

A SOCIO-ECONOMIC STUDIES PROGRAM
FOR THE TWELFTH GRADE

by


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Preface

The primary purpose in writing this paper is an effort to meet the need for solving some of the problems confronting the beginning teacher. At no time in the preparation for, or in the teaching of any subject area, is there a lack of need. Needs are directly associated with the problems confronted in the effort to reach an objective. The task of teaching "Senior Social Problems" brought the need for such a paper as this into sharp relief.

The present period seemed to accentuate the problem confronting the social science teacher launching on the first assignment. With the rapidity of changing events, with the uncertainty of future outcomes, with the amazing scope which social science covers, there has come in the past five years a reorientation in the field which has not clarified itself as yet, nor perhaps will for some time to come. World events have forced many changes in the field of social science which we have not as yet absorbed.

The constant turmoil, change, and continual reshuffling in world affairs has been reflected in the many changes and revisions in the courses of study during this war period. Yet, even among the larger school systems, there is a wide divergence in the content of courses of study. Many are

inclusive enough to suit the needs of almost any school, yet few are specific enough to be used without a detailed revision. This paper is not intended to be a criticism of other's efforts, rather it is hoped it will answer the writer's particular needs under the present circumstances.

Three reasons present themselves as important enough to justify the effort made in the writing of this paper. First, the divergence of opinion supporting any one set program or course of study. No one can support or denounce dogmatically and curriculum in a general sense. More extended analysis in experimenting with the social studies curriculum is of paramount necessity. With the welter of material the novice is seemingly at sea. This paper is an effort to the specific end of making a course of study for a specific school within the scope of its own activities. The inconsistency between actual classroom procedures and present day trends and influences brought the author to realize the definite need for inservice preparation for this specific teaching position.

Second, realizing that the teacher must stimulate the pupils for learning to take place, has made the author keenly aware of the need for keeping abreast of world events. Not only keeping abreast of world events but also, the need for keeping in touch with the thoughts and opinions of authorities in the field of social science, is felt to be important. It is part of keeping abreast of world events to have in mind

a sense of balance and stability in the face of probable repercussions on the international scene.

Third, is the lack of proper equipment that is evident in the majority of social studies departments. The average small school cannot afford to keep the latest equipment in the classroom. It would not be practical. The need can be met by inservice training and research, showing the teacher some of the things that can be used in his work. The desire to investigate the findings that have been brought about by the efforts of others experimenting in the field also prompted the writer to undertake this paper. These things should aid the teacher inservice in solving his problems and in adapting himself to a new situation.

The author feels that the effort put in this work is not in vain. Doing this has revealed many problems that would otherwise have remained unsolved, or would have arisen later to be more difficult to solve for having been left neglected. The author feels competent to this task, for planning such as this rests upon three factors all of which must be taken into consideration if the work is to be worthwhile. Planning must be critical, planning must be specific and planning must be subject to continuous revision. Planning alone will not teach the subject-matter nor create the attitudes and ideals we feel must be furthered in a growing democratic society. Much depends upon the quality of the teacher's personality, the teacher's own attitude and approach

and the willingness to seek an understanding of the abilities and interests of the pupils. The importance of these, and having discussed the problem of senior social studies with others, has given the writer a feeling of competence which prompted him to undertake this work. The study and research of others has been helpful in giving an insight into the problems to be expected in this work.

Chapter One

Introduction to the Problem

If there were no problems or failures there would be little need for research. The very nature of research implies that there must be a better way of doing things. Difficulties are an indication of inadequacies. Problems point out the need for better methods or better objectives. Teaching should be a process of finding better ways of achieving the goals the profession sets for itself. The assumption can safely be made that goals in teaching should be based upon the material there is to work with, rather than any external standard of judgment which might be chosen. The field of secondary education is centered around the development and adjustment of youth to the society in which it finds itself. It is then, the role of education to ferret out the needs of youth in meeting this developmental task and to equip itself to fulfill this role adequately. However, the problems of education are manifold, for the society in which youth is to enter is constantly changing. Rather than stating specific goals for youth to attain, which it may or may not be able to utilize after having achieved, it becomes necessary for education to emphasize the constant change and to prepare youth to expect change in its activities of after

school years. Going back to the basic assumption of Dewey, that school is life rather than a preparation for life, it must be assumed that the end of education be flexibility and an ability and readiness to adapt to changing conditions in all phases of life. With this assumption in mind it becomes clear that the objectives of education can be stated only as a reflection of the needs and deficiencies of youth.

The human being, on entering this world, is but a bundle of possibilities. The potentialities of the individual will be realized only as the achievements in the developmental process hinge directly upon the living of the individual. To be good, but good for nothing, is futility. To learn, and not apply the learning is also futile. It is then, the task of education to fill the deficiencies of youth in the light of present social, economic, and political trends.

The basis of needs and deficiencies does not demand the memorization of facts or data that has been useful in the past unless that material can be related to present or future conditions. Since present and to some extent past conditions are the only safe and reasonable basis for judgement (the increasing rate of change, making prognostications dangerously speculative) we can only act upon the factors of our environment that are receiving major emphasis today.

Though factual data be important it alone would mark

more of a standstill than any progression in our educational policies. The difference between factual data and the kind that is referred to as attitude is the difference between studying things and learning how to study things. It was Goethe who said, if one learns how to learn in school one has learned enough. Learning is a part of life, and not something that takes place before we live. Therefore, our problems should be one of teaching youth how to learn, rather than putting an inordinate emphasis on things learned. If this be kept in mind it can only follow that basic understandings and attitudes will be developed that will carry youth through the formal schooling period and stand in good stead thereafter. Intellectual practice does not precede interest and motivation. The end does not come before the means. Intellectual curiosity does not mean random activity of a mental nature. It is the mental exploration that comes within the frame of reference of the school when sufficient interest is aroused to motivate further exploration. Mary Lee Nicholson of the Portland Child Guidance Clinic expressed learning as intellectual freedom within a framework. The connotation of a frame of reference is not so much a restriction as a sense of direction and purpose.

