior.

A program cannot provide for individual differences if the work is organized into units. If a definite time is given for the development of each experience, the child's needs cannot be met.

The school must accept the child on the level where it finds him and continue with his education from there. Materials should be provided that will stimulate all pupils to the limits of their capacities. The school should also provide for life situations where the child may experience success through living.

The Program Must Be Flexible

The program must be flexible if desirable experiences are to be fostered; also content and methods should be on a flexible basis to take care of unexpected events that might appear. The difference in pupil development and teacher ability determines the degree of flexibility to be used in the program.

Flexibility of the schedule is an important problem to be considered. Watson states that the "school programs regulated by the ringing of bells, seem to have been invented for the very purpose of preventing any real unified experience from developing." 12

12Goodwin Watson, "Wholes and Parts in Education," Teachers College Record, XXXIV (November, 1932), 133.
A social studies program cannot be something to be arrived at once and for all.

Whoever tries to set limits for the social studies teacher not only hampers her freedom but destroys her effectiveness. Competence in teaching cannot be acquired through rule of thumb procedure.¹³

A course of study should be nothing more than a general plan for use and guidance of teachers. "As a teaching staff works with children and as new insights are achieved, the plan of the curriculum organization should constantly be subject to modification."¹⁴ Any individual teacher should be free to write into the plan or to take from it in order to better adapt it to his specific problems and group. He must approach his task with an open mind, examine the program critically, and evaluate it carefully. If he finds that the prescribed activity is not appropriate to his situation, he should feel free to make new plans for a program that will meet the needs, interests, and abilities of children.

Maturation of Pupils Should Be Concerned

Maturation of pupils should be concerned. It is another of the basic conditions of learning.

Maturation is a basic condition of the learning process, for it was basic to the development of motility in the embryo, to the evolution of the

¹³Ernest Horn, Methods of Instruction in Social Studies, p. 38.

learning process in the animal scale, to the infants acquisition of motor co-ordination, and to the development of intelligence in the child.\textsuperscript{15}

"It is always most efficient to start with the child where he is and build from there."\textsuperscript{16} There must be a sound basis of learning and experience all the way up the level on which we wish learning to occur, in order to have efficient results.

"Maturation is partially a physical thing which develops at its own rate, and is partly developed by experience and stimulation it receives."\textsuperscript{17} Under normal conditions a child's physical growth is gradual and continuous. However, his mental, social, or emotional growth may be harmed by his facing situations that are not suitable. If the materials are to difficult, he is lost and makes no progress. If materials are too easy, he loses interest, develops careless habits, and becomes less capable of succeeding with the next situation. It is important that each child's tasks be suited to his abilities. "The social studies program should be designed to help the child at any stage in his career to reach his potential level of maturity."\textsuperscript{18}

\textsuperscript{15} Wheeler and Perkins, \textit{op. cit.}, p. 242.

\textsuperscript{16} J. Murray Lee and Dorris May Lee, \textit{The Child and His Curriculum}, p. 168.

\textsuperscript{17} Ibid.

\textsuperscript{18} Arthur J. Jersild, \textit{Child Development and the Curriculum}, p. 11.
The curriculum should provide a program to meet the needs of all children. Experiences should be selected and guided so as to be suitable to the maturation level of the child. This principle is one most frequently violated in the traditional school, for the logical developments of subject-matter does not conform to the developmental levels of the children. 19

Problem-Solving Should Be Unified Around A Purpose Belonging to the Learner

Problem-solving should be unified around a purpose belonging to the learner. For a problem to belong to the learner, it must be on his level of achievement; it must be related to his past experience; and it must satisfy a purpose that is important to him.

It is generally agreed that all behavior is caused by a disturbance to an organism. An individual is subject to a wide range of disturbances. The disturbances may be caused by a physical, emotional, or mental need, for disturbances like these cause purpose.

If the experience is to be worthwhile, the child must have a clear idea of the purpose he wishes to achieve. Hollingsworth says:

When a plan occurs in connection with a motive, the symbolic representation is a mode of eliminating a motive. It is a technique of relief, a plan of

19 Lee and Lee, op. cit., p. 168.
salvation, tentatively mapped out and considered before its execution. Since purpose plays so large a part in the human life, it is important to be clear about their character. A plan without a motive is inert. But a motive without a plan is likely to be futile.20

The more the child works at the problem the more insight he gains. This broadening of meaning and understanding increases and deepens the individual's purpose. The purpose determines, to some extent, the way experience will serve as a guide for future conduct. Therefore, the importance of pupil purpose cannot be too strongly emphasized.

Problem-solving requires the ability to reason, which is the distinguishing characteristic of intelligent activity. Social studies afford rich opportunities for the exercise of reasoning. Ability to solve the problems which confront him enables man to exercise control over his activities and his environment.21

In problem-solving, the activities involved are organizing and arranging types of information to be used in different situations, constructing and producing material things, giving expression to creative abilities, and evaluating results of efforts in terms of progress toward a goal. Wheeler and Perkins say that "solving a problem in the energy of goal-idea 'flow' to a remote end."22

20H. L. Hollingsworth, Educational Psychology, p. 72.
21Gerald A. Yoakam and Robert G. Simpson, Modern Methods and Techniques of Teaching, p. 86.
The curriculum can help in unifying problem-solving around a purpose belonging to the learner by containing materials that are at the learner's level, by suggesting activities related to the learner's past experience, and by suggesting experiences related to local environment.

Materials and Objectives Should Be As Meaningful To the Pupil As Possible

Materials and objectives should be as meaningful to the pupil as possible. If learning is to take place, the teacher must begin with those experiences that have meaning for the child. The teacher must know each group of children and what experiences are meaningful to them, and she must guide new experiences that will expand these meanings. "Learning enters into life to the extent that it is meaningful to the learner."  

The teacher cannot give meanings to the pupil, but she must stimulate the pupil so that he is able to understand the meanings for himself. If the problem is not within the pupil's experience, there is a lack of interest.

Wheeler and Perkins say that "Meaningless materials require the longest time to learn. This means that a problem of any kind should be as meaningful as possible to the learner."  

To accomplish the idea of meaning for the child, the material must be so organized and presented that

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23 Lee and Lee, op. cit., p. 270.
the general principle or main idea is evident and the remainder of it is seen in the relation to the whole.25

The best way for the curriculum to establish meaningful materials and objectives is to utilize the community resources. A child's own environment has more meaning to him; therefore, if such materials and objectives are presented, an expanded meaning will certainly develop.

Each Experience Should Provide for A Variety of Activities

Each experience should provide for a variety of activities.

An experience can be enriched by various activities to add variety to the study. These activities are planning, organizing, building, experimenting, interviewing, reading, dramatizing, expressing in various media, and evaluating. Such activities are interwoven into the pattern of the on-going process, although one or more may be dominant at any given time.26

A variety of activities will take care of individual differences and require more pupil participation. There will be opportunity to develop abilities and an opportunity for successful achievement by each individual.

The activities should be planned, managed, or developed by the pupils under the guidance of teachers, parents, and others. This will enable the children to learn how to manage

25Lee and Lee, op. cit., p. 142.
26Hopkins, op. cit., p. 262.
the whole experience, which they must do intelligently in order to be able to differentiate parts intelligently. "The worth of the activity must be judged in terms of the individual, the contributions it makes to his purposes, and whether it has resulted in final product."\textsuperscript{27}

Some teachers teach by the textbook or the course of study without considering the pupils. In this procedure, they teach to the average group, omitting the fast and slow groups. The curriculum should consider all children and provide for a variety of meaning life situations.

Experiences Should Be Unified Rather Than Divided Into Separate Subject Matter Compartments

Experiences should be unified rather than divided into separate subject matter compartments. Since the curriculum should be based on experiences of children, there should be no separate subjects taught.

