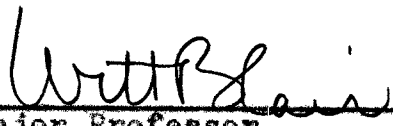




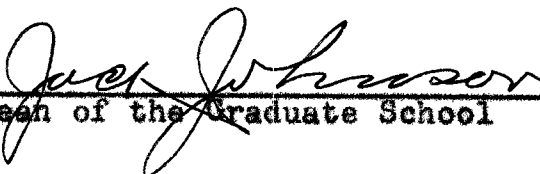
AN EVALUATION OF RECOMMENDED PROGRAMS FOR
FIFTH GRADE SOCIAL STUDIES

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AN EVALUATION OF RECOMMENDED PROGRAMS FOR
FIFTH GRADE SOCIAL STUDIES

THESIS

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CHAPTER I

INTRODUCTION

Statement of Problem

The problem of this study is to determine what is commonly recommended for fifth grade social studies and to validate these findings in order to make suggestions for providing an adequate program at this level.

Purpose and Significance of This Study

The purpose of this study is: (1) to determine a criteria for evaluating proposed social studies programs; (2) to review fifth grade bulletins in social studies from five widely separated school systems in the United States, to make an analysis of their aims, methods, and materials, and to determine whether they meet accepted professional standards; (3) to make suggestions for improving the fifth grade social studies as a result of this analysis.

All elementary courses of study in social studies follow a more or less common pattern in that the aims, methods, and materials must conform to certain criteria-groups of established qualities or characteristics.

Are the aims, methods, and materials of these five bulletins so integrated with the established characteristics

as to develop an effective teaching program? Are they so integrated as to stimulate independent study and reflective thinking on the part of the children?

This investigation is made to see what common elements are found in the five courses of study, to evaluate these elements, and to establish a basis for improving a social studies program at the fifth-year level.

Plan

The plan of procedure (in this study) is to determine the most important characteristics of the social studies program from professional literature and to analyze each characteristic briefly. Then an analysis of the methods, objectives, and materials of five courses of study will be made on the basis of these characteristics. Recommendations will then be suggested for improving a fifth grade social studies program.

The materials for this inquiry are taken from the latest bulletins of the various schools.

Source of Data

The basis for analysis of the characteristics of the social studies program was developed from various books and magazine articles. Some of the most valuable sources of information were from the series of Reports of the Commission on the Social Studies of the American Historical Association.

Among the most helpful educators were Horn, Caswell, Lee, Beard, Otto, Saucier, Wesley, Adams, and Lacey.

The data on the objectives, methods, and materials were obtained from curriculum bulletins and courses of study. Bulletins from Cincinnati, Ohio; Orange, Texas; Des Moines, Iowa; Fort Worth, Texas; and Topeka, Kansas, were chosen because of recent publication, wide geographical range, and content.

CHAPTER II

CHARACTERISTICS OF A DESIRABLE FIFTH GRADE SOCIAL STUDIES PROGRAM

Education today is a social process. It must provide not only knowledge but also understanding of the society it serves. Education in social behavior is of inestimable value both to the individual and to the community. The school is the prime agent of society in giving this training. Somewhere and somehow in the course of their school experience children must be taught and helped to acquire skill in the art of getting along well with other people. "The term Social Studies is used to designate the school subjects which deal with human relationships of Social Science materials to public school instruction."¹

Social Studies are concerned with man as a member of human society. They consist of skills, knowledges, insights, and attitudes that are constantly and crucially needed if man is to live in this world happily and effectively. Experiments and experience have shown that the social concepts of children can be made more accurate by a well-devised course of study. The social studies course of study is a pedagogical

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

invention by which it is hoped to bind into a workable unity organized bodies of knowledge, such as geography, history, civics, and other facets of social life.

A course of study in the social studies is a teacher's guide to the instructional program and is usually considered as the guide to that portion of the school program which carries the major instructional burden for children's social and citizenship education. In trying to discover what the schools are doing in the social studies, one should examine the objectives for instruction in the social studies, the outline of topics or problems which compose the focal points around which the instruction is carried forward, the textbooks and other reading materials made available to the children, and the teaching methods.²

The following list of characteristics is proposed as a basis for evaluating the social studies courses of study. These characteristics will be developed in the following section:

1. The social studies course of study should provide for flexibility.
2. A course of study for the social studies should be based on the interests, needs, and capabilities of the children at various stages of development.
3. The social studies course of study should be compatible with maturity of children at the various levels.
4. The social studies course of study should be based on normal social situations requiring democratic group processes.

²Henry J. Otto, Principles of Elementary Education, p. 202.

5. The social studies course of study should provide for expression and appreciation in the arts, in play, in work activities, and in other aspects of living.

6. The social studies course of study should recognize that science and literature have major contributions to make.

7. The social studies course of study should make provisions for use of vicarious experiences--reading, conversations, movies, and radio.

8. The course of study should be largely designed by those people who are to use it.

A Social Studies Course of Study Should Provide for Flexibility

This section will attempt to show that a primary requisite of any course of study is provision for flexibility.

Education in its fullest and richest sense is possible only within the framework of democracy. It cannot function without the freedom which democracy alone can provide. Fear, compulsion, and restraint are the arch enemies of education. This is true of every branch of education and of every department within every branch.

Particularly is it true that the social science department cannot be restricted to a set predetermined routine. While the instruction of individuals must be referred to a conception of the social relations in which individual life

is to be lived, its supreme goal is not a fixed set of relations indifferent to human values.

The elementary school is making, as well as serving society. It is not an institution with predetermined outcomes, a place of repression and restriction, but an institution for guiding children toward opportunities and providing them with selected experiences. It is not educating children to suit government but to become a government.

There are no subsidiary social sciences. Conditions change, standards rise, and new problems emerge. The present rapidly moving changes in the conditions of life are more profound than at any time in human history. Distance has been abolished; cognizance of events has become simultaneous throughout the world; and fresh discoveries are opening up undreamed of potentialities for good and also for evil. A social studies curriculum 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."³ All social studies curriculum planners should proceed on the assumption that the individual teacher not only has initiative but is prepared to use it.

³Ernest Horn, Methods of Instruction in the Social Studies, p. 36.

A course of study must be primarily nothing more than a broad general plan for the use and guidance of teachers. "As a teaching staff works with children and as new insights are achieved, the plan of curriculum organization should constantly be subject to modification."⁴ Ideally, changes should come about through an evolutionary process based on continuous study and discussion. Any individual teacher on her part should be free to write into the plan, to take from it, to manipulate it in anyway she sees fit in order to better adapt it to her specific problems and group. The teacher not only should be free to modify a course of study, but should be encouraged to search diligently and continuously for such ideas as she feels will lead to a greater interest and enthusiasm on the part of her pupils, and to a stronger and more vital social program. She must approach her task with an open mind, examine the program critically and evaluate it carefully. She should then analyze her own situation in regard to this program. If in broad outline the unit is suitable for her group, she should still be able to change it in detail. If she finds that the prescribed unit is not appropriate to her situation, she should be free to abandon it entirely. When she considers it necessary, she should be free to choose her program, her methods, and her standards.

⁴Hollis L. Caswell, Education in the Elementary Schools, p. 209.

With accurate, timely, and pertinent materials she should remake the unit into one better suited to her pupils. She should be free to incorporate into her program any unexpected event or material that might come to hand. Her role must be one of resourceful adaptation.

Certainly, in mapping a social program, provision must be made for the differences in belief and in outlook of the many teachers responsible for its administration, for the varying possibilities of different groups of children, and for the passing of these varying groups from teacher to teacher.

"And always those who make the social studies courses of study must bear in mind that as the social structure is never static but always changing, so also must educational methods and outlook remain for ever plastic."⁵

The Social Studies Course of Study Should Be Based
on the Interests, Needs, and Capabilities of
the Children

Dewey pointed out many years ago that interest is the absolute requisite to a good learning experience. Let it be clear that 'interest' as here used does not mean, as it is sometimes superficially interpreted, the mere doing of things that happen to strike the fancy of the child. In fact, it is just the opposite. An 'interest' to be properly interpreted, should be regarded as an activity rather than as a thing or an object.

⁵L. J. F. Brimble and Frederick J. May, Social Studies and World Citizenship, p. 115.

✓ If one wishes to discover what a person's interests are, he may study the person's activities over a period of time. During this time of observation, the person's chief interests can be distinguished from his lesser interests by noting the amount of time and attention he devotes to each of his activities.⁶

Interest is as frequently found in hard tasks as in easy ones. In fact, it may be even more prevalent in hard jobs, for if the pupil is allowed to develop his problems and projects along the lines of his interests, he does not by any means always choose the easy way. Interest spurs him on to tackle the difficult.