The geometrical metaphor involved in the works 'frame of reference' should not be allowed, of course, to obscure the facts. Research in education is concerned with individuals

and their growth and life in all its aspects; it is concerned also with social organizations and their development; status, and present effects on individuals. It is concerned . . . with schools of all sorts and the pupils in them.¹

This is the problem in its broadest sense, i.e. to find the needs of youth and to consider those needs in the context of the environment of youth.

We believe that those studies should be encouraged which consider the whole personality, in its immediate situation and as a part of larger culture patterns, which extend over a long enough time to show sequences in the development of the personality, and which include the acceptance as well as the problem patterns of living.²

Creating attitudes and promoting emotional development must come through an application of facts pertaining to present events. It is a continual process, one which must start at the point of most convenience in the experience of youth and work toward a fuller realization of the loyalties, convictions, skills, insights and ideals toward which a fuller democratic living moves. The implication is evident that teachers must give greatly increased attention to objectives. In the continual process of adjusting to new developments in the personality of youth, youth must be taken at whatever point of social studies readiness it happens to be and be directed as far as possible toward the objectives desired.

- 1- Holmes, Henry W., Educational Research,
(Washington, D. C., American Council of Education,
Series I, Vol. III, No. 10, Oct., 1939) p. 184
- 2- American Council on Education Studies, Educational Research,
(Washington, D. C.: The American Council on Education,
Nov. 1939) ch. 5

There is no actually conclusive evidence supporting any set program or course of study and no one can be dogmatic in supporting or denouncing any curriculum in general terms. There is necessity for more extended and thoughtful analysis and experimentation with the social studies curriculum.¹

Under present conditions it often becomes imperative that the expected development of a social studies course be changed to suit the requirements of those taking it. Because of the emergency, it became necessary to divide the material into correlated units which could be taken simultaneously. The problem resolves itself into a war-time economics course and a sociology course which seniors could take together before entering the service. The course was designed to meet the war-time needs of students leaving school; and, it is hoped, will give the students attitudes making for confidence and critical thinking now and in the post-war period. It is planned in such a way as to use texts and library material as references.

The general plan of the course is to begin with the pupil in his individual experiences and to work toward larger spheres of experience, bringing him finally to the scope of international affairs.

The evidences to be submitted will begin with the objectives formulated for the courses. Then will follow the

1- American Educational Research Association Yearbook, The Implications of Research for the Classroom Teacher, (Washington, D. C.; National Education Association, 1939) ; p.181

units of the course in the order in which they were taught listing the objectives, methods and materials. Each unit will be followed by an evaluation plan, both for the pupil and the teacher. In formulating the objectives of these courses it was hoped they would meet some of the most pertinent needs of the high school pupil ready to enter the armed service or to take his place in civilian production. That it would need continual revision was recognized. Part 2 of this paper is an effort in that direction. The second part of this work will be a critique giving the limitations and weaknesses of the courses as well as some of the helpful findings and discoveries that grew out of the work.

Chapter Two
Courses of Study

Economics Course

Course objectives:

1. To render the basic principles of economics understandable to the High School pupil.
2. To demonstrate to the pupil the factors involved in becoming intelligent consumers.
3. To acquaint the pupil with available consumer's aids.
4. To give the pupil a perspective of the place of production in the process of consumption.
5. To arouse an appreciation of the development of industry in the last century.
6. To develop an appreciation for the changing complex industrial world of today.
7. To stimulate the pupil's thinking about international economic relationships.
8. To develop an attitude of individual responsibility toward government regulation during war-time.
9. To develop a reasoned basis for patriotism.

Units of study:

- I. The Consumer's World

Unit objectives:

1. To learn the importance of the factors involved in the process of consumption.
2. To acquaint the pupil with the various agencies designed to help the consumer.
3. To gain an understanding of the principles involved in personal economics.

Unit divisions:

- A. Consumption as the utilization of wealth
- B. Methods of increasing consumption
- C. The consumer and the standard of living
- D. The consumer and advertising
- E. Money management and installment buying
- F. Personal services and the consumer
- G. Wise consumption and consumers aids

II. The Essentials of Production for Consumption

Unit objectives:

1. To demonstrate to the pupil the factors of production as they pertain to consumption.
2. To gain an insight into the industrial process.
3. To create an attitude of understanding and cooperation for the complexity of modern economic organization.

Unit divisions:

- A. Large scale production

- B. Division of labor through specialization
- C. Business enterprises
- D. Business cycles
- E. Banking and public finance
- F. Problems of distribution
- G. Taxation

III. Economics in World Affairs

Unit objectives:

1. To gain a perspective of the interdependence of nations.
2. To attempt to discover the true nature of international agreement problems.
3. To seek an understanding of the necessity of security through government organization.
4. To develop within the pupil a method of critical thinking.

Unit divisions:

- A. Problems of reconversion at home
- B. The Dumbarton Oaks Proposals
- C. Government control in the war period
- D. The problem of security
- E. The United Nations Conference for International Organization

Proposed procedure:

The subject-matter itself demands the full utilization of the prescribed text for this course. Since the text did not contain much of the essential data for the course, oral and written reports were used extensively. Discussion groups, wherein the pupils were divided into small groups, question and answer discussions, and the lecture method were used as a means of correlating the material and for review.

Evaluation:

The tests used were chiefly for one purpose, as a means of finding what the pupil had learned, rather than what he had not learned. For this reason many pupil compiled tests were given. The pupils were asked to evaluate the course as a whole, and to specify what changes they would like to see put into practice. For the most part the criticisms were general, however, the greater part of the pupils desired a more specific text and fewer oral reports by members of the class for which they would all be held responsible. (See Appendix A for the texts of the pupil evaluations.)