No longer is the curriculum considered to be a fixed body of subject-matter to be learned. We realize only too well that the curriculum for each child is the sum total of all his experiences which are in any way affected by the school.\textsuperscript{28}

There should be no single outline of subject matter to follow, because the social studies program is to be adjusted to the social needs and environment of the community. Since

\begin{footnotes}
\item[27]Lee and Lee, \textit{op. cit.}, p. 344.
\item[28]\textit{Ibid.}, p. 197.
\end{footnotes}
the objectives should determine the content of the social studies program, the concern of the teacher should be placed on achieving the objectives rather than on getting over so much subject matter.

A series of experiences should contribute to the total development of the child. The activity has its value in that it not only stimulates intellectual development, but also social and emotional growth. Learning is not considered from the intellectual side, but from the standpoint of the whole child.

The curriculum should provide experiences that will increase the learner's desire and capacity for growth. To do this, the curriculum cannot be limited only to subject matter, but it should recognize that learning is a creative process that takes place through activity of the learner.

The Learning Experiences Should Grow Out of the Present Environment, the Community Life About the Pupil

The learning experiences should grow out of the present environment, the community life about the child. "A thing can have meaning only in terms of what the child already understands."^{29}

The schools must be conscious of the problems of the local community and must know what local resources can be utilized from educational experiences. Burton says that

^{29}Ibid., p. 143.
"after all, the best place to find out about the operation of the post office is not in books but in the post office."\textsuperscript{30}

Teachers and pupils live through the experience together.

An experience unit is centered in the present, since it always begins with a present need of the individual. The past is studied when it illuminates a present problem and knowledge is acquired in the intelligent resolution of the situation.

Child growth takes place best in the center of the realities of present life. The situation which children face occur in the present and are resolved in the present. Children with limited experiences are incapable of interpreting many of the realities of the environment.\textsuperscript{31}

Experiences based upon a study of peoples of long ago or of groups far removed from the environment of the child tend to build "this unreality and imaginary projection of experience."\textsuperscript{32} Hopkins gives another aspect of reality of present life in that children do not grow by a series of discrete relationships to the environment such as are indicated in many courses of study.

They do not confine their attention to the home, then to the community helpers, who come into the home, then to the community helpers who work in the community as a whole, and so on. Neither do they grow by studying each of their needs around functions of social living as are indicated in some curriculum plans. Experiences move forward on a jagged front. Children follow up many leads until some become so attenuated that they lose relationship to the need out of which they arose. When


\textsuperscript{31}Hopkins, \textit{op. cit.}, p. 264.

\textsuperscript{32}\textit{Ibid.}, p. 327.
children help the teacher in designing their own curriculum this difficulty is less likely to occur than in a designed curriculum.33

In the curriculum the materials should be selected with a view of making it possible for the learner to acquire that development most helpful in meeting and controlling actual life situations.

The Social Studies Program Should Make Provisions For Use of Vicarious Experiences--Books, Films, Radio, Excursions

The social studies program should make provisions for use of vicarious experiences. In teaching social studies "the lone textbook has become practically obsolete."34 The school now makes use of vicarious experiences to aid in the development of the individual.

The need for supplementary books in social studies has greatly increased. Publishers are attempting to supply the elementary schools with the types of books that will meet the needs. There should be a variety of materials, for there is no reason why every child should read the same material.

It has been said that the library is the center of the modern school program. It is undoubtedly true that a modern reading program can be carried on only if ample books of a great variety of types, covering a wide field of subjects, and of different levels of reading difficulty are available for each room, either through school or room libraries.35

33Ibid., p. 328.  
34Lee and Lee, op. cit., p. 235.  
The importance of films in school can hardly be overestimated. "Films come nearer than the textbook presenting things vividly and concretely."\textsuperscript{36} Films must be carefully selected. They must be authentic; they must be interesting; and they must have bearing on the subject being developed. "Moving pictures are the greatest tools yet invented for conveying human experiences."\textsuperscript{37} The teacher needs to be as careful in planning the use of films and as familiar with them before the showing as she would be in planning of an excursion for the group.

Public schools throughout the country are making the radio an integral part of school life. The children listen to stories, plays, and music. The radio tends to vitalize children's experiences so that the reading they do becomes more meaningful to them.

Children learn much from excursions. A visit in the community should make a contribution to the child's understanding. If the trip is well planned, it will develop certain insights that cannot be developed as effectively by other means. The excursion will help in answering a question or solving a problem which is clearly in the minds of the children, for every trip should have a purpose. If the excursion is to be a worthwhile experience in social living,


\textsuperscript{37}Lee and Lee, \textit{op. cit.}, p. 243.
the members of the group must have an opportunity to exercise self-control and to feel their responsibility for the success of the trip. The curriculum should make provisions for use of vicarious experiences, for this is a valuable means of broadening and enriching children's lives.

Growth Is an Evolving Process

Growth is an evolving process. "Mental development is a process of growth that commences before birth and continues throughout the life of the individual." The human being develops from one cell, and the process of the growth of that cell is an evolving thing. It expands and grows out of what was there.

Wheeler and Perkins believe:

The learning process in general is but a continuation and expansion, under environmental stimulation, of those growth processes and types of response which have been going on previous to birth.

The curriculum must evolve out of the experiences in the life of the child. It must evolve as a whole to meet the child's needs and interests, for learning is an evolving process.

The Experience Must Be Managed by All of the Learners Concerned--Pupils, Teachers, Parents, and Others

The experience must be managed by all the learners concerned--pupils, teachers, parents, and others. "After all,

39 Ibid., p. 122.
education can become most effective only as the school, the home, and the community function as one.\textsuperscript{40} Not only must the school expand into the community, but the community must be brought more and more into the activities of the school. Working alone, the school cannot be very effective in the education of the whole child. It must recognize that it is only one of the forces that make an individual what he is and what he will become.

The need for having the school become a more integral part of the community cannot be emphasized too strongly.

If the whole school situation is such that the child is actively participating in activities conductive to the development of desirable ways of thinking and acting in a democratic social order, the child will develop such capacity.\textsuperscript{41}

In the experience curriculum, the curriculum represents all the activities engaged in by pupils, teachers, supervisors, principals, parents, and others that are in any affected by study in and through the school. This means that the curriculum goes on both in and outside the school. The home, specific community agencies, and the community as a whole make their contributions to the learning in any experience in school, and in turn, are affected by such learning if the work in school functions in life as it should. Furthermore, the curriculum goes on with all learners, not just with pupils.\textsuperscript{42}

Since the emphasis is upon improvement of growth of individual learners in and through group contacts, a curriculum

\textsuperscript{40} Macomber, \textit{op. cit.}, p. 165.

\textsuperscript{41} Ibid.

\textsuperscript{42} Hopkins, \textit{op. cit.}, p. 39.
becomes a series of experiences in which all individuals achieve more intelligent human relationships. "It is present living made into better present living for every one concerned through cooperative interaction."\textsuperscript{43}

\textsuperscript{43}Ibid., p. 39.
CHAPTER III

APPLICATION OF CRITERIA TO COURSES OF STUDY

The social studies program for the fourth grade should be based upon certain psychological criteria involved in the learning process. The fourteen criteria established in Chapter II of the present study are used in evaluating the courses of study for the public schools in Austin, Bonham, Dallas, Fort Worth, Houston, Orange, Pasadena, Sherman, and Waco, Texas. In this study, tables will be used to show evidence of each criterion as it appears in the course of study. To show to what extent each criterion is used, the terms "much use," "little use," and "no use" will be used.

