AN EVALUATION OF COURSES OF STUDY FOR
TEACHING THE SOCIAL STUDIES IN
THE PRIMARY GRADES

APPROVED:

Major Professor

Minor Professor

Director of the Department of Education

Dean of the Graduate School

AN EVALUATION OF COURSES OF STUDY FOR TEACHING THE SOCIAL STUDIES IN THE PRIMARY GRADES

THESIS

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By

Katherine Elizabeth Bower Alford, B. S.

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CHAPTER I

INTRODUCTION

The problem of the study was to determine how some school systems are meeting criteria for teaching the social studies in the elementary school as revealed in courses of study recommended for use by classroom teachers. The investigator, as a second-grade teacher, was interested in surveying and comparing the suggested outlines for teaching the social studies at this level. Such a study should be significant in analyzing the historical lag, if any, between theory and suggested procedures in courses of study and at the same time aid teachers in improving their own techniques and procedures in teaching the social studies at the primary level.

Purpose of the Study

The purpose of the study was twofold: (1) to read and analyze professional literature to determine criteria for an adequate social-studies program in an elementary grade, and (2) to evaluate a selected number of courses of study of large-city school systems and state departments of education to determine the extent to which they meet criteria.

Source of Data

Two main sources of data were utilized in the investigation. Data on the nature of contemporary society and the

ways and means of meeting the needs of the child in a democratic form of government were obtained from professional literature in the field consisting of books, national reports, and magazine articles. Data on recommended practices and procedures for developing an adequate social studies program for the primary grades were obtained from a selected number of courses of study of different states and of large-city school systems. These courses of study were secured through written requests to agencies which have been successful in initiating recent curriculum revision in the field of social studies at the elementary grade level.

Method of Procedure

The first phases of the study were concerned with an investigation of what has been done in developing a social-studies program in the primary grades. Attention was first given to the nature of contemporary society in which the child lives, and then to the study of the child's needs in such a society. Recommended ways of meeting these needs constitute the heart of the study and were used to set up criteria for evaluating courses of study for teaching social studies in the primary grades. This material is the subject matter of Chapter II.

Chapter III contains an analysis of a selected number of courses of study for teaching the social studies in the primary grades. These courses of study were evaluated in

terms of the criteria and the extent to which they meet accepted standards. Conclusions developed from the evaluation and suggestions for incorporating the findings into current second-grade courses of study comprise the subject matter of Chapter IV.

Previous Studies in the Field

In the traditional school the term "school studies" included the subjects of history, geography, and civics. These subjects were taught in the upper elementary grades and in the secondary schools, and little or no attention given to them in the primary grades. The transition of society from a simple rural type to a highly organized industrial hierarchy brought with it a need for expansion of the term"social studies" to include the entire curriculum and to expand the scope to range from kindergarten through college experiences. This brought new attention to the elementary school curriculum and the nature and program of the social studies to be included within its boundaries.

The National Council for the Social Studies has pioneered in the curriculum revision program for including social studies in the elementary curriculum. The first edition of a study made by this organization was published in 1946, but for a number of years before that date the Council had been keenly concerned about the school's endeavors to help children

attain social competence.[1] As one means of effecting better understanding and co-operation among teachers of different grade levels, the National Council prepared and published a series of curriculum pamphlets setting forth the whole problem of human relationships through the program of social education in the schools and related agencies. The series consisted of one pamphlet each devoted to primary grades, middle grades, junior high school, senior high school, and junior college. Each served a double purpose: a report of good standard practice for the teachers of the given age-level, and also a means of interpretation of that growth-stage to teachers and supervisors of children and young people of other ages.

The phamphlet devoted to a study of the social studies and needs in the primary grades presented a valuable orientation to any investigation of the subject. In an article evaluating the outcomes of the study of social growth the statement was made that "the social growth of a child is not to be separated from the development of the child's total personality, nor can it be differentiated from the growth of the child-in-the-situation."[2] The social growth of an individual, it was stated, is not distinct from his physical,

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[1] Social Education of Young Children, National Council for the Social Studies, Kindergarten-Primary Grades, edited by Mary Wilcockson, 1946.

[2] Ruth Andrews and William E. Young, "Evaluation in the Kindergarten and Primary Grades," Social Education of Young Children, p. 81.

emotional, or intellectual growth, and it may be a function of all these. The aspects considered will depend on purposes and values of contemporary society and the educational objectives.

A number of democratic disciplines were set up in the article as criteria for the social growth of the individual and the group. These disciplines were outlined as follows:

1. Respect for others
2. Co-operative effort
3. The practice of fair play in competitive situations
4. Making decisions and choices
5. Recognition that people are different and not simply that one is better than another
6. Accepting responsibility for our own continuous growth
7. The discipline of science and rational thinking
8. The obligation to live out our social relations on the basis of our convictions and principles
9. The duty of learning and keeping the rules that make for healthy individuals
10. The discipline of freedom[3]

Some of these disciplines, the authors asserted, may seem impossible for young children. The further statement was made that "they are impossible." Their value to the elementary teacher lies in the fact that they are signposts for desired types of social activities and atmosphere in the schoolroom. Before a teacher undertook to point her program to the development of these disciplines, the following admonition was given:

> Before teachers can understand and guide groups of children effectively, they will need to know a

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[3] Ibid., pp. 83-84.

> great deal about each individual child: what is his physical condition: what about his family, how large it is, how do his mother and father feel about each other and about the child, and their other children, how do all the children in the family feel about one another, and particularly about the child in this class: what are the child's handicaps and abilities: how does he feel about adults: does he make friends easily with other children, or is he on the fringe of the group: is he steady or does he flit from one child to another, one activity to another: does he demand the teacher's constant attention? And then as the school year goes on: How is each child changing and developing? What are some of the differences between boys and girls which the teacher should take into consideration? What changes should she make in her guidance and what further checks on her procedure and the child's development are needed? What materials and equipment should be available, what materials should be provided?[4]

The outstanding conclusions of the pamphlet may be summarized as follows:

1. The social growth of the individual child concerns the total development of the child-in-the-situation.
2. The social growth of the group refers to its progress toward democratic unity and group personality.
3. The purposes of those evaluating this growth will determine what phases of the daily living of lower elementary school children are to be evaluated.
4. The social growth should be evaluated through co-operative effort on the part of the teachers, parents, school administrators, and community members, all those who are concerned with the daily lives of children.
5. The methods used will, to a large extent, be determined by the purposes.
6. All evaluations should be a co-operative enterprise in order that the process, as well as the end results, may yield the widest benefits for

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[4] Ibid., p. 85.

> the children, their families, and their schools, as well as for the community in which they live.[5]

The foregoing principles and criteria set up by the National Council of Social Studies for the kindergarten-primary grades have had a wide influence on various agencies concerned with curriculum revision in the primary grades. The Bureau of Reference Research, and Statistics Division of Curriculum Research and the Division of Elementary Schools of the Board of Education of New York City prepared and published a bulletin suggesting practices and procedures in social studies from the kindergarten through grade two in 1947.[6] In publishing the bulletin, the Superintendent of Schools of New York City declared:

> No aspect of the school curriculum is more important than that of helping children to develop the social learnings, understandings, and behavior essential to our democratic way of living.[7]

There were three areas of study in the bulletin: the needs of children, the social-studies curriculum, and outcomes. The needs of the children were studied in terms of a democratic society. The scope of the social studies in the primary grades, the necessity of utilizing everyday experiences, the topics for emphasis, and suggested approaches

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[5] Ibid., p. 87.

[6] Social Studies, Kindergarten-Grade Two, Curriculum Bulletin No. 4, Board of Education of the City of New York.

[7] Ibid., p. 1.

and activities were all considered in studying the social-studies curriculum. Methods of evaluation and some desirable evidences of growth were considered in outcomes. The contents of the bulletin indicated a very active interest in the subject on the part of the school system and a close co-ordination with present-day educational psychology and philosophy.

The Department of Education of Kansas sponsored an investigation of studies in social living in 1948 and published the results in a handbook for teachers in 1949.[8] A program of social studies for both elementary and secondary schools was outlined. The social studies at all grade levels were to be used as the core for other study and the bulletin was designed to aid teachers to change from textbook methods of teaching and to assist in creating "equal preparation for teaching children."[9]

Another very closely related study to the present one was made by the National Council of Social Studies in 1949. The Curriculum Committee of the Council made a study of existing programs for teaching the social studies and of

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[8] Studies in Social Living, A Handbook for Teachers, Kansas State Department of Education, June, 1949, p. 64.

[9] Ibid., p. 7.

descriptions of particular units within the programs.[10] Studies were made of the courses of study of seventeen city school systems in the United States with special reference to the social-studies activities. No attempt was made to select school systems with desirable features or to set up an ideal program. Contributions were asked from respondents for content of program rather than on details of methods; in other words, "what was being used" instead of "how it was used" was emphasized.[11] The present study differs from this of the Curriculum Committee of the Council in that an effort is made to determine the social needs of pupils and evaluate the extent to which selected courses of study of state and city school systems meet these desired objectives. The survey by the Council serves as a valuable background study for the present one.

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[10] Programs and Units in the Social Studies, Curriculum Revision Committee, The National Council for the Social Studies, edited by Henry Kronenberg, 142 pp.

[11] Ibid., p. 1.

CHAPTER II

GOVERNING PRINCIPLES OF A SOCIAL-STUDIES PROGRAM FOR ELEMENTARY SCHOOL CHILDREN AND CRITERIA FOR A SOCIAL STUDIES PROGRAM

The purpose of this chapter is to present data obtained from reading professional books and magazines regarding the governing principles of a social-studies program for elementary school children. Criteria for evaluating the adequacy of a social-studies program for a primary grade are developed as a corollary for the governing principles.

Philosophical Concepts Dominating the Principles

The type of government prevalent in any society influences the educational practices in the schools. The country which has a dictatorial type of government wherein the people have no participation and no rights will not encourage or permit the teaching of democratic ways of life. On the contrary, the pupils are taught strict obedience to all regulations, regimentation, and adherence to one ruling power. The government has no desire to develop individual initiative but seeks to develop citizens who will follow orders without questioning.