To satisfy the true meaning of interest, the concern for an activity or experience must extend over a considerable period of time or at least be related to other activities and experiences that are continuous. All of the powers of the individual must be focused on the accomplishment of a goal. The goal will likely change in detail as the pupil approaches it, but the broad outline of purpose will remain the same.

Thus it can be seen that the doctrine of interest demands a curriculum in which the pupil can see relationships between his activities and his own welfare. No single set of experiences will suffice for pupils with varying abilities and backgrounds of experience.⁷

⁶ Caswell, op. cit., p. 57.

⁷ W. E. Armstrong, Implications of The Doctrine of Interest for Curriculum Development, p. 503.

The contribution of interest is fundamental. The evidence from experiments in learning confirms the common observation of teachers that the effective aspects of learning are very important; satisfying experiences tend to be retained, whereas, unpleasant or annoying experiences tend to be forgotten. The stimulation and development of interest are, therefore, very important in the period of original learning and in subsequent reviews.

Interest, including purpose and satisfying feeling tone, increases retention in three ways. First, by providing the drive in the period of initial learning, it makes for more active attention, greater clearness, more thorough learning, and probably for better organization of ideas; second, all of these essential factors in initial learning also exert favorable influences upon retention; third, a persistent growing interest in social problems is the best guarantee for maintaining, expanding, and perfecting the student's ideas. The development of abiding interests in fundamental aspects of society should be, therefore, a major objective in instruction in the social studies.⁸

The basic appeal to interests should be made through the intrinsic values of the subject matter rather than through the use of such extrinsic appeals as grades, avoidance of penalties, or devices. The more real the history, the more substantial the geography, the more vital the curriculum is as a whole, the greater the interest will be.⁹

Interest in any problem is enhanced or restricted by the extent to which the problem is related to the student's experience and to the degree to which his efforts at achievement are successful.

⁸Horn, op. cit., p. 504.

⁹Ibid., p. 504.

One of the chief criticisms that can be justifiably made of our schools is that they have not adequately enlisted the interests and energies of children in the work that must be done in the school.

Good teaching creates school experiences in which the pupil is wholeheartedly active and enthusiastic in acquiring the ideals and skills that he needs in dealing with the varied problems of his expanding life. That instruction too often falls short of this standard is apparent to everyone. Teachers often do not attract children to the school and to its work. Good teaching--the kind that is the hope of the future--will make school life vital to youth. In doing this, it will appeal to the present interests and needs of the pupils, but at the same time it will be careful not to neglect or to ignore the interests, demands, and responsibilities of the adult society that surrounds the school.

Interest does not necessarily decrease the amount of work to be done, but it causes work to be more enjoyable and more definitely satisfying. Interest invariably produces an attitude which is highly desirable, in fact, essential, for rapid, efficient, meaningful learning. The pupil who is interested in what is being done is more likely to make rapid progress, to learn economically and efficiently, and to retain and utilize what he has learned. Interest leads progressively to more complex activity, which in turn brings

about a corresponding breadth of intellectual vision and a recognition of need for improvement.

The school program cannot be planned and developed intelligently without full regard for certain basic needs of children. All phases of the program should be evaluated in terms of a study of evidences of basic physiological, social, and integrative needs of the children. Since the evidence of needs and means of meeting them vary greatly at different levels of growth, it is necessary that the elementary school program be planned with direct reference to the kinds of needs which are characteristic of elementary school children.

Teachers should have thorough knowledge of this aspect of child development, and the program, both in broad outline and in detail, should give a great deal of weight to the characteristic needs of children.

Few adults will read a book, make a trip, or listen to a lecture unless they have a more or less well-defined purpose for doing so. Pupils are not any farther removed from specific, personal motivation. They must sense the need of learning and be convinced that the proposed materials will meet that need. Being told that they ought to know about the product of some other country, the name of the mayor, or the date of the admission of their state will not convince them.

"The realization of the need for knowing these facts and the way in which they will serve some purpose will be far more effective."¹⁰

It must be remembered that if this condition of learning is to be effective, the child must be conscious of the need. School people may say that pupils have a desire to know how to solve problems by going to reference material, selecting pertinent data, and organizing materials into a solution. The complexity of this procedure will, of course, depend on the maturity of the pupil. However, no pupil is likely to recognize this need until he has a problem to which he, himself, wants to know the answer. Further, he must discover that this answer can be obtained only by referring to other sources. Once that conscious need and purpose has been established, both the teacher's and the pupil's jobs have been made simpler and more efficient. The pupil's understanding of the implications of the situation for his own future may be effective. "The farther in the future that need is, the less effective it is as a developer of interest and as a condition for learning."¹¹

Physiologically, a child deserves to be well nourished, to possess a sound body, and to have attention and correction

¹⁰Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools, p. 64.

¹¹J. Murray Lee, and Dorris May Lee, The Child and His Curriculum, p. 142.

given to physical defects, such as deafness and bad eyes. Emotionally, he needs security, affection, and self-integrity. Socially, he must have the feeling of belonging to his group. His program should be so geared to his capabilities that he can occasionally, at least, have a sense of success at mastering his problems. His situation should be such that he can estimate and appreciate his own powers and capabilities.

The child who is continually faced with situations with which he cannot cope, especially when he sees other children meeting them satisfactorily, is certain to develop ineffective behavior patterns. Children in any group have a wide range of achievement. The curriculum must be adjusted to those with marked differences. The school should seek to discover for each child something in which he can excel, rather than to concentrate so exclusively on trying to bring every one up to an unattainable average in chosen abilities.

The broad program should enable the teacher to seek out the most promising potentialities of every child and to cultivate these potentialities with special care. A course of study cannot be considered desirable which is not broad enough in scope to afford subject matter of interest to individual pupils. Its materials must be selected so that there can be a type suitable for each child regardless of his interests. There must be provided activities so varied as to cover the range from handicapped to normal to exceptional.

A definite attempt has been made to understand child development--intellectually, physically, socially, and emotionally. As a result teachers are concerned more with the interests, needs, and capabilities of children than with a series of subjects each with a definite program. "There seems to be a feeling that fifth grade children need to be made aware of interesting phases of American life and to face problems of group living in order to accomplish the task of socialization."⁷ Children are interested in and much affected by many social forces in their immediate environment--houses, public buildings, recreational centers, transportation, safety, radio programs, movies, tools newspapers, clothes, food, health, and the like. It is through knowledges of these factors that they will develop an interest in a changing civilization and begin to identify themselves with the social world.

Lacey states that at the present time teachers realize that it is detailed experience in ways of living that children need in order to understand and appreciate the complexity of present day living. It is through concrete approach to some of his own problems that the child is able to see how people live and work together, how one group helps another, and how all have rights and privileges that must be respected.⁸ All

⁷Joy M. Lacey, Teaching The Social Studies In The Elementary School, p., 16.

⁸Ibid., p. 17.

this means that the discovery of children's interest and activities during a free period, during the play periods, and during the vacations must be utilized as leads in choosing experiences that have social significance to the child and that give training in desirable social understandings, attitudes, and controls.

The Social Studies Course of Study Should Be Compatible
With Maturity of Children at the Various
Levels

"Some of the most difficult problems in teaching the social studies grow out of the fact that many of the topics or units are far removed from the student's experience and are unrelated to his interests and needs."⁹ Abstract material should be restricted to occasions when it relates directly to problems within the child's sphere. The themes are on a level far above those of elementary children. The problems are so ponderous that the teacher cannot cut them down to size, try as she will. A child of elementary school age has an experience background of home, school, and neighborhood. These are the things he understands; these are the things around which the course of study concepts should be formulated--his every day living experience.

Children must feel at home with the environment of commonplace things and must understand their immediate relationships

⁹Ernest Horn, Methods of Instruction In The Social Studies, p. 17.

and problems before finding much meaning in a more complex and far distant society. Ayer makes the conclusion in a study of (history) difficulties that "such abstractions as theories of government, law-making, and social strife are beyond the comprehension of fifth grade children. Children of elementary school age are too immature to appreciate long term value."¹⁰

There is ample reason to believe that the experiential background of children of elementary school age is not sufficient to make the developmental study of cultures meaningful, accurate, and truly educative. "Solution to this problem is to be found in the teacher's ability to judge the maturity level of the child and to introduce him to social realities appropriate to his level of development."¹¹ "Above all the teacher must take into consideration his pupil's past, his heritage, and the major factors of his environment."¹²

Maturity enters the picture to modify all experience. When a child enters school, he is mainly interested in himself, his activities, his thoughts, his contacts. He is egocentric as opposed to social. He is interested in facts to a certain extent, but his own thinking is done largely with the help of

¹⁰Ibid., p. 183.

¹¹Hollis L. Caswell, Education In The Elementary School, p. 144.

