THE USE OF CURRENT ISSUES AS A MEANS OF VITALIZING
THE TEACHING OF SOCIAL STUDIES IN THE
JUNIOR HIGH SCHOOL

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by

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CHAPTER I

THE PROBLEM AT HAND

The chief concern of traditional educators has usually been to impart information. Pupils have generally been told what to think, but too often they have not been taught how to think. This practice has resulted in a tendency to place unwarranted emphasis on the memorization of isolated facts. True learning or reflective thinking has often been incidental to memory work.

Too often the textbook has been made to serve as the sole store of knowledge to which both teachers and students referred for information. The textbook serves a useful purpose, especially as an outline or organization for a course of study, but it is not adequate as a sole source of knowledge for present day pupils. The problems of our society have become so complex that it seems inadvisable to permit students to be graduated from high school with only limited information they gain from textbooks.

Textbook writers have found it impossible to give detailed treatment to social and economic problems. The market usually calls for only one medium-sized volume per subject for each grade in school. As a result of limited space problems are dealt with in a superficial way. Causes for conflicts are often brushed aside or merely listed, and results are given in the form of broad generalizations.
Writers of textbooks in the social studies have long tended to avoid the presentation of clear cut issues. For example, to treat the issues of the Civil War in such a manner as to please people of both the North and the South would be difficult. To do so would be to state them in such a general way that it would leave doubt as to whether they should be regarded as issues. Writers have found it easier and more profitable to compile and to publish material of a general factual nature. Students tend to learn only the results of the controversies without formulating appreciations for the circumstances which brought them about. Lee comments as follows on this point, "Fully a thousand pages scattered through a half dozen volumes by men distinguished in the field were analyzed, but few if any issues were to be found."1

Along with this weakness of textbooks, and closely related to it, is the danger of leading pupils to accept an authority—a set of conclusions which they have no means of appraising. When pupils study the conclusions of only one author, a certain amount of indoctrination cannot be avoided.

A further criticism of textbooks is that they tend to make pupils cynical about the political life of their own time. Students are often led by the usual textbook treatments to regard successful politicians of the past not as

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1 Baldwin Lee, Issues in the Social Studies, p. 28.
ordinary human beings but as immortals with ethics above reproach. They are likely to be left with a false impression of the ultimate "rightness" of all the leaders of past generations, and to contrast this with the obvious "wrongness" of present day leaders.

Textbooks offer little opportunity for pupils to learn to develop an immunity to propaganda. Social and economic achievements of the past and present have been extolled on the printed page and in the classroom, so that pupils have had little chance to become conscious of the ills of our society. Textbooks have done little more than help maintain the "status quo" in our society. This may be one reason why bigger and broader ideas have not replaced those which are currently accepted. There has been little tendency toward questioning the right of selfseeking elements of our society to continue exploitation of the masses.

Because textbooks are written for distribution over wide areas, there is no detailed treatment of the local community. Consequently, there has been a tendency in textbook-centered schools to neglect this kind of study. This is unfortunate since the local community is often the scene of the child's major interests.

When teachers follow the textbook closely and are concerned chiefly with having pupils master its contents, there is seldom enough elasticity to include adequate treatment of current affairs. Many current subjects have their origin in historical trends and thus lend oppor-
tunities for profitable study. Because of press and radio
attention to current events, an interest has been created
among students. When the curriculum is so rigid that
current subjects cannot be considered, the educational
values of interest are not being fully capitalized.

Horn ably sums up the inadequacies of the textbook
when it is used without collateral reading materials:

The textbook used alone offers little
opportunity for the development of the ability to
study social problems independently. In so far
as problems are treated, the solutions are ready
made. The typical textbook is limited to generali-
zations in which disputed and unsettled questions
are summarily disposed of as if there were only
one accepted solution for them. Rarely does the
author indicate to students either the evidence
or the method by which his conclusions were
reached. In so far as they carry meaning and
conviction, they have the immediate effect of
indoctrinating the student with particular points
of view and they tend to prevent his learning the
methods by which social problems are attacked.
The student thus develops no defense against
future propaganda. Judicial-mindedness and a
knowledge of the methods of social inquiry are
worthy objectives of the social studies, but
textbooks alone in their present form are little
likely to accomplish them.2

Since conventional teaching has centered largely on
the textbook as the chief source of information the writer
feels that there is a decided need for creating greater
interest. More interest should provide an incentive to
reach out in numerous directions for more diversified in-
formation which is appropriately applicable to the social
problems of the day. Technological progress has created
numerous social problems of puzzling complexity. The

2 Ernest Horn, Methods of Instruction in the Social
Studies, p. 213.
practice of maintaining the 'status quo' must be replaced by methods of social inquiry with an emphasis on probing into the ills of our society. For the fore-going reasons it is suggested that greater emphasis be placed on the discussion of current issues in social science classes.

Current issues are well within the scope of juvenile interests. Controversies are a part of an individual's life from the time he is old enough to learn to share his toys with his friends until he closes his eyes in eternal sleep. Teachers who have positions in communities made up of representatives of both labor and management have heard many heated controversies of young people supporting each faction. Such arguments are common on playgrounds and in social gatherings.

When young people have had no training in attacking controversial issues, they usually present only those arguments which they have heard at home, and make no attempt to study the opposing side of the issue. Arguments heard at home are good as far as they go. The main drawback is that by being informed only on one side of the issue, children may become so prejudiced as to make the hearing of opposing arguments bitterly difficult.

It would seem that an activity so universally engaged in as the discussion of controversial issues would hold a prominent place in the American school curriculum. Such is not the case. Lee has found that 48 per cent of teachers avoid controversial issues in the classroom.\(^3\) His study

\(^3\) Lee, op. cit., p. 172.
suggests that the controversial issue has never had a just place in the public schools of the United States.

The current issue cannot be adequately dealt with except through the gathering and interpreting of a copious fund of information. This will require much collateral reading from such sources as reference books, magazines and newspapers. Verbal information in the form of radio broadcasts, public speeches and private utterances can also be profitably used. The child will thus have a better incentive to acquire broad information which will be directly applicable and useful in dealing with the problem at hand.

It is believed that broad sources of information will help to reduce the probability of indoctrination both by the author of the textbook and by the teacher. By having read and heard contradictory statements students will likely ask pertinent questions and advance opposing beliefs when anyone upholds a position that seems unsound.

It is to be expected that the student, through doing broad reading for problem solving, will develop some immunity to propaganda. He should be more able to recognize such things as accepted beliefs, half-truths, and attempts to persuade through humanitarian appeals, any or all of which are at times used to make propaganda effective.

The investigation of problems should give pupils an opportunity to use local community sources for some
information. Because he can use some sources with which he is already familiar there should tend to be a greater interest which will result in more effective learning. Through a greater study of his community his education will likely be more effective when he takes his place in adult society.

The solving of problems should better acquaint pupils with the democratic process. Much discussion, followed by agreement through majority rule, will be a part of the problem solving procedure.

Through the use of a wide range of knowledge for the definite purpose of solving challenging social problems it is hoped that pupils may develop wholesome social attitudes. After learning how interdependent our society is, students may see the need for effective cooperation. They have a chance of learning not only to tolerate but to respect opposing points of view when substantiated by logical arguments.

It seems reasonable to hope that experience in problem-solving will lead most individuals to use better judgment. Students may be expected to gain in this way an increased tendency toward basing their judgments on the social significance of a wide range of information.
CHAPTER II

THE POTENTIAL INDIVIDUAL

There are among us here in the United States of America many people who criticize democracy. That they have some grounds for their criticisms can hardly be denied. However, we find few people who advocate a drastic change to some other form of government. By and large, the citizens of the United States treasure such things as freedom of speech, freedom of the press, and the right to worship as they please. Many people still cling to the idea that economic success depends to a large extent on the abilities and ambitions of the individual. Most people place a higher premium on the right to vote than election statistics would indicate.