In a democratic concept of government, the people, theoretically at least, bear the ultimate responsibility

for the administration of the government. In this administration they have to work with others, to make decisions, and to live together in an organized peaceful fashion. Otherwise the democratic type of government will evolve into a chaotic affair with no efficiency or adequacy. In this type of government it is necessary to develop citizens who are capable of assuming leadership, who can reason intelligently in solving problems, and who can live with each other in preaceful relationships.

These assumptions of the part that citizens play in a dictatorial and in a democratic type of government are generally accepted as typical and therefore require no documentation. The extent to which such practices vary depend on the degree of absolutism or democracy in a society, but there is no doubt that existing concepts of society profoundly influence the type and kind of education provided for the youth of the country.

The concepts prevalent in the present society in the United States are evident in the professional literature dealing with education. Merriam sets up a set of beliefs which form the basis of the democratic way of life. Paraphrased, these beliefs are as follows:

1. Each individual has worth as a human being.
2. Each individual has the capacity to learn how to act on thinking.
3. A person who must abide by decisions should have a part in making them.

4. The control and direction of democratic action are determined by the people and not by some external source.
5. The process of living is the interactive process; people work together to accomplish objectives.
6. Cultural change should be accomplished through deliberative social action instead of revolt or uncontrolled violence.[1]

The Educational Policies Commission with such a concept of democracy in mind has set up twelve hallmarks of democratic education designed to develop citizens for living in such a society. These hallmarks of education are as follows:

1. Democratic education has as its central purpose the welfare of all the people.
2. Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.
3. Democratic education respects the basic civil liberties in practice and clarifies their meanings through study.
4. Democratic education is concerned for the maintenance of those economic, political and social conditions which are necessary for the enjoyment of liberty.
5. Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education.
6. Democratic education uses democratic methods, in classrooms, administration, and student activities.
7. Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibility.
8. Democratic education teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.
9. Democratic education demonstrates that far-reaching changes, of both policies and procedures, can be

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[1]Charles E. Merriam, The New Democracy and the New Despotism, pp. 150-52.

carried out in orderly and peaceful fashion, when the decisions to make the changes have been reached by democratic means.

10. Democratic education liberates and uses the intelligence of all.
11. Democratic education equips citizens with the materials of knowledge needed for democratic efficiency.[2]

According to Hopkins, a study of American life since the Declaration of Independence seems to indicate that the public really wants and expects the school to teach democracy as a part of the curriculum.[3] He asserts that the schools must teach democracy if they are to serve one of their chief functions in American life.

These excerpts from present professional literature in the field of education are representative of the opinions expressed by writers and teachers. From them the first principle of the study has been developed and it may be stated as follows: The prevalent concept of democracy requires that educational practices and procedures be designed to meet the needs of people who live in a democratic society.

Psychological Concepts Dominating the Principles

Children learn in certain ways and in different ways. One child is slow in reading and very quick in arithmetic.

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[2] Educational Policies Commission, Learning the Ways of Democracy, pp. 35-39.

[3] L. Thomas Hopkins, Interaction: The Democratic Process, pp. 130-131.

Some children have special abilities in music, while others excel in physical sports. The way in which a child learns is not altogether understood, but some definite laws of learning have been developed by educators in their studies of how and why children learn. Seven main factors in the learning process have been studied: experiencing, meaningfulness, purpose, goals, motivation, insight, and maturation. Each of these is discussed in the following paragraphs.

Experiencing.--It is axiomatic that a child learns by experiencing. Trial and error is one of the oldest forms of learning. The child in his first successful experiments to move around comes in contact with various objects. He has no way of knowing that a hot stove will cause him pain if he puts his hand on it, but he learns from experience that it will and he soon learns not to touch it. The learning process in this way does not happen all at once; each succeeding experience is colored by that which has gone before. Likewise, the child in school will learn to read if constant repetition is practiced. Other factors discussed later, hasten the learning process, but the experiencing is a basic factor in any learning situation.

The course of study of any school should provide many opportunities for experiencing. It should not be overlooked, however, that an experience can either be good or bad. Each experience contains the possibility for further growth in

a worth-while direction, or of restricting growth or directing it into undesirable channels. Dewey discusses this point in the following statement:

> Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience. An experience may be such as to engender callousness; it may produce lack of sensitivity and of responsiveness . . . it may tend to land him in a groove or a rut . . . An experience may be enjoyable and yet promote the formation of a slack and careless attitude . . . Again experiences may be so disconnected from one another that, while each is agreeable or even exciting in itself, they are not linked cumulatively to one another . . . The quality of any experience has two aspects. There is the immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experiences.[4]

Careful consideration needs to be given to the selection of the experiences included in the curriculum. The traditional school provided experiences for pupils that were in some cases bad and in other cases good. If experiences are to be educative, the best judgment possible must be used in their selection and guidance. No hit-or-miss recommendations should be made but experiences should be carefully planned and selected. Mehl and others assert that the curriculum and methods of teaching are no more than provisions by means of which appropriate educative experiences are assured.[5] They may include anything which will cause the learner to act,

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[4]John Dewey, Experience and Education, pp. 13-14.

[5]Marie A. Mehl, Hubert H. Mills, and Harl R. Douglass, Teaching in Elementary School, p. 41.

feel, and think. In other words, the experiences should not only be planned but should have constructive purposes. This brings up the next factor in the learning process which is meaningfulness.

Meaningfulness.--Every teacher knows that children learn more easily if the learning experience has meaningfulness. If a child sees no purpose in the learning activity, or does not understand, or is not interested in the outcome, the learning process can only be mechanical and repetitious. For example, in the old method of teaching reading, the child learned the alphabet before any reading activities were started. He did not know at the time what the alphabet was for, how it was going to be used, or in what way it would affect the life of the pupil. The thing to do was to learn the letters which were used to form words. Words then were used to form sentences, and the reading process was begun. Today's reading program begins with the words that mean something in the life of the child: the home, playmates, pets, barnyard animals, and such like. The words have some meaning to the child.

In planning a course of study, experiences should be chosen which have meaning for the child. This will involve a knowledge of child interests, of child purposes, and of individual differences in children. This, in turn, involves teacher training and understanding of the basic laws of

learning. No group of experts can lay out a program for others to put into practice in their schools.[6] They cannot know the purposes which the school is to serve, or the pupils or teachers who will work in the school. No course of study can be designed apart from the people who are to use it in entirety if it is to meet the needs of individual communities and individuals. According to Gaiser, Superintendent of the Vancouver, Washington, public school system, a course of study can be set up by outside experts providing a general outline of areas to be studied at each grade and offering suggestions for developing classroom experiences that will offer challenging activities for opportunities for developing study skills, gain useful information, and acquire significant understandings.[7] Such a course can be valuable as a guide to the teacher, but individual teachers should adapt the suggestions to their own particular needs and those of the children concerned in the learning process.

Purpose and books.--According to Kilpatrick a purpose "is an intent, accepted after more or less consideration, to attain a specific aim."[8] The child learns any particular item in the degree to which it is important to him and to

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[6]Hopkins, op. cit., p. 318.

[7]Paul F. Gaiser, The Social Study in the Elementary School, p. iii.

[8]W. H. Kilpatrick, Philosophy of Education, p. 252.

the degree that he accepts it in his heart. Purposes may be unwisely chosen or unintelligently directed, but the basic fact remains: a strong purpose hastens and aids the learning process.

Hopkins asserts that an individual learns best when he has his own purposeful goals to guide his learning activities. He states:

> All human beings are self-regulating, purposing, goal-seeking energy systems. All of their behaviors are goal-seeking in that they are related to the resolution of upsetting conditions. All behavior is purposive in that it is guided by an end in view. The end in view may be achieved by impulsive action or by purposeful action.[9]

These purposes cannot be imposed on the child from the outside. This principle centers the purpose in the pupil rather than in the teacher. If the teacher formulates the purposes for the pupil to carry out, the pupil is accepting his purposes from another and he is denied the opportunity of developing thoughtful, intelligent action. The pupil himself must have a part in formulating the purposes if it is to be meaningful to him.

Implication of this theory concerning the purpose of the learner in the learning process for those who plan the educational program for children is evident. Hopkins points out this very strongly when he states that an individual

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[9] Hopkins, op. cit., p. 161.

learns best when he is free to make his own organization of materials in the process of satisfying his own purposeful goals. He states:

> There are no ready-made materials which children can use to meet their goals satisfactorily. There are no ready-made processes. There are no ready-made techniques which they can apply. There is no pattern of materials or blueprint of the process which any outside person can give them. Each individual must create his own materials, he must create his own processes, and he must create the organization in which he holds together both materials and process in his experience. Each time he tries to achieve a new goal he must rework both his old materials and his old processes, for his previously acquired patterns will not meet his needs . . . Desirable learning means that the child really creates his own subject matter and his own method of putting it together . . . Putting things together in neat packages for him by the teacher has only limited value.[10]

Kilpatrick supports this theory of Hopkins' concerning the value of pupils developing their own purposes. In so doing, they develop relationships among the factors considered. For example, a pupil who did not like to sew decided to redecorate her room. This desire gave her purpose in her activities. She first had to learn something about decorating and the modern types of room arrangements. This called for reading about color, line, design, and application of these in room decoration. It called for study of her own room, for study of the rooms of her friends, and for planning and for determination of choices. Because it was her room it was rooted in some ideas meaningful and purposive

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[10] Ibid., p. 164.

for her. The necessity for planning and for choosing caused her to study a number of areas and relate the information gained into a finished whole. In the process she sewed with a great deal of satisfaction because she had a purpose in so doing, was interested in her work, and it was important to her.

Kilpatrick further asserts that purposeful activity tends to build self-respect and the ability to choose wisely and to accept responsibility.[11] Students who, under wise teacher guidance, assume responsibility for their activities and outcomes will tend, in the degree that the work is well done and properly appreciated, to build the following learnings: greater care in choosing, increased thoughtfulness and persistence in pursuing endeavors, better practical judgment, and growth of confidence in ability to succeed. Any outline or plan for learning then that does not include the pupils in the selection of purposes cannot meet the whole needs of the learner.

Motivation.--To be motivated, the pupil must feel a need. He must wish something and feel that to engage in a given activity will enable him to accomplish the satisfaction of that desire. Promising him a reward for good grades or punishment for bad grades are not sound motivation from the standpoint of modern educational psychology. Kilpatrick

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[11] Kilpatrick, op. cit., p. 259.

states that a certain amount of compulsion may give a chance for a certain amount of skill to be developed or in some instances for interest to develop.[12] Coercion alone, however, is an extremely doubtful reliance for building positive values, such as the desire to co-operate, a love of reading or of music, or even skill in reading or music.