¹²L. J. Brimble and Frederick J. May, Social Studies and World Citizenship, p. 10.

his imagination. By the time he is ten, he has acquired a sufficient factual background so that realities are beginning to be a vital interest to him.¹³

All attempts to find sharply marked stages into which the majority of children can be fitted have failed. The child develops gradually in his motor and physical skills, in vocabulary, in awareness of others, in his capacity to compete and cooperate, and in his understandings. In fact, the process is, for the typical child, almost an unbroken continuum. While development is a gradual and continuous process, each child advances at his own rate and according to his own pattern. One particular child may be out of line with others of the same age; so teachers cannot set levels of achievement and justly expect a group of children to reach them at a particular age. Each child must be studied and evaluated in the light of his own pattern and rate of development. No sudden or revolutionary advances by classes or individuals should be expected.

The Social Studies Course of Study Should Be Based On
Normal Social Situations Requiring Democratic
Group Processes

Because of their importance in human relationships, conflict and cooperation deserve special emphasis. Rivalry, competition, aggression, teasing, quarreling, and fighting may be regarded as conflict, and sympathy, loyalty, and friendship as variations of cooperation.

¹³Caswell, op. cit., p. 125.

Cooperation and competition are not opposite or antithetical; each partakes of the nature of the other. The child cooperates with his playmates in order that his room may compete with another room, and he competes with his classmates to uphold the level of the group performance. "As a competitor an individual works for his own interests; as a cooperator he works for the interest of his group."¹⁴ When the promotion of group interests is of value to the individual, even his cooperation may be a kind of competition. Cooperation or mutual aid assumes varied forms. Children gradually develop an awareness of others and then an awareness of their needs, interests, and wishes. They learn to help smaller children, to take turns at play, to join in a group project, to serve on committees, to share possessions, to form friendships, to develop loyalties, and to accept and applaud others when they perform well, even in competition with themselves. They learn to sympathize with an injured playmate, to cooperate even with those whom they dislike, and to develop loyalties to the group, the school, and the community.

Trade is a particularly good illustration of cooperation, even though its competitive aspects will also appear. The concept of interdependence, but not the word itself, is easily grasped by young children. Foreign trade, including such products as bananas, coffee, diamonds, and other products which

¹⁴Edgar Bruce Wesley and Mary Adams, Teaching Social Studies In Elementary Schools, p. 49.

are not produced in the United States, is an appealing topic through which to develop the concept of interdependence. The division of labor, the need for communication and transportation, the very existence of cities, the work of professional people, and the general trend toward complexity in our economy are suitable materials through which to develop an understanding of interdependence with its necessary concomitant, cooperation.

If education for the necessities of life is to be more than an empty phrase, children must recognize the importance of world citizenship in their course of study. Education for world citizenship is education which promotes among all peoples a sympathetic peaceful cooperation based on democracy. "Apart from the needs of the community, world citizenship is a highly desirable quality for the individual." ¹⁵

In seeking this important characteristic in a school program, the level of development of children in the elementary school must be given careful consideration. Democratic procedures cannot be applied on a mechanical basis but must take into account the ability of various persons to assume responsibility. In the elementary school, children should be guided into participation and decisions as rapidly as they are able to assume responsibility for their decisions; unless careful balance is maintained in this respect, a travesty is made of democratic processes.

¹⁵Brimble and May, op. cit., p. 1.

Leadership is closely related to friendship. The leader is likely to be larger, better dressed, better looking, and more fluent, daring, resourceful, aggressive, and intelligent than his classmates. The gap between leader and followers must not be too great, for the highly superior child is sometimes rejected as the leader. The tendency to form gangs and clubs, in which leaders play very conspicuous roles, begins about the age of ten. There is much evidence to show that some of these groups afford very valuable training for leaders and members in giving and accepting orders, in keeping promises, and in respecting personal and property rights. "The development of leaders does not imply abject submission to them, and the fact that leaders vary with the type of activity shows that children often have a discriminating sense of the necessary qualities for leadership."¹⁶

Helping a pupil to develop a better personality is a complex and prolonged process. The teacher must provide him with reasonable tasks and let him have the thrill of achievement, even though it is temporarily a spurious kind of success. He requires praise and encouragement. If the teacher is successful, the pupil will begin to face his problems realistically and will slowly gain a measure of security and independence. He will gain self-control and eliminate some of his fears, worries, and anxieties. It is equally important to do everything possible to help

¹⁶ Wesley and Adams, op. cit., p. 48.

the child to establish himself with his classmates and to achieve a reasonable similarity to them. In the process the teacher will help him to cultivate more and greater interests, which in themselves often serve as correctives to personality difficulties. The social studies teacher cannot expect to transform personalities rapidly and completely, but she can, by intelligent and tactful methods, make a vital contribution to child growth and development.

**The Social Studies Course of Study
Should Provide for Expression and Appreciation in
the Arts, Play, Work Activities, and Other Aspects of
Living**

Citizenship is but one of the important phases in the life of a normal person. Education in civic and national affairs is good but it is inadequate. Social science involves more than mere acquaintance with academic facts about social life. Other skills, knowledge, and points of view are often indispensable to the problem at hand. There must be a place in the social studies program for all essential subjects.

The scope of education must be enlarged to include the whole range of subjects that are cultural, recreational, and socially useful; for education is concerned with the nurture of the whole personality.

The arts supply cultural and recreational needs which, when satisfied, make for a fuller life, "As life has evolved, so have

the arts; the history of painting, architecture, sculpture, music, and ballet follows closely on the history of man."¹⁷

The study of art is really a study of the development of civilization. Art ideals and social ideals are closely related. "Art must be seen in its relation to day-by-day living. It can guide and aid in all the multitudinous tasks, choices, and activities which make the routine life of the average rank-and-file American communities."¹⁸ Art values belong to the process of living. The creative quality of choosing a tie, buying a dress, planning a house, arranging furniture, even enjoying a magazine, all involve the use of art appreciation.

Music appreciation must play an important part in education, although music technique cannot be confused with appreciation. The social studies course of study must take account of the social possibilities of music, of the ballet, and of poetic rhythm. "The poem and melody produce the song; the drama and the music produce the opera; music, scenic art, dress design, and choreography all go into making the ballet--a good example of teamwork--a kind of democratic collaboration in the arts."¹⁹ Any of the arts one cares to name are closely inter-related to the greatest of all the arts, the art of good living.

¹⁷Brimble and May, op. cit., p. 126.

¹⁸Caswell, op. cit., p. 154.

¹⁹Brimble and May, op. cit., p. 121.

Another phase in a well-rounded personality is physical development. The major aim of physical education is, of course, the development and maintenance of bodily health and vigor; but the teaching of civic and moral values is of paramount importance.

When properly organized, well selected and judiciously directed, games can promote good citizenship by training in peaceful competition. Team play is practice in cooperative effort to attain a common goal. Play in most forms teaches many lessons applicable to citizenship training; for example, the necessity of the referee or umpire--a power of arbitration--implies a code of rules. Recognition of such rules implies a code of honor.

Yielding decisions to an unprejudiced authority for the sake of peace and the common good is excellent ethical training.

In addition physical education aims at other ideals--generosity to opponents, unwillingness to quibble over trifles, belief in clean play, and refusal to take unfair advantage. The physical education program of our schools is second to none in its opportunity to teach habits of social living.

Other aspects of living cover a wide range. In school cleanliness and neatness, as much for the sake of others as for one's self, is a desirable social goal. A few of the many social phases of everyday school life are observance of all hygienic

rules in order not to offend others and to keep down the spread of disease, good lunchroom manners, leaving tables clean and floors clean, and the care of school property so that others may use it profitably.

Many group activities, even those having no direct bearing on a current social studies unit, have a definite social education value.

The planting of a school garden or the building of a bird-house or a bird-bath could belong directly to a natural science unit, and yet each calls for group cooperation of a high order. Thus a social studies teacher must have knowledge of and a competence in many types of activity in order to bring enrichment to her own particular field.

**The Social Studies Course of Study Should Recognize
That Science and Literature Have Major Contributions
to Make**

Modern science is a very powerful factor in social and cultural life. Scientists are recognizing more and more that science cannot be held apart from its social context.

The health and the happiness of the world are inter-related with and dependent upon science. Man makes use of the knowledge he has gained to the extent that his health and his work, his means of living, and his habits are profoundly affected by this use. The nation's health, physical and mental, is one of the

people's greatest cares. Everyone knows the extent to which science is applied in the fight against malnutrition, infection, and disease.