Sociology Course

Course Objectives:

1. To understand and appreciate our cultural heritage.
2. To discover and utilize our capacities and limitations, both environmental and hereditary.
3. To study the factors of collective behavior and to develop a wholesome attitude of leadership in adult society.
4. To study our social institutions as basic requisites for the continuance of our "American Way of Life".
5. To gain an appreciation for, and an understanding of our culture patterns.
6. To promote the attitude of co-operation toward the principles of social control.
7. To develop a reasoned basis for patriotism.
8. To arouse the thinking of the pupil toward a keener insight methods of discerning the purposes and tone of present day publications using propaganda techniques.

Outline of the Units:

I. What is Sociology?

Objectives:

- A. To gain an understanding of the development of the subject-area.

- B. To demonstrate the importance of social studies in the high school.

Unit Divisions:

- A. The scope of Sociology
- B. The place of the social studies in the high school.

II. You and your personality

Unit objectives:

- A. To give the term "personality" an objective meaning.
- B. To gain an understanding of the relationship between heredity and environment.
- C. To demonstrate that the conditioning process is continual.
- D. To demonstrate the meaning of social inheritance as contrasted to biological inheritance.
- E. How personalities react to one another; the problem of intro- and extroversion, with emphasis on ambiversion.

Unit divisions:

- A. Personality, what does it mean?
- B. Heredity and personality.
- C. Glands and their effect on personality.
- D. How our environment effects our personality.
- E. The conditioning process as a continual one.

F. Social inheritance contrasted with biological inheritance.

G. How personality types reflect character traits.

III. Vocational Guidance

Unit objectives:

A. To demonstrate how the foregoing unit is applicable to vocational choice.

B. To demonstrate the importance of ability, interest and opportunity in vocational choice.

C. To develop an understanding of the various vocational aptitudes that the pupil might find applicable.

D. To give samples of vocational and interest questionnaires.

E. To demonstrate through case studies that the final choice must be made by the individual.

F. To develop an appreciation for the working habits needed, and how habit formation is a continuous process.

G. To list various agencies and bureaus that aid in vocational adjustment.

H. To develop a sense of direction in vocational choice in those who will enter the Armed Forces.

Unit divisions:

A. The place of personality in choosing a vocation.

- B. Interest, ability, and opportunity in vocational choice.
- C. Aptitudes important in vocational choice.
- D. Work habits essential for success.
- E. Vocational aptitudes and interest questionnaires.
- F. Agencies and bureaus of vocational adjustment.
- G. Pros and cons of military training in peacetime.

IV. Social Institutions

1. The Family

Unit objectives:

- A. To gain an appreciation of the family through comparisons with family life of other cultures.
- B. To demonstrate the function and importance of the family in society as the earliest factors of social conditioning.
- C. To develop a realization of the need for cooperation within the family.

Unit divisions:

- A. Family life in the past
- B. Family life in other cultures
- C. Fundamental factors of the family
- D. The place of the family in modern society

2. American Education

Unit objectives:

- A. To give the pupil as accurate a picture as possible of the development of the high school in America.
- B. To enable the pupil to realize what advantages our schools offer in comparison to schools of other cultures.
- C. To demonstrate to the pupil how the school is trying to meet the needs of youth.
- D. To study the objectives of the school as listed by the N.E.A.
- E. To demonstrate to the pupil how continued progress is possible through adult education and leisure time interest groups.

Unit divisions:

- A. Place of report card in the school.
- B. Survey of development of high school in U.S.
- C. The pupil and the curriculum
- D. The four objectives of education by the N.E.A.
- E. After-school opportunities for growth.

V. Social Interaction and Control

Unit objectives:

- A. To demonstrate the advantages and disadvantages of competition, conflict, and cooperation upon the individual working for himself and for the group.

- B. To learn how political, social, and economic forces influence population distribution.
- C. To demonstrate how the various social and cultural factors figure in community organization.
- D. To demonstrate how the interrelationship of social factors make for cultural growth.
- E. To gain some knowledge of the obstacles to social change.
- F. To demonstrate how man and culture are continually adjusting to one another.

Unit divisions:

- A. Value of competition and conflict.
- B. The necessity of cooperation in competition.
- C. How social, economic, and political forces influence growth and distribution of population.
- D. Social and cultural patterns in community organization.
- E. Cultural lag and social change.
- F. Ways in which man and society adjust to one another.

Suggested Methods of Instruction

1. Have pupils state what they think a course in Sociology would be like.
2. Give pupils objectives and have them give written interpretation of them.

3. From time to time refiew the objectives finally drawn up by the teacher and pupils.
4. In giving a Personality Adjustment Questionnaire and Vocational type questionnaires be certain to prepare the pupil adequately by stating the purposes of the work being given.
5. Special reports from students.
6. Explanation of more difficult sections.
7. Class discussions by forming discussion panels.
8. Class discussion of the question-answer type based upon textbook material.
9. Pupil compiled questions with answers, to be written.
10. Debates upon suitable materials.
11. Debates by debating teams through previous arrangement.
12. Discussion of personal problems outside of class.

Evaluation

The pupil evaluations lend themselves to the four following divisions:

1. The teacher should give tests at regular intervals or with adequate warning. 18% voiced this criticism.
2. There should be shorter assignments more often rather than longer ones. --21%
3. Too large a vocabulary on the part of the instructor. --18%

4. Different text preferred. --50%

(See Appendix A for direct quotations typical of those submitted by the pupils in both the Economics and Sociology classes.)

The evaluation of the instructor necessarily must cover the material in the above paragraph. It was found that pupils either wanted to know just when a test was planned in order to study for the one test or else to know exactly what would be covered in the test. Therefore, the policy of not announcing test was followed generally in the daily classwork, however all important tests were announced well in advance. The unit method does not serve as a convenient method for disposing of assignments, rather it serves best as a means of presenting materials in meaningful relationships. From the comments of the pupil it is evident that a beginning instructor must seek a lower vocabulary standard. It is also evident, from the survey made of pupil opinion, that the adopted text does not meet with the average students approval. (See Appendix B for objectives and characteristics for the Social Studies Teacher)

Chapter Three

Conclusions and Recommendations

Critique of Objectives

Objectives can either be real or ideal. The objectives listed in these courses were more of the latter than the former. It has been the experience of the writer in formulating these objectives and in presenting them to the pupil that objectives, in order to be real, must be of two types. There must be the over-all objectives for the course as a whole. But more than this, there must also be immediate objectives from day to day. The daily objectives must seek to reflect the long range objectives set up for the program. To seek to hold the same generalized objectives before the student would be futile, not only wasting time and effort, but also rendering them meaningless to the pupils. Objectives should serve as guideposts, but they will only be of such service as they are kept fresh and vital in the thinking of the student.