During the presidential election of 1944 the popular vote was 48,026,170. ⁴ There were, at that time, 79,863,451 eligible voters. ⁵ This would indicate that only 60.1 percent of our eligible voters turned out at the polls.

Of the 39.9 percent who failed to cast ballots it is not known how many were unable to do so because of such things as emergencies, changes of residence, poll taxes, or race discriminations. However, it may safely be assumed that the proportion of eligible voters who did not cast their ballots because of complacency or carelessness is fairly

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⁵ Ibid., p. 490.
high.

The constitutional right to vote seems to be cherished by a majority of American citizens, but such things as race restrictions, economic restrictions, complacency and carelessness result in a rather discouraging response at the polls. It would appear that most people in this country have a preference for democracy, believe that there is room for much improvement, and are inclined to take democracy for granted.

The preamble of our constitution sets forth ideals which show that some of our early statesmen were considering the general well-being of the people of our country. We would, indeed, experience difficulty in improving on such ideals as the "promotion of the general welfare", the "insurance of domestic tranquility", and the "security of the blessings of liberty to ourselves and our posterity". As we all know there have been added to the constitution a number of amendments both for the purpose of protecting individuals from governmental interference with their rights and privileges, and for the purpose of benefiting society as a whole. Our early statesmen are deserving of a generous amount of respect and gratitude for the wisdom they displayed in establishing an instrument of government which is of sufficient elasticity to lend itself to change.

Since our governmental machinery is susceptible to
changes and additional regulations, and since most of our people favor our present form of government, it would seem logical to conclude that a provision is already made for a solid foundation upon which to make changes in the hope of improving our schools. According to the Educational Policies Commission, "Every system of thought and practice in education is formulated with some reference to the ideals and interests dominant or widely cherished in society at the time of its formulation."6

Even though educational practices are formulated to some extent on the basis of the ideals and interests of the people it does not follow that we should indoctrinate for democracy. We have as yet no way of measuring the potentialities of democracy. Since so many individuals in our country have had inadequate training for delving into controversial issues and have not assumed a serious civic responsibility, democracy has never had a chance to come into full bloom. As Rugg says, "Indeed, the basic assumption underlying the prosecution of democracy has never been visualized by more than an infinitesimal fraction of the entire population of any democratic country."7

By indoctrinating for democracy we are imposing a present day belief which may very well act as a check on future progress. In as much as democracy is slowly going

6 The Unique Function of Education in American Democracy, Educational Policies Commission of the National Education Association, p. 6.

7 Harold Rugg, American Life and the School Curriculum p. 267.
through continual change we can never be sure what it is at any given time. It would be even more futile to predict what form democracy will take in the future. Since it appears almost impossible to define democracy we can not be justified in indoctrinating in favor of it.

We can benefit humanity infinitely more by showing the value of the democratic approach to our problems. The democratic procedure is essentially education. Discussion, conference, and agreement by majority rule gives students unlimited opportunity for reflective thinking.

A quotation from Wittke supports this belief:

It seems to me that the schools should not indoctrinate, nor insist on any specific beliefs, except in the belief in the value of the democratic approach to our problems. Teachers should promote an understanding of what is meant by democracy rather than seek recruits for democracy.

To insure progress in the democratic procedure there seems to be little doubt that we must strive to bring about in the individual a faith in his well-nigh limitless personal potentialities in relation to public usefulness and private happiness. He must be brought face to face with the problems that are perplexing the society in which he lives. He will then come to realize that satisfactory solutions can come only through individual effort, and consequently he will become aware of himself as the unit on which society is built.

It is unfortunate that great numbers of our people

have not realized the grave responsibilities they must assume in order to create a government that will provide more protection for them. When our government was first organized, the principle of non-interference was acceptable. People seemed to get along rather well with a minimum of governmental controls and regulations. Now that technological advancements have resulted in very large industrial organizations which, in turn, have brought about overcrowded urban centers and numerous pressure groups, our society has become so complex that there seems to be little chance of escaping more and more governmental regulations.

Additional governmental regulations need not mean that production is to be thwarted or useful products destroyed. Such acts as the burning of wheat and cotton, and the killing of pigs when there were bread lines in our country were absurd. Rather, additional regulations should be made to encourage the utilization of our resources with the view of more even distribution among the people.

Many of our citizens, especially during the past decade, have conceived the idea that the government is some sort of divine gift which is almost completely divorced from the responsibilities of its constituents. When only a part of the people take an active interest in government and exercise their voting rights it becomes obvious that in general those people who do will benefit most. Unfortunately, too many people are not taking seriously
the idea that democracy is a human product and is no better or no worse than the men and women who are responsible for it. It should be kept in mind those people who fail to vote are as much responsible for the criticized policies of the government as those who do cast ballots. People must realize that to have liberty in our present complex society there is a need for intelligent individual participation in government, and there is a need for an increasing amount of well planned governmental regulations.

It is largely because so many people have failed to assume the responsibility of taking an active and intelligent part in government that the government in turn has in numerous respects done a deplorable job of providing for the needs of many of its citizens. For example, it is too many when even one of our citizens must give up his life because he lacks sufficient funds to secure proper medical and hospital services. Yet there are scores of such tragic examples in many parts of our country. Malnutrition is evident in many communities. Because the federal government has not given sufficient financial aid to the public schools each year we are losing the potential professional and highly technical services of many brilliant children. Many people are living under city party bosses who are, in fact, little less than dictators disguised in the cloak of democracy. We are all being deprived of many conveniences because large corporations often buy patent
rights to new inventions and then, because of selfish motives, keep the product off the market. Most of us would agree that such conditions are not for the general welfare of humanity.

It is a tradition in our country that the effectiveness of democracy depends on the individual. This tradition is cherished by all, yet in practice the fact remains that the individual of the masses has received but little recognition. The unimportant man always has been valued in the aggregate. He makes excellent cannon fodder in time of war. He has been used and exploited. He has been, and still is, indispensable as the cheap labor which industry demands in large amounts. It becomes apparent that the great mass of people must, in a forceful and intelligent way, make their needs felt by congress. Furthermore, when it becomes apparent that congressmen are lending a deaf ear to popular demands, the people must assume the responsibility of making replacements with candidates in whom they can safely place their confidence.

It is not intended to leave the impression that failure of our people to accept their civic duties is solely responsible for the many deplorable conditions in our country today. However, through more effective training in the schools it is likely that a greater interest in civic affairs will develop. We must place a greater emphasis on the development of the individual through the solution of current issues. In so doing it is hoped that through the
scientific application of data pertinent to definite problems the pupil will get a broader knowledge which will be of more value to him than the memory of isolated facts as has been required by conventional schools.

The solution of problems will require a vast amount of factual material. The student's store of knowledge will increase through the use of facts which are pertinent to the problem under consideration. Conventional teachers have placed too much emphasis on memorization by rote and too little upon the use of knowledge. Pupils have rightly regarded such memorization as drudgery and consequently too often have looked forward to the last day of their school life when, in their language, learning ceases. The field of knowledge is so wide that it is absurd to entertain the idea of somehow cramming it all into each child. Such an accomplishment could be little more than the creation of a generation of "Quiz Kids". There could be no time left for learning how to use the vast store of knowledge. The result would be only the reproduction of the materials in the final examination.

Because they have been required to memorize isolated facts which they have been unable to keep in mind pupils have too often left school with a sense of insecurity and lack of achievement. Because they have never learned to use their knowledge repeatedly in problem situations it is soon forgotten. Information must be regarded as both essential and useful. A reasonably certain way to create
a respect for information is to learn where to find it, and how to use it in problem situations. When this is done again and again the student will realize the value and will experience a sense of security and achievement. Learning will not tend to stop after school life, but on the contrary, when he faces and solves problems of adult life by the application of stored facts and current information, his fund of knowledge will expand. He will thus continually uncover a wider field of knowledge upon which to base his judgment.