Every new insight is examined as a possible source of help. "Bacteriology and the powers of the microscope, the curative powers of X-ray and radioactivity have long been gratefully accepted. The profound effects of virus and vitamin, sulphur compounds and penicillin are now taken for granted." ²⁰

Our national food supply depends upon the use of many kinds of scientific knowledge. Transport from overseas raises problems of physics and chemistry, of refrigeration, of gas storage, of dehydration and of other means of preservation. Conditions of food, from entomology to biochemistry, must be watched from warehouse to ship, from shop to table.

The same conditions prevail in every form of modern industry--steel, textiles, potteries, shipbuilding and navigation, aviation, and all means of transport--and in the development of such new materials as plastics and nylon. The industries exhibit a few of the utilitarian and practical aspects of science.

The cultural value of science is derived from the many lessons it teaches. One learns how small are man's powers. From science humanity gets its knowledge of the art of living, and from natural science merged into social science mankind gains

²⁰Brimble and May, op. cit., p. 54.

his ultimate ideals of life itself. Teachers must take account of the new conditions brought about by science. The socio-science program should be subject to periodical revision. It furnishes a rich field for the selection of scientific experiences. Since there are innumerable possibilities that could be used in the classroom, the teacher is faced with the task of selecting the most valuable. The course of study may offer many suggestions; then available reading materials may be used as well as ultimate concepts and studies of children's interests to provide a basis of selection.

Modern science must be recognized as a powerful social force as its role looms large in the general education of the citizen. Scientists are recognizing more and more that science cannot be held apart from its social context.

"Literature has a manifold value in education."²¹ The necessity of children for a complete and authoritative guide that contributes to historical, civic, and geographical understanding is imperative. "One of the immediate aims of literature is the wise use of leisure hours, but the scope of literature is as wide as all the experience of mankind."²² It is important, therefore, that the teacher realize that most books, journals, and other types of literature can have a profound influence on

²¹Ibid., p. 43.

²²Ibid., p. 46.

the pupil's outlook. As readers, children are highly critical. "The imaginative life of a child is abundant and vivid. The line between imaginative and real life is not clearly seen by children. It is because of this impressionable nature of children that the content of literature may have so great an influence on moral standards." ²³ Literature has an appreciation value. Children should be trained to recognize aesthetic quality in what they read.

Good literature is valuable in the formation of efficient reading habits--an ability in which many elementary school children are sadly lacking. The moral and social values of literature are perhaps its most effective contribution. It should give a sympathetic and accurate picture of the life, the customs, the philosophies, and the problems of other nations and other countries. It offers many opportunities for showing the value of tolerant behavior. While all books of travel cannot be considered as literature, many of them do constitute a phase of the study of geography.

Memoirs, diaries, biographies, and other acknowledged sources of historical information furnish a great source for the enrichment of the study of history, but the teacher's function of guidance in the choice of reading is a very responsible one. Books which purport to reflect conditions past or present should be accurate and authoritative.

²³Ibid., p. 45.

Every social science course of study must make ample provision for inclusion of the socio-scientific and should contain much choice in well selected, well thought-out literary material. The development of the child in his ability to deal with literature is gradual; therefore, the teacher needs to be familiar with this development in order to guide him intelligently. Gone is the old idea of the mastery of certain skills by all children in a given grade. Modern education realizes the value of continuity of experience if the child is to deal with situations on an increasingly more complex level.

The Social Studies Course of Study Should Make Provisions
for Use of Vicarious Experiences, Books, Conversations,
Movies, and Radio

The writing of imaginary letters, diaries, autobiographies, and editorials is commonly recommended among the devices for aiding the pupil to enter vicariously into the life of other times and places.

In such exercises the pupil either attempts to put himself in the place of some historical character or pretends to have witnessed or participated in an event of past times or localities, writing in the first person what are supposedly the exact words of the character that he assumes. ²⁴

The principal claims made for these devices are that they increase interest, aid imagination, and stimulate creative thinking and self-expression.

²⁴Horn, op. cit., p. 458.

"The reading of good books of travel, under wise direction, comprises the study of literature and geography and at the same time compels the reader to become conscious of his duty to the world community." ²⁵

The need for supplementary books in the social studies course of study has greatly increased with the advent of the activity and unit-of-work program. Publishers are attempting to supply the elementary schools with the types of books that will meet the needs. The library has become an increasingly important part of the school, the most valuable treatment of the problem being through use of the elementary school libraries. Room libraries have become essential, for books must be where children are working if such books are to be used.

Children's preferences for conversational topics are another subject of investigation, again the preference being for those things immediately within their experience. Their unique experiences, experiences of their families and friends, and experiences on trips are the favorites. With young children there is a greater variety, and the topics are more general; but as they grow older, they concentrate on fewer topics.

There seem to be several reasons for this. As the child grows older, more of the everyday factors in his environment take on the monotony of routine and cease to have interest as they do to the younger child to whom they are still new. It

²⁵Brimble and May, op. cit., p. 52.

may also be somewhat of a condemnation of our schools that they stifle rather than increase interests. If a child's interest was really aroused in all the varied activities the school could offer, there might not be such a drop in interests.

The use of movies is rather popular in some schools. Films are particularly adapted to teaching industrial processes, life in foreign lands, evolution of transportation and communication, and historical events and incidents. Although remarkable motion pictures have been produced in the last few years, the evaluation of these motion and sound pictures is yet a problem. Movies must be authentic; they must be interesting, and they must have direct bearing on the main topics and ideas being developed. "Moving pictures are the greatest tool yet invented for conveying human experiences." ²⁶

The vast power of the film has not begun to be used in the schools. It offers unusual possibilities for developing basic historical, scientific, and social concepts. Films cannot be used haphazardly, and in most cases 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 the planning of an excursion.

Radio has dramatically extended the walls of the school-room to include the world. No longer is radio a school-room luxury,

²⁶J. Murray Lee and Dorris May Lee, The Child and His Curriculum, p. 243.

but it is accepted equipment. Certainly radio can enrich the pupil's work by presenting a parade of personalities, by vivifying historic and current events through dramatic portrayal, and by transporting him on a magic carpet to a front seat in the music hall, to a place beside the President, or to lands far and foreign.

Careful listening must be taught to pupils, especially when the material is not overdramatic. Certain listening habits of the home must be overcome. This may be accomplished by setting the stage for the type of program and by creating a consciousness for the important phases of the program and by pre-discussion. "During some programs the children may take notes. The teacher can provide some guidance from the blackboard. There definitely needs to be a follow-up of some type which will utilize the remembrances of the program. This followup will make better listening for future programs."²⁷

Radio thus brings two new opportunities and responsibilities to the elementary school. The necessity for aiding the child in interpreting his out-of-school listening experiences is only too apparent as this is the same problem in the use of movies. Yet the school has done far too little with an interpretation of either the seeing or the listening experiences. Another teaching responsibility is in profitably utilizing the

²⁷Ibid., p. 254.

extension of the classroom to include experiences of world-wide scope. To be effective in this extension, the teacher must be constantly alert to the day-by-day opportunities.

The Course of Study Should be Largely Designed
by Those People Who Are to Use It

It is only when knowledge is comprehensive, accurate, and carefully organized, and possessed by those competent to apply it, that work can be done efficiently in schools, community, or government. The Office of Education in Washington enjoys no authority comparable to the Ministry of Education in Paris or Berlin. It cannot make a cast-iron program of objectives, curricula, and tests for the nation. Here forty-eight states and innumerable local authorities, hundreds of schools of education, public and private, and thousands of individuals and associations, in official and private capacities, take a hand in the operation of determining objectives, curricula, and tests. In the United States, then, there is no authority possessing legal competence to determine objectives of instruction in the social studies throughout the country, and the competence of private persons and associations must be regarded as relative. ²⁸

"Plans developed by one person for others to carry out are rarely entered into with enthusiasm or carried out intelligently. It is essential that those who execute plans have a part in making them."²⁹ Therefore, a school program which will foster the growth of the child must be based on group planning as well as on execution.

The educational experience of the child at any given time should be broad and integrating, and it should be continuous

²⁸Charles A. Beard, The Nature of the Social Science, p. 187.

²⁹Caswell, op. cit., p. 65

and cumulative from week to week and from year to year. As many persons and agencies affect the education of children, they must all be encompassed in a sound procedure of improvement. "Teachers of various phases of work, supervisors, and principals must plan together so that the work of each supplements the work of the others."³⁰ Constant interchange of experience and mutual help on problems are considered normal activities wherein each teacher is given the responsibility for developing a curriculum around the immediate needs of a given group of children. A staff works with children, and as new insights are achieved, the plan of curriculum organization must constantly be subject to revision. Not only those teaching given children at a particular time should participate in the planning of the broad aspects of the program but also past and future instructors of the given group should be consulted. "Developing the elementary school program must be truly a cooperative enterprise if it is to be done adequately."³¹

A careful appraisal of the merits and defects of social studies materials and methods should be made by all those responsible for the administration of the social studies program. To be fully comprehensive, "this program of appraisal should involve measurement--diagnosis, a study of achievement or growth, and a search for the explanation of unsatisfactory progress."³²

³⁰Ibid., p. 206. ³¹Ibid., p. 50. ³²Lacey, op. cit., p. 82.