Interest in the subject has been advanced by many educators as one of the best motivation agents. It is one of the greatest aids in learning and one of its major ends. It cannot be developed by something about which pupils know little or nothing. The new and unfamiliar may attract attention, and they may arouse curiosity, but they do not create permanent interest when they have no close relationship to the child and his activities. One of the major laws of learning is that "learning is facilitated if the material is interesting to the pupil."[13] This raises still another question concerning the nature of interests. Not all interests are constructive; the little boy from across the railroad tracks may have a very keen interest in learning how to be an adept safecracker. Adolescents may develop unhealthy interests in night clubs, in "easy money" or in various types of unsavory activities. It is the responsibility of the

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[12] Ibid., p. 269.

[13] J. Murray Lee and Dorris May Lee, The Child and His Curriculum, p. 145.

teacher to discover pupil interests, to plan a program which will use constructive interests and to aid the child in toning down those interests that are not constructive or character-building.

The significance for this study of motivation is that it cannot be considered as a thing apart from the individual child in his particular school and community. If his interests are to be used as a motivating agent, they must come from the lives of the pupils. No outside agency can determine these interests for the teacher.

Insight.--Insight means an understanding of the subject matter. It is much the same thing as meaningfulness. If the child understands the problem, he can solve it much easier. In the traditional arithmetic textbook where there were a number of so-called "stated problems" many pupils found themselves altogether helpless; they could "work" the practice exercises, but could not understand the stated problems. The degree of insight will depend a great deal on the level on which the subject matter is developed; it may be beyond the learner's capacity for understanding. This brings up the important factor of maturation.

Maturation.--Wheeler and Perkins state that maturation is a basic condition of the learning process.[14] Psychologically,

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[14] R. H. Wheeler and F. T. Perkins, Principles of Mental Development, p. 242.

it means that the individual progresses from one stage to another as he lives. Morgan has this statement:

> The theory of maturation states that certain modes of behavior are inherited, but are not capable of performance until the appropriate organs have reached a stage of complete or nearly complete growth. According to this theory, the forces which determine progressive changes are inherent in the individual and are relatively independent of outside influences.[15]

The individual progresses from stage to stage as he grows older, but it is in an organized pattern. The directing effort in this progress is the insight or understanding of the individual. It stimulates the learner to work, to make progress. The material or experiences presented to the learner, however, must not be beyond the ability or level of the child to comprehend. If he cannot comprehend he cannot achieve insight into the problem to be solved.

The significance of maturation for the teacher and for those who formulate and develop programs of study is the importance of determining the level of the child for whom the program is designed. If the program is adequate, it must be based on the maturation level of the child, and this cannot be ascertained without individual study of each child. Any program of study, therefore, must be made in terms of the child and his abilities. No group of outside experts may plan a program that will be adequate in this respect.

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[15] John J. P. Morgan, Child Psychology, p. 349.

The laws of learning as quoted from different summaries and opinions are agreed on the following premises: learning is facilitated when it is purposeful, meaningful, interesting, suitable to the maturation of the learner, and is experienced rather than memorized from a textbook. The psychological principle derived from a study of the laws of learning is stated as follows: The material should be suited to the maturation of the learner, be understood, be interesting, and be presented in some form of life activities or experiences.

Needs of Children in a Democratic Society

The needs of children in a democratic society, it is evident, will differ from those in a totalitarian society. Adams, in discussing the goals of social education, states that the individual of today needs to develop skills in satisfactory human relationships and to mature in social literacy.[16] By skills in human relationships, she means that pupils need to learn the art of living together, of working together, and working in groups. By social literacy she means that the pupil needs to gain ability to understand, interpret, and appreciate the life about him.

The Educational Policies Commission has set four educational objectives for the citizens in a democracy: the

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[16]Mary A. Adams, "Goal in Social Education," Social Education of Young Children, National Council for the Social Studies, Curriculum Series, pp. 3-4.

objectives of self-realization, the objectives of human relationship, the objectives of economic efficiency, and the objectives of civic responsibility.[17] Each of these main objectives has a number of minor objectives listed. If these are paraphrased, the four main educational objectives are designed to meet the following needs:

1. Each individual needs to know how to read and write and calculate, how to protect his own health and that of his family, how to participate in recreational activities, and how to direct his own activities in an intelligent manner.
2. Each individual needs to know how to work and play with others, how to maintain satisfactory human relationships, and how to maintain democratic family relationships.
3. Each individual needs to know how to make a living, how to choose and succeed in a vocation, how to appreciate the social value of work, and how to buy and sell consumer goods in an economical manner.
4. Each individual needs to understand basic social structures and processes, how to solve problems through reasoning, how to co-operate with others, how to be a law-abiding citizen, and how to be loyal to democratic ideals.

Lee and Lee further simplify the needs of individuals when they place them on the level of children. A list of needs is set up as follows:

We want our youngsters:

1. To get along well in work and play with his playmates and older people.
2. To be able to speak clearly and correctly
3. To be able to start a job and keep at it until it is finished (initiative and responsibility)

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[17] Educational Policies Commission, The Purposes of Education in an American Democracy, pp. 50-108.

4. To be able to do his share, either of work or play
5. To have wide interests in art, music, science, and the world around him
6. To be fairly capable of locating what he wants to know
7. To have control over some working tools such as being able to use numbers, dictionaries, and maps
8. To be able to write clearly
9. To be able to read well
10. To have a wide outlook
11. To have some understanding of the processes by which man lives in this world
12. To be well and strong
13. To be decent.[18]

These needs, when they are studied as a whole, are comparatively the same although formulated by different authorities in the field of education. Meeting them does not mean that children are regimented and all given the same type of training. A democratic society recognizes that individuals differ in their capacities and abilities and that education should be varied in order to provide for those differences. The principle derived from a study of the needs of children and of the objectives of education is stated as follows: Educational practices and procedures should meet the needs of children: make them literate, capable of thinking for themselves, able to work and play with the group, give them resources for leisure time, and develop leadership and initiative needed for participation in citizenship activities.

Criteria for Evaluating a Social Studies Program in the Primary Grades

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[18] Lee and Lee, op. cit., p. 4.

Under the foregoing principles, a need for extending the social-studies program to the primary grades becomes evident. In the traditional school the social studies included geography, history, and government and little or no training in them was given at the primary level. The present concept of education makes the social studies the core of the elementary curriculum. Reasons for such a practice are stated as follows by Baxter and Bradley:

> In the first place, the social studies are directed toward an understanding of people and their relationships one with another and toward an understanding of the relationships of groups and of nations. In recent years the elementary school social studies have tended to interpret the present day conditions as they have evolved from the past. The emphasis has been on social living, and hence the classroom has come to be considered a laboratory in which young persons learn to live together co-operatively while they get a perspective on man's development through the ages.[19]

The child does not wait until it has reached the intermediate or the secondary level of education to begin living. Before he enters school he has already learned much about himself and his world. He has learned a great many facts. He has learned ways of acting and ways of feeling. No other period in his life will probably be as fruitful as his first four or five years in school in learning new things and in reacting to new situations. These years have great potentialities for growth and development. The basis of human

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[19] Bernice Baxter and Anne W. Bradley, An Overview of Elementary Education, p. 36.

relationships, either favorable or unfavorable, are established at an early period. The social studies with their stress on the development of better human relationships, therefore, are an essential part of the primary curriculum.

In developing criteria for evaluating a social-studies program in the primary grades, there are a number of factors to be considered. These factors are the scope of the social-studies program, its constituents, and the width of the field which it covers. Another factor is the number and type of objectives. They should conform to present educational concepts and aims. There should be recommended practices and procedures for achieving the objectives of the criteria. There also should be provision for evaluating the educational outcomes of the recommended techniques. These factors taken together may be used as a basis of studying criteria for evaluating a social-studies program in the primary grades. If something is known of the scope, objectives, techniques, and methods of evaluating, some decision may be reached on the adequacy or inadequacy of the program of social studies in the primary grades. In the following discussion, these factors are used as a base of study for criteria for evaluation of a social-studies program at the primary grades level.

Scope of a social-studies program in the primary grades.--The social-studies program in the primary grades, according to Lee and Lee, should not be confined to any one subject

area but should permeate the entire curriculum. It should be concerned with the social relations of the child involving him individually and with the group.[20] Hanna makes "learning to live" the basis of the scope of the social studies in the primary grades.[21] Grade One emphasizes learning to live more effectively in the family and in the school; Grade Two focuses attention on learning to live in the immediate neighborhood, and Grade Three deals with learning to live in the expanding community.

Dunn states that much of the social-studies curriculum in the primary grades is made up of social experiences, not individual subject areas.[22] A large part of childhood education has to do with learning to live happily, comfortably, and constructively with other people. Herrick and Steele, in a summary of a number of articles dealing with social studies in the elementary grades make the following statement:

> The social education of young children is more than reading, history, current events, or social studies; it is concerned fundamentally with the development of a human being as he

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[20] Lee and Lee, op. cit., p. 285.

[21] Paul R. Hanna, "Grade Placement and Social Content," Social Education of Young Children, National Council for the Social Studies, Curriculum Series, p. 11.

[22] Charlotte Dunn, "Contributions of the Kindergarten," Social Education of Young Children, National Council of the Social Studies, Curriculum Series, p. 19.

deals progressively with his problems of human relationships.[23]

Harap, who made a study of courses of study published from 1933 to 1935, found that the traditional subject organization has been omitted in most instances; only a third of the social-studies courses published during 1933 and 1934 were of that type.[24] Social-studies curricula in the schools, it is evident, have been extended to cover the primary as well as the higher grades. Opinions of different writers and educators as quoted indicate that the scope of the social-studies curriculum should include all phases of the child's human relationships. Criteria for the scope of the social-studies curriculum in the primary grades, therefore, may be stated as follows:

Criterion 1.--The scope of the social-studies curriculum in the primary grades should be the field of human relationships, not any specific subject area. Two paramount objectives of the social-studies curriculum for the primary grades as outlined by the Tentative Course of Study for Virginia Elementary Schools in 1934 are as follows: (1) To direct children in experiencing a realistic understanding and

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[23] Virgil E. Herrick and Jessie Knapp Steele, "Summary and Forward View," National Council of the Social Studies, Curriculum Series, p. 113.