It has been found that objectives are meaningful to the pupil only insofar as they are understandable. The objectives listed in the preceding course outlines were not attainable for the average or even above average pupil in high school. As objectives per se they were not successful, for the pupil read something that wasn't in his own language.

The concepts and outcomes stressed in the list of objectives were not stated in terms of the average high school pupil's vocabulary. They first had to be translated into good pupil imagery. The word imagery the pupil could understand almost made a translation of the objectives necessary, for few pupils at the high school stage of development have achieved a level of abstract thinking. Hence in the translation the author found another aspect of meaningful explanation--that of speaking through concrete examples and everyday illustrations.

Objectives are meaningful only as they are attainable. Youth is interested in the things it can do. Although objectives may be worthy of the effort necessary for achievement, yet they will not be the sights through which youth takes its aim unless youth itself feels they can be attained. It has been the experience of the writer that youth does not expect standards that are lower or different from that of the adult world. Rather youth expects objective standards which measure up to and lead into the expectations of adulthood. To expect the pupils to live for one set of objectives "in-school-training" and to find another set of objectives "out-of-school-living" is to create an ambiguity that can only lead to confusion. It is only logical for youth to expect the objectives of the social studies courses which are intended to be the last phase

of formal schooling for many, to be progressive. They should lead the way into adult living. Yet, the writer has experienced, too often, the distinction that naturally comes to the pupil's mind when he says, "Yes, but you get out of school, and it isn't so!" In the future the writer shall attempt to aid the pupil in preserving more of the pupil's idealism by seeking through the objectives and their interpretation to prepare the pupil for actual conditions in the everyday world. It is his belief that a more realistic approach toward objectives will serve to challenge the pupil rather than lessen his expectations of adulthood.

Assuming that objectives must be stated in simpler terms of high school level they must still be within reach of the pupil before they are accepted. Not every pupil will be a Joan of Arc or a Nathan Hale. To seek such an achievement would be ignoring individual differences. Yet the objectives must lend themselves to the level of maturity of each pupil. Herein lies the value of interpretation. The instructor can do much toward this end. If the over-all objectives of the social studies program on this level are reflected in the daily objectives the pupil has a fuller realization that school is living life.

Current events can be an important phase of interpreting objectives. It has been found that objectives must be constantly kept in mind if they are to be objectives.

The pupils ability to discern the importance of objectives is more clearly seen if those objectives are related to the things around him. The writer found it very helpful to tie the daily objective to some current issue of interest and importance to the particular phase of the course under consideration. Associating the daily objective and lesson with a current event has been found to be an effective method of keeping the pupil interested in objectives. Furthermore, the awareness of objectives gives the pupil a sense of direction and the satisfaction of learning something worthwhile. Nothing succeeds like success.

Objectives become more meaningful if the pupil has a part in their evaluation. Pupils, like adults, must know something of the problems confronting them before they can adequately express their expectations. The pupil was the center of the writer's attention. Therefore, it seemed practicable to evaluate and re-evaluate the objectives from time to time. When the pupil had a part in the construction of his own program it became an incentive to achieve that program. Pupil participation makes for pupil achievement.

The cohesiveness of the social studies program should be reflected in the objectives if it is to be evident in the development of the pupils. It was the writer's assumption, as the beginning of his planning, that attitudes and loyalties would be an indirect outcome of the teaching

program. However, it has been found that the attitudes and learning habits considered desirable would automatically be the by-product of teaching subject-matter, cannot justifiably be expected. Howard E. Wilson¹ in his chapter on Social Studies states that the outcome of ordinary social studies instruction is simply the acquiring of facts which are more or less digested by the pupil. The material presented to the pupil is too often given with no thought of the related wholeness of the material. The desultory, unrelated dissemination of facts is not learning. Such learning is soon forgotten. The objectives should point out the organization for teaching purposes.

To depend upon indirect, concomitant learnings for the achievement of goals recognized as desirable, as we have traditionally done in respect to such objectives. . . . described is not warranted.

The writer has experienced the need for having those objectives of attitudes, loyalties, and convictions, which are considered desirable, clearly and specifically stated. As the child does not grow piecemeal, neither can learning be piecemeal. In the developmental process of learning there must be associations giving meaning and relationship to learning. In the foregoing courses a definite effort was made to tie the various units together and to relate the

1- American Educational Research Association, The Implications of Research for the Classroom Teacher, (Washington, D.C.: National Education Association, 1939)

2- Ibid, p. 182

daily work with the point-of-view of the entire program. The lack of unification so often evident in the over-all school program can also be seen in the social studies program. As the differences between subject-matter areas are evident, so are differences within the courses evident.

Just as in industry or business each worker is responsible for the efficient performance of some minute part of the whole productive enterprise, so in the school each educational worker is responsible for only a part of the child's total development. It is much as if the child's growth were merely the summation of a variety of particular, specialized results, brought about without psychological connection with one another. It does not require great imagination to see an analogy between the assembly line . . . and the systematic passage of groups of children from one teacher to another in the conventional, overcrowded school of today. It is exceedingly difficult, therefore, for the teacher to see the child's education in terms of the wider social interactions which should constitute the true matrix of his growth. Her vision is clouded by excessive attention to the separate elements in a straight-line process of productions.¹

The writer recommends as good the practice of including the so-called indirect outcomes in the objectives of the social studies program and of carrying those same outcomes into the unit and sub-unit divisions of the courses.