Billings lends support on the preceding points as follows:

The main fault of the organization and presentation of the materials of the present social studies courses is their encyclopedic treatment of unrelated data, or, to put it differently, their emphasis on isolated facts. This encyclopedic treatment results in lack of interest on the part of the students. Encyclopedic treatment results in impermanence of learning. Encyclopedic treatment precludes the possibility of carry-over of learning to life situations.9

The problems approach to the social sciences will of necessity have little room for reciting of mere unrelated facts. Facts will be meaningful in understanding and appreciating the foundations that the past has laid for the present. Pupils need to understand that people of this world were struggling and developing in an evolutionary way for centuries before their appearance on the scene.

9 Neal Billings, A Determination of Generalizations Basis to the Social Studies Curriculum, pp. 12-5.
For example, if they are to understand the present struggle between labor and industry they could profitably study the activities of early man, where they would find, barring the accidents of nature, existence depended purely on independent individual efforts in contrast to interdependence as we know it today. They would find, also, that in early times the variety in food and clothing, and the convenience of shelter were extremely limited. They would develop a greater appreciation for the high standard of living now possible. To understand that humanity is progressing would tend to foster interest, desire and ability to participate effectively in promoting this progress. Furthermore, they would gain the conception of historical trends that have their origin in the past, and are active in the present to shape the future. Finally, they would see the futility of our interdependent society without a universal cooperation of dynamic intelligent individuals who base their judgments on the social significance of knowledge.

The social significance of knowledge can come about only through the understanding of great numbers of group interests. Unless social knowledge is of an extremely wide scope prejudices and accepted beliefs are likely to be serious obstacles to straight thinking. Those people who have not had the privilege of travel and broad contacts are inclined to see the whole world from their community point of view. For example, the average child of junior
high school age has never spent much time away from his home community. If he lives in a rural community of the corn belt area of the United States he may have little patience with the "wealthy" laborers of Detroit who are now receiving more than one dollar per hour and have gone on strike to demand a thirty cents per hour pay increase. He can only measure cash income with that of his father and neighbors who own farms and have no rent to pay. He fails to realize how much money is required by a city laborer to purchase food for his family. No consideration is given for the bountiful supply of fruits, vegetables, meats, and dairy products that his family take from the farm to supplement their cash income. Furthermore, when he sees data on the expenses of the city laborer he has difficulty in believing it because he knows life only as he has seen it in his home community. When a person is out of work in the city it can only be because he is a "shiftless lazy bum". The farm boy has seen nothing but work and he has seen the real fruits thereof. To him there is plenty of work everywhere and all anyone needs to do, who is out of work, is to get on his own two feet and start working.

On the other hand, the industrial laborer's son also sees through colored glasses. He has little patience with the farmer who wants more money for his corn and hogs. When he hears of a farmer who receives several thousand dollars for a shipment of hogs and then goes to the implement dealer to pay cash for a new tractor the inference is
drawn that the farmer is a wealthy capitalist. The city boy's father and neighbors have never had occasion to invest in expensive machinery in order to get a return on their labor. Neither have they needed to buy supplementary feed and fertilizer to get a return on their labor. No consideration is given for the time element in producing hogs. To the city boy all the farmer needs to do to get money is to round up his hogs and take them to the market.

To doubt the sincerity of either the rural boy or the city boy is beyond question. Each boy's thinking is definitely stereotyped by his limited experiences. We cannot become impatient with the flaws in the thinking of either boy. They are both in desperate need of help so they can learn to know how their minds work and how their stereotypes and biases affect their decisions. The remedy seems to be simple. All these boys need to do is to trade colored glasses.

When we look ahead we see that there will be a lot of trading to be done. Sons of coal miners, retailers, wholesalers, bankers, automobile magnates, and endless others, regardless of class, race, or nationality, will need to exchange viewpoints. This will require an almost endless search for information. Biases can be controlled and possibly neutralized only through acquisition and use of knowledge. This will require continued development of the basic study skills which include browsing, reading to locate information, reading to understand, outlining,
summarizing, interpreting cartoons, graphs, and charts; making geographical locations, using the library, and making wide and independent investigations. We must combat their prejudices by developing, through much use, the ability to collect, evaluate, organize, and use social data effectively to form clear cut and logical conclusions. This is the most effective method in possession of the average teacher to build attitudes of tolerance, respect, sympathy, and good will toward all classes, races, and nations. Only through knowledge can we hope to have our present and future generations understand thoroughly why interdependence is a fact of modern social living and why tolerance must replace prejudices.

Prescott comments as follows on this point:

It (the school) must re-educate those whose experiences have engendered selfish, asocial attitudes, or goals incompatible with general welfare. It must train children to avoid behavior which will distress other people or jeopardize the safety and well-being of others. Also, schools must help children to understand the nature of social conflicts, to recognize the rights of others in the struggle for security, to tolerate reasonable social experimentation aimed at ameliorating suffering and insecurity, and to accept personal responsibility and a share in the burden of caring for the unfortunate and underprivileged.

Perhaps one of the most difficult things to teach children is to learn to question those things which are in

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10 Daniel Alfred Prescott, Emotions and the Educational Process, p. 140.
general taken for granted. For example, in their complacency, pupils accept without question, that public education can include only grades one to twelve. Because it has been that way during their lifetime they believe kindergarten and higher education are special fields for which people should make private payments if they are to receive the benefits. Children need to be aroused to an aggressive curiosity in regard to accepted beliefs. They should want to know why beliefs exist in present patterns, and whether it is possible to alter their beliefs for the common benefit. That various minority pressure groups often continue economic exploitation by producing propaganda for the purpose of keeping people ignorant and complacent, must become a part of common knowledge. Children should know that pressure groups exist because people want to preserve what they have cherished in the past. When it is known that such selfish tactics are in operation students should grasp an incentive to remove the dark cloak that protects ignorance, and should come to realize that to make progress, will require the possession of many solid facts about the world in which they live. The pupils should be free, not only to seek all available facts, but he must also be encouraged to study and analyze those facts which are pertinent to problems concerning human welfare. Each new bit of datum will alter his picture in the process of reflective thinking. As the
student's store of knowledge increases and his ability to
do reflective thinking strengthens he will not be so
complacent in accepting all the dormant ideals that society
has imposed on him.

When knowledge is gained by application to the solu-
tion of problems that have arisen because of curiosity or
interest, its volume tends to grow rapidly. Its growth
may be compared to a snowball that is being rolled over a
field of snow. Through curiosity and interest we can
develop intellectual initiative which will result in
independent observations and foresight. The student thus
liberates himself from arbitrary authoritarian discipline
and places himself in the category of self-discipline.
In other words, he becomes academically free. He becomes
a solid self-integrated individual through the coordination
of his emotional, intellectual and physical interests.

That any one individual can possess all knowledge is
as impossible as it is for the snowball to gather all the
snow. Also, as some snow melts away so will some of today's
accepted truths melt away to make room for new and better
truths resulting from the slow and painful progress
scientists are making as they probe their way through the
thorny jungle of confusion to the smothered roads to better
civilization. Thus no personal philosophy can ever be
complete, and thinking can never stop.

When we want authority we must look to intelligence.
A cooperative society is most desirable when it is composed of intelligent individuals. There is much truth in the old saying: "As knowledge without action is vanity, so is action without knowledge folly." In order to bring about action with knowledge we must be diligent in our efforts to see that children reach the highest possible degree of individual development. The goal is a society of men and women, each developed to the greatest fruition of his potentialities. There are some individuals who lack the mental capacity to accomplish much in the abstractions of problem solving. So that the teacher does not become discouraged he should fully realize this at the outset. Extremely slow learners will benefit by grasping some generalities, and by contact with other children. The main concern should be that each individual develops in correlation to his potentialities.