Participation by all members of a school staff should be recognized as essential. These principles have been explained and recognized by Lee and Lee, The Child and His Curriculum; Henry J. Otto, Principles of Elementary Education; Ernest Horn, Methods of Instruction In The Social Studies; Wesley and Adams, Teaching Social Studies In Elementary Schools; Hollis L. Caswell, Education In The Elementary Schools; and Joy M. Lacey, Teaching The Social Studies In The Elementary School.

CHAPTER III

AN ANALYSIS OF THE SOCIAL STUDIES PROGRAM FOR FIFTH GRADE AS FOUND IN FIVE RECENT CURRICULUM BULLETINS

The social studies program should meet certain criteria as set forth in educational literature. The eight characteristics of a desirable social studies program which were considered in Chapter II are used in analyzing the courses of study from Cincinnati, Ohio; Orange, Texas; Des Moines, Iowa; Fort Worth, Texas; and Topeka, Kansas. In this chapter, tables are used for the purpose of showing evidence of certain characteristics in each course of study.

Table 1 indicates that some provision is made for flexibility in the five courses of study examined.

Indication of wide provision for flexibility is found in the fifth grade Cincinnati course of study and many suggestions are given for the adaptation of the program to the individual differences of pupils. In the fifth grade there are opportunities for choice of instructional units. In addition to these choices, a teacher may substitute other units which seem more promising for the greatest development of the group. Teaching methods are also flexible; procedures are adjusted to the level of achievement of the class, the

particular abilities of the teacher, the special opportunities within the community, and to significant current happenings.¹ Approximate time allotment is suggested for most of the units listed, but the time at which the unit can be developed best is determined by the availability of teaching aids and other conditions.

TABLE 1

INDICATIONS OF PROVISIONS FOR FLEXIBILITY IN THE
SOCIAL STUDIES PROGRAM IN FIVE COURSES
OF STUDY

Course of Study	Choice of Unit	Free Choice within Unit	Daily Program	Choice of Material	Range of Activities
Cincinnati Ohio	x	x	x	x	x
Orange Texas	x	x	x	x	x
Des Moines Iowa	..	..	x	..	x
Topeka Kansas	..	..	x	..	x
Fort Worth Texas	..	x	x	x	x

The fifth grade social studies course of study in Orange, Texas, makes many provisions for flexibility. Units are suggested by committees, but teachers are not to feel limited in using such units. The teacher has the privilege of using

¹The Cincinnati Public School, The Intermediate Manual, p. 122.

her own initiative whenever, in her judgment, a departure from the unit will be advantageous to her pupils; and under no conditions are these units to be imposed upon the pupils. Keeping the theme of "democracy in action" ever in mind, the teacher should know that if children are to become adults who make their own decisions and assume responsibilities for their own actions while they are yet children, they must have freedom under guidance for choice and decisions.² Democratic social-living will be attained only through the cooperative efforts of both the teacher and the children.

There is very little evidence of flexibility in the Des Moines, Iowa, fifth grade social studies program, because it must be arranged to meet the minimum time requirement of the education code of Iowa. There is no choice of units, and a definite time is set for each. However, there is indication of some free choice within the units. The teacher and pupils plan a day-to-day program which is altered when the need arises.³ The program must include various activities and practice for skills, but the teacher can make such modifications as are needed in terms of the purpose of education or requirements of the pupil. Since some of the materials are flexible, the teacher can use her initiative to enrich the program.

²Orange, Texas, Tentative Course of Study, p. 20.

³Des Moines, Iowa, Social Studies, p. 94.

Topeka, Kansas, has very little evidence of flexibility in the fifth grade social studies program. Since many requirements are made as to time and subject matter, the program can not be flexible. The content of the course of study must be taught, but the teacher can enrich and expand any of the experiences. However, a daily program is set up using definite work which is based on basic texts.⁴

There is some evidence of flexibility in the fifth grade Fort Worth, Texas, course of study. The teachers have no choice of units but have free choice within the unit. The teacher and pupils plan a day-to-day program which is altered when the necessity arises. The schedule includes various activities and practices for skills, but the teacher can make such modifications as are required in terms of purposes of education or need of the pupil.⁵ Since the materials are flexible, the teacher can use her initiative to enrich the program.

All five courses of study make some provision for flexibility; however, only two of them show choice of unit; three have free choice within the unit; and three show choice materials. The most common flexible elements are the range of activities and daily programs, which is found in all

⁴Topeka, Kansas, Helps in Teaching Social Studies Units, p. 2.

⁵Fort Worth, Texas, Tentative Course of Study, p. 5.

five. Two out of the five show that very little progress has been made in revision and reorganization of the curriculum in terms of flexibility.

Table 2 indicates provision for interest, needs, and capabilities in the five courses of study.

TABLE 2
INDICATIONS OF PROVISIONS FOR INTERESTS, NEEDS AND
CAPABILITIES OF CHILDREN IN FIVE
COURSES OF STUDY

Course of Study	Contribution of Interest	Purpose	Growing Interest	Basic Needs	Characteristic Need	Mastering Problems	Achievement
Cincinnati Ohio	x	x	x	x	x	x	x
Orange Texas	x	x	x	x	x	x	x
Des Moines Iowa	x	x	x	x	x	x	x
Topeka Kansas	x	x	x	x	x	x	x
Fort Worth Texas	x	x	x	x	x	x	x

There is much evidence of provision for the interests, needs, and capabilities of children in the fifth grade Cincinnati, Ohio, course of study. The problems from units and materials are organized according to interest, but the primary concern is for the pupil achievement in terms of ability.⁶

⁶Cincinnati, Ohio, op. cit., p. 23.

Decisions of the teacher are made in terms of what is best for the child, including the effect on his habits of behavior, his attitudes, and his total reaction. The requirements of the pupil determine the subject matter since problems and interests grow out of his needs and abilities.

In the Orange, Texas fifth grade social studies course of study the alert teacher has innumerable opportunities to provide for individual differences, to use interest as the motive of work, and to observe that doing leads to learning. The variety of interests, the different capacities for understanding and using ideas, the differences in the expected achievement, and the use of the tools of learning, make it necessary that teachers have different grouping. This course stresses the idea that every desirable activity should appeal to the child as he is, but at the same time should challenge his power and call for knowledge and skill beyond his present knowledge.⁷

The Des Moines, Iowa, course of study stresses the development of the child to his utmost capacities and agrees that the teacher must first be concerned with the needs of the pupil in order to develop a proper emotional growth. The program of social studies does not teach subjects because they are interesting to the child, but in each grade level it teaches children to continue interest in such units as school

⁷Orange, Texas, op. cit., p. 10.

and neighborhood environment and community and city interests of people. Evaluation is based solely on the abilities of the pupils. Needs and interests are recognized as purposes of approach and orientation in a unit. Planning is a part of pupil's interest and need.⁸

The course in Topeka, Kansas, stresses a well-rounded program based on the needs, interests, and abilities of the pupils. This program meets their requirements and develops individual interests, provides each pupil with the systematic instructions and stimulation which will give him the many types of competence essential to his personal well being as well as to that of the society in which he lives. It is essential that instruction begin with each pupil at his present level of achievement. and that the most effective instruction be provided so that he may advance at his own maximum rate of progress.⁹

There is indication that the Fort Worth, Texas, fifth grade social studies course of study has made provision for needs, interests, and capabilities of the children. The problems from units and materials are organized according to interest, but the primary concern is for pupil achievement in terms of ability. The needs of the pupil determine subject

⁸Des Moines, Iowa, op. cit., p. 8.

⁹Topeka, Kansas, op. cit., p. 10.

matter, because problems and interests grow out of his needs and his abilities.¹⁰ The fifth grade pupil is given an opportunity to understand and appreciate his own country--the people who have built it and are building it today. He learns how his country was discovered and the interests and activities which led to its discovery. He comes to understand that individuals and groups of people from many lands--people with a variety of backgrounds, abilities, and interests--have come to America from the beginning of its settlement for many different reasons, and each has made his own peculiar contribution to the American heritage.

It is found in the five courses of study that each makes provision to some degree for interests, needs, and capabilities of the children. The Cincinnati, Ohio, bulletin is far in advance of the others in providing for children of limited capabilities and for the able children with marked differences in capability.

Table 3 indicates that provision for maturity levels is made in the five courses of study.