A conscious effort has been made to give the course a scope that has been in keeping with present trends in local, national, and international affairs. Believing that a definite relationship must be created in the minds of the pupils of the interplay between all social agencies, the writer has

1- John Dewey Society Yearbook III, Democracy and the School Curriculum,
(New York: D. Appleton Century Co., Inc., 1939) p. 164-165

sought to relate the course to present events and tendencies, giving as much background material as was possible for an understanding of the influences and forces which have brought about present conditions. The writer's recommendation of the interaction of all social influences is adequately expressed in the following:

The sociologists, anthropologists, and social psychologists steadily built the concept of the culture as the process of interaction of dynamic individuals . . . The economists and political scientists documented the unified interrelationships of economics, politics, and social psychology, revealing the role of business in government, government in business, and the predatory nature of economic life.¹

The implication in this quotation is simply that all things work together, if not co-operatively for the benefit of all, then destructively, to the detriment of all.

In both of the courses it was found practicable to start with the individual in the setting in which he finds himself, i.e. in the home and in his personal economic problems, and to work from there to the broadest outlook of human activity; to that of social, economic and political problems on an international level. This sequence demonstrated its effectiveness so remarkably that it is to be recommended. It starts with the individual on the basis of his closest interests and leads from them, step by step, to larger circles until the pupil comes to the individual's place in changing world affairs.

1- John Dewey Society Yearbook III, Democracy and the Curriculum,
(New York: D. Appleton Century Co., Inc., 1939) p. 235

Unit System

Much has been said pro and con for the unit system. Underlying the proposals for organization in units or topics is the hope of arranging material in related wholes. Studying movements and events in isolation can be effective. However, understandings and lasting impressions are more often gained from studying them in their context. The writer has found presentation with attention on understandings or interpretation to be taught to be more effective than giving emphasis to subject-matter per se. The relationship of the unit and of the units to each other should stress the continuity, or the interwoven patterns of the units. If the unit method of presentation does not present a mosaic to the pupil, the main objective is lost. The organization of materials on a meaningful rather than an encyclopedic basis seems abundantly warranted by psychological evidence. The unit system was criticised by the pupils on one basis. The average pupil would rather have short assignments more often, than longer assignments with more time lapsing between. This would indicate that the unit serves its purpose only when the pupil can see through the plan of organization. The writer would recommend shorter assignments within the unit if those assignments have a direct association with the over-all progress.

The units in the preceding course do not represent a complete coverage of the materials available on a unit basis. The writer wishes to point out the difference between a unit approach and a topical approach. Howard E. Wilson¹, in his chapter on Social Studies, gives the following as topics needing greater emphasis in the American High School: the nature of government as a social institution; the range of activities of the federal government, the problems of local and metropolitan government, international relations; relations of government and industry; taxation and public finance; investment, insurance, and "personal economics"; standards of wise purchasing; the analysis of public opinion and propaganda; the resources and characteristics of the local community; self-analysis from the point of view of others; vocational interest, ability and guidance; the social effects and implications of the rise of science; the school as a social institution; the facilities of social intercourse. These are only a few of the topics needing greater emphasis. However, the writer does not recommend that they be made units of a course as some are aspects of larger problems in our democratic society while others could well be broken down into several divisions for the sake of simplicity.

1- American Educational Research Association, The Implications of Research for the Classroom Teacher, (Washington, D.C., National Education Association, Feb., 1939) p. 183

Whether or not a topic could serve well as a unit division is a matter of choice depending upon the objectives desired. The topics above are given because they are a good cross-section of the field. All of them are interrelated, but some are related enough to be considered together in one unit. The unit approach is more than a topical approach, for it seeks to demonstrate how these topics listed and others are related. Breaking them down into smaller wholes would only be for the purpose of study.

Critique of Methods

Methods must of necessity be secondary to objectives if proposed, objectives are to be realized. Methods of instruction are but tools in the ideal program. Assuming that the objectives have been clearly defined and seem to fit the needs of the pupils it is only natural then, that the instructional devices will be altered as the need arises, making it possible to attain the objectives. When method becomes confused with objectives, they may become the objectives of the course rather than an aid. Difficulties and danger signals appear. The pupil wishes to know why he must learn all the presidents of the United States, or why he must learn a definition of the law of proportional returns word for word. This is not an indictment against memorization, it has its place, but it is hoped that such questions when they arise show that the work of the pupil is vain repetition not being tied to any of his life experiences. Though it is not the obvious, youth does come to school to learn. Interest cannot be maintained when the learning becomes a repetition of method rather than a new relationship to previous experience. If the desire to find out new things is turned upon something that seems to have no relationship to the life of the pupil then interest drops markedly. Granted the

pupil wants to learn, he still doesn't know just what he expects to learn. One must know something of a problem before one can even ask intelligent questions about it. At the beginning of a new experience it is so easy to determine one's direction as it is after the initial steps have been taken. So too, in the learning process, it is only after one has delved into the problem to some extent that it is discovered whether or not progress is being made. The high school pupil cannot at first tell the difference between objectives and methods but after he discovers the method is an objective in itself he naturally questions its validity. It is here that the instructor has opportunity to emphasize the relationship of the whole program and point out the distinction between method and objective. If the method is a means to an end, the method should rest on its own merit.

The value derived from outlining and summarizing material in the Social Studies program for eleventh and twelfth graders can only be justified in the light of its purposes. The pupil seeks to give an impression that he is making progress and knows what is going on about him. The relationship of summarizing and outlining should not be on the form of the outline primarily but upon the pupil's penetration and evaluation of what is being outlined. Outlining and summarizing should only aid him in his attempt to discern

the purposes and the implications of the writer. Outlining will only be of benefit to him as he is able to analyse the content and relate it to his own experience.

The following, adapted from Bond and Bond in Developmental Reading in the High School,¹ illustrate the four main types of abilities indispensable to the efficient use of references:

- (1) the location of information; (2) the understanding, appraisal, and selection of data; (3) the organization of what is read, especially when several sources are used; and (4) the provision for future use.