Wickersham and Hutton comment as follows on this point:

A child is a germ put into the hands of the educator, and it is his duty to supply the conditions necessary to its full development. No potentiality of its nature should be allowed to lie dormant, no talent should be buried, and unjust will be the steward who violates his trust.\(^\text{11}\)

The fundamental purpose of social studies instruction is the creation of rich, many sided

personalities equipped with practical knowledge and inspired by ideals so that they can make their way and fulfill their missions in a changing society which is a part of a world complex.12

Individual attention and guidance will be necessary. In this type of work the individual is not to be directed but must be assisted so that he can analyze himself with the view of making novel adjustments to new situations in a creative way. We must be alert to detect the personal interests of pupils. There is probably no more effective way of guiding a pupil to better work than through his interests. As a basis for discovering and developing his interests and activities, a careful study should be made of the child's habits, home life, and community environment. Billings has written the following on this point: "All good teaching guides the interests of the learners at the same time that it follows the leads derived from interests manifested by the learners."13

As personal interests become more intense corresponding appreciations develop. We recognize appreciations as emotionalized responses which are characterized by enjoyment. Let us take for example the child who belongs to a gang of youngsters that engage in fights and take delight in the destruction of property. His loyalty to the group is unquestioned and his ethics, as far as the group is

13 Billings, op. cit., p. 269.
concerned, are above reproach. Yet a long continuation with such a group would likely lead to a serious criminal career. When the child reaches junior high school he becomes interested in athletic teams where he redirects his loyalties. As his interest in athletics increases he develops appreciation for athletic ability. He appreciates training rules and hard work as prerequisites to athletic success. He appreciates the undivided loyalty of each individual to group effort. He sees how individual gain must always be subordinate to team success, and thus learns to appreciate cooperative effort. Appreciation for those activities that are detrimental to the broad social welfare must be discovered at the earliest possible moment, so they will not become too deeply seated. The teacher should lead the pupil to discover many interests and appreciations that will contribute to his individual happiness and to the usefulness of society as a whole.

Children will have difficulty in grasping the idea that cooperative endeavor is a shorter path to high levels of social welfare than is competition if we do not first put our houses of learning in good order. As business enterprises have been founded on the "laissez faire" principle so have the schools in respect to evaluating the student's work. In a marked degree the tradition is still with us. Grades are determined by comparing and contrasting one child's work with that of another. Pupils see as their
first objective the securing of a respectable grade which cannot become a reality without fierce competition with other members of the class. Since the child's success during his formative years of school life has been based on competition, it is fantastic to hope that he will suddenly place a higher value on cooperative endeavor when he takes his place in adult society. That we must revise our grading system becomes a requirement of the first magnitude. The child's grade must be determined by the progress he makes as an individual. According to Hutton: "As students' abilities are not equal, they should not be graded in relation to other students. They should compete only with their own previous efforts and be graded on their improvements."14

Technological developments have brought about the necessity of national and continental interdependence. Materials needed for industrial production come from all corners of the earth, a fact that makes it so ridiculous for countries to establish arbitrarily a system of tariff walls. Free trade would allow materials to flow from one country to another whenever the need becomes apparent. Prices would likely be lower because industries would naturally locate where it is geographically profitable. Higher standards of living would be reached more rapidly. It would become unnecessary for a country to resort to

war in order to gain access to those materials in which it is deficient. Suffering and destruction in future wars, to say the least, will possibly go beyond all present day conceptions, now that scientists have opened the doors to the new field of nuclear fission. Thus we see the need for cultivating in students an attitude of anxiousness to cooperate not only with local society but with a world society.

We can well look upon a social science class as being representative of other social organizations. Through the problems approach to the social studies we create opportunities for effective social participation. It is likely that individuals will become alert to see the needs of society, and will experience an urge to cooperate with others in the intelligent solution of group problems. This will have a tendency to create both a desire and the ability on the part of the pupils to focus their activities toward the welfare of others. The fact will become more vividly impressed upon the students that the value of the human life is infinitely greater than the economic values of materials.

Hutton has stated the idea well in the following words:

If we can learn to do by doing, and develop habits and attitudes from repeated experiences, we should prepare for democracy by experiencing democracy. The classroom should therefore be a democratic society, a real environment, in which interdependence and cooperation of young people
approximate as nearly as possible the interrelations of adult life. There should be an attitude of open-mindedness and tolerance, also, that will aid in overcoming prejudice against persons and opinions. 15

The democratic approach to our problems cannot reach full potentialities unless we can succeed in establishing in individuals wholesome attitudes in respect to each other. For example, repeated experiences in logical thinking through challenges for authority, and through corrections by others who have followed logical lines of thinking, should instill a respect for human intelligence working in humane ways. Conclusions that would obviously work against human welfare would eventually tend to fall in disgrace. When we succeed in getting individuals to respect each other basically because they are human beings the greatest barrier to the democratic approach will have been hurdled. To guide the egocentric self to a responsibility for the welfare of all is the central theme. Our object in teaching should be to prepare people for happy and contributory living, rather than to prepare them only for making a living by hewing them to fit into a definite crevice of the economic structure. We must encourage pupils to get along together through cooperative effort. When pupils join their thinking with others and benefit by an interchange of ideas, they should learn to admire the honesty, beauty, and inner truth that emanates from other personalities. The uniqueness and superiority of the individual should be appreciated,

15 Ibid., p. 209.
and students should learn to accept implicitly the integrity of their fellow man. The following statement was made by Kilpatrick supporting the preceding points: "For in democracy it is reliance on intelligence and respect for personality that constitutes the ultimates." 16

An intelligent and well informed electorate with designs for widespread social equity is the only recourse for the reduction and final elimination of the right of the privileged few to exploit the forgotten man. Business men could exploit labor at their pleasure during the days of the American industrial revolution. When conditions became unbearable for the poor there was a tendency for them to get relief by going to the frontier, where little capital was required to begin farming or to start a small business. Rugged individualism was the major dominating force of the period. Now that the frontier is a thing of the past there is little chance to seek relief when working conditions or wages are undesirable. The only solution at present seems to be social and economic improvements through sound, well planned governmental regulations. That such regulations will come about in a short period of time is not to be expected. We must first train several generations in sound cooperative methods of intelligently attacking current problems. Because people tenaciously cling to the principles they have in the past cherished, progress will, indeed, be

16 William Heard Kilpatrick, "Propaganda and Indoctrination", The American Teacher, November 1939, p. 21
slow. It is hoped that eventually ignorance and prejudice will give way to knowledge and intelligence.

The spirit of cooperation through class activities and through a more vivid understanding of the needs of our society will probably help to shake the foundations of the old "laissez faire" policies still operating on a broad scale in our business and industrial organizations. When pupils realize that there are enough resources to provide a substantial standard of living for everyone they should discover the desirability of substituting social cooperation for competition. They should develop a loyalty to the ultimate rightness of well thought out group decisions. Finally, when everyone realizes how much power the masses of people hold at the polls and a well informed and intelligent electorate exerts its influence for several generations, our descendants should experience a disgust for the mad race to gain money, material and power, and should choose a happier and more beneficial way of life.
CHAPTER III

TECHNIQUE FOR PROBLEM SOLVING

During the recent years the trend toward bringing community life and school life closer together with the view of making them one and the same seems to be gaining momentum. A greater emphasis on problem solving is a substantial step toward the realization of this goal. Except that it is, or should be, done in a systematic or scientific way, problem solving in the classroom constitutes the same sort of activity that takes place when people congregate outside the school and become participants in discussions relevant to the issues of the day. Thus we take an activity in which pupils engage outside the school and teach them to do that very thing better. Briggs tells us that we should, "teach pupils to do better the desirable activities that they will perform anyway."17

Because pupils commonly engage in discussions and controversies in normal life situations it seems plausible to believe that there will be a large amount of interest shown in problem solving in the classroom. More interest and enthusiasm should stimulate pupils to do better and more effective work when all class activities are directed to the selection and solution of problems.