The fourteen criteria to be used are (1) the materials should be presented as a whole, (2) the whole evolves through expansion and differentiation processes, (3) the form should be as explicit as possible, (4) the materials and objectives of social studies program should recognize individual differences, (5) the program should be flexible, (6) the maturity level of the child should be concerned, (7) problem-solving should be unified around a purpose belonging to the learner, (8) materials and objectives should be as meaningful to the pupil as possible, (9) each experience in social studies should
provide a variety of activities, (10) the experiences in social studies should be unified rather than divided into separate subject-matter compartments, (11) the learning experiences should grow out of the present environment, the community life about the pupil, (12) the social studies program should make provisions for use of vicarious experiences, (13) growth is an evolving process, and (14) the experience must be managed by all the learners concerned.

Austin's course of study was revised in 1949. Table 1 shows how well the course of study for social studies for grade four from Austin Public Schools meets the criteria.

**TABLE 1**

AN EVALUATION OF SOCIAL STUDIES FOR AUSTIN ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Evidence As Found in the Course of Study</th>
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<tbody>
<tr>
<td></td>
<td>Much Use</td>
</tr>
<tr>
<td>1. Materials presented as a whole</td>
<td></td>
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<tr>
<td>2. Through expansion and differentiation</td>
<td></td>
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<tr>
<td>3. Form should be explicit</td>
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<td>4. Individual differences</td>
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<td>5. Flexibility of program</td>
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<td>6. Maturity of pupil</td>
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<tr>
<td>7. Problem-solving unified around purpose</td>
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<tr>
<td>8. Materials and objectives meaningful</td>
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<tr>
<td>9. Variety of activities</td>
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<td>10. Experiences should be unified</td>
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<td>11. Present environment</td>
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<td>12. Use of vicarious experiences</td>
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<tr>
<td>13. Growth is an evolving process</td>
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<tr>
<td>14. Managed by all concerned</td>
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</table>
The criterion of presenting the materials studied as a whole is accomplished by having the experience organized inasmuch as a preview is given at the beginning of each experience. There are also given suggested unit topics in order that the teacher can better understand the whole social studies science program.

The total compilation of suggested unit topics for each of the six years in elementary school is given for each grade level so that the teacher may have an idea of what units might have been developed in the preceding grades and of problems which are more suitable for the grades beyond the level she is teaching.¹

That the whole evolves through expansion and differentiation is indicated in each unit of work inasmuch as each unit of experience contains a definite problem and a list of objectives. The experiences are expanded through various activities.

There are a number of illustrated units that show how the experiences can evolve through expansion and differentiation. To develop this criterion, the following list of objectives and activities are given in the illustrated unit, "Mountainous Countries":

A. How are mountainous countries different from other countries.
   1. Read stories of Swiss children . . .
   2. Display pictures . . .
   3. Show films and film strips.
   4. Exhibit woodcarving . . .

B. How do land and landforms influence the Swiss mode of living.
   1. Use map . . .
   2. Compare climate in Switzerland with that of the United States.
   3. Show pictures of mountains, lakes, rivers, and . . .
   4. Make chart showing natural resources of Switzerland . . .
C. What kind of homes do the Swiss people live in.
   1. Collect pictures of Swiss houses . . .
   2. Tell about kinds of furniture used by Swiss farmers.
   3. Make a mural of a Swiss village.
   4. Make charts showing how the farmhouses differ from the houses in the city.\(^2\)

There are many more objectives given with a variety of activities. To cause the different activities to be united in a definite problem, a list of culminating activities are given as follows:

   Plan a program with the children in which the class takes an imaginary trip to Switzerland. Invite the parents or another fourth grade to be guests. Arrange an exhibit of books, murals, Swiss embroidery, woodcarving . . . \(^3\)

The criterion that the form should be as explicit as possible is used in this study. It is accomplished by having an overview of the problems presented at the beginning of each unit.

The materials and objectives in the course of study do recognize individual differences to some extent. Although the units to be studied for the year are listed in the course

\(^2\)Ibid., pp. 133-135.
\(^3\)Ibid., p. 138.
of study, they are only an outline. The teacher and children have an opportunity to plan together and solve problems belonging to the children.

This course of study is not too flexible as far as it contains units to be taught in the fourth grade. However, there is no time limit given, and the units do not have to be taught in the order given in the course of study.

Austin schools are concerned with the maturation of pupils.

The sequence by age levels is developed in chart outlines which clearly indicate advancing levels of maturity. The age levels are used in an attempt to show that persistent needs and interests, though common to every age of an individual, do become more complex and more intellectual as the individual matures. Understandings are enlarged a step at a time as situations combine in different ways in situations and problems faced by different learners. In still other different situations faced by the same learner at different stages of his development, the same persistent problems reappear. For these reasons competence in dealing with these common activities of living develops gradually, and this is indicated by the charts of sequence by age levels.4

There is an opportunity to some extent for problem-solving to be unified around a purpose belonging to the learner inasmuch as the units are briefly outlined. The teacher and pupils can plan together, and children can solve problems of their own.

Materials and objectives are meaningful to the child inasmuch as some of the experiences are related to his everyday

needs and experiences. Because of the brief outline of the unit, the child can acquaint himself with the unit as a whole as well as assisting in the selection of materials to develop the unit.

That each experience should provide for a variety of activities is a criterion that is met in this course of study. "A variety of activities is essential to provide for differing interests and needs."\(^5\) The activities are classified as follows: problem-solving, construction, appreciation, creation, excursion, and practice.\(^6\)

The experiences in social studies are unified rather than divided into separate subject-matter compartments. Social studies and science have been unified.

Many of the learning experiences do grow out of the present environment, the community life of the child. "Getting Around, In and About, To and From Austin" is an example.\(^7\)

This course of study does make provisions for use of vicarious experiences. In the illustrative experiences, much use is made of vicarious experiences. However, in the outlined unit topics, the teacher and pupils plan together the vicarious experiences.

Growth is an evolving process. This is accomplished as children have a part in planning experiences with the teacher.

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\(^5\) Ibid., p. 108.

\(^6\) Ibid., p. 16.

\(^7\) Ibid., p. 109.
Cooperative learning provides an opportunity for pupils to plan and develop experiences to achieve their objectives. 8

There is no evidence given concerning the criterion that the experience must be managed by all learners concerned, pupils, teachers, parents, and others. This course of study was planned by supervisors and teachers. Pupils and teachers plan together to develop the experiences.

Teacher's Guide to Children's Development in the Language Arts for Bonham Public Schools was revised in 1946. Table 2 shows how well this course of study meets the criteria of the social studies program.

TABLE 2
AN EVALUATION OF SOCIAL STUDIES FOR BONHAM ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Evidence As Found in The Course of Study</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Much Use</td>
</tr>
<tr>
<td>1. Materials presented as a whole</td>
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<td>2. Through expansion and differentiation</td>
<td>X</td>
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<td>3. Form should be explicit</td>
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<td>4. Individual differences</td>
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<td>7. Problem-solving unified around purpose</td>
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<tr>
<td>8. Materials and objectives meaningful</td>
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<tr>
<td>9. Variety of activities</td>
<td>X</td>
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<td>10. Experiences should be unified</td>
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<td>12. Use of vicarious experiences</td>
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<tr>
<td>13. Growth is an evolving process</td>
<td></td>
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<tr>
<td>14. Managed by all concerned</td>
<td></td>
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</tbody>
</table>

8Ibid., p. 97.
That the materials should be presented as a whole is used in the course of study. This is accomplished by having an overview of the unit at the beginning of each experience.

The whole evolves through expansion and differentiation is a recognized principle as each experience has a definite problem and a list of related objectives. In each experience there is a list of suggested activities for the children, and at the last of each experience there is a list of culminating activities. One of the culminating activities suggested is a pageant. 9

There is little evidence given that the form is as explicit as possible in the beginning. Only a few experiences have suggested approaches.