The fifth grade course of study of Cincinnati shows provision for various maturity levels of children. The physical and social maturity of the pupils is considered in the grouping or classification of pupils. In guiding the growth of pupils, the teacher is reminded that each individual is

¹⁰Fort Worth, op. cit., p. 9.

able to solve problems more effectively when working at his own maturity level. Each teacher and her group of children decide at the opening of a school year what are the most important matters for them to consider; they make plans to deal with those matters and follow along from hour to hour and day to day, doing whatever at the given time they deem of greatest importance, selecting problems that are on the maturity level of the pupils.¹¹

The Orange fifth grade social studies course of study uses the cumulative folder as a tool to guide the teacher in gauging the maturity level of the individual child. The grouping is made on his maturity development, his test, his social behavior, and his actual achievements. The entire program of social studies has been developed to meet the needs of the maturing child, around whom the basic functions of the social relations activity revolves. Grade placement definitely based on the maturity of the individual indicates that much emphasis is placed on this phase.¹²

There is some manifestation that provision for various maturity levels of children is made in the Des Moines fifth grade social studies course of study. The maturity level of the individual is emphasized in the instructional guide

¹¹Cincinnati, Ohio, op. cit., p. 143.

¹²Orange, Texas, op. cit., p. 14.

TABLE 3

INDICATIONS OF PROVISIONS FOR VARIOUS MATURITY
LEVELS OF CHILDREN IN FIVE
COURSES OF STUDY

Course of Study	Individual Differences	Social Realities	Experiences	Motor and Physical Skills
Cincinnati Ohio	x	x	x	x
Orange Texas	x	x	x	x
Des Moines Topeka Kansas	x	..	x	x
Fort Worth Texas	x	..	x	x

which recognizes maturation as a factor in learning. There is much evidence of the development of a well-rounded growth in each pupil, a fact which is a major function of education. This growth must be continuous. The teacher must observe the child to learn the manner in which this growth takes place; then she must provide experiences to develop the child. The objective of each unit is growth in abilities and understandings which will promote the well-rounded development of the pupil.¹³

Some evidence shows that provision for various maturity levels of children is made in the Topeka fifth grade social studies program. Individual differences are adequately considered in this course of study because the program is based

¹³Des Moines, Iowa, op. cit., p. 97.

on the varying needs, abilities, and interests of the children. The program helps each child to understand individual differences in his classmates. The pupil is taught to evaluate personal competency in experiences and to make allowances for individual differences.

Experiences are planned to furnish opportunities for a well-rounded development of all pupils. Through correlation of different subjects, the pupils will adequately acquire this growth.¹⁴

Indication that some provision for various maturity levels is made in the Fort Worth, Texas, social studies course of study as the social studies program of Fort Worth recognizes individual differences and the activities are so presented that these differences are cared for. The experiences of the pupil must be of a rich character to cause growth in desirable directions, this growth then being evaluated to see if the student's life has been enriched through the activities in which he has participated.¹⁵

Four of the bulletins give consideration to pupil maturity. They are planned on the premise that usually the same topic is appropriate for both inferior and superior groups; but the courses provide for adaptation of the topic in breadth and intensity, allowing a child at any level of maturity

¹⁴Topeka, Kansas, op. cit., p. 3.

¹⁵Fort Worth, Texas, op. cit., p. 9.

to begin at his present level of achievement and to progress at his maximum rate. The Topeka bulletin gives little consideration to this important phase.

Table 4 gives indication that provision for normal social situations is made in the five courses of study.

TABLE 4
INDICATIONS OF PROVISIONS FOR NORMAL SOCIAL
SITUATIONS REQUIRING DEMOCRATIC GROUP
PROCESS IN FIVE COURSES OF STUDY

Course of Study	Basic Concept	Related Process	Democratic Action	Cooperation	Leadership
Cincinnati Ohio	x	x	x	x	x
Orange Texas	x	x	x	x	x
Des Moines Iowa	x	x	x	x	x
Topeka Kansas	x	x	x	x	x
Fort Worth Texas	x	x	x	x	x

The main objective in the Cincinnati fifth grade course of study is the social situation, where the children are guided to a growing understanding and appreciation of people and of their distribution over the earth, of their work, of their ways of living, and of their problems. It is important that the children gain an understanding of social life in the classroom, the school, the community, the nation, and foreign

countries. The unit organization of instruction lends itself to cooperative planning and purposeful group work essential to the development of socially efficient children. Through group work, each pupil participates in the give-and-take of the school life, soon coming to realize his part and the manner of participation in a democratic society.¹⁶

There are indications that provision for normal social situations is found in the Orange, Texas, fifth grade social studies program. The authors of this course believe that to increase a child's knowledge and understanding, of the social and physical world about him, he must know something of nature, science, and human relationships. He must know something of the activities of people at home and abroad. He must develop a growing understanding of himself in relation to his world, together with the ability to adjust to it. He must take into account the rights of others as well as his own desires and interests. He must develop appreciation of the values of cooperative living and the privileges and responsibilities of freedom. He must develop the willingness and ability to participate actively and cooperatively in those phases of the work for which he is best equipped.¹⁷

Indication of provision for normal social situations is found in the Des Moines fifth grade social studies course of

¹⁶Cincinnati, Ohio, op. cit., p. 121.

¹⁷Orange, Texas, op. cit., p. 10.

study. The basic concepts, such as cooperation, serve as indicators of what the authors consider important. Finding a related process, such as transportation or commerce, designating an area, such as community or nation, in which the process operates in democratic action, selecting appropriate materials to bring the concepts, the process, and the area together into functional pattern or curricular content requires cooperation and leadership.¹⁸

Indications of provisions for normal social situations are found in the Topeka, Kansas, fifth grade social studies course of study. This course of study recognizes the desire of a child to choose and plan his individual and group activities, to engage in group work, and play, to participate in and to assume responsibility in community activities. It puts responsibility on the teacher for a sympathetic understanding of a pupil's problems and desires. The child's interest is considered seriously. Pupils are permitted, as far as possible, to participate in plans, and to direct appropriate activities commensurate with their ability and to assume responsibility for their action.¹⁹

There are indications that the Fort Worth social studies course of study makes provisions for normal social situations. The important thing is for all students to achieve an

¹⁸Des Moines, op. cit., p. 95.

¹⁹Topeka, Kansas, op. cit., p. 83.

understanding of basic concepts and the relationships between them. It is the purpose of Fort Worth, Texas, to develop intellectual independence on the part of the student. The concern must be with meaning and not with words. This requires training in reflective thinking, which is necessary in generalizations. This course recognizes that democracy as a way of living, thinking, and governing has rapidly become one of the most challenging of contemporary problems. Effective living in the present and in the future must of necessity be based upon a significant understanding of the principles of democracy. Cooperation and leadership are stressed in the planning of what pupils want and need to know, what they will do in finding out these things, and the manner in which they will organize their efforts.²⁰

Each of the five courses of study indicates that provisions are made for normal social situations. Cincinnati, for instance, has an orientation unit for fifth grade-- "Food for Cincinnati." This is a concept thoroughly comprehensible to children, even those of limited background. All courses leave some choice of activity to the teacher, and the responsibility more or less rests on her good judgment.

Table 5 indicates that provision for creative expression and appreciation is made in each of the five courses of study.

²⁰Fort Worth, Texas, op. cit., p. 25.

TABLE 5

INDICATIONS OF PROVISIONS FOR CREATIVE EXPRESSION
AND APPRECIATION IN THE SOCIAL STUDIES PROGRAM
IN FIVE COURSES OF STUDY

Course of Study	Recommended Art Expression			Appreciated Activities		
	Crea- tive Art	Appre- cia- tion	Hand- crafts	Listen to Music	Drama- tiza- tion	Playing Games
Cincinnati Ohio	x	x	x	x	x	x
Orange Texas	x	x	x	x	x	x
Des Moines Iowa	x	x	x	x	x	x
Topeka Kansas	x	x	x	x	x	x
Fort Worth Texas	x	x	x	x	x	x

Provisions for creative expression are found in the Cincinnati fifth grade course of study. The development of expression and appreciation for all aspects of living are of major importance in this social studies program. The children are taught to understand and appreciate people of other places and other times and to sing their songs, play their games, study their art, dramatize their stories, and know their great leaders. The expressions and appreciations thus gained become an important part of the individual. This course of study offers many suggestions for vitalizing work in these

fields and providing rich opportunities for learning skills to use in many practical situations.²¹

Provisions for creative expression and appreciation are found in the Orange social studies program. The authors take cognizance of the new era of creativeness which conceives of art as the expression and interpretation of feeling and experience, a conception which is based upon the children's interest, their creativeness, their knowledge, and their needed skills and abilities. The natural surroundings of the pupil, such as the home, the school, the church and the buildings with which he is familiar, are to be used to develop his expression and appreciation of art. The teacher's purpose is concerned with what art, music, dramatization, and play can do for a child in fitting him to live more fully.²²

There are indications of provision for creative expression and appreciation in the Des Moines fifth grade social studies course of study. Certain projects are not indicated specifically under suggested activities for the fifth grade except where an unusual treatment of either social studies or art medium is suggested. Among the obvious ones are friezes, murals, booklets, and maps and the usual illustrations made when studying a country. A well-planned, well-integrated unit should include drawing, designing and crafts.²³

²¹Cincinnati, Ohio, op. cit., p. 122.