Difficulties faced by students in their study of Social Science are:

1. Difficulties of vocabulary.
2. Difficulties of specialized meanings.
3. Difficulties due to contraction, i.e. when a complex idea is expressed in too few words, or when a complex idea is disposed of in one complex sentence.
4. Difficulties of ideas, for many of the concepts are so far removed from the experiences of the students that it is only a verbal recognition.
5. Difficulties of sentence length.
6. Difficulties of abstraction, as mobs, society, relationship.

1- Bond, G. L., and Bond, E., Developmental Reading in the High School, (New York: The Macmillan Company, 1941)

7. Problems of organization. To quote from Ruth Strang:

"Students can be taught to read history as an account of the evolution of ideas and institutions, to see cause-and-effect relationships, and to detect erroneous statements and implications. They should seek to discover how the present grew out of the past and how various persons and forces have influenced the 'shape of things to come.'"

Improvement of Reading in High School and College

8. Difficulties of reading critically, showing the value of collateral reading.

9. Difficulties in locating material.

10. Difficulties in reading maps, graphs, and other pictorial materials.

"Maps are a way of looking at distant places 'as if they were on the palm of your hand.'"

from a Chinese map-maker

This phase of study technique is emphasized because it has been found in the writer's experience that the average pupil needs guidance here. The total environment enters into the picture of the learning process. With the repetition comes familiarity and eventually acceptance. We come to accept that which we hear or see. We have only to look at the educational efforts in Nazi Germany to see a clear illustration of what happens in every learning situation. It is not easy to take that which has become familiar and even of passing interest and expect the pupil to analyze the same with some degree of understanding. The average pupil accepts much of what is written in the newspaper as authentic.

Guidance is needed in bringing the pupils to see through that, which has to a large extent been opaque before. Guidance becomes as important in the selection and study of current events as in textbook study when it is realized how much more subject to misinterpretation is the present in which we are involved than the passed viewed at greater distance.

In the usual small high school, where there is no room in the curriculum for current events courses per se, the motivation for current events can come from the classroom material and be worked into the daily program with profit. It is recommended that the daily program be tied in with some major current event. This can be accomplished by relating the current happenings to the material being studied by the pupils. In this way the pupil has a greater opportunity to see the effects of that which he is studying upon present times. The point of view used in handling current events in such a manner naturally cannot mean the most recent happening screamed across the headlines. Rather, current events are construed to mean that which has happened in the recent past and is now effecting the present, or that which has happened or is now happening that may have an effect upon future conditions.

I has been found profitable to have a part of one day in the week set aside as current event period. This period is used for summarizing events and seeking to give direction to the spontaneous reports of the class. In this way a related-

ness of the recent events is attained that might not otherwise be possible.

The radio has a definite relationship to social studies. With the increasing influence radio wields it is well to consider some of the basic factors making for success or failure of the radio in high school. It has been found through experimentation and observation that many different attitudes have been formed by the high school pupil toward radio. The radio differs from other instructional material in that it is used much more widely outside of school than inside of school. Naturally then, the listening habits of the pupils vary greatly. Much of the work that has been done in the field of radio education has laid stress upon the program schedule preparation, i.e. upon the time schedule, the preparation of the pupils by the teacher in respect to material, what to look for, what to get out of the broadcast, etc. It has been found that a still more basic need must be met before the radio can take its rightful place in social studies education. The proper radio listening attitude must be created as well as background material given. The attitude desired is one through which the pupil will be looking for information and seeking to understand the implications of the broadcast material. This attitude of research must needs be cultivated. The average person listens to the radio more as amusement than as an informative source. Likewise the pupil is more amused by his first con-

tacts with radio in the classroom than informed. It is recommended that the use of radio in the school be consistently followed. It is difficult to remember the spoken word. It has been found that the pupils learn how to listen to the broadcasts much more quickly if they can see, in a tangible way, how the instructor listens. The use of short notes jotted down during the broadcasts has been found to be very helpful as a means toward sharpening the pupil's listening ability. Again, a short outline of the broadcast on the blackboard as it progresses has been found to aid in the discussion periods following a broadcast. Radio usage should be carried through beyond the novelty stage if it is to succeed. This can be done in several ways. The authenticity of the broadcaster or commentator should be brought up for discussion. The continuity between the programs should aid definitely in giving radio usage a definite place in the program of instruction, making the radio a definite tool for developing listening and analytical skill. The danger is this method lies in the practice of taking too many notes, of paying too much attention to detail and losing the main points in a radio discussion.

It is not the writer's intention to make a criticism of textbook usage. Much has been written about the place of the textbook in the teacher's program. However, several observations about the pupil's attitude toward textbooks have been made by questioning. As was noted above, the pupils were

asked to give their opinions about the texts used and several other possible texts. They were given every assurance that the opinion would not affect their grade nor would it influence the opinion of the instructor. It was to be "straight from the shoulder". From the evidence submitted it can be concluded that the pupils desire a text giving specific factual data. The pupils stated they believed they should have a textbook as this would give them a common basis for classwork and for daily and unit tests. The pupils felt the text should be the main part of the course as a basis for class discussion. The opinion of the pupils was not centered so much around the question of having a textbook or not as around what kind of textbook. The fault the pupils found with their text was that it was too indefinite and vague, giving many suggestions, starting many discussion problems, and giving no definite material that the pupils could "get their teeth into". It was felt by the majority of pupils that the textbook was too vague and opinionated. Several methods of finding pupil expectation of texts were used. Direct questions such as, "What do you think of your text?" were used, as well as others such as, "What do you like and dislike about your text?", "What approach should a text use?", "Of these several texts, which would you choose, now that you've finished the course, and why would you choose it?". The consensus of opinion was that a text should treat the material objectively and definitely, meaning by def-

initely--factually. Thus it is seen that pupils do have definite reactions to textbooks and their use. It is seen how the pupil desires above all to know and to have specific instruction.

It has been found that the average pupil likes library method of instruction if the class is large. The main criticism from the teacher's standpoint is that this method enables many students to get through courses with little or no work. Pupils find the method undesirable because they have not, as a whole, learned the meaning of the word "hunt". For the average high school pupil the assignment must be definite enough to find without difficulty. If the library method is to be used it is recommended as a supplementary aid for the superior student. In itself the method is one that necessitates individual instruction which is out of the question in most high schools in wartime.