The materials and objectives given do recognize individual differences to some extent. One of the essential program features is meeting individual differences in developmental levels of language art skills. 10 "The teacher in each grade or subject field should select the skills needed to meet individual needs regardless of the stages in which that skill is listed." 11

The program is flexible inasmuch as the curriculum

10 Ibid., p. 125.
11 Ibid., p. 16.
organization adopted by the elementary school provides for fewer and much longer periods throughout the school day.\(^\text{12}\) This program meets the needs of the children.

There is no evidence shown that this course of study considers maturation of the learner. Every school should be concerned with the maturity levels of children.

There is no evidence given to show that problem-solving should be unified around a purpose belonging to the learner. The purposes given in this course of study are those of adults.

There is no evidence given to show that materials and objectives are meaningful to the pupil. Children enjoy materials that have meaning to them.

The experiences given do show a variety of activities. The following activities are suggested in the experience "Becoming Better Acquainted with Our Southern Neighbor, Mexico": presenting puppet plays, dramatizing stories, celebrating Mexican fiesta, giving a pageant, singing, and seeing films.\(^\text{13}\)

The experiences in social studies are unified rather than divided into separate subject-matter compartments. Arithmetic and science are the only subjects to be retained as separate subjects throughout the elementary school.\(^\text{14}\)

\(^{12}\)Ibid., p. 127.

\(^{13}\)Ibid., p. 83.

\(^{14}\)Ibid., p. 127.
Some evidence of vicarious experience is used in the suggested activities. Some use of films is given.

There is no evidence that growth is an evolving process. The curriculum must evolve to meet child's growth.

That the experience must be managed by all learners is an important criterion. The experiences are planned by supervisors and teachers.

Table 3 has been compiled to show evaluation of evidence of the criteria as found in the social studies course of study for Dallas schools. This course of study was revised in 1947.

**TABLE 3**

AN EVALUATION OF SOCIAL STUDIES FOR DALLAS ELEMENTARY SCHOOL

<table>
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<td>14. Managed by all concerned</td>
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</table>
That the material should be presented as a whole is a criterion that is included in the course of study examined. The general theme of the year is given, and the experiences are organized around the theme. "The development of modern ways of living in our country and comparing the needs of the modern home with the needs of the pioneer" is the general theme given.\textsuperscript{15}

The whole evolves through expansion and differentiation is indicated so far as the experiences examined contain a definite problem and a list of objectives. There are also a number of activities for the children.

The form which should be as explicit as possible is used to some extent in this course of study. This is accomplished by having an overview presented at the beginning of the experience.

The materials and objectives do not recognize individual differences. The course of study is broken into experiences with definite time limits assigned for the development of each. Six weeks is the time given for each experience.\textsuperscript{16} This program is not flexible, and it does not meet the needs of its learners.

There is no evidence given to show that maturity level of

\begin{footnotesize}
\begin{itemize}
\item[16] \textit{Ibid.}, p. 6.
\end{itemize}
\end{footnotesize}
the child was considered. Experiences should be suitable to the maturation level of the child.

There is no evidence that problem-solving should be unified around a purpose belonging to the learner inasmuch as the problems belong to the teacher.17 Problems should be those belonging to the children.

There is no evidence given to show that the materials and objectives are meaningful. Materials and objectives can be meaningful if the resources of the community are utilized.

Each experience should provide for a variety of activities. The following suggested activities are given from the experience on "Transportation": write to commercial airlines, railroads, and steamship lines for information booklets, take excursions to airport, the depot, or a large lake if possible, construct an airport, dramatize a travel story, make booklets, and make a frieze on land, water, or air travel.18

The experiences in social studies are unified rather than divided into separate subject-matter compartments. Reading, language, arithmetic, music, and art are correlated with social studies.

There is little evidence shown that the learning experience should grow out of the present environment. The experiences are based upon the textbook Living in Country and City rather than experiences of children.19

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17Ibid., p. 1.  
18Ibid., p. 5.  
19Ibid.
The evidence in this course of study indicates much emphasis on the use of vicarious experiences. Flat pictures, slides, films, and books have been selected to fit each experience. Excursions are also recommended.

No use of the principle that growth is an evolving process was found in this course of study. The experiences of children are not used.

The criterion that experiences must be managed by all concerned is not used since the objectives are those belonging to the teacher. The children and parents are not considered in the experiences.

Table 4 shows an evaluation of evidence of the criteria

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as found in the fourth-grade social studies for Fort Worth. Fort Worth's course of study was revised in 1941.

This course of study does include the criterion of presenting the materials studied as a whole. This is brought about by having a general theme for the year clearly stated followed by separate experiences which are parts of the general theme. It also shows an overview of the work at the beginning of each experience.

That the whole evolves through expansion and differentiation is indicated in each unit since each experience contains a definite problem and a list of related objectives. In each experience there is a list of suggested activities for the children to engage in to develop the problem of expanding their activities. At the end of each unit there is a list of culminating activities that cause the child to solve the problem of the unit by the differentiation of the activities already accomplished.

To illustrate the fact that the whole evolves through expansion and differentiation process, a unit "How Agriculture Enriches Our Lives" is cited. To develop the whole thought, the following list of related objectives were established:

... how farming changed man's manner of living, how and what Egypt and Mesopotamia contributed to civilization and how this contribution has been preserved, the fact that the earliest civilizations the world has known were closely allied with agriculture.  

20Fort Worth Public Schools, Tentative Course of Study, p. 44.
To accomplish the objectives, a list of suggested activities was included. A portion of this list included:

... Make a list of the things in Egypt and Mesopotamia which would make farming easy, show pictures of Egypt, list as many things as you can which we use now, that had their beginnings in Egypt, make pictorial map of Egypt. ...21

A list of culminating activities included: give a play that members of the class wrote about Egypt, write a cooperative class book for a tour of Egypt now.22 There were other activities listed.

The criterion that the form should be as explicit as possible is used. This is done by having an overview of each problem presented at the beginning of each unit. There is a section of suggested approaches given. Some of the approaches from the unit "How Trade Enriches Our Lives" are as follows:

1. Locate the Mediterranean Sea on the map.
2. Tell how Phoenicia's nearness to the sea influenced the way her people lived and worked.
3. Look at John E. Millais' picture of Sir Walter Raleigh as a little boy gazing out at the sea.
4. Find out the meaning of the word barter ...23

The materials and objectives given do not recognize individual differences as much as they should. An adult planned the units that had to be taught in a given length of time.

The program cannot be flexible in social studies because the objectives, materials, methods, and activities are written in the course of study for the teacher to follow. This work

21Ibid., p. 64.
22Ibid., p. 71.
23Ibid., p. 82.
is to be completed at a given time, and there is only one optional unit.

Maturation of the learner is not considered. A written course of study cannot fit the maturity level of all children.

Problem-solving should be unified around a purpose belonging to the learner. This criterion is not met, because the problems to be solved are those of the teacher. The purpose definitely does not belong to the child.

Materials and objectives are not as meaningful to the pupil as they should be. The two units that grow out of the child's present environment are "How Fort Worth Started and How It Became What It Is Today" and "How We Get Our Clothing."  

Each experience does provide for a variety of activities. Some activities given from the unit "How We Get Our Clothing" are as follows:

1. Invite Miss Kuykendall to bring her collection of dolls and give a talk on the clothing worn by people in other lands.
2. Discuss clothing brought by children for the school year.
3. Display pictures of clothing through the ages.
4. Plan a wardrobe for a fourth grade boy or girl.
5. Visit a department store.
6. Visit a cotton gin.