²²Orange, Texas, op. cit., p. 8.

²³Des Moines, Iowa, op. cit., p. 110.

There are indications that provisions are made for expression and appreciation in the Topeka fifth grade social studies course of study. Art work, when correlated with the social studies, covers the entire field of art endeavor from prehistoric times to the immediate present. Correlation depends for its success upon the cooperation between art teacher and social studies teacher. Such correlation provides excellent motivation and develops a sense of unity in the beauty, color, and form of all things. It helps to recapture the spirit of the material being studied, stimulates keener observation, and fixes ideas more firmly.²⁴

The Forth Worth, Texas, course of study indicates that provisions are made for creative expression and appreciation. Culminating activity is a term applied to that activity which has been selected and planned to summarize the learnings of a unit of work. It may take the form of an assembly program, a party or a picnic, a painting, an exhibit, a mural, a game, or dramatization. It is that activity which seems natural to pull the learning together and which is a fitting climax to the unit of work.

The story of the way people live in other lands can be well portrayed through an assembly program that is shared with others. A program that is planned by the children and the teacher consists of oral reports, songs, dances, games, construction of scenery for a short play, or a combination of

²⁴Topeka, Kansas, op. cit., p. 84-85.

related incidents that summarize the work and give to the audience a picture of classroom work.²⁵

All five courses of study indicate that provision for creative expression and appreciation was made. Fort Worth has art and music courses carefully correlated with the social studies, with special emphasis on the creative aspect. Orange and Cincinnati give prominent place to the appreciation subjects--art, music, and the practical arts.

Table 6 gives indications of provision for science and literature in the social studies program in the five courses of study.

TABLE 6

INDICATIONS OF PROVISIONS FOR SCIENCE AND LITERATURE
IN THE SOCIAL STUDIES PROGRAM IN FIVE
COURSES OF STUDY

Course of Study	Scientific Knowledge	Scientific Method	Use of Recognized Literature Materials	Creative Writing
Cincinnati Ohio	x	x	x	x
Orange Texas	x	x	x	x
Des Moines Iowa	x	x	x	x
Topeka Kansas	..	..	..	..
Fort Worth Texas	x	x	x	x

²⁵Fort Worth, Texas, op. cit., p. 23.

There are indications of provisions for science and literature in the fifth grade social studies program of Cincinnati. By recognizing the need for training in scientific knowledge, methods, and attitudes is urgent in a democracy in order that prevalence of superstitions, effectiveness of propaganda, belief in astrology, and the ease with which persons are swayed by emotions and unreasoned opinions will be suitably encountered. The authors recommend that all teachers share with science teachers the responsibility for developing in pupils the understanding and appreciation of the scientific method as an integral part of the instructional program. The course of study states that man is a social being, and a basic factor of his existence is the necessity for communication with others and for self-expression. It is essential, therefore, that he be equipped with the mastery of language and expression to meet his present and future needs. By the same token the pupil should feel a vital need for improving his written expression. Writing situations evolve from his needs to communicate, to make reports, to satisfy creative urges, and to show skills in language techniques.²⁶

Provision for science and literature is made in the fifth grade social studies program of Orange, Texas. Many of the activities involve subject matter other than social

²⁶Cincinnati, Ohio, op. cit., p. 209.

studies. The authors take the position that to understand people it is necessary to know something of their literature and science; therefore, the teacher of the social studies is expected to realize the importance of such related activities and provide adequately for them in her own room. She must look for and utilize all opportunities for correlation of other subjects with the social studies.²⁷

Indication of provision for science and literature is shown in the fifth grade social studies program from Des Moines, Iowa. To deal with the content the authors emphasize scientific methods since it is concerned with facts, and the sequences follow facts. They strive to develop the scientific attitudes of science with literature, and social studies, placement of materials, and textual and supplemental reading are considered in placement of science units.²⁸

There is no indication of provision for science and literature in the social studies program for Topeka, Kansas.

Indication that provision for science and literature is found in the social studies program of Fort Worth, Texas. The science curriculum is determined by the basic personal and social needs of individuals and groups, the interest of the pupils,

²⁷Orange, Texas, op. cit., p. 15.

²⁸Cincinnati, Ohio, op. cit., p. 209.

and the facilities of the school. There is no narrowly-defined and well-established subject matter nor commonly accepted pattern of activities in which all pupils must engage. The range of science appropriate for fifth grade pupils is indicated in the course of study. The materials, derived from many fields of science, were selected to provide pupils with the phenomena immediately around them. The generalizations, however, which pupils should be able to use, concern aspects of the earth, the physical and chemical forces which affect them, and the attempts of man to control and improve his physical environment.²⁹

The Fort Worth, Texas, planners state that the urge to create lies within everyone in varying degrees of intensity and that satisfying of that urge is merely a matter of providing opportunity for it in the proper manner. They believe that to set free a creative spirit in the classrooms, there must be broader pupil background, teacher understanding, group morale, and informality of setting. Informality of setting provides many free reading and writing periods wherein the pupils may explore the field of literature with confidence and faith.³⁰

Four of the bulletins recognize the importance of the contribution made by science and literature. One, the Topeka,

²⁹Fort Worth, Texas, op. cit., p. 8.

³⁰Ibid., p. 56.

Kansas, bulletin makes no special provision for integration in either of these fertile fields. No adequate social studies plan could be made which did not take into consideration man's dependence upon and use of natural laws. Nor could such a plan fail to recognize the manifold values revealed in literature.

Table 7 shows indications of provisions for vicarious experiences in the fifth grade social studies program.

TABLE 7

INDICATIONS OF PROVISIONS FOR VICARIOUS EXPERIENCES IN
THE SOCIAL STUDIES PROGRAM IN FIVE
COURSES OF STUDY

Course of Study	Imaginative Conversation Experiences	Community Resource	Movie and other Visual	Radio	Reading	Dramatic Activities
Cincinnati Ohio	x	x	x	x	x	x
Orange Texas	x	x	x	x	x	x
Des Moines Iowa	x	x	x	x	x	x
Topeka Kansas	x	x	x	x	x	x
Fort Worth Texas	x	x	x	x	x	x

The Cincinnati course of study makes provisions for such experiences. Conversation being the most natural and widely used form of expression, pupils should gain control of its effective use. They should be able to relate entertainingly

what has happened to them and to discuss topics of current interest. In the situations and events in school life and everyday living, pupils get many ideas for conversation. The richer and more varied and stimulated their activities, the better conversationalists they may become if the proper guidance is given. Sometimes situations that challenge self-expression arise naturally without teacher planning, in connection with personal experience or an outside interest. Others arise from school happenings, unit activity, current events, or excursions.

Excursions and field trips enrich meanings within the units of study. Such trips are valuable as cooperative enterprises. Another way to acquire reliable information is through the interview. Like the excursion, the interview is especially worth while if it is planned carefully by the group to answer a particular need. Correspondence is also a means of acquiring information from an informal source. Libraries and museums lend exhibits. Of much value, also, is an exhibit assembled or loaned by the pupils themselves.

The radio provides many opportunities for listening--both desirable and undesirable. The Cincinnati fifth grade social studies class listens to appropriate radio programs such as news casts. A background for understanding is built beforehand and pupils know the purpose for listening to the particular broadcast. Discussion follows the broadcast to interpret

the program and to clarify meanings. The sound film, which combines auditory with visual expressions, is a very effective educational tool in the Cincinnati schools. As a medium of self-expression, dramatization is an important phase. The value of dramatic expression lies not so much in the finished product as in the inductive change that it effects. ³¹

Indication of provision for vicarious experiences is found in the Orange program. Each of the forms of dramatic expression is an effective means of directing the attention and effort of the pupils into the social studies field. Imaginative and conversation experiences, community resources, movies, radio and reading are necessary if pupils are to interpret the dramatization, or learn about costumes and language appropriate to a particular historical period. Designing and making costumes creating and adapting music, building properties and stage sets, may develop new interests. ³²

The Des Moines, Iowa, fifth grade social studies course of study gives evidence of provision for vicarious experiences. Listening is fundamental to conversational discussion. The listener needs to keep in mind the purpose of the conversation; he needs to follow closely every thought expressed and to see the relationship to the purpose; he needs to have an attitude

³¹Cincinnati, Ohio, op. cit., p. 91.