Evaluation of Testing

Testing devices commonly used as a means of grading the pupil demonstrate their helpfulness as a teaching device when they are given a follow-up. To the average pupil, it has been found, the test is but a device for procuring some kind of grade, and also to find out how little the pupil has acquired of the material given. The pupil needs to be graded upon the quality of his work, but when the pupil has been convinced that grading is the only purpose in giving a test, the test has to a large extent, lost its value as a teaching device. Tests are recommended as a thorough teaching procedure. The test that is only given and graded is but half used. A definite follow-up in which the pupil can correct his mistakes aids the pupil in learning. All the various methods of testing show this to be true. The so-called objective type questions lend themselves to this procedure. Other types of questioning used by the writer have demonstrated the value of evaluating pupil achievement as the work proceeds. They are the pupil compiled questions and the pupil evaluation. Pupil compiled questions to be recommended are of two kinds, those which the pupil asks and answers himself, and those which the pupil asks and the instructor answers. It has been found that the latter method serves as an incentive to the pupil to be more thorough in his daily preparations. In the same way, the method of evaluating daily work by topics or

units, aids the pupil in gaining a relationship and a perspective of the whole course which, though not as thorough or as clean-cut perhaps, as the evaluation of an instructor, has still considerable value to the pupil. It is the work of the pupil and represents what he has worked out for himself. As has been demonstrated in the foregoing courses, evaluation serves a manifold purpose, that of aiding the pupil in correlating his work, that of motivating the pupil to purposeful achievement, and that of testing the pupil's achievement.

Closely related to the work of evaluation is that of planning. Evaluating something is not progressing toward more effective teaching unless some new insight is gained and applied through revision. To make something easy is not necessarily making it successful. Planning and evaluation demonstrated the same principles at work. It may be said that pupils have but two standards by which they evaluate their work and by which they project desirable changes for further work. They know vaguely what they have had, and know definitely what they do not want. Pupil evaluation and planning can only be made in the light of their limited past experiences. has been found that pupils do not feel themselves adequately informed to determine beforehand just what they expect to get out of the course. They know there is something to be learned, but do not realize what to expect from the course specifically, for they lack the background and experience which would enable them to determine what to expect. Pupil projection

can only be made on the basis of the past. To ask them to formulate objectives is asking them what they do not know. This demonstrates the value of keeping the objectives desired before the pupils constantly, thereby giving them opportunity to evaluate those objectives in the light of their new experiences.

Planning does not give justice to other possible alternatives. As one student put it, "How are we supposed to know something else, we haven't even had this." The pupil cannot make suggestions for changes unless he has two or more things to compare. In planning it is, therefore, recommended that it be done continuously as the pupil's horizon widens.

In the evaluation of the entire course the following observations are pertinent to an understanding of the basic objectives which, it is hoped, were achieved in some measure both by the pupils and the teacher. In the integration of the social studies to the changing conditions of society a point of view of the function of learning must be kept in mind.

....teaching must be given a social orientation and be presented in such a way that what is learned will function in social activity because true personal development comes only through participation in social life."¹

It should be the concern of the educational profession

1 Connole, R. J., A Study of the Concept of Integration in Present Day Curriculum Making, (Washington, D.C. The Catholic University of America, 1937) p. 72

to render itself adaptable to the needs of the youth as they arise. Evaluation and planning serve to re-emphasize the problems of youth. "The discrepancy between the promises, standards, and sanctions of the school, on the one hand, and the brute facts of life, on the other, are too devastating."¹

The emphasis in the above quotation points out the significance of John Dewey's approach to education in that it is living life itself and not a preparation for life, especially so, when that life is found to be incongruous with conditions predicted. The importance of change in education cannot be overemphasized. Change is the one changeless factor in life, nor can anything be outside the flux of change. As the following quotation points out, the validity of change is in the confirmation that its acceptance brings about. The acceptance of law and order is but a confirmation of the factor of change.

Education is that phase of cultural process which concerns itself with the transmission and enhancement of culture. If the process of cultural development has been essentially a learning process, as we have every reason to believe, then culture can be transmitted from generation to generation only as the young are educated to appreciate and conserve the achievements of the past. If new additions are to be made to a given culture, they can be made only by appreciating what has already been achieved. Hence, some system of education has been at the heart of every civilization which the world has known.

Education can, of course, be a slave of the mores and be conservative and reactionary. It has often been so in

1 John Dewey Society Yearbook III, Democracy and the Curriculum,
(New York: D. Appleton-Century Co., Inc., 1939) p. 182

human history. On the other hand, education can easily be progressive, and will inevitably be so if it frees the mind and follows truth. It does not need to be the slave of the mores. Indeed, so far as we know, the mores can only be changed by education; if not the education of the school, then the education of the Church, the press or public discussion. We shall not get rid of warlike mores, for example, by treaties or leagues of nations, important as they may be; but only through some method of educating the people. It has been a mistake of the American people in particular to think that mores can be changed by the action of law and government, whereas the most that law can do is to confirm and sustain the change. The real change must be in the attitudes of the people, and that can be brought about only through some form of education. ¹

The importance of change is again emphasized in the fact that our American way of living depends upon orderly and regular change fitting the needs of our people.

The democratic way of life rests upon voluntary cooperation of the people, secured through understanding and appreciation and not by imposition. The significance of education² as the means for orderly change is brought into clear relief.

The spirit of change brings a new light to the place of economic studies in the high school. It is the process of change that makes it important to study economic trends and forces in the context of modern life.