Hanna says:

The problems approach has one decided advantage over all other approaches to the

social studies in that all activities are directed to the solution of the problem—to the drawing of generalizations or conclusions and to the application of those conclusions in real situations. The weighing of evidence, the rejection of hypotheses which do not prove sound and the arrival at the conclusions as the result of the best thinking process and on the basis of the evidence available is the final goal of the problems approach. Thus all class activity has a purpose which the students recognize as necessary and enthusiastically carry forward.\(^18\)

As we move into the problem solving process the first point of consideration is the method through which the problem for discussion is to be selected. Consideration will be given to three methods of problem selection; autocratic assignment by the teacher, selection by the pupils, and the cooperative selection by the teacher and the pupils.

The easiest and quickest method of determining the specific problem to be discussed would be for the teacher, in the outmoded, autocratic and aloof way, to assign a problem, and in so doing he would say, "Pupils, tomorrow we will thoroughly debate the question of child labor in the United States." Such a blunt method of procedure would immediately defeat the purpose of the school which is conceived to be a fertile soil for the cultivation of learning. The response of many pupils would be that of submission or servitude, while others would experience the feeling of rebellion. The real learning situation would

\(^{18}\) Adapting Instruction in the Social Studies to Individual Differences, Fifteenth Yearbook of the National Council for the Social Studies, p. 89.
indeed be hard to achieve with either slaves or rebels.

Being interested in respectable grades, the major problem for many of the students would be that of ascertaining what position the instructor holds on the assigned topic. The assignment would, at this point, be boiled down to the simple job of collecting data in support of the instructor's belief. The ultimate accomplishment could be little more than the acquisition and possible memory of a few monochromatic arguments. The higher goal of delving into the manifold implications of the problem with its concurrent opportunities for reflective thinking would not be reached.

The second method of problem selection, which would also be easy for the teacher, but which can hardly be done so quickly as through the autocratic method, would be to delegate the entire responsibility to the pupils. It seems likely that the pupils would select problems pertinent to the promotion of the general welfare of the people of our country. For example, a group of eighth grade pupils might, with all possible sincerity, agree that the best problem for discussion would be, "Should evolution be taught in the junior high school?" Having heard this problem discussed both at home and in the church, the students are naturally very much interested.

Obviously the eighth grade pupil has not had enough training in science to warrant discussion of the problem. That it could not intelligently be discussed at eighth grade level is not the contention. The point is that by the time
a thorough study of biology was made and a solution reached there would be little time for anything else in the eighth grade curriculum. Consequently there would be an enormous sacrifice in efficiency.

When considering methods of problem selection we must always keep in mind our first task which is to help pupils make their richest contribution to the democratic society in which they live. We are not preparing pupils to be the robots of a dictator. Neither are we preparing them to be irresponsible members in the anarchistic state of confusion. Logically, then, we have little room for the autocratic method of problem selection or for the method of delegation of the entire responsibility for problem selection to the pupils.

The third method of problem selection would be for the teacher and the pupils to work together. This would be a reasonable starting point for bringing the democratic procedure into the school. The traditionally aloof teacher, wrapped in the cloak of conservatism, would quite likely experience a rather painful transition period, but even he would rejoice in the change after having shared the almost unboundless and energetic enthusiasm which is held nearly in monopoly by adolescent individuals. The beginning teacher should have little difficulty in working with the students. The main function of the teacher, with his wisdom and understanding, would be to help the pupils
discover for themselves their capabilities and their needs.

When the problem for discussion has been determined, serious consideration should be given to the wording of the question. To state the problem clearly is of major importance. The wording must be such that it will be precise, vivid, and in keeping with the tradition of accuracy which has always accompanied the exact sciences. Until people are able to do this all discussion on issues will be of minimum value to them.

To illustrate let us assume that the first experience in the selection of a problem resulted in something like the following: "All child labor should be abolished." The use of the word "all" would leave room for no exceptions, which probably would be desirable since no boundaries were specified in the statement. The word "child" would be hard to define with no age limitations. Furthermore, only the word "labor" was mentioned with no reference to reimbursement. The implication follows that to have the children discuss the initial statement for an appreciable period of time could result only in an activity of a very general nature which obviously would be of only minor value to them. Through a limited discussion and through the guidance of the teacher the problem would be stated in a more precise way, such as the following: "Should it be unlawful for children under sixteen years of age to be gainfully employed in the United States?"
In addition to stating the problem in a clear and precise way it is important that all members of the class have a vivid understanding of the task to be accomplished. That merely the majority of the class membership sees clearly what the problem is cannot be sufficient. It is most important that every member of the class has the same understanding before efforts are expended in the collection of factual material. Otherwise pupils who misinterpret will gather material which will prove to be irrelevant to the topic for discussion. If every member of the class does not see the problem clearly efficiency will be sacrificed throughout the procedure.

When the problem has been decided upon and all pupils clearly understand it the next step is the gathering of information or data. In this activity the first important lesson which pupils must learn is that of being able to discriminate between data which are relevant and pertinent, and those which are irrelevant and not pertinent to the problem under consideration.

During the period of gathering information pupils will need to be trained to be alert for misleading and contradictory statements so that they can report accurately data they collect. Considerable classroom discussion will be profitable in order to develop in pupils an alertness for types of information that are detrimental to straight thinking. Pupils should become rather immune to such
things as humanitarian appeals, prejudices, half truths, propaganda, eloquent oratory, forceful writing and emotional appeals. A rather detailed treatment of obstacles to straight thinking will be made as this chapter develops.

The responsibility on the student's part to report accurately all pertinent information he finds cannot be over emphasized. This must become a habit of procedure for each individual. However, little good can come from reporting accurately information of doubtful accuracy. At times when the public is keenly anticipating news of intense current interest newsmen have the clever habit of introducing their articles with phrases such as the following: "On the basis of unconfirmed reports...", "Information received from usually reliable sources...", and "Reports received via London..." One well known newspaper introduced an article as follows: "Terms of the settlement were not made public. Reliable sources said, however..." A phrase such as: "It is believed, however...", is also used by many newswriters. Such phrases as: "It is predicted..." and "Mr. John Doe prophesies..." are also commonly used. To report articles introduced by phrases such as the above, as factual material would be either misinterpretation or misrepresentation.

Another frequent and important reason for misinterpretation of facts lies in the employment of humanitarian appeals. Such a practice plays on the emotions of many
people and often leads to a victory of passion over reason. Let us take for example the Negro driver, who in one of the states of the South, accidently drives his automobile over a white mother, her small daughter, and their half grown Cocker Spaniel, and kills them. The prejudiced editor, when hearing of the accident, rushes his photographers to the scene where numerous pictures are taken. The next issue of the newspaper appears full of pathetic scenes of mangled bodies. The photographers, by using an improper amount of light and the most advantageous angles, succeed in making the Negro's picture almost as gruesome as that of Frankenstein. Pupils of junior high school age would probably see nothing more than the pictures, and if they hesitated long enough to read the accompanying article, they would see, "Pete Jefferson, Negro...", in the first sentence. Reading more they would learn of a fantastic speed which the editor had arrived at by making a hasty estimate multiplied by two. By one issue of his paper the editor succeeded in conditioning his readers for a conviction ranging from possible manslaughter to probable first degree murder. Although it may take a long period of patient and tactful guidance pupils must be trained to know how to spot a fact and how to unmask a prejudice posing as fact.

Another problem of deep concern is the failure to question accepted beliefs. For example, in the year 1836
a great majority of people believed it was unsafe to ride on trains, and probably based their belief on solid grounds. By 1911 many people still clung to that belief. In the year 1911 a great majority of people believed it was unsafe to ride in airplanes and rightly so. In the year 1946 a large number of people refuse to ride in airplanes in spite of the evidence at their disposal which proves that air travel is quite safe.