[24] Henry Harap, "Survey of Courses of Study Published in the Last Two Years," Journal of Educational Research, XXVIII (May, 1935), 641.

appreciation of human relations, and (2) to permit children to participate in improving human relations.[25] Two of the four major objectives of education as set up by the Educational Policies Commission are self-realization and better human relationships.[26] These two objectives, as a part of all education, are primarily objectives of the social studies which deal primarily with the development of understanding of people and their relationships with each other.

The establishment of desirable group relationships and the development of ability to understand, interpret, and appreciate life are objectives set up by Adams.[27] Caswell in his discussion of education in the elementary school listed social understanding as one of the major goals of the social-studies program.[28] Lee and Lee listed the following objectives of a course of study for the social studies in the elementary grades:

1. The social-studies program should develop the beginnings of concern for important social and economic problems.
2. The social-studies program should be directed toward helping children to meet more effectively social situations.

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[25]Sidney B. Hall, and others, Tentative Course of Study for Virginia Elementary Schools, Grades I-VII, p. 455.

[26]Educational Policies Commission, The Purposes of Education in an American Democracy, p. 50.

[27]Adams, op. cit., p. 4.

[28]Hollis L. Caswell, Education in the Elementary School, p. 129.

3. The social-studies curriculum should furnish experiences which lead children to an understanding and appreciation of life about them.[29]

These opinions, it is believed, are representative of a general objective of the social-studies curriculum for children in the primary grades and may be stated as follows: The objective of the social-studies curriculum in the primary grades is to develop better human relationships. Therefore, a second criterion for measuring the adequacy of a social-study course for children in the primary grade could be stated as follows:

Criterion 2.--The course of study in the social studies should have the betterment of human relationships as its central objective. According to Hanscom and Upton, the social-studies program in the primary grades should be organized around the life experiences of the children over an extended period of time. Concentrated teaching units are not recommended, but the work should be made vital by relating it directly to the activities of the home, the school, and the local community. The following activities are listed as those used during the school year as a part of the social-studies program:

1. Discussing occupations of the people in the town
2. Visiting the fire department
3. Visiting a grocery store
4. Making a grocery store in the school

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[29] Lee and Lee, op. cit., p. 298.

5. Making Christmas decorations
6. Studying famous paintings to learn about artists
7. Visiting a garage

The activities included group-planning by the pupils, co-operative decisions, and much creative activity. At the end of the period the teacher said that the pupils had a real concept of working to earn a living. They knew about the occupations of the mothers and fathers of their friends. They understood why some people could afford more things than others.[30]

The Tentative Course of Study for the Virginia Elementary Schools states that some schools resort to artificial situations in order to offer pupils the experience of social improvement. Such artificiality is not necessary because opportunities present themselves for natural situations. The following statement is made:

> The approach to the social studies should be made through the interests of the pupils. Engaging in worth-while activities to deepen and broaden these interests in social phenomena will demand many types of activity. These activities must lead the child to see that each phenomena has its previous determinants, and each movement will have its consequences. It will be found necessary to use such activities as excursions, surveys, experimentation, research, constructing, dramatics, discussion, creative experiences, appreciation, review, and drill. Many texts, printed materials, and every additional type of source should be used in order to enlarge the pupil's

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[30] Katharine E. Hanscom, and Ethelyn F. Upton, "Experiences Developing Occupational Awareness," Social Education of Young Children, The National Council of Social Studies, Curriculum Series, p. 31.

> understanding of human relations. Through all of these activities, the pupil, with the help of the class and the teacher, effects an integration; he relates his experiences, understanding, procedures and drives to action, in order that these may be focused upon continuously expanding standards of human behavior, and the accomplishment of improvement of human relations.[31]

Lee and Lee state that teaching procedures should take cognizance of the fact that children are individuals.[32] The question-answer method where she-who-knows-the-answer asks the questions of those who-do-not-know-it cannot be justified as a process for developing a well-adjusted individual. They state that if pupils are to be more effective in meeting situations involving social relations, they are going to have to have experience in meeting situations. The teaching procedures must supply such opportunities. There is no magical formula or mystic short cut for good teaching in the social studies these writers declare. They state:

> A new purpose affects the elementary social-studies teacher. New experiences which the child has in planning, purposing, and carrying through his purposes; co-operating with others; and evaluating his work are considered of much more importance than the answering of questions from the printed page. However excellent the questions for the development of thinking, the one-text-question-and-answer method gives little consideration or opportunity for the total development of the child. The change in teaching procedure is necessary to meet the change in the purpose of teaching.[33]

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[31] Hall, and others, op. cit., p. 456.

[32] Lee and Lee, op. cit., p. 313.

[33] Ibid.

The following procedures are recommended in the social-studies program with the unit as a basis of teaching:

1. Socializing experiences during the whole of the school day are in reality part of the social-studies program. Trying to divide the child's day into subject-matter compartments only results in detrimental hair-splitting.
2. Background on the part of children is necessary before they can raise important problems. Too often teachers presume that children can suggest the important problems involved in a unit . . . A period of orientation, thorough reading, discussing, or questioning must precede any statement of problems by the pupils.
3. Pupils must be the dynamic force directing learning activities.
4. The needs of the whole child must be the basis of teacher guidance. Attention to the intellectual development of the child is not sufficient.
5. Pupil-planning necessitates teacher-planning.
6. All pupils do not have to contact the same material.
7. Evaluation should be made in terms of purposes.[34]

Storm asserts that in the past two decades a new interpretation and new methods of teaching have arisen which place emphasis upon the development of social understandings and attitudes as well as of skills.[35] These techniques comprise first-hand experiences and observations to see many aspects of group life in operation, to participate in the activities of a variety of groups, and to enrich experiences through the recorded experiences of others.

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[34] Ibid., pp. 313-15.

[35] Grace P. Storm, "The Use of Audio-Visual Aids in the Lower Elementary School," Social Education of Young Children, National Council for the Social Studies, Curriculum Series, p. 96.

Techniques of teaching the social studies also provide for individual differences among children. In the elementary schools of Vancouver, Washington, it is the policy of the school system to provide for individual differences by "The Continuous Progress Plan."[36] Under this plan most children advance through school in chronological age groups rather than from grade to grade on the basis of achieving certain set standards in academic skills. Groups are flexible and personnel changes as new education needs arise. Individual differences are cared for by providing experiences in which children engage in groups. The Curriculum Guide in Social Studies for the elementary schools in Ithaca also suggests a wide range of experiences for meeting individual differences:

> In order to meet the challenge of individual differences, a wide range of teaching-learning activities are suggested. These are offered to stimulate a variety and balance of experiences adjusted to several levels of mental development and social maturity. A willingness on the part of each teacher to study the particular needs and capabilities as well as the potentialities of each child in her class, plus a spirit of research in meeting the challenge presented, will insure to our Ithaca boys and girls a steady growth and development in social consciousness.[37]

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[36] The Social Studies in the Elementary School, Vancouver Public Schools, Vancouver, Washington, 1947, p. 3.

[37] Curriculum Guide in Social Studies, Ithaca Public Schools, Ithaca, New York, p. ix.

In the stated philosophy of education of the social-studies program of the public schools in Washington, D. C., the entire program is predicated upon individual differences. The following statement is made: "Our materials of instruction should be so varied that each pupil will find numerous appropriate challenges."[38]

The Board of Education of New York City recommends utilizing everyday experiences of children in providing for individual differences. Each child has had some experience which may contribute to his understanding of the materials studied. Some of the facts the teacher should know about each child were listed as follows: the experiences he is having and has had, the degree of security his home life has given him, the health status of the family and the wholesomeness of arrangements with the home, the ability of the wage-earner to provide for the family's economic needs, and the status of the child in the home.

Provision of a wide variety of everyday experiences, the recommendations show, is the most widely suggested technique for meeting individual differences among the children in teaching the social studies.

The foregoing discussions on techniques of teaching the social studies in the primary grades may be summarized into the third criterion for evaluation as follows:

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[38] Social Studies, Public Schools of the District of Columbia, p. 7.

Criterion 3.--The teaching procedures of the social studies must supply opportunities for the development of constructive social relationships and experiences leading to the total development of the child and for a wide variety of life experiences to meet individual differences in children.

According to Lee and Lee the evaluation of outcomes of teaching social studies in the primary grades should be made in terms of purposes.[39] The type of social relationships developed, instead of achievement in subject area, should be the basis of evaluation. Andrus and Young say that the social growth of a child may be evaluated in terms of his constitutional type, his health condition, his age level, his previous experiences, his feelings about himself, and his understanding of his role. They state:

> Such an evaluation should take into consideration the child's responses to other children in controlled and free situations, in his family and at school, as an individual and in a group; his responses to adults in an authoritive relation to him, in his family, in school and in the community; and his responses to adults in a remote or non-authority relation, such as neighbors or other citizens in the community, who nevertheless contribute and to a large degree determine the culture in which he lives.[40]

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[39] Lee and Lee, op. cit., p. 314.

[40] Ruth Andrus and William E. Young, "Evaluation--Why, What, and How," Social Education of Young Children, National Council of Social Studies, Curriculum Series, p. 81.

Direction posts for the types of social activities to be evaluated are also discussed. The methods used for evaluation are largely determined by the purposes of the social-studies program. Specific phases of behavior may be determined by the use of some standard test such as The Vineland Social Maturity Scale. The Rorschach Test may be used to obtain insight into the personality organization of individual children. Informal observation by the teacher may be still another form of measurement. Evaluations, regardless of their type, should be a co-operative enterprise of the teacher, the pupils, and the patrons of the school.[41]

Barr, Burton, and Brueckner recognize the need for some type of evaluation of the development of social relationships of children.[42] They state that the measurement of such specific relationships or factors as respect for others, leadership initiative, and co-operation may be attempted by means of observational techniques and cumulative observer-diary records.[43] Anecdotal records as a means of measuring growth in social relationships are also recommended.

The consensus of opinion expressed by these various writers in that the social relationships of pupils should be evaluated just the same as other areas of the curriculum.

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[41] Ibid.

[42] A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision, p. 86.

[43] Ibid.

Since the area covered is that of human relationships, no hard-and-fast methods of evaluation are available.