Experiences are unified rather than divided into separate subject-matter compartments. Social studies include history, geography, and civics, and it is taught as if it were one subject.

\[24\textit{Ibid.}, \text{p. 18.}\] \[25\textit{Ibid.}, \text{p. 160.}\]
The social studies program does make provisions for use of vicarious experiences.

While preparing suggested activities for units, workers have had in mind many types of activities, such as the following: reading, oral expression, construction with various media, artistic representation, musical representation, motion pictures, dramatization, excursions, and radio.\textsuperscript{26}

The criterion that growth is an evolving process is not used in this course of study, for it does not have experiences built on child’s purposes. The curriculum must evolve as a whole to meet the needs of the evolving child.

There is no evidence given that the experience must be managed by all learners concerned. The experiences have been planned by teachers and supervisors.

The course of study for Houston was revised in 1944-1945. Table 5 shows how well this course of study meets the criteria for a social studies program.

The criterion that the material should be presented as a whole is included in this course of study. The theme is stated, and the problems are related to the general theme. "How Climate Influences Ways of Living" is the theme given, and the problems suggested are as follows:

1. How Climate Affects Our Ways of Living.
2. How People Live in Cold Lands.
3. How People Live in Hot, Wet Lands.
4. How People Live in Hot, Dry Lands.
5. How People Live in Temperate Lands.\textsuperscript{27}

\textsuperscript{26} Ibid., p. 14.

\textsuperscript{27} Houston Public Schools, Integrating Units, p. 29.
TABLE 5
AN EVALUATION OF SOCIAL STUDIES FOR
HOUSTON ELEMENTARY SCHOOL

<table>
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<th>Evidence As Found in the Course of Study</th>
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<tbody>
<tr>
<td></td>
<td>Much</td>
</tr>
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That the whole evolves through expansion and differentiation is indicated as the experience has definite problems and a list of suggested activities. Some of the following culminating activities are suggested: presenting a play, preparing an exhibit, presenting oral reports, making slides, making illustrated booklets, and telling a story by means of shadowgraphs.

The criterion that form should be as explicit as possible and should be deliberately explained in the beginning is used

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28 Ibid., p. 49.

29 Ibid., p. 10.
in this course of study. This is accomplished by having an overview given in the beginning of the experience. There are suggestions given for "initiating interest in the unit." The materials and objectives of a social studies program should recognize individual differences. This course of study does provide for individual differences.

At each grade level the course-of-study unit selected as the center of interest for the semester's work lies within the general field of experiences common to pupils at that age level; but every course-of-study unit is big enough and basic enough to provide content, activities, and references for the construction of many different teaching units, each of which must be adapted to the needs of the individual pupils in a particular class. For example, the teaching unit planned for a class in which there are many pupils from non-English speaking homes would stress activities involving conversation and vocabulary building and would limit decidedly the number of research activities dependent upon a wide reading vocabulary; whereas, the teaching unit planned for a class in which most of the pupils have a good reading background would stress the use of a wide variety of reading materials in an effort to develop the ability to select information needed for drawing valid conclusions in regard to the problem under discussion. Because it must meet the needs of a wide variety of classes, the course-of-study unit suggests a great many more activities and many more references than any one class can possibly use. It becomes the responsibility of the individual teacher to guide her pupils in their selection of activities so that

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30 Ibid., p. 11.
31 Ibid., p. 29.
32 Ibid., p. 2.
every pupil will be working to the limit of his capacity, but no pupil will be undertaking more than he can do well.\textsuperscript{33}

The course of study for Houston is flexible. It is organized in terms of a few major problems with an approximate time suggested. "Although any proposed teaching organization must be adjusted to meet the needs of each particular class."\textsuperscript{34}

The maturity level of the child should be considered. In any group there are individuals with wide ranges of maturation, and materials should be presented that will meet the needs of all children. There is no evidence that this criterion is met. There is evidence that problem-solving is unified around a purpose belonging to the learner.

Teaching by units has as its ultimate aim the training of pupils in habits of thinking; and this aim can best be attained only in situations in which pupils are challenged to plan for themselves and to accept responsibility for carrying out their plans.\textsuperscript{35}

This course of study is composed of experiences that are unified by a major problem "a directing purpose, or goal, that the pupil has adopted as his own."\textsuperscript{36}

The materials and objectives should be as meaningful to the pupil as possible. Since the child has a part in planning with the teacher the experience, the materials and objectives can be meaningful to him.\textsuperscript{37}

\textsuperscript{33}Ibid., p. 4. \hspace{1cm} \textsuperscript{34}Ibid., p. 29.
\textsuperscript{35}Ibid., p. 5. \hspace{1cm} \textsuperscript{36}Ibid.
\textsuperscript{37}Ibid., p. 6.
Each experience does provide for a variety of activities. "The course-of-study unit suggests a great many more activities and a great many more references than any one class can possibly use."\textsuperscript{38}

The experiences of a social studies program should be unified rather than divided into subject matter compartments. This program is organized around unified experiences rather than subject matter, but there is no list of subject matter to be covered or skills to be mastered by all members of a group.\textsuperscript{39}

Many of the experiences do grow out of the child's present environment. In the problem "How Climate Affects Our Ways of Living," the children learn about Houston's weather.\textsuperscript{40}

Every social studies program should make provisions for use of vicarious experiences.

In many ways visual aids meet special needs not served by textbooks. For example, by the use of carefully selected motion pictures, the teacher can open up to the pupils the field of the unit as a whole and stimulate questions that lead immediately into planning of the work.\textsuperscript{41}

Children are accustomed to listening to radio programs. It is suggested that teachers find out in advance what programs are to be offered by the "American School of the Air" and by the "Texas School of the Air."\textsuperscript{42} No better type of

\textsuperscript{38}Ibid., p. 4. \textsuperscript{39}Ibid. \textsuperscript{40}Ibid., p. 30. \textsuperscript{41}Ibid., p. 13. \textsuperscript{42}Ibid., p. 14.
visual education can be found than the conducted excursion. Children will learn much from a well planned excursion.43

This school meets the criterion that growth is an evolving process. The children can grow as they plan together, they work together, and evaluate their results in terms of their objectives.44

The experience must be managed by all the learners concerned, pupils, teachers, parents, and others. This course of study does consider pupils and teachers in planning experiences together.45

Table 6 shows how well the course of study from Orange meets the criteria for a social studies program. This program was revised in 1946.

That materials should be presented as a whole is stressed in this course of study. This bulletin is "organized into units of work for each grade level so that the individual activities of the children and the plans and problems of the group are centered about areas of living as stated by Harap."46

The whole does evolve through expansion and differentiation process. The experience contains definite problems. In

44Ibid.
45Ibid., p. 5.
46Orange Public Schools, Social Studies-Science Language Arts in the Fourth Grade, p. 10.
### TABLE 6
**AN EVALUATION OF SOCIAL STUDIES FOR ORANGE ELEMENTARY SCHOOL**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Evidence As Found in the Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Use</td>
</tr>
<tr>
<td>1. Materials presented as a whole</td>
<td>X</td>
</tr>
<tr>
<td>2. Through expansion and differentiation</td>
<td>X</td>
</tr>
<tr>
<td>3. Form should be explicit</td>
<td>X</td>
</tr>
<tr>
<td>4. Individual differences</td>
<td>X</td>
</tr>
<tr>
<td>5. Flexibility of program</td>
<td>X</td>
</tr>
<tr>
<td>6. Maturity of pupil</td>
<td>X</td>
</tr>
<tr>
<td>7. Problem-solving unified around purpose</td>
<td>X</td>
</tr>
<tr>
<td>8. Materials and objectives meaningful</td>
<td>X</td>
</tr>
<tr>
<td>9. Variety of activities</td>
<td>X</td>
</tr>
<tr>
<td>10. Experiences should be unified</td>
<td>X</td>
</tr>
<tr>
<td>11. Present environment</td>
<td>X</td>
</tr>
<tr>
<td>12. Use of vicarious experiences</td>
<td>X</td>
</tr>
<tr>
<td>13. Growth is an evolving process</td>
<td>X</td>
</tr>
<tr>
<td>14. Managed by all concerned</td>
<td>X</td>
</tr>
</tbody>
</table>

Each experience there are suggested activities. "As a culminating activity there should be sharing of the information and experiences with other groups in the same school; sharing is learning."