Accepted beliefs are held partially because of prejudice handed down generation after generation, and partly because of insufficient knowledge of facts related to them. Accepted beliefs hold progress in check, which is not good; but they can also result in a real danger to vast groups of humanity. For example, the Nazis had a field day through succeeding in firmly planting acceptable beliefs in the soil of social unrest and economic turmoil. Had the German people practiced the complicated art of reflective thinking, with its implied necessity for fact finding, they would not only have saved themselves boundless grief, but would have avoided a long period of social and economic confusion for the whole world. Let us hope and work to encourage the pedagogues of the world to wipe out that patriotism based on accepted beliefs which are not accompanied by serious considerations.

To stimulate pupils to an alertness for half truths is an accomplishment of no small importance. Carrying the
example of the Negro driver a step farther we note that the editor used, "Pete Jefferson, Negro...", to introduce his report to the public. A prejudiced editor can, and often times does, associate all socially undesirable acts of a race of group of people with such label as "Negro." When people who are unable, untrained, or unwilling to think, read such group labeling articles long enough they accept the belief that most members of a particular race or group are fundamentally bad, and consequently undesirable members of the community or country. Rather than take the time to find out why certain groups are more unfortunate than others, and then do something substantially constructive to help, too many people shrug their shoulders and say, "Throw them to the lions. The sooner we're rid of them the better."

Another serious obstacle to straight thinking is propaganda. Sufficient class time should be devoted to the study of propaganda so that pupils will be able to detect it rather easily.

In this age of numerous and strong pressure groups we need to develop in pupils a marked ability to recognize propaganda. We may think of propaganda as an expression of opinion or action by individuals or groups, deliberately designed to influence opinions or actions of other individuals or groups with reference to predetermined ends. Bode tells us, "In general, the term propaganda means any large scale effort to affect thinking and consequent action, specifically
to induce people to think and act in a desired way." As a criterion for ferreting out propaganda the reader should always ask himself the following question, "Can the individual, country, or business enterprise possibly gain any advantage in the reports being circulated?"

One of the most realistic examples for use in teaching children how to recognize propaganda is through a study of breakfast food advertisements. Making a special appeal to boys, one breakfast food company widely advertised one of its products by giving the implication that there was a home-run in every carton. Boys, being more interested in home-runs than in breakfast food, naturally tied the product with the result that their high degree of faith in the product desbended through the stage of skepticism to the stark reality of misrepresentation.

Realizing that people find the juicy sweetness of fresh ripe fruit especially palatable, the breakfast food industry resorted to another well-known method of advertising; that of picturing attractive fruit sliced over their product. The first glance at the appealing pictures would produce the concept that a fruit company was responsible for the advertisement. Children of junior high school age see in such advertisements only a trick that their mothers can use to get them to eat their breakfast food. There is no attempt to contest the fact that

19 Boyd H. Bode, Lectures, Education 610, Ohio State University, Summer 1939.
breakfast food companies profit financially by the use of such methods. The fact that they do make money tends to prove that many people are gullible to such tactics and are buying their product because of the advertisement.

The above example is given only to show how junior high school students can be introduced to the subject of propaganda. There are some people who would agree that the chosen examples are good propaganda in that such advertisements encourage people to eat those foods which help to provide a balanced diet. If all propaganda were good there would be no reason for being concerned about it. However, since there is so much dangerous propaganda we need to know how to disrobe it so that the cold facts will leave no doubt as to the merits and demerits of the proposition. For those who question the wisdom of using good propaganda we need go only one step farther and cite the advertisements used by the tobacco industry. Such pictures very frequently includes a healthy robust athlete, thus leaving the impression that to achieve enviable physical perfection the smoking of a certain brand is almost a must.

There are so many vivid examples of propaganda in the advertising field that present living practically necessitates giving pupils a good initiation to it. The clothing industry also furnishes some very good examples. To imagine that a two hundred pound person would look as well in a bathing suit as the model is the height of absurdity.
Such examples are nothing less than invitations to be more wary before being tempted by the sugar-coated bill of goods. One objective of exposing pupils to propaganda of the above nature, then, is to induce them to good thinking so they will no longer be deluded by self-seeking elements in our population.

Possibly one of the most difficult things to teach in connection with propaganda is to be alert when the silver-tongued orator speaks. Although the ability to speak eloquently and forcefully is a priceless individual asset and is one of the most cherished goals of many learned persons, it can do untold harm when it happens to be in possession of one who is devoid of self-respect, and is irresponsible for the best interests of his fellow man. The dangers of such oratory are so real that we would almost wish to teach the child to be skeptical of all eloquent orators. That, however, we cannot do. Excellent orators of benevolent character make their appearances too often to warrant such drastic action. Perhaps a better course to pursue would be that of creating among students an immunity to the eloquence in oratory. To achieve this objective one effective method would be that of encouraging students to put on paper all arguments advanced by speakers, and to be especially alert for misleading and conflicting statements. In due time students would discover that the orators who have the most effect at the
moment are oftentimes the ones who have the fewest sound arguments on paper. Eventually students would become rather impervious to eloquence, at least to the extent that they become capable of listening to it without being carried away with it.

Another limiting factor to clear thinking is the advancement of selfish purposes through the use of negative and slandering statements. For example, political orators have great difficulty in immunizing themselves from opponents. A great many times the major part of a political speech is devoted to this while practically no constructive program is proposed. Salesmen often engage in the same practice. Here is a fine opportunity for pupils to put on paper all arguments advanced by each speaker and then to see exactly what the score is. Those speakers who seek to belittle the opponent with no other purpose than to put themselves in good standing, and in so doing advance no constructive program, would soon see the red side of the ledger. In due time it should become a prerequisite for politicians to have done some good solid thinking with a resulting constructive program before daring to face a campaign audience. Mud slinging would tend to fall in disrepute and campaigns would possibly be conducted on a more intelligent plane. It is reasonable to believe that an appreciable number of political aspirants would find themselves at this point of educational progress,
rather poorly qualified to enter campaigns, to say nothing of holding public office.

The reading of forceful writing can sometimes act as an obstacle to straight thinking. Pupils must learn to analyze the articles they read as well as the speeches they hear. Writers who capitalize on their abilities to bring out vividly through the use of carefully chosen adjectives and through the use of illustrations that appeal to the emotions of the reader, can exert a powerful influence on the thinking of pupils of junior high school age. Here, too, pupils can be encouraged to make up a written list of points proposed by each writer. After making careful studies of this kind and finding that writers often times disagree, students will not take it so complacently for granted that the truth of information given in published statements is infallable.

In order to further promote logical thinking students should be taught how to recognize authority. Wide reading will include articles in one field written by authorities in another. For example, a famous aviator or a favorite athlete sometimes finds it economically profitable to write articles on international relations, a field in which he may be hopelessly unqualified. Popular individuals with a high degree of success in such spectacular fields as aviation and athletics makes powerful emotional appeals to younger students. Any statement made by such individuals
tends to carry with it the final authority of God so far as the younger generation is concerned. Here again the paper and pencil will help to develop in students an immunity to emotional appeals.

Hockett sums up the basic needs of pupils in problem solving situations as follows:

Young people need to learn to demand factual evidence, to be critical of sources of data, to ask for all relevant and important facts on all sides of the question, to suspend judgment, to overrule predisposition, and to sympathize with the points of view of the advocates of each partisan interest.

Although much discussion will take place during the time students are gathering relevant information, probably the most critical period of discussion will take place during the attempt to reach a solution. It is during this period that the teacher must assume an especially serious responsibility. If the whole problems approach is not to be tossed out the window because of press and community pressure the teacher will forever have to be on guard to keep his prejudices in the background. He must be a moderator of sound judgment. To show his absolute fairness he must seriously entertain every suggestion advanced by individual students. On the board he could profitably write each idea along with the proposer's name for identity, and thus, in addition to being fair, he builds up pride in participation.

The teacher who inspires his students to take an aggressive part in class discussion accomplishes a worthy objective. Individual participation in discussion requires concentration and consequently acts as a stimulant to individual thinking. There is danger that some students will become so interested when discussions lead to controversies that anger will result. This is particularly true when students have had no previous training for the discussion of controversial issues. Personal pride and prejudices induce pupils to answer the problem first and then search references for only that material which supports their preconcluded position. Such students have only one purpose and that is to win the argument. That they will clash with students who support the opposition and who also seek to support preconcluded positions is to be expected.