It has long been accepted that the school should employ subject-matter describing approved features of our political, industrial, recreational, and family life. But it has not been so clear that all of the forces at work at a given time in any one of these departments of life should be regarded as appropriate subject matter for the child's intellectual or moral development. For instance, government has usually

1- Moehlman, Arthur B., School Administration, (Chicago: Houghton Mifflin Company, 1940) p. 43-44. Quoted by Ellwood, Charles A., Man's Social Destiny, (Nashville: Cokesbury Press, 1929) p. 149, 157

2- Ibid, p. 44

been studied apart from such contrary forces as those exerted by corporations and interlocking directorates. It has been overlooked that the corporation has transcended its function as a method of doing business and has become a force in government itself. Indeed, it is today regarded as an easy rival of the state in power. It should, therefore, be studied as a force at work in shaping governmental policy. Similarly, there is power in the activities of labor unions, but there is also power in property ownership and injunctions. Since all interpenetrate, all must be studied together. We could go on to cite many such instances of interpenetration where both positive and negative forces are at work. It is enough perhaps to mention how the power of propaganda, advertising, racketeering, the spirit of gain, the inertia of people's beliefs, and their prejudices are forces at work in our efforts to be intelligent in the consumption of goods and services, in our efforts to reach group decisions,¹ and generally in our efforts to exercise social intelligence.

The process of developing personality, the task of recognizing individuality and building on interests should challenge every teacher to innovate pupil teacher relationships wherein learning becomes a part of living together in an effort to enable the pupil to become conscious of his needs. In the words of William J. Maxwell, the present director of the Y.M.C.A. in the Pacific Northwest, "We must meet the needs of youth when they are conscious of their needs."

- 1- John Dewey Society Yearbook III, Democracy and the Curriculum,
(New York: D. Appleton Century Company, Inc., 1939)
p. 158-159

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APPENDICES

A - Pupil Evaluations

B - Objectives for Teachers

Appendix A

The following quotations were made by the graduating seniors of Beaverton High School, Beaverton, Oregon, class of 1945, after having taken the foregoing courses.

The role and purpose of the sociology course is high school should be to enable the student to make use of the knowledge he has acquired from the other courses. It should furnish a means of living in the world successfully, not in a financial sense, but socially successful. By this I mean learning to live in harmony with those about you.

I would not change the subject material from what we covered; however, current events that will affect our social or economic life should be thoroughly discussed, perhaps to the exclusion of subjects already covered that will not affect us so vitally. The San Francisco Conference was one very important example occurring this semester. These current events cannot be taught from a textbook and the chief sources of information would be the newspapers, radio, and any literature distributed by or about those concerned.

There is only one "how" I can suggest. If teaching were divided into methods ranging from the utterly informal to the most strict, I would suggest moderately informal for sociology.

-- Pupil A

I think a Social-Economic course should include what this present one has included but with more emphasis on the principle of why we study Economics and Sociology, and what exact goal we should reach at the end of the year. The method of presenting the course is all right, with the exception that it would be better to get the informational material from the students own textbook instead of so many reports.

-- Pupil B

The teacher might cover the course . . . and the students wouldn't get anything out of it, or it might

be covered in such a way that the pupil would get something out of it . . . the students don't know what they are getting into at the first of the course.

-- Pupil C

Objectives of this course: To help the student find himself and have some idea of the social and cultural world . . . To help him see the "why" and "wherefore" of his place in society. To understand human nature and characters of people to the best of his ability.

-- Pupil D

If we have a textbook with sound reasoning, we should read and discuss it along with numerous special reports. It might be a good idea for each individual to keep a notebook.

-- Pupil E

Both Economics and Sociology are subjects too extensive to be covered with even a smattering of recognition in one semester. It would be far more valuable to know one subject fairly well than have only a hazy view of both. I therefore believe Sociology and Economics should be taught separately as full year subjects. Also a selection of one or the other would be helpful. Those who are more interested in Sociology than in Economics would make more interested, easy-to-work-with students, and visa-versa.

The elimination of special reports upon which the student must depend for examination material would be a help to those who are unavoidably absent. On the other hand, there should be condensed books for those who feel a special report would be beneficial to them personally.

As for the text, about the only remedy is a new one.

-- Pupil F

The following quotations are a good cross-section of student judgment in evaluating objectives:

Essentials of a good Sociology course are, heredity and environment, choosing a vocation, our standard of

values, our homes, the purpose of education, the role of religion, public services, law enforcement, and guarding the public health.

-- Pupil G

What I think a Sociology course should contain: a study of psychology and how to deal with its problems, the workings of the social organizations around us, the study of the political situations around us, the study of the status of the working people and the preparations necessary for various occupations, the study of law enforcement.

-- Pupil H

Topics That I Would Include in Economics:

Cycle of Exchange,
Our Changing Economy,
Farmers in the Changing Economy,
Small Business in a Changing Economy,
Big Business in a Changing Economy,
Bargaining Power for Workers,
Places of Investment,
Importance of Consumers,
Steps Toward Security,
Our New Interdependence, and
Our New Age Of Machinery.

-- Pupil I.

Appendix B

The following responsibilities of the social studies teacher serve well as objectives:

1. To develop as appreciation of America's resources and obligations.
2. To help youth understand democracy.
3. For developing loyalty to civil liberties.
4. For teaching and understanding of war issues.
5. To help youth understand consumer problems.
6. To help youth find their place in civilian defense work.
7. For developing an understanding of public health problems.
8. For helping youth with problems of personal and social adjustment.
9. To help youth understand occupational trends.¹

The characteristics of the effective teacher listed below are a summary of characteristics deemed desirable by the graduate class in Intraschool Relationships under Dr. W. VanLoan at the Portland Extension of the University of Oregon, August, 1944:

1. Formulates the objectives clearly in behavioral
- 1- Formulated from the text of Education in Wartime and After,
Stanford University School of Education Faculty,
(New York: D. Appleton-Century Company, 1943)

terms.

2. Use of objectives in determining the classroom procedure.
3. Guided by some scope and sequence pattern, but not dominated by it.
4. Aware of the personality needs of the students.
5. To be constantly creative and inventive to meet the needs of the pupils.
6. Will work out processes and procedures in a democratic manner.
7. Guides pupil-teacher planning with effectiveness.
8. Processes follow all we know about reflective thinking.
9. Employs wide variety of materials.
10. Use of effective evaluation procedures.