There is a provision made for the form to be as explicit as possible in the beginning. There is an overview given to tell what the experience is to be.

The materials and objectives do recognize individual differences to some extent.

The variety of interests, the different capacities for understanding and using ideas, the differences in personality responses, and the differences in the

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47Ibid., p. 25.
achievement in, and the use of, the tools of learning, make it necessary that teachers adapt their teaching to different groupings. No certain number of groups is recommended; that is for the teacher and the children to decide together. Certainly there should be sufficient number to meet the interests of all individuals and to provide different levels of difficulty and different types of activities. Every desirable activity should appeal to the child as he is, but at the same time challenge his power and call for knowledge and skill beyond his present knowledge.48

There is some flexibility in this course of study.

The time suggestions for each experience are rough estimates. A unit should not be allowed to drag; it should be terminated, if the children's interests dies, whether the time suggested has elapsed or not.49

The experiences do not have to be taught in the order in which they are numbered.50

There is no evidence given that this course of study considers maturation of the learner. It is important that the materials be suited to each child's ability.

There is little evidence that problem-solving should be unified around a purpose belonging to the learner.

If some major interest which is not included in this series of units should develop, the teacher has the freedom, under guidance to pursue it with the group. It is recommended, however, that she discuss the proposed change of plans with either her principal or elementary supervisor.51

The materials and objectives are not as meaningful to the learner. The experiences have been planned by the supervisors and teachers.

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50 Ibid., p. 22.  51 Ibid., p. 21.
Each experience does provide for a variety of activities. Some activities suggested are as follows: planning, discussing, interviewing, visiting, telephoning, dramatizing, reporting, singing, dancing, playing, experimenting, constructing, painting, spelling, reading, writing ... 52

The experiences in social studies are unified rather than divided into separate subject-matter compartments.

The learning areas of social studies and science include the natural, physical, and social sciences: geography, history, citizenship, biology, health, safety, physics, botany, sociology, economics, mental hygiene, and possibly others. 53

In this course of study there is no evidence that the learning experiences grow out of the child's present environment. Textbooks are the basis of the experiences.

Much use is made of vicarious experiences. Films, radio, books, and excursions are recommended to aid in further development of the child.

There is no evidence given to show that growth is an evolving process. The experiences suggested are those of adults.

The experiences are managed by teachers and supervisors. Parents and children have no part in the plans.

The evaluation of evidence of the fourteen criteria as

53 Ibid., p. 9.
found in the course of study for Sherman is tabulated in Table 7. This bulletin was revised in 1949.

**TABLE 7**

**AN EVALUATION OF SOCIAL STUDIES FOR SHERMAN ELEMENTARY SCHOOL**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Evidence As Found in the Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Use</td>
</tr>
<tr>
<td>1. Materials presented as a whole</td>
<td>X</td>
</tr>
<tr>
<td>2. Through expansion and differentiation</td>
<td>X</td>
</tr>
<tr>
<td>3. Form should be explicit</td>
<td>X</td>
</tr>
<tr>
<td>4. Individual differences</td>
<td>X</td>
</tr>
<tr>
<td>5. Flexibility of program</td>
<td>X</td>
</tr>
<tr>
<td>6. Maturity of pupil</td>
<td>X</td>
</tr>
<tr>
<td>7. Problem-solving unified around purpose</td>
<td>X</td>
</tr>
<tr>
<td>8. Materials and objectives meaningful</td>
<td></td>
</tr>
<tr>
<td>9. Variety of activities</td>
<td>X</td>
</tr>
<tr>
<td>10. Experiences should be unified</td>
<td>X</td>
</tr>
<tr>
<td>11. Present environment</td>
<td>X</td>
</tr>
<tr>
<td>12. Use of vicarious experiences</td>
<td>X</td>
</tr>
<tr>
<td>13. Growth is an evolving process</td>
<td></td>
</tr>
<tr>
<td>14. Managed by all concerned</td>
<td></td>
</tr>
</tbody>
</table>

The materials are presented as a whole since the experiences are based on a general theme. Separate experiences are parts of the general theme. The general theme is "Living in Differing Communities Around the World." 54

That the whole evolves through expansion and differentiation is a recognized principle of learning as each experience contains problems. In each experience there are activities

54 Sherman Public Schools, Guide for Instruction in Social Studies Years One Through Seven, p. 19.
for the children to engage in to develop the problems through expanding their activities. As for culminating activities, exhibits and programs are suggested.55 "The culminating activity is really the review of work done and should clinch what the pupils have learned."56

The principle that form should be as explicit as possible is employed in this course of study. This is done by having an overview given at the beginning of each experience. "The approach activity should introduce the unit and arouse the interest of the pupils."57

The social studies program does provide for individual differences in children in so far as the library contains "materials appropriate to the age level of the pupil, and an abundance of easy reading material including books, readers, pamphlets, magazines, and newspapers."58 As long as there are definite experiences that have to be taught, the development of the individual is hampered to a certain extent.

The program is flexible as the teacher can revise the outline to fit the needs of the children. There is space for the teacher to write suggestions as to how the outline can be improved.59 The experiences are given with a suggested outline to follow in their development.60 However, there is a

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55Ibid., p. 32.  
56Ibid., p. 28.  
57Ibid., p. 27.  
58Ibid., p. 8.  
59Ibid., p. 27.  
60Ibid., p. 26.
tentative time allotment given that tends to make the course of study rigid to some extent.\textsuperscript{61}

The school should be concerned with the maturation of its learners. This is accomplished to some extent as the materials and activities form an adequate background to stimulate and guide the growth of the child.\textsuperscript{62}

Problem-solving should be unified around a purpose belonging to the learner. Although there are some suggested problems given, the child has a part in defining and solving his problems.\textsuperscript{63}

The materials and objectives should be meaningful to the learners. Since the experiences to be studied for the year are clearly stated, there is no evidence given that they would be meaningful to the children.

Each experience should provide for a variety of activities. "There should be activities which include reading, writing, observing, reporting, talking, listening, collecting, planning, dramatizing, illustrating, singing, and others."\textsuperscript{64}

The experiences are unified rather than divided into separate subject matter compartments. This course of study suggests "the correlation of all subjects like arithmetic, fine arts, language, reading, science, social studies, health, and others."\textsuperscript{65}

\textsuperscript{61}Ibid., p. 19. \hfill \textsuperscript{62}Ibid., p. 46.
\textsuperscript{63}Ibid., p. 26. \hfill \textsuperscript{64}Ibid., p. 25.
\textsuperscript{65}Ibid.
The learning experiences should grow out of the present environment. This criterion is met as "the pupil compares and contrasts our ways of getting food, clothing, and shelter with ways in which people in other parts of the world supply the necessities of life."66

This course of study does make provisions for use of vicarious experiences. Use of visual aids, radio programs, and excursions are suggested to further the growth of the child.67

There is no evidence that the criterion growth is an evolving process as used in this course of study. The curriculum must evolve to meet the needs of its learners.