Tolerance for the opponent's point of view and a respect for his right to beliefs can be developed only through repeated experiences in discussion of issues. At this point, when students begin to realize that there are usually some well-founded reasons upon which members of the opposition base their positions, they begin to give weight to those reasons, and in so doing they learn to respect the opponent's point of view. Intolerance of the opponent's point oftentimes exists because of insufficient information relevant to the issue.
Bogoslovsky and Billings put the points well in the following quotations:

Usually the inefficiency of our reasoning is explained by the complexity of the problem in question, by our insufficient knowledge of facts related to them, and by the high degree of subjectivity inevitably involved in a discussion of any broad and general problem.21

A tolerant attitude is the emotional evidence that understanding exists.22

The amount of participation in class discussion cannot always be used as a measuring stick for individual progress. It is most desirable that pupils become aggressive in delving into the roots of the problem and least desirable that they become aggressive only for the sake of winning the argument. Prejudice and anger can easily be motivating factors for some individuals. An individual who is aggressive in controversy because of prejudice and anger may very conceivably influence a shy individual to withdraw. The individual who suffers from the emotions of fear and subservience will need help so that his confidence in himself will strengthen. To such students the teacher may repeatedly direct questions that can be answered through information gained either in previous courses of study or through current information gathered in relation to the problem at hand. Repeated participation will act as a stimulant for continuity, and when the student realizes that he is in


22 Billings, op. cit., p. 5.
possession of information pertinent to the problem he will be less satisfied to remain in the background.

There will always be those who have found no interest in the problem under discussion. We must use care not to be satisfied with the tolerance of negation or indifference. Each pupil has some reason for being interested in the problem under consideration. However, he may not realize the reason. Through a study of the individual and his background the teacher will usually be able to help him discover that he really has a reason for being interested. When he finds the reason, he has a motive for participation. Those pupils who are satisfied to draw quick generalizations based on insufficient data will also be helped in this way.

Another task which may try the patience of the teacher, as he acts in the capacity of moderator, is that of keeping the discussion within the bounds of relevance. The fact that any general and broad problem cannot be discussed without analyzing its subtopics or subproblems indicates the difficulty that may be experienced in guiding the discussion. The interrelation of our general problems makes the drawing of a boundary line difficult. However, to allow discussions to drift at will would only result in confusion and loss of direction. In some cases an arbitrary line will have to be drawn. In most cases the teacher will be sufficiently tactful to guide the discussion without leaving the impression that he is being autocratic in his
methods. At points where the discussion gets out of focus the teacher and a number of pupils will see an opportunity and need for planning the discussion of a new problem at a later date.

Repeated experiences in problem solving will be necessary, and the discussion of a problem that grows from a former problem will but enhance the educational value. In addition to gathering new facts students will have the opportunity to see how some facts used in the solution of a former problem will become pertinent in the solution of the problem at hand. Bogoslovsky comments on this point as follows "The closer the experiences are to one another in their continuum the more thorough and better the knowledge."23 As the discussion approaches the final solution of the problem the class will check for reliability all materials offered, and thus make a double check on the work that individuals have already done in their fact finding adventures. Everyone should be on the lookout for things that are intended to mislead, for superstitious, for accepted beliefs that are unsound, and for information which has been incorrectly interpreted. The teacher must always encourage to believe when there is a reason and not to believe when there is no reason. With repetition of problem solving the class will develop an alertness for singling out those who are confused in their thinking and

23 Bogoslovsky, op. cit., p. 15.
fail to distinguish between sound arguments, and those which are irrelevant or contradictory. At times subproblems will approach the outer boundaries of junior high school pupils' capacities, and here, again the teacher can lend a helping hand.

If the teacher is to be fair and avoid swaying the opinions of the pupils he must exercise care so that all relevant information has been brought to bear on the problem. Being more widely read and having a broader understanding of the interdependence of many of our general problems, the teacher will be able to take inventory of the contributed factual materials and thus determine whether all available pertinent facts have been considered. As Bode so ably puts it: "If I put information before him to act on, I must, as far as possible, give him not only reliable data, but as well all pertinent facts that he will need for good judging." 24

In bringing the problem to a conclusion it is suggested that all definite arguments be written on the board. When all supporting arguments, both pro and con, have been grouped, it would seem to be a simple matter of mathematics to draw a conclusion. That is, if there are eight sound arguments on one side and seven on the other, then logically the eight points would decide the issue. However, it is not quite that simple. Some arguments carry more weight than

24 Bode, op. cit., Lectures.
others. Newspaper publishers, influenced by their obvious profit motive, will as a rule be opposed to restrictions on child labor. Consequently their views, if in support of the negative, would carry much less weight than those of a physician or a public health nurse who supported government regulation of child labor. It would seem advisable that the class should agree through majority rule on a numerical value to be placed on each view. The publisher's opinion might be given a value of "-2", while the physician's opinion would rather a "+3". The chief of police, who is against governmental regulation, might find his opinion rated at a "-1", while a committee on child welfare that supports governmental regulation would have its opinion tagged with a "+2". Thorndike puts the point in the following words: "Schools should lead pupils to weigh evidence, not to be moved by it."25

That all members of the class will agree on a definite numerical value to be placed on each opinion is not to be expected. It would hardly seem desirable for everyone to agree. No two people think exactly alike. As long as each pupil sincerely expresses his opinion and substantiates it with logical facts, it seems that he should be encouraged to uphold and express his convictions. It is often through the benefit of hearing opposing points of view that people find flaws in their own convictions.

Because pupils will probably be unable to agree on definite numerical values to be placed on each opinion, it follows that unanimous agreement on the final solution of the problem will quite likely not be approached. Here again, disagreement because of sincere convictions substantiated with logical facts will be respected and encouraged. Discussion and agreement by majority rule in the traditions of the democratic process is the pattern to be followed in reaching the final solution of the problem.

Care must be taken to point out that conclusions are made only for the time being. Solutions can be made only on the basis of available evidence. Tomorrow's inventions and discoveries will tend to throw new light on many social problems. Pupils must be encouraged to be alert for such changes with the view of determining what effect they may have on problems that have already been studied.

During the period of problem solving it is likely that some students will find a portion of their past accepted beliefs stranded without foundations. It is hoped that their usually complacent thinking will move through a period of mental gymnastics. They will have new data which should stimulate reflective thinking. In the final analysis it seems reasonable to assume that students will find out what they actually believe and will have a better foundation for knowing the implications of their beliefs.
CHAPTER IV
SELECTION OF CONTROVERSIAL ISSUES

The preceding chapters may have left the reader with the impression that the writer wants the social science program, in its entirety, to consist of controversial issues. This is not the case. Such a course of study would become so much a matter of routine that a social science problem would eventually come to be regarded as a fixed exercise, to be worked out in much the same way as a problem in algebra or geometry. In other words, they would become mental exercises remote both from the lives of the individual and the group. Lee tells us that "Too many issues are as undesirable as too few."26

To be working continually on problem solutions would be to sacrifice interest and enthusiasm. Even the best steaks become unpalatable when they are served three times a day for long periods of time. We can not afford to try to cram issues down the throats of our students. It would be much more desirable, during the procedure in a unit of work, to maneuver the conversation in such a way that the interests of the opposing groups become aroused. When interest is aroused in opposing groups a specific problem will evolve through discussion.

When constructing the social science curriculum it

26 Lee, op. cit., p. 178.
would be well for the teacher to include several well chosen issues, any of which could possibly develop during the course of a unit of work. The course of study should be flexible enough to allow for a thorough investigation and discussion of an issue whenever students become sufficiently interested to accept the responsibility of carrying the controversy to a successful conclusion. There should also be sufficient flexibility to allow a place in the curriculum for those current issues and problems that cannot be anticipated. For example, a foreign country might, suddenly and without warning, confiscate property owned by an American citizen or corporation. If such an act came about the news editors would have a field day, with the result that nearly every student would be interested. Such a fertile opportunity for real learning is far too valuable to be glibly passed by in order to conform to a rigid curriculum.