³²Orange, Texas, op. cit., p. 10.

of tolerance so that the speaker may feel free to express himself sincerely and effectively; and he should never concentrate upon the speech errors of the speaker. Community resources, such as excursions, field trips, moving pictures, radio programs, leisure reading, and plays are educational aids which are becoming increasingly important, but they, too, must be used with discrimination and purpose.³³

Provision is made for vicarious experiences in the Topeka, Kansas, fifth grade social studies course of study. Visual instruction has served to retard the use of many vicarious aids in the school. There has been a tendency for some people to consider only motion pictures and slides as instructional materials when the term was used. Today one thinks of excursions, motion pictures, imaginative and conversational experiences, and general observation. Another great value lies in the closer teacher-pupil relationship which develops as a result of the escape from routine classroom procedures and from the freedom one feels when out of the classroom.³⁴

The Fort Worth social studies course of study makes provisions for vicarious experiences. It provides for a variety of activities, of which many are suggested for each unit. Success and achievement are related to emotional growth, and there is evidence that experiences are selected and guided to make this achievement possible by the child. All assimilative

³³Des Moines, Iowa, op. cit., p. 152.

³⁴Topeka, Kansas, op. cit., p. 4.

materials or subject matter used should contribute to and be focused upon the achievement of the understanding desired. This includes imaginative and conversational experiences and community resources, such as field trips and trips to children's museum, as well as libraries, movies, radios, reading, listening, dramatization, making things, criticizing, and appraising.³

In the five courses of study analyzed it was found that all of them make more or less provision for vicarious experiences. The more recent bulletins--Cincinnati, Ohio, and Orange, Texas, utilize a wide variety of these activities. Such experiences contribute to the general social studies objectives. They may develop a questioning attitude and stimulate thinking.

TABLE 8

INDICATIONS THAT COURSES OF STUDY IN THE SOCIAL STUDIES PROGRAM WERE DESIGNED BY PEOPLE WHO USE THEM IN FIVE COURSES OF STUDY

Course of	Writers	Demonstrates Group Expression	Composition of Committees	Free Choice of Materials
Cincinnati Ohio	x	x	x	x
Orange Texas	x	..	x	x
Des Moines Iowa	..	..	x	..
Topeka Kansas	..	..	x	x
Fort Worth Texas	..	..	x	x

³Fort Worth, Texas, *op. cit.*, p. 23.

Table 8 shows that only two of the courses for study were designed by the people who use them.

Teachers of the Cincinnati fifth grade contributed significantly in preparation of all the materials. Some served on committees which prepared or revised individual sections; others developed or tried out new instructional units; all of them tested and appraised preliminary outlines for various instructional areas and supplied helpful information used in revising the course of study. The plan provides amply for individual differences of pupils. Upon each teacher falls the responsibility for adapting the program to meet the instructional needs of particular pupils under his care.³⁶

The bulletin of Orange, Texas, social studies was prepared by the Elementary Committee of the Orange Schools, under the valuable aid of David Sellers, Coordinator of Curriculum, Fort Worth, Texas, and Dr. Henry J. Otto, Graduate Professor of Elementary Education, University of Texas, as consultant.³⁷

The Des Moines, Iowa, fifth grade social studies course of study was not designed by the people who were to use it. It shows no group expression. Since it was composed entirely by committees, there is no free choice of materials.³⁸

³⁶Cincinnati, Ohio, op. cit., p. 3.

³⁷Orange, Texas, op. cit., p. 1.

³⁸Des Moines, Iowa, op. cit., p. 10.

The Topeka, Kansas, fifth grade social studies course of study was not written by the people who were to use it. The children have no choice in what they are to study. The committees were made up of various educators and left no choice of curriculum building for the teachers and pupils.³⁹

There is no indication that the Fort Worth social studies course of study was not written by the people who use it. All the teachers, administrators, and supervisors of the Fort Worth Public Schools participated in the determination of the course of study by checking a comprehensive check list. The results were then tabulated and the principles formulated, tentatively, by the directors of curriculum and not by the teachers who were to use them.⁴⁰

Only two of the courses of study analyzed, Cincinnati and Orange, were written, revised, and reorganized by the people who were to use them. The Fort Worth bulletin was written by committees and has had little or no revision. Topeka and Des Moines bulletins also were written by committees and have had recent revision.

³⁹Topeka, Kansas, op. cit., p. 3.

⁴⁰Fort Worth, Texas, op. cit., p. 1.

CHAPTER IV

SUMMARY AND CONCLUSIONS

These eight characteristics evolved from a study of various well-known educators, constitute a criteria for evaluating a fifth grade course of study in social studies:

1. The social studies course of study should provide for flexibility.

The planner of any course of study has a triple responsibility to teacher and to child. Not only must a teacher be given sufficient latitude to adapt a program to a normal average group of children, but she must have freedom to cope with problems presented by a very slow or by a superior group. Teachers of a handicapped group must have freedom to adapt and modify the course of study accordingly. Teachers of unusually able pupils must be free to enrich the program with extra and often more advanced materials.

2. The social studies course of study should be based on the interests, needs, and capabilities of the children at various stages of development.

It is a psychological principle that experience which is meaningful arises from the felt needs of the learner. The foundation of learning cannot be overlooked.

3. The social studies course of study should be compatible with maturity of children at the various levels.

The experience background of an elementary child must be adequate to the program proposed for him. No program can be meaningful, accurate, or truly educative to a child who is too immature to see the value of it.

4. The social studies course of study should be based on normal social situations requiring democratic group processes.

The educational use of the pupil's immediate environment should be given more emphasis. There must be a realistic approach to the program using all phases of life at school and community life as channels of education.

5. The social studies course of study should provide for expression and appreciation in the arts, play, work activities, and in other aspects of living.

The course of study should make provision for a consumer's use of the arts. Children should use and enjoy them in everyday activities of living.

6. The social studies course of study should recognize that science and literature have major contributions to make.

The educated citizen will be able to measure scientific advance by its contribution to the general welfare. There is no way, except through literature, of passing on to children the accumulated knowledge of civilization.

7. The social studies course of study should make provisions for use of vicarious experiences, books, conversation, movies, and radio.

The course of study should include all types of experience and effect a balance between them.

8. The social studies course of study should be largely designed by those who are to use it.

To meet fully its responsibility, the school must constantly re-examine old materials and methods and appraise new content; then, revamp the program of instruction accordingly. All members of the school staff should participate in this re-vamping and should contribute to it.

The five courses of study which have been analyzed differ in many respects, but common features are also evident. Fort Worth, Orange, Cincinnati, and Topeka propose these units, "Finding a New World," "United States, Yesterday and Today," and "Early American Pioneers." Otherwise, there seems to be no common agreement as to the content material. There are common elements in the scope and sequence within the proposed social studies programs. Children are introduced to units which carry them into a widening sphere--the community, the state, the nation, and other countries. One of the common features is the emphasis on different community workers, the agencies which serve us, and the industries through which our needs are met.

The unit organization of teaching-learning situations has gained wide acceptance in present day education. Although public school practice lags far behind present theory and knowledge about good teaching, most teachers of today are familiar with the ideas of units and many of them are using unit organization in some form or other. The courses of study analyzed recommend units of some type, and most of the textbooks published within the past ten years recognize the unit principle.

As a result of this analysis of various fifth grade courses of study in social studies and of the opinions of many well-known educators it is suggested that certain points of fundamental concern be incorporated in the fifth grade social studies program.

Any social studies course of study must be based on the concept of appraisal in relation to objectives. All individual teachers should be free to adapt it to the exigencies of their own particular problems.

All social studies programs must include the needs of the pupils and must take account of their interests and their capabilities.

The principle of learning readiness must allow both mature and immature children to advance, each at his maximum rate.

Social studies planners must take honest and realistic views of those social conditions within the child's area of

concern; school and community life should be made the basis for much of the social studies program. /

Children must be given an appreciation of the fine and practical arts, not as professionals but as consumers to use and enjoy them in the enrichment of every day living. /

The natural science program should enable children to measure scientific advance by its contribution to the general welfare. Fifth grade pupils should be reasonably well-grounded in reading as a skill so that they may be able to use, enjoy, and appreciate the social understandings available to them in literature.

(In the teaching of basic skills a balance must be effected between skills taught in general situations and those taught formally.) The modern fifth grade social studies class should have a program planned with the all-round development of children in view. (It should afford the children guided experiences in all the important areas of living compatible with their maturity. In such a program the needs of children for varied activities should be recognized, and a balance of physical and sedentary activities and rest should be provided. The program should use related material from all fields.

A social studies course of study, to be functional, must be under constant revision by all members of the school staff. The school must be ever sensitive to social change in order to meet the needs of the individual and of society.)

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