The experiences must be managed by all of the learners. There is no evidence given as the experiences are planned by supervisors, teachers, and principal.

Table 8 shows the extent to which the Pasadena Public Schools meet the criteria for the social studies program. This program was revised in 1947.

That the materials should be presented as a whole is a principle included in the course of study to such a degree that there is a general theme for the year given. Experiences are developed around the theme. The theme given is "Our State

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66Ibid., p. 4.
67Ibid., p. 30.
TABLE 8
AN EVALUATION OF SOCIAL STUDIES FOR
PASADENA ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Evidence As Found in the Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Use</td>
</tr>
<tr>
<td>1. Materials presented as a whole</td>
<td>X</td>
</tr>
<tr>
<td>2. Through expansion and differentiation</td>
<td>X</td>
</tr>
<tr>
<td>3. Form should be explicit</td>
<td>X</td>
</tr>
<tr>
<td>4. Individual differences</td>
<td></td>
</tr>
<tr>
<td>5. Flexibility of program</td>
<td></td>
</tr>
<tr>
<td>6. Maturity of pupil</td>
<td>X</td>
</tr>
<tr>
<td>7. Problem-solving unified around purpose</td>
<td></td>
</tr>
<tr>
<td>8. Materials and objectives meaningful</td>
<td></td>
</tr>
<tr>
<td>9. Variety of activities</td>
<td>X</td>
</tr>
<tr>
<td>10. Experiences should be unified</td>
<td>X</td>
</tr>
<tr>
<td>11. Present environment</td>
<td></td>
</tr>
<tr>
<td>12. Use of vicarious experiences</td>
<td>X</td>
</tr>
<tr>
<td>13. Growth is an evolving process</td>
<td></td>
</tr>
<tr>
<td>14. Managed by all concerned</td>
<td></td>
</tr>
</tbody>
</table>

Community and Communities in Other Parts of the World. The experiences to be presented are as follows:

1. Our State As an Organized Community,
2. Our Earth,
3. Living in Hot Regions,
4. Living in Cold Regions,
5. Living in Mountainous Regions,
6. Living in Lowland Regions,
7. Living in the Far Eastern Regions.

That the whole evolves through expansion and differentiation is a recognized principle of learning as indicated in each experience examined since each contains objectives related

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68 Pasadena Public Schools, Resource Units in the Social Studies Grade Four, p. 6.
69 Ibid., p. 6.
to the experience. There are also suggested activities given, and at the last of each experience there is a list of culminating activities.

To illustrate the fact that the course of study allows the social problem to evolve through expansion and differentiation, the experience "Our State As an Organized Community" is cited.\textsuperscript{70} To develop the whole thought the following list of related objectives were established:

\begin{quote}
\ldots develop a friendly and cooperative attitude toward members of the group, develop an understanding of people who live in different regions have much to contribute to the world, develop an understanding of how climatic conditions affect housing, dress, food, and occupation. \ldots \textsuperscript{71}
\end{quote}

The activities suggested which further the development are as follows: read books, write reports, make individual and group booklets, make a collection of things made or grown in Texas for a classroom museum, show films, and take a trip to the San Jacinto battleground.\textsuperscript{72} As a culminating activity a program on Texas is suggested.\textsuperscript{73}

The principle that form should be as explicit as possible and should be deliberately explained in the beginning is used in the course of study. This is accomplished by having an outline of each experience presented at the beginning.\textsuperscript{74}

The materials and objectives of a social studies program

\begin{itemize}
    \item \textsuperscript{70}Ibid., p. 23.
    \item \textsuperscript{71}Ibid., p. 23.
    \item \textsuperscript{72}Ibid., p. 25.
    \item \textsuperscript{73}Ibid.
    \item \textsuperscript{74}Ibid., p. 24.
\end{itemize}
should recognize individual differences. This is accomplished so far as "each child can contribute in his own way, on his own level." 75 This course of study cannot meet the needs of the children, for this study is divided into experiences suggested by adults with a definite time limit assigned to each. 76

It is important that the social studies program be flexible. There is no evidence given that this program is flexible as the program was organized by teachers "within the framework of the state adopted textbooks." 77

The maturity of a child should be considered in every social studies program. This program does provide for a child to be allowed to contribute "in his own way, on his own level." 78 There is no evidence given that the problems and materials suggested would meet the needs of the children.

Problem-solving should be unified around a purpose belonging to the learner. There is no evidence that the problems are unified around the purpose of the child since the problems are those suggested by teachers. 79

The materials and objectives should be as meaningful to the pupil as possible. There is no evidence given as this course of study states that "the teachers are responsible for

75 Ibid., p. 11.
76 Ibid., p. 23.
77 Ibid., p. 4.
78 Ibid., p. 11.
79 Ibid., p. 29.
organizing and arranging centers of interest and preparing
the necessary materials to make their program meaningful to
the group. The objectives given are those of the teacher.

Each experience does provide for a variety of activities.
The following are some suggested activities from the experi-
ence "Living in Hot Regions": read stories, make books, make
posters, make pictorial maps, dramatize stories, make frieze,
make puppet shows, learn folk dances, view films, and invite
someone who has visited these countries to come to school to
talk about the country and the people.

The experiences in social studies are unified rather
than divided into separate subject-matter compartments. "His-
tory, geography, and civics are now taught under the heading
of social studies."

The learning experience should grow out of the present
environment.

The community is truly the laboratory for learn-
ing in the modern school. Firsthand experiences develop
powers of observation, give insight into social understand-
ing of the common and familiar happenings of
everyday life.

"Our State As an Organized Community" is the only experience
suggested that concerns the present environment.

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80 Ibid., p. 21.  81 Ibid., p. 23.
82 Ibid., p. 29.  83 Ibid., p. 5.
84 Ibid., p. 12.  85 Ibid., p. 23.
This course of study does provide for vicarious experiences. At the end of each experience there is a list of children's books given and some films to be used.86 Excursions are suggested.87

Growth is an evolving process. This criterion is not met inasmuch as the problems do not belong to the learner. The curriculum must evolve to meet the needs of the evolving child. Children's interests must be considered.

The experience must be managed by all of the learners concerned. It is important that the school, the home, and the community function as one. There is no evidence that this course of study considers all learners.

The Sequence of Units in Social Education for Waco Public Schools was revised in 1949. Table 9 shows the extent to which this course of study meets the criteria of the social studies program.

That the materials studied should be presented as a whole is a criterion included as the theme is given. The experience is a part of the general theme. In this study, for example, the theme is "Producing, Distributing, and Consuming Goods and Services." The experience given is "Use the Can Opener."88 A preview of the experience is given at the beginning of the study.

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86 Ibid., p. 30. 87 Ibid., p. 7.
TABLE 9
AN EVALUATION OF SOCIAL STUDIES FOR WACO ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Evidence As Found in the Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Use</td>
</tr>
<tr>
<td>1. Materials presented as a whole</td>
<td>X</td>
</tr>
<tr>
<td>2. Through expansion and differentiation</td>
<td>X</td>
</tr>
<tr>
<td>3. Form should be explicit</td>
<td>X</td>
</tr>
<tr>
<td>4. Individual differences</td>
<td>X</td>
</tr>
<tr>
<td>5. Flexibility of program</td>
<td></td>
</tr>
<tr>
<td>6. Maturity of pupil</td>
<td>X</td>
</tr>
<tr>
<td>7. Problem-solving unified around purpose</td>
<td></td>
</tr>
<tr>
<td>8. Materials and objectives meaningful</td>
<td>X</td>
</tr>
<tr>
<td>9. Variety of activities</td>
<td></td>
</tr>
<tr>
<td>10. Experiences should be unified</td>
<td>X</td>
</tr>
<tr>
<td>11. Present environment</td>
<td></td>
</tr>
<tr>
<td>12. Use of vicarious experiences</td>
<td>X</td>
</tr>
<tr>
<td>13. Growth is an evolving process</td>
<td></td>
</tr>
<tr>
<td>14. Managed by all concerned</td>
<td></td>
</tr>
</tbody>
</table>

That the whole evolves through expansion and differentiation is a recognized principle of learning. Each experience examined contains a definite problem and a list of objectives. There is also a list of suggested activities. At the end of the experience there are culminating activities.