Criterion 4.--The evaluation of the social-studies program in the primary grades should be made in terms of the purposes of the program, the degree to which desirable social relationships are established, and through observational techniques and various types of tests which evaluate all phases of the child's development.

Summary of Principles and Criteria for Evaluating a Social-Studies Course in the Primary Grades

The following principles have been set up as guiding forces in a social-studies program in the primary grades:

1. The prevalent concept of democracy requires that educational practices and procedures be designed to meet the needs of people who live in a democratic society.

2. The educational practices and procedures should meet the needs of children, be based on their maturation level, have purpose and interest, and be meaningful in the life of the pupil.

The educative practices and procedures should be designed to meet individual differences in children, to develop constructive resources for leisure time, and to aid in building a co-operative spirit and ability to work in groups.

The following criteria have been set up for evaluating a social-studies program in the primary grades:

1. The social-studies program should be planned and

developed directly by those who are going to use the program and based on the particular needs, abilities, and interests of the community and the children in the school.

2. The scope of the social-studies program in the primary grades should be the field of human relationships, not any specific subject area.

3. The content of the course of study in the social studies in the primary grades should be on the maturation level of the pupil, be purposeful, be interesting, and be meaningful in the life of the pupil.

4. Techniques of teaching the social studies in the primary grades should supply opportunities for a wide variety of life experiences in order to meet individual differences of children, and to develop constructive social relationships and experiences leading to the total development of the child.

5. The evaluation of the social-studies program in the primary grades should be made in terms of the relationships developed by the children and should include observational techniques and cumulative records of some type which evaluate all phases of the child's development.

CHAPTER III

ANALYSIS AND EVALUATION OF THE SOCIAL-STUDIES PROGRAM FOR ELEMENTARY PUPILS IN A SELECTED NUMBER OF STATE AND LARGE-CITY SCHOOL SYSTEMS

As a basis for determining the extent to which the schools in actual practice or recommended procedures are meeting the criteria set up in the preceding chapter for a social-studies program at primary levels, fourteen courses of study were analyzed and evaluated in terms of the criteria. These courses of study were secured from ten large-city school systems and six state departments of education. An effort was made to include those systems which have been successful in initiating curriculum revision in the social studies at the primary level. The State Department of Education of Texas has not sponsored any special research into a social-studies curriculum aside from that of regular curriculum revision but the recommendations were included for the purposes of comparison.

The large-city school systems whose courses of study were included in the study are Ithaca, New York; Altoona, Pennsylvania; Bremerton, Washington; Cincinnati, Ohio; Pontiac, Michigan; Fresno, California; and Washington, D. C. Courses of study from the following states were included:

Texas, Kansas, Connecticut, Illinois, and Virginia. These areas, it is believed, are representative of the country as a whole.

In the preceding chapter, criteria were set up as a basis for analysis and evaluation of a course of study. These criteria were followed in the examination of the different courses of study recommended for teaching the social studies in the primary grades. Attention was directed to the persons who compiled the courses of study, the scope of the social-studies program, the objectives of the social studies, the recommended techniques for teaching, and evaluation of the outcomes of teaching.

Authority Responsible for the Compilation of the Courses of Study

The first aspect studied in the evaluation of the course of study for social studies in the primary grades was the authority responsible for developing the courses of study. The data developed from this survey are presented in Table 1.

TABLE 1

AUTHORITY RESPONSIBLE FOR COMPILATION OR DEVELOPMENT OF THE COURSES OF STUDY IN THE SOCIAL STUDIES USED IN THE SURVEY

Area Represented	Authority Responsible for Developing Course of Study
Large-City Schools	
Ithaca, New York	Committee of Teachers in the Ithaca Public School System

TABLE 1-Continued

Altoona, Penn.	Committee of Teachers in the Public Schools of Altoona
Bremerton, Wash.	Committee of Teachers in the Bremerton Public Schools
Glencoe, Ill.	Board of Education of Glencoe Public Schools
Mishawaka, Ind..	Committee of Teachers in the Mishawaka Public Schools
Vancouver, Wash.	Committee of Elementary Teachers in the Vancouver Public School System
Cincinnati, Ohio	Workshop of Elementary Teachers
Pontiac, Mich.	Committee of Teachers in the Pontiac Elementary Schools
Fresno, Calif.	Elementary Curriculum Committee
Washington, D. C..	Primary Production Committee
States	
Texas.	State Committee and Curriculum Consultant
Kansas	State Department of Education
Connecticut.	State Department of Education
Illinois	Curriculum Committee
Virginia	Curriculum Committee

As shown in the data in Table 1, the courses of study used in this survey were none of them the work of one person. All of the selected programs of study for the large-city schools were developed in some way by the teachers in these cities who were actively engaged in teaching the social studies

in the primary grades. Curriculum committees were responsible for the state courses of study. This information, while revealing the authority for developing the course of study, does not present the full picture. It is necessary to refer to different courses of study to indicate trends and methods of organization of the courses of study.

A foreword in the publication, Social Studies in the Elementary School, presents a description of the Social Studies Program for the Vancouver Public Schools.[1] The book, according to the Director of Elementary Education, was not a course of study, did not outline specific units to be taught, or designate subject matter. Its purpose, rather, was to provide the principals and teachers with some general principles upon which to build classroom experiences. Its provisions were described as follows:

> It does provide a general outline of areas to be studied at each grade. It describes the social growth of children, states the sequence in development of the social and study skills and gives suggestions for developing classroom experiences that will offer challenging activities and provide opportunities to develop study skills, gain useful information, and acquire significant understandings.[2]

No outlined course of study to be followed by the teachers was provided in the book. Areas of Social Experiences were outlined and a general statement describing the

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[1] Social Studies in the Elementary Schools, Vancouver Public Schools, Vancouver, Washington, p. ii.

[2] Ibid., p. 7.

nature of experiences to be selected and the understandings that might be developed were included under each of these areas. In establishing the sequence of social areas of living, the problem of maturation was discussed:

> In establishing the sequence we have selected areas of social living which seem suitable to the maturation level of the group concerned. Each area offers opportunities for a variety of choices to meet the needs of the children, as they grow in their understandings of the basic themes.[3]

The suggestion was made to the teachers that the activities chosen be organized for participation of all the pupils in the classroom. In this way each teacher could study the children in her room and plan activities that would best fit their individual needs. The course of study did not attempt to list the activities but merely suggested that they be such that would provide for participation of all pupils in the classroom. In this respect, this one course of study was in line with modern educational philosophy and psychology, holding that no adequate course of study can be set up wholly apart from the individual group of children for which it is intended.

The Social-Studies Program outlined for the Pontiac, Michigan, elementary schools set up a list of materials for the Social-Studies Program and a bibliography for teachers.[4]

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[3] Ibid., p. 8.

[4] Social Studies, Public Schools of Pontiac, Michigan.

A suggested list of units was also developed and the unit fully developed for use by the teachers. Aids for teachers were also included. This type of course of study, although it was worked out by teachers in the area, is traditional in that it outlines a complete program for a teacher to follow. It does not take into consideration the individual differences and needs of the pupils in the different schools of the town. Not knowing these children for whom any certain program was intended, the teachers could not plan adequately for activities for them.

Setting up a complete unit with lists of activities is also contrary to modern educational psychology. According to criteria developed in the study of standards, choice of activity will depend upon the pupil's purposes and interests. No teacher apart from the actual teaching situation has any way of determining these pupil purposes and interests; the practice of planning a unit down to the last detail for the teacher to use is not good educational psychology. This course of study is inadequate as an aid to a teacher.

The Glencoe, Illinois, public schools developed what was called A Guide to Social Education for use by the teachers in the school system.[5] Social responsibility, environment, conservation, interdependence, and government are discussed in the first ten pages of the Guide. Activities for social

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[5] Guide to Social Living, Glencoe Public Schools, Glencoe, Illinois, pp. 1-10.

living are then discussed for the kindergarten, first, second, third, fourth, fifth, and sixth grades.

The Guide is a new departure in courses of study. For one thing it contains real pictures of children participating in various kinds of activities. Examples of the work that had actually been done in the public schools instead of suggestions for work were given. This included drawings, poems, letters, and songs. The teacher can see what has been done by other teachers and the areas covered in the work.

The Texas Basic Learning Areas in the Elementary Schools is representative of the State courses of study included in the survey.[6] Information is presented concerning elementary schools that the teachers need to know. An overview is given of the special fields of instruction, and the general program for the elementary school is outlined. Specific objectives are set up for each subject area and suggested procedures outlined. While these are only suggested, the detailed outlines of units and procedures bring the feeling that the teachers are expected to use the course of study in just more than a perfunctory manner.

None of the courses of study, however, were made directly for a particular group of children. The children themselves had no part in the formulation of the suggestions and recommended activities. In that sense they are inadequate.

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[6] Basic Learning Areas in the Elementary School, Texas State Department of Education, pp. i-xx.

Scope of the Social-Studies Curriculum

Each of the courses of study was studied to determine the area or scope covered in the social studies. The data from the different courses, for the purpose of comparison, were compiled into a table showing the recommendations from each area. Table 2 shows the scope of the social studies as outlined in the courses of study.

As shown in the data in Table 2, only one course of study analyzed in this investigation made any mention of subject areas. The Illinois Curriculum and Course of Study Guide for Elementary Schools classifies the social studies as history, geography, and civics, the traditional conception of their content. Human relationships in some form are mentioned by all the other courses of study which were consulted. Two of the recommendations contained the statement that the social studies were the core of the elementary curriculum, and one described the classroom as a laboratory in which young persons learn to live together co-operatively. Life experiences and activities rather than concrete subject matter, it is apparent, formed the scope of the subject matter. The courses of study appear to be the field of social relationships instead of specific subject areas.

Objectives of Teaching the Social Studies in the Primary Grades

The selected courses of study were next analyzed to determine the expressed objectives of teaching social studies

TABLE 2

SCOPE OF THE SOCIAL-STUDIES PROGRAM AT THE ELEMENTARY LEVEL AS RECOMMENDED BY COURSES OF STUDY OF LARGE-CITY SCHOOLS AND STATES

Area Represented	Scope of the Social-Studies Curriculum*
Large-City Schools	
Ithaca, New York . . .	Co-operative living in the immediate environment is the key note of our social-studies program in the elementary grades.
Altoona, Penn.	Areas of Study: The Home, The School, Other Buildings in the Community, The Community, Other Communities
Bremerton, Wash. . . .	Problems related to the child's living in the home and in the community
Glencoe, Ill.	Social studies mean all the experiences and activities that are of concern to people as they attempt to live together more and more effectively
Mishawaka, Ind. . . .	The social studies are the core of the elementary curriculum . . . the classroom is a laboratory in which young persons learn to live together co-operatively.
Vancouver, Wash. . . .	Consistent and cumulative social experiences that help children develop attitudes that will control their behavior along lines set up in our generalaims
Vancouver, Wash. . . .	The social-studies course includes the child's home, family, community, and community service.

TABLE 2--Continued

Area Represented	Scope of the Social-Studies Curriculum
Cincinnati, Ohio . . .	The social studies include records of human experience and achievement to explain the existing social order . . . they have merit to the degree that they contribute to the children's understanding of important phases of social life.
Pontiac, Mich.	The social studies include human relationships of all types.
Fresno, Calif.	The social studies should include all of the social processes in which man engages to satisfy his basic human needs.
Washington, D.C. . . .	The scope of the social-studies program includes four functional areas of living: personal living, personal-social relationships, social-civic relationships, economic relationships.
States	
Texas.	The social studies are the core of the curriculum and are not regarded as distinct from daily activities or the reading program. Interest should grow out of the immediate environment of the individual.
Kansas	The social-studies curriculum of the primary grades should begin with the here and the now. Experiences of school and home life extend into the neighborhood and into the community with incidental national and world contacts as a pupil's life provides them.

TABLE 2--Continued

Area Represented	Scope of the Social-Studies Curriculum
Connecticut.	The fundamental aim of all education is to help people achieve the greatest possible satisfactions throughout life. Since almost all satisfactions result from, depend upon, or are in some way connected with relationships with other people, all phases of education which contribute to this fundamental aim, are in a sense social studies.
Illinois	The social studies in this course of study consists of history, geography, and civics.
Virginia	Experiences which enable the child to understand and improve human relationships at all levels

*Data on the scope of the social-studies curriculum were obtained from Courses of Study published by the large-city school systems and the states included in the study.

in the primary grades. Data in Table 3 show these objectives as stated in the various courses of study.

The development of better social relationships, it is indicated, is the paramount aim of the social-studies programs as outlined in the various courses of study and presented in Table 3. "To learn how to work and play agreeably with others," is mentioned specifically in a number of instances. "To contribute to happy group living" and "to co-operate in observing rules to protect rights and property"

TABLE 3

OBJECTIVES OF TEACHING THE SOCIAL STUDIES IN THE PRIMARY GRADES AS EXPRESSED IN THE SELECTED COURSES OF STUDY

Area Represented	Objectives of Teaching the Social Studies in the Primary Grades*
Large-City Schools	
Ithaca, New York . . .	1. To learn how to work and play agreeably with others 2. To contribute to happy group living 3. To co-operate in observing rules to protect rights and property 4. To give and follow directions 5. To grow in self-reliance and a sense of responsibility
Altoona, Penn.	1. To learn how families can work and play together 2. To learn how to have a healthy, happy, and safe community 3. To learn the rules of the school and why they are important 4. To find out how to help the home, school and community
Glencoe, Ill.	1. The aim is not the learning by rote of certain historical facts and sequences. Rather it is to provide rich and colorful media through which children may learn acceptable concepts which will influence their life patterns.
Mishawaka, Ind. . . .	To give the child an understanding of his responsibility in the interdependent social setting in which he finds himself in school, home and community

TABLE 3--Continued

Area Represented	Objectives in Teaching the Social Studies in the Primary Grades
Mishawaka (continued)	2. To develop both understanding and appreciation of the ways in which man has learned to supply himself with food, clothing, shelter, methods of transportation, and means of communication 3. To develop the child's knowledge of and his interest in the growth of the community in which he lives 4. To build the foundation of good group relationships by encouraging co-operation, courtesy, and helpfulness in group activity 5. To provide opportunities for creative expression 6. To give training in using books to locate needed information and to verify imformation 7. To provide experience in planning, executing, and evaluating the unit of work
Vancouver, Wash. . . .	The social-studies program is specifically concerned with the development of children so that they may live efficiently and co-operatively in our American democratic way of life
Cincinnati, Ohio . . .	1. To help the child take responsibilities in group activities 2. To help the child recognize and appreciate the contributions of others to group development 3. To give opportunity in selecting, planning, executing, and evaluating experiences 4. To encourage the spirit of investigation and provide opportunity for experiencing the joy of self-confidence

TABLE 3--Continued

Area Represented	Objectives in Teaching the Social Studies in the Primary Grades
Pontiac, Mich. . . .	To develop intelligent, responsible citizens who will become self-reliant in their ability to solve social problems on the level of their understanding
Fresno, Calif. . . .	1. To develop socially disposed boys and girls alertly interested in, and informed about, themselves and their world 2. To secure in children as a result of our instructions breadth of interests and a firm purpose to co-operate with and serve their fellows
Washington, D. C. .	1. To contribute toward the development of the personality of the child and lead to a more wholesome living as an individual 2. To contribute desirable social relationships 3. To develop home and civic responsibilities 4. To build toward greater economic efficiency 5. To develop the knowledge, loyalty, and self-discipline which will maintain our democratic ideals
States	
Texas.	1. To develop wholesome relationships among the members of the group 2. To give an understanding and appreciation of the immediate environment 3. To extend these understandings beyond the immediate environment according to the interests and needs of the children

TABLE 3--Continued

Area Represented	Objectives of Teaching the Social Studies in the Primary Grades
Texas. . . . . (continued)	4. To extend understandings, interests, and appreciations to include other atmospheres 5. To develop an awareness of responsibility in promoting health and safety, conserving materials, co-operating with others, and maintaining an attitude of appreciation for the effects and contributions of others
Kansas	1. Developing an individual who will be a good citizen 2. Developing an understanding of our society 3. Participating in group living
Connecticut.	The aims of the social studies in a broad sense are the aims of education
Illinois	1. Understandings 2. Knowledges 3. Attitudes 4. Appreciations
Virginia	1. To direct children in experiencing a realistic understanding and appreciation of the social relations

*Data on objectives of the social-studies curriculum were obtained from Courses of Study published by large-city school systems and the states included in the study.

are others that are similar in tone and spirit. The aim of the social studies is not to learn by rote historical facts and sequences but to present opportunities for real experiences through which children may develop an understanding

of the social setting in which he finds himself in school, home, and society.

Although the phraseology of the expressed aims of the social studies differ, as indicated in Table 3, there is almost complete unanimity of opinion regarding the stated objectives. The expressed objectives of the state courses of study are not as specific or as practical as those of the large-city school systems. Connecticut, for example, in its course of study, states that the aims of the social studies in a broad sense are the aims of education in general.

The overall conclusion reached from a study of the data in Table 3 is that the trend is very definitely away from the traditional subject matter mastery toward developing desirable attitudes and better human relationships. In this respect, these courses of study are very definitely in accord with expressed educational opinion on the subject.

Recommended Techniques of Teaching the Social Studies in the Primary Grades

Each of the courses of study outlines some specific recommendations or techniques to be used in teaching the social studies in the primary grades. In some instances, some of the suggested material cannot very well be included in table form. The data in Table 4 show recommended techniques where they can be condensed. Discussions supplement the data in Table 4 wherever need is indicated, and, therefore, the data may be less complete than the preceding tables.

TABLE 4

RECOMMENDED PROCEDURES AND TECHNIQUES FOR TEACHING THE SOCIAL STUDIES IN THE PRIMARY GRADES AS INDICATED BY THE SELECTED COURSES OF STUDY

Area Represented	Type of Approach	Recommended Procedures and Techniques*
Large-City School Systems		
Ithaca, N. Y.	One general theme with stress on aspects	Life experiences Creative activities
Altoona, Penn.	Areas of experience	Integration with other subject areas Life experiences
Bremerton, W.	Unit	Integration with other subject areas Life experiences Creative activities
Glencoe, Ill.	Areas of Experience	Observation Nature trips Creative activities
Mishawaka, Ind.	Units	Discussions Problem solving Real Experiences Creative activities
Vancouver, W.	Areas of social experience units	Correlation Visiting Experimenting Observing Talking Listening Planning Dramatizing Constructing Exhibiting
Cincinnati, O.	Units of work	Excursions Planning Life experiences

TABLE 4--Continued

Area Represented	Type of Approach	Recommended Procedures and Techniques
Pontiac, Mich.	Units	Life Experiences Creative activities
Fresno, Calif.	Units	Life experiences Discussions Visual materials Excursions Research Creative activities
Washington, D.C.	Areas of experience	Discussion and plans Trips Interviews Research Experiments Other experiences
States		
Texas	Unit of work	Planning Constructing Observing Talking Listening Singing Dramatizing Visiting Reading
Kansas	Problems	Visiting Excursions Locating places on map Life experiences
Connecticut	Topics	Participating in planning and evaluating Co-operating in group projects Excursions Dramatizing

TABLE 4--Continued

Area Represented	Type of Approach	Recommended Procedures and Techniques
Illinois	Unit	Planning Dramatizing Travel parties Discussions Exhibiting handwork
Virginia	Areas of experience	Planning Creative activities Reading Excursions

*Recommended procedures and techniques are taken from the courses of study selected for analysis.

Six courses of study, the data in Table 4 show, recommend the unit as the type of approach in teaching the social studies in the primary grades. Reference to the courses of study show the type of units recommended. In the Bremerton, Washington, schools the following units are recommended for Grade One: (1) "Living in the family group and the responsibilities of its members," (2) "Living in the school group and sharing its responsibilities," (3) "Building understandings about the groceryman," (4) "Understanding the service rendered by the fireman," and (5) "Caring for and enjoying pets."[1] In the Mishawaka public schools the recommended units are: (1) "Living at School," (2) "Living at Home," and (3) "Living on the

[1] Course of Study for the Primary Grades, Bremerton Public Schools, Bremerton, Washington, p. 3.