In the experience "Use the Can Opener" the following objectives were established:

1. To learn where our daily foods come from.
2. To understand the value of food conservation.
3. To learn why industries grow up in certain places.
4. To understand the interdependence of people and plants.
5. To appreciate the contributions made by many different workers to our daily living.\[89\]
To meet the objectives, a list of suggested activities is included. A portion of this list includes:

... write large canning factory for informational materials, find out about the time of year for planting certain vegetables, method of cultivation, and harvesting, find out how many different places from which the canned goods came, make a trip to a wholesale grocery. 90

A quiz program and a Dr. I. Q. program were suggested as culminating activities. 91

The form should be as explicit as possible and should be deliberately explained in the beginning of the experience. This is met by having an overview of each experience given at the beginning of the study. 92

Individual differences are considered to some extent.

Some teachers and their pupils may want to explore all the units; others may choose fewer units or substitute some which are of more interest to a particular group. This is not only permissible but highly desirable provided that the units so chosen furnish the child with adequate coverage of the common activities of living. 93

Much would depend upon the teacher as to how well individual differences are met.

The social studies program should be flexible so as to meet the needs of the children. It is flexible since the teacher can use her initiative to enrich the program, and there is no definite time limit given. 94

90 Ibid., p. 3. 91 Ibid., p. 4.
92 Ibid., p. 1. 93 Ibid., p. 3.
94 Ibid., p. 3.
Maturation of the child should be considered in every social studies program. There is no evidence given that this course of study does provide for this criterion.

Problem-solving should be unified around a purpose belonging to the learner. In this bulletin there are sample experiences that have been prepared by teachers. "Each teacher may wish to add other units as they are developed during the year." In these experiences the problems are those of teachers, and children are to solve these suggested problems.

The materials and objectives should be meaningful to the child. There is evidence that the materials and objectives are meaningful as the suggested experiences grow out of the child's environment.

Each experience should provide for a variety of activities. Some activities suggested from the experience "Down the Brazos" are as follows: make excursions to the Brazos River, take pictures of examples of good land use and of erosion, make a collection of newspaper and magazine clippings and pictures pertaining to erosion, make an exhibit of soils.

The experiences in social studies should be unified rather than divided into separate subject-matter compartments. This is accomplished in this course of study as history and geography are not taught as separate subjects.

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95 Ibid., p. 3.  96 Ibid., p. 5  97 Ibid., p. 10.
98 Ibid., p. 6.  99 Ibid., p. 3.
The experiences should grow out of the present environment. Many of the experiences suggested do begin with the local community.\(^{100}\)

The social studies program should provide for use of vicarious experiences. This course of study does make use of visual aids. Each experience suggests excursions for the children.\(^{101}\)

Growth is an evolving process. This criterion is used to some extent in so far as the experiences are based on the community life of the child. Through these experiences the child will grow.\(^{102}\)

The experiences must be managed by all the learners concerned. The experiences in this course of study are planned by the teacher.

Table 10 gives a summary of the evaluations of evidence of the fourteen criteria as found in the nine social studies courses of study. All of the courses of study show much use of the first two criteria—materials presented as a whole, and the whole evolves through expansion and differentiation.

Seven of the programs show much use of the criterion that the form should be explicit as possible in the beginning. Bonham and Dallas show little use of this criterion.

\(^{100}\)Ibid., p. 10.  
\(^{101}\)Ibid., p. 15.  
\(^{102}\)Ibid., p. 6.
TABLE 10
A SUMMARY OF THE EVALUATIONS OF SOCIAL STUDIES
FOR NINE ELEMENTARY SCHOOLS IN TEXAS

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Evidence As Found in the Course of Study</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Use</td>
<td>Little Use</td>
</tr>
<tr>
<td>1. Materials presented as a whole</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>2. Through expansion and differentiation</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>3. Form should be explicit</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>4. Individual differences</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>5. Flexibility of program</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>6. Maturity of pupil</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7. Problem-solving unified around purpose</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>8. Materials and objectives</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>meaningful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Variety of activities</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10. Experiences should be unified</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>11. Present environment</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Use of vicarious experiences</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>13. Growth is an evolving process</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. Managed by all concerned</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Houston's program shows much use of individual differences. Dallas' bulletin shows no use of this criterion, and the seven other schools show little use.

Houston and Waco show much use of the criterion, the program should be flexible; Austin, Orange, Sherman, and Bonham, little use; Dallas, Fort Worth, and Pasadena, no use.

The maturation of the pupil should be concerned. Austin, Sherman, and Pasadena show little use of this principle, and
Bonham, Dallas, Fort Worth, Houston, Orange, and Waco show no use.

Problem-solving should be unified around the pupil's purpose. Houston shows much use of this criterion; Austin, Orange, and Sherman, little use; Bonham, Dallas, Fort Worth, Pasadena, and Waco show no use.

The materials and objectives should be meaningful to the child. Houston and Waco show much use of this criterion, but Austin and Fort Worth show no use. There is no evidence that the other five schools make use of this principle in their program.

All nine schools show much use of the criterion that each experience should provide for a variety of activities. All courses of study suggested many activities for the children.

All the social studies programs show that they are unified rather than divided into separate subject matter compartments. Geography, history, and civics are not taught as separate subjects.

The learning experiences should grow out of the present environment, the community life about the child. Houston, Sherman, and Waco show much use of the criterion; Austin, Dallas, Fort Worth, and Pasadena show little use, and Bonham and Orange no use.

The social studies programs should make use of vicarious experiences. All school programs show much use of this criterion except Bonham, and it shows little use.
Only three of the nine schools make use of the criterion that growth is an evolving process. Austin and Houston show much use of this principle, and Waco shows little use.

There was no evidence in any of the school programs that the criterion that the experiences should be managed by all concerned, pupils, teachers, parents, and others are used. This is the only criterion that is not met by any school.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The review of the fourth-grade social studies programs as indicated in the nine courses of study resulted in the following conclusions:

1. The nine programs studied need to recognize the principle that problem-solving should be unified around a purpose belonging to the child rather than that of the teacher.

2. Only a few schools showed that the materials and objectives of the program should be meaningful to the learner.

3. All of the programs studied need to consider the maturation of the child.

4. All the courses of study showed that the programs should be flexible in order to meet the needs of the children.

5. The nine courses of study reviewed showed that the programs were unified rather than divided into subject-matter compartments.

6. Only a small per cent of the schools used the present environment of the child in their social studies programs.

7. Every program studied made provisions for use of vicarious experiences for further growth of the child.
8. None of the programs provided for the experiences to be managed by all the learners concerned: pupils, teachers, parents, and others.

9. A majority of the courses of study failed to consider in their programs the evolving child.

10. Almost all of the programs provided for a variety of activities to enrich the lives of children.

11. All of the programs reviewed failed to consider the individual differences in children.

12. All programs studied presented the materials as a whole.

13. A majority of the programs in the courses of study showed that form was explicit as possible.

14. The nine programs showed that the whole evolves through expansion and differentiation.

Recommendations

The data of this study seem to justify the following recommendations:

1. Every social studies program should be so constructed as to comply with the basic psychological principles of learning.

2. A criteria should be established to evaluate the social studies programs frequently.
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