Farm."[2] In Pontiac, Michigan, the recommended untis for the social studies in the primary grades are: (1) "Home Life," (2) "Community Workers," (3) "Transportation," and (4) "Communication."[3] Various aspects of community life constitute the subject matter of the recommended units in the Fresno, California, public schools at the primary levels.[4] The State Course of Study for the Texas schools suggests that the units in the primary grades be concerned with the child's first experiences away from home--the school, his playmates, and group activities.[5] The State Course of Study for the Illinois schools contains the following comment:

> The units suggested for the primary grades center about the first-hand experiences of the children, in their homes, in the school, and in the community. From these familiar, near-at-hand interests and experiences the children are led to understand the many kinds of relationships within their own community and to become conscious of its interdependence with other communities. These understandings are simple, appropriate to the capacities of young children, but they are part of the broader understandings, attitudes, and appreciations which are the foundations of successful social living.[6]

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[2] Social Studies, Grades One, Two, Three, Mishawaka Public Schools, Mishawaka, Wisconsin, p. 5.

[3] Social Studies, A Tentative Course of Study for Kindergarten and Primary Grades, Pontiac Public Schools, Pontiac, Michigan.

[4] Handbook for Elementary School Teachers, Fresno Public Schools, Fresno, California, p. 33.

[5] Basic Learning Areas in the Elementary School, Bulletin State Department of Education of Texas, No. 471, p. 66.

[6] Illinois Curriculum and Course of Study Guide for Elementary Schools, p. 149.

Five of the analyzed courses of study recommend areas of experience as the method of approach to the social studies in the primary grades. Community interests are the recommended areas of experience of the Course of Study for the Glencoe, Illinois, primary grades in school.[7] The areas of development recommended for the first three grades are as follows: (1) "Living in the Home," (2) "Shelter," (3) "Living in the Neighborhood and Community," (4) "Food--Its Production, Distribution, Consumption, Conservation," (5) "Clothing," (6) "Recreation," (7) "Health and Safety," (8) "Transportation," (9) "Communication," and (10) "Education."[8] Areas of experience recommended by the Course of Study for the Vancouver, Washington, Public Schools for Grade One are: (1) "Living in the Home and the School," and (2) "Living in the Community."[9] These areas of experience are typical of those recommended by the other courses of study advocating this type of approach to the social studies at primary grade levels.

As shown in Table 4, the method of approach used in the Ithaca, New York, schools in teaching the social studies in the primary grades is one general theme and the development of a number of aspects. This general theme is "Co-operative

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[7] A Guide to Social Education, The Board of Education, Glencoe, Illinois, p. 2.

[8] Ibid.

[9] Social Studies in the Elementary School, Vancouver, Washington, p. 15.

Living at Home and School," and aspects of emphasis are "Citizenship," "Service," and "Transportation and Communication."[10] Home and school experiences are the topics chosen in the Connecticut Course of Study recommended for use in the schools.[11]

Regardless of the suggested type of approach, a study of the foregoing recommendations indicates a marked similarity in the types of subject matter considered. The home and the community and the people who work in these areas are the predominating topics used in developing the social studies. Such areas of experience present many opportunities for developing better social relationships. Educators who have formulated these courses of study appear to be in complete agreement on the subject areas to be included in the social studies at the primary grade levels.

There is like agreement in the recommended techniques and procedures of teaching the social studies at the primary grade levels. As shown in Table 4, a wide variety of life experiences and creative activities are the predominant techniques recommended. Some of the courses of study list a number of activities, while others merely recommend "life experiences" or "creative activities." Suggestive of the

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[10] Curriculum Guide in Social Studies, Ithaca, New York, pp. 2-10.

[11] Education for Living, Connecticut State Department of Education, p. 54.

general type of activities mentioned in the courses of study are those set up in the Pontiac, Michigan, large-city school system for the unit on the "Home":

> Make a home (a play-corner); furnish, play family in home; choosing clothing, ordering groceries, using telephone, cooking and serving food.
>
> Discuss foods; learn kinds of foods; make butter, cottage cheese; learn sources of foods.
>
> Visit stores (with father and mother, with class members and teacher).
>
> Make a store and carry on store activities.
>
> Make a group of stores--a community.
>
> Find pictures of homes, stores and cities.
>
> Dramatize various occupations.
>
> Write: signs for stores; labels; thank-you letters; charts.
>
> Paint pictures, draw pictures, model dishes, fruit, vegetables.
>
> Make original stories, jingles, and songs; co-operative stories, the teacher making story-charts.[12]

Materials recommended for use in experience activities also indicate the type of procedures used in teaching the social studies in the primary grades. In the Vancouver schools the following materials are available:

1. Construction:
   The tools necessary for amateur wood work including hammers, saws, hand drills, screw drivers, planes, pliers, wood files, etc., nails, tacks, and screws. Wood may be ordered by the teacher

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[12] Social Studies, A Tentative Course of Study for Kindergarten and Primary Grades, Pontiac, Michigan, pp. 16-17.

when needed. Plywood and demension materials are used.

2. Art work:

Charcoal	Colored chalk
Fresco	Crayonex
Laksomine	Paper (drawing, water color, poster, construction)
Water colors	Show card paints
Pens for lettering	Wood carving tools

3. Visual Aids
4. Books and Study Materials
5. Curriculum Library
6. Bibliography[13]

Correlation of the social studies with other subject areas is also a recommended technique in some of the courses of study. The Cincinnati schools have a recommendation or suggestion for correlating the unit on transportation with other subjects. The following outline is presented for the use of the teacher in the second grade in relating the unit to other fields:

Language Arts

Oral Language
- Telling about travel experiences
- Discussion plans for work
- Explaining models

Written Language
- Listing new words on a chart or in a book or box for easy reference
- Writing letters to ask permission to visit a terminal
- Keeping a diary or scrapbook account of things learned about travel
- Writing stories and poems about travel
- Writing "Guess What" descriptions of types of planes for a class riddle book
- Writing invitations to see the "parade of progress."

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[13] Social Studies in the Elementary School, Vancouver, Washington, p. 26.

Reading
- Selecting and using materials
- Acquiring wholesome activities toward books and stories through obtaining real enjoyment and satisfaction
- Increasing reading skill and developing powers of discrimination

Arithmetic

- Studying and comparing speeds of earlier and later vehicles, sizes of ships and aircraft
- Measuring length for comparisons by using yardstick on the schoolroom floor, in the hall and in the yard
- Using money to make purchases for trip expense
- Measuring for construction (floats for "parade of progress" must correspond with each other in size and fit on the wagons)

Safety

- Discussing the need for greater care in traveling today thean in the past
- Learning that many people help in many different ways to keep us safe
- Observing traffic laws and signs
- Formulating rules and standards of behavior to be observed when riding in public vehicles
- Planning a safe trip to an airport

Music

Songs
- Now-a-Days and Then-a-Days
- The Aeroplane
- Pioneers
- Crack the Whip (Coach)
- The Saucy Sue (Sailboat)
- The Train that's Going West
- Sailing
- Boat Song
- The Trim, Trig, Trailer
- Our School Bus
- The Daily Express
- Streamline Train
- Train Song

Science

- Experimenting with steam to find out why it can move locomotive wheels

Discussing how heavier-than-air vehicles are kept up; what makes airplanes go forward; why large boats can float.
Comparing sizes of vehicles

Physical Education

Imitating animals used in transportation
Engaging in rhythms and dramatic play connected with vehicles[14]

Another feature of the units suggested for teachers to follow is the extensive bibliography for teacher reference. In the Manual for the Cincinnati schools, there are sixteen titles as reference for the teachers, 128 titles for children's reading, six sources for Visual Aids, names of 131 picture slides, and a list of thirty songs.[15] Three types of instructional aids are listed by the Connecticut State Course of Study at the end of the discussion on teaching the social studies. These aids are: (1) sources of motion picture films, (2) sources of film strips, and (3) bibliography on visual education.[16] The Texas Course of Study does not include a bibliography for its suggested unit in the social studies in the primary grades.[17]

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[14] The Primary Manual, Cincinnati Public Schools, pp. 318-19.

[15] Ibid., pp. 319-325.

[16] Education for Living, Connecticut State Department of Education, p. 105.

[17] Basic Learning Areas in the Elementary School, Bulletin State Department of Education of Texas, No. 471.

The courses of study analyzed, it is indicated, stress the unit or areas of experience or problems as the best method of approach. Real life experiences and creative activities are the most recommended techniques of teaching. The courses of study offer valuable aid to the teachers in methods of correlation of the social studies with other subject areas and in supplying reference information for the teacher and the pupils.

Proposed Methods for Evaluating Outcomes of Teaching the Social Studies in the Primary Grades

The selected courses of study were also analyzed from the standpoint of the recommended methods of evaluating the outcomes of teaching the social studies in the primary grades. The data in Table 5 present the information taken from the courses of study included in the survey.

Four of the large-city school systems and two of the state courses of study, it is shown in Table 5, make no provisions for evaluation of the outcomes of teaching the social studies in the primary grades. Various types of evaluations are mentioned by the other courses of study used in the survey. Two of the large-city school systems advocate the use of check lists by the teacher supplemented with observation. In one course of study desired outcomes are mentioned but no suggestions are given for checking the outcomes. Another large-city school recommends that each unit be evaluated in

TABLE 5

PROVISIONS FOR THE EVALUATIONS OF OUTCOMES IN TEACHING THE SCOIAL STUDIES IN THE PRIMARY GRADES

Area Represented	Suggested Provisions for Evaluating Outcomes
Large-City Schools	
Ithaca, New York . .	Observations by Teacher Check lists for teacher
Altoona, Penn. . . .	None
Bremerton, Wash. . .	Evaluation of units by check lists
Glencoe, Ill. . . .	None
Mishawaka, Ind.. . .	Units evaluated for three outcomes: (1) enriched information on content of the unit; (2) improvement in basic skills and abilities; and (3) growth in desirable habits and attitudes, such as co-operation, courtesy, resourcefulness, and a sympathetic understanding of others
Vancouver, Wash. . .	Individual records for each child Individual or class diaries Tests of various kinds Anecdotal records Rating scales made by the teacher
Cincinnati, Ohio . .	Each unit evaluated in terms of its purpose
Pontiac, Mich. . . .	A list of desirable outcomes set up for each unit
Fresno, Calif. . . .	None
Washington, D. C.. .	None
States	
Texas.	List of questions for teachers to answer on information gained, skills developed, and attitudes attained

TABLE 5--Continued

Area Represented	Suggested Provisions for Evaluating Outcomes
Kansas	Teacher evaluation sheet
Connecticut.	None
Illinois	General evaluation by the teacher Evaluating the children's learning through questions and tests
Virginia	None

terms of the purposes of the unit, but again no suggestions are made for making the evaluations.

A check list for the teachers to use is suggested by one large-city school system. This is a series of fourteen questions which may be answered "yes" or "no." Samples of these questions are as follows:

> Are my pupils happy in their school experiences?
> Does each child have a "place" in the group?
> Am I giving my pupils opportunities to plan their learning activities?
> Are the knowledge and skills which my pupils are trying to attain, meaningful and functional to them now?[18]

These questions are undoubtedly valuable yet they are not actual measures of the outcomes; these can come only through measuring the actual accomplishments of the pupil in some form. The suggestions made in the course of study for the Kansas schools partly accomplish a measurement of pupil ability. The following statement is made:

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[18] Curriculum Guide in Social Studies, Ithaca Public Schools, Ithaca, New York, p. 67.

> Only the teacher who keeps some record of what experiences her pupils have had really knows if they are getting a balanced program. An evaluation chart is a simple method used by some teachers. This evaluation sheet has to do with the experiences the children have had as a group and should go with the children to their next teacher.[19]

The evaluation of the units suggested by the Texas State Department of Education consists of a series of questions for the teacher to answer on three phases: (1) information of concepts gained; (2) skills developed; and (3) attitudes attained.[20] The large-city school system in Vancouver, Washington, has perhaps the most modern concept of the evaluation of the outcomes of the social studies in the primary grades. The following statement is made:

> The chief purpose of evaluating is to improve the opportunities offered to children in the classroom. It is a continuous process, carried on cooperatively by teacher and pupils during the conference periods, by the teacher alone as she studies children's behavior and by teachers and principals as they plan for future experiences.[21]

The program, according to the Vancouver bulletin, will need to be evaluated in terms of pupil behavior. Because of the variety in individual behavior patterns teachers need to know how the teaching is affecting each pupil. Individual

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[19] Studies in Social Living, State of Kansas Department of Education, p. 13.

[20] Basic Learning Areas in the Elementary School, Bulletin Texas State Department of Education, No. 471, pp. 68-69.

[21] Social Studies in the Elementary School, Vancouver Public Schools, Vancouver, Washington, pp. 31-32.

records of each child, therefore, are important. In this respect individual or class diaries are helpful. The cumulative record card is a part of the evaluation program. Tests of various kinds are needed, including the standardized tests. This further statement is made:

> The teacher's recordings are invaluable. The teacher who finds time to record significant facts about the children from time to time preserves an objective record of progress that is an unfailing source of satisfaction.[22]

The evaluation procedures recommended by the courses of study included in the survey, it is indicated by the presented data, are not very specific and in a number of instances are not mentioned in the suggested material for teaching the social studies at the primary level. Only one course of study stresses the importance of records of the pupils as a base of evaluation. The courses of study are inadequate in this phase of the teaching of the social studies.

Evaluation of the Courses of Study in Terms of the Criteria

In Chapter II of the study five criteria for evaluation of a social-studies program in the primary grades were set up. In evaluating the courses of study used in this survey, these criteria were used as a measuring agent for the adequacy or inadequacy of the suggested programs.

The first criterion stated that the social-studies program should be planned and developed directly by those who

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[22] Ibid., p. 32.

were going to use the program and based on the particular needs, abilities and interests of the community and the children in the school. A study of the authorities who were responsible for developing the courses of study surveyed in this investigation indicated that none of the courses was the work of any one person. A committee of teachers actively engaged in teaching in the public schools of the large cities was responsible in the majority of instances for the course of study outlines.

A trend was noticeable in examining the courses of study toward a change from the stereotyped course of study which outlined objectives and recommended activities under a wide range of units. The state school systems studied still followed this plan, but in the large-city systems there is a number of departures. The Vancouver committee set up principles and sequence of areas of experience, but left other matters up to the individual teachers concerned. The Glencoe, Illinois, course of study was a collection of pictures and description of activities that had been used by various teachers.

While these changes are in line with modern philosophy and psychology, they lack a great deal of meeting criteria which provides for those who are most genuinely concerned, the teacher and the pupils who will use the program. The outlined courses of study are not their work; they have had little or no part in selecting them. The procedures cannot be based on the maturation levels of the pupils because this is the

work of individual teachers and cannot be known in advance or be the same from one school to the other. The courses of study, while showing much improvement over the traditional course, do not adequately meet the first criterion set up for evaluating them.

The second criterion states that the scope of the social-studies curriculum in the primary grades should be the field of social relationships rather than any specific subject areas. The data for the survey of the courses of study included the investigation indicate that Criterion 2 is met very satisfactorily. In only one instance was any mention found of specific subject areas as the scope of the social-studies program in the primary grades.

According to the third criterion the course of study for the social studies at the primary grade level should be on the maturation level of the pupil, be purposeful, be interesting, and be meaningful in the life of the pupil. In the light of the discussions on these factors in Chapter II of the study, no course of study made apart from the direct situation in which it is to serve can do this. The maturation level of the pupils will differ from situation to situation, and it in turn is influenced by the goals or purposes of the learner. These goals grow out of or develop from the child's situation or needs. The things that are interesting to the child are the ones that are directly connected with his life activities.

No group of experts, therefore, can plan a course of study apart from the particular situation for which it is intended.

The majority of the courses of study, especially those in the large-city systems, were formulated by teachers of the social subjects in the schools of the town for which the work was developed. They were familiar with the conditions of the specific areas and could come nearer planning for the procedures than a group of experts who based their work on theory and not on actual child needs. Such courses of study, it is believed, could be valuable to the teacher as a guide in developing her work. They do not meet Criterion 3 as set up, but they are an improvement over the courses of study formulated at a distance and imposed on teachers as mandatory.

Criterion 4 states that the techniques of teaching the social studies should supply opportunities for a wide variety of real experiences in order to meet individual differences of children and to develop constructive social relationships. These experiences and opportunities should come directly from the lives of the pupils concerned and be based on the individual needs and interests of a particular group of children. The techniques and procedures found in the courses of study surveyed in this investigation recommend real life experiences and creative activities for the children. These are adequate as far as they go, but the learning process is facilitated when the activities and experiences mean something in the life of the individual. No course of study can provide

activities on this basis unless the children who participate in the program are used as a base for the planning and have a part in the planning. The suggested procedures and techniques cannot be accepted as adequate for all situations and for all groups. The main value pf the suggestions, it is concluded, lies in the fact that they furnish constructive ideas for teachers in studying their own classroom problems and in developing procedures suited to the needs and maturation of their groups.

Criterion 4 deals with evaluation procedures to be used by teachers in measuring the outcomes of instruction from teaching the social studies in the primary grades. According to this criterion, the social-studies program should be evaluated in terms of better social relationships developed among the pupils. Such evaluations should include the use of standard tests, observation by the teacher, teacher-made tests, and such like. The data presented in the investigation of the courses of study indicate that the recommendations are inadequate in the majority of cases for evaluation of the outcomes of teaching. Six of the courses of study make no suggestions for evaluation, while only one study mentions teacher records, standard tests, pupil diaries, and anecdotal records as possible devices to be used in evaluation. The courses of study, it is concluded, are inadequate in this respect and fail very decidedly to meet Criterion 4 as set up.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions have been reached from the study of what constitutes an adequate social-studies curriculum for the primary grades and the analysis of fifteen courses of study for the social studies of large-city school systems and state departments of education:

1. The educational practices and procedures in any subject area should be in accord with the concepts of society prevalent in the community.

2. A democratic concept of society requires that its growing citizens learn some very definite skills and attitudes: they need to be literate, to be capable of thinking and reasoning intelligently for themselves, to be able to work and play with groups, and to have constructive resources for leisure-time activities, to be able to develop leadership, and to participate intelligently in the administration of the government.

3. Teaching the child the things that he needs to know in a democratic society is a lifetime process, not a piecemeal effort; it covers all levels of school attendance.

4. The social studies deal with social relationships.

5. Social relationships are not confined to any subject

area but are a part of all living; subject areas, therefore, are not sufficiently broad for teaching them.

6. The scope of the social studies should not be confined to any one subject area but should permeate the entire curriculum.

7. The objectives of the social studies should be the betterment of social relationships in the lives of the children taught.

8. Learning is facilitated when the subject matter includes real experiences which are meaningful, interesting, purposive, and is suited to the maturation level of the learner.

9. The maturation level of the learner is determined by a child's process of growth and his purposive goals; no outside agency can determine what this maturation level is. It varies from child to child and from classroom to classroom. If the subject matter and techniques of teaching are based on this maturation level, the children concerned must be the base of the planning activities.

10. Evaluation of a social-studies program in the primary grades should be in terms of better social relationships developed among the group of pupils in individual classrooms. Such evaluation should be made to determine needed improvements in techniques of teaching and to provide better facilities for teaching the social studies.

11. The courses of study included in the present investigation were all formulated by committees either at State level

or large-city level. No one course of study was set up with a definite group of pupils in mind and which were used as a base for the subject matter content and recommended techniques of teaching. These committees could not have adequate knowledge of the maturation level of the pupils, their interests, or their purposes. As a result, they could not plan an adequate course of study for any particular group. One of the courses of study only set up principles and outlined sequence of areas of experiences; selection of subject matter and techniques was left to individual teachers. This course of study is in line with modern educational philosophy and psychology.

12. The courses of study as a whole show a decided improvement over those traditionally formulated as mandatory courses of action for the teacher. In no instance was there a suggestion that the course of study was arbitrary; stress was placed on the fact that it was suggestive and for guidance in meeting various types of situations. Each teacher was encouraged to base her work on the individual needs of her children. In one instance, the course of study showed things that had actually been done in a social-studies program in the elementary school rather than made recommendation for suggested activities.

13. The courses of study included in the investigation met criteria satisfactorily for the scope of the program and

for the objectives; they failed to meet other criteria because they were made apart from the children who were to participate in the program. Their value probably lies in the fact that they can serve as a guide to the teachers in developing materials to meet the individual needs and interests of the children in their classrooms.

Recommendations for Future Study

The present study was limited in that only fifteen courses of study were analyzed and one area of learning considered. The results, therefore, cannot be considered as conclusive but they can indicate trends. The suggestion is made that further studies be conducted along these lines in order to evaluate the lag that exists between educational philosophy and psychology and actual practice in the field of teaching.

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