The type of issues to be chosen is a problem not to be given superficial consideration. Numerous factors will require serious deliberation before the teacher can establish reasonable certainty that any one problem is suitable for profitable discussion by his class. To make a good selection of the issues most suitable for the study of pupils on the junior high school level it seems advisable to compose reliable criteria to be used as a guide. As Lee puts it, "The implication is fairly clear, at any rate,
that issues need to be more discriminately chosen if they are to command a large share of attention on the secondary school level."27

It is to be noted in his quotation that Lee refers to secondary school students rather than to those of the junior high school. The lower age and lower academic level of the junior high school students clearly infer that the issues should be equally or possibly even more discriminately chosen than for students of the high school level.

The first criterion for the selection of controversial issues is the factor of interest. It is generally agreed that learning takes place best when there is an interest in the project to be undertaken. Each issue selected must be based on the interests of the children. The problem chosen must be closely related to their past experiences before we can expect pupils to become interested. Through the interests of the pupils and their past experiences we find the avenue that leads pupils to discover for themselves the problems that they really want to investigate.

It is through classroom discussion of the unit of work that the pupils find their part in planning for the solution of issues. To maintain interest pupils must feel that the idea for the program is their own or they will not assume the responsibility necessary to reach a successful

27 Ibid., p. 166.
conclusion. If the problems are those that the pupils have chosen, and in which they are vitally interested, the need for solution of the problems should motivate them to active mental participation. Thus we try to employ genuine problems and issues of life situations as a basis for the reality of learning. Lee writes on the same point when he says, "Classroom discussion stands out as the most fruitful source of issues; according to our table." 28

If problems were selected solely on the basis of pupil interests all sorts of complications would arise. Problems would be proposed which are beyond the abilities of junior high school students. For example, after hearing a radio commentator, they might propose to study a problem in relation to international banking. This would, indeed, be a subject for which they are almost totally unprepared. The issues must be suited to the abilities of the average pupil of the junior high school.

Hockett very aptly sums up the two preceding points as follows:

We must suit our educational presentation of problem material to the abilities and interests of the pupil. Children very early become interested in certain aspects of their immediate environment, especially in those matters which are of personal concern to themselves. 29

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28 Ibid., p. 167.

29 Hockett, op. cit., p. 94.
As has already been pointed out the discussion and solution of controversial issues will require information from numerous sources. The problems approach to the social studies lends a splendid opportunity to cut across traditional subject matter lines, and in so doing the pupils learn to fuse or integrate their information for a definite purpose. This gives pupils an opportunity to emphasize the social contributions of all school subjects. When children study in schools which set up barriers between the various subject matter fields there is a natural tendency to learn a subject by mastering a number of facts often known as a list of minimum essentials for passing the course. Such facts are too often memorized and recited with a complete disregard for their social significance. The implication becomes clear that very little reflective thinking is done when the first purpose of education is to recite facts that have been memorized by rote. When considering the selection of issues we should, as far as possible, select those issues that cut across subject matter lines.

Billings and Wilson emphasize this point in clear and precise phraseology as follows:

Education which cuts up subject matter into artificial divisions, such as geography, civics, history, etc., necessarily hampers the possibility of learning needed generalizations and facts in a way that can be useful in life.

Traditional subject boundaries should be ignored in the construction of the social science curriculum; subject fields not only fail to

30 Billings, *op. cit.*, p. 16.
achieve the purposes of education but interfere with the selection and organization of a curriculum which will achieve these purposes. The current problem rather than the subject fact is the heart of a functional unit.\textsuperscript{31}

The school would fail in its mission if it existed only for the purpose of drilling the pupils so that they become proficient in the mastery of lists of bare facts. Rather the schools should become conscious agencies for the general social improvement. This does not mean that facts will be indispensable tools to be used in achieving social improvement. They will be learned in their connection with social improvement and pupils will remember them not as bare facts but as aids in connection with problems concerning the general welfare of society. The issues selected should have to do with the improvement of the general social welfare.

If we are to base our problems on contemporary society we will need to consider the social interests and activities of the children. We cannot very well do this unless we continuously keep in mind the type of community and its interests. The current activities of the people of a community or their modes of living must always be the keynote to problems. The problem will never be so remotely related to the local people that it will not culminate in the actual improvement of living in the community.

\textsuperscript{31} Howard E. Wilson, "The Fusion of Social Studies in Junior High Schools," p. 61.
The ultimate goal in teaching is to develop traits or qualities essential to good citizenship. Through the solving of social problems in schools pupils will learn that they have both the ability and the opportunity to help make changes that are essential for the general welfare. As a result of thrashing out issues, pupils will gain broader concepts and beliefs which will surely motivate some to have courage enough to stand by their convictions.

We must select issues that rest on universally accepted factual foundations. Little would be accomplished if we selected issues that had remote connections with the past. Children must have a solid background as a basis for formulating their own opinions. "Just because I think so", will be a very poor reason for passing judgment on an issue. To discuss problems of a superficial nature which would result in answers of the above type would almost make one guilty of belonging to a conspiracy to keep pupils ignorant. We must be certain that pupils are getting a background of solid facts so that they can understand the contemporary world in which they live.

The issues selected must show evidence of being in line with the fundamental and persistent trends or movements in history. Pupils must realize that the problems of the present have come about rather gradually because they are the result of the developments of the past. It is important to grasp the concept that there are trends at
present that will result in problems of the future. Pupils must become very familiar with their social heritage. This knowledge will enable them to organize and use social facts effectively in arriving at conclusions.

Bobbitt and Hayes support this point as follows:

The history should enable one to see current events not as things new but only as the most recent surface manifestations of forces and influences which have been operative throughout man's history. 32

Since it is important to prepare the youth for the present and for the future, there must be appreciation of and emphasis upon the trends of civilization. 33

The issues selected should promise to be alive in the near future. To know exactly what the issues of the future are to be is impossible, but we do know that a good many problems have been with us for a long time and will continue as long as no workable solutions are found. Let us take, for example, the problem of prohibition of alcoholic beverages. It was a local problem for many years before it was recognized by the government as a national problem. The time came when prohibition was put in the form of an amendment to the constitution. Many evils grew from the amendment so it was later repealed. Now we are back to local control and in many localities there is prohibition. We know not whether prohibition will persist as a problem in the future but it

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32 Franklin Bobbitt, How to Make a Curriculum, p. 116.

seems likely that it will. If it rears its head again on a national scale we have no way of knowing the exact form in which control will be proposed, nor is it necessary that we do as far as teaching is concerned.

The concern of teachers is that children know why problems have taken form in our past human culture, how long the problems have perplexed society, and how solutions were finally reached. For a pupil to grasp a sound understanding of the above, will, indeed, require much study and use of factual information. This means that there must be a rich background for each problem chosen. Pupils must become thoroughly orientated in time and space. Here again we must use care not to think of facts as the goal, but as tools to develop functional powers. Problems must be used so that pupils can learn how to attack them in a scientific manner. It becomes evident that habits of procedure are being developed. The solution of a problem becomes a learning situation of a broad scope which should not be fundamentally disturbed when the child graduates from school. The child has learned scientific methods of procedure that should effectively continue throughout adult life.

The problems to be selected for study in the junior high school need not necessarily be those that can be disposed of once and for all. As has previously been pointed out, it would be a mistake to cultivate in students the
attitude that when a solution is reached it is unquestionably right for all time to come. Junior high school students are academically limited in their knowledge so we should help them to grasp the idea that as they do more intensive and diversified work in high school they will uncover additional facts that will force a reconsideration of old solutions. Junior high school pupils should learn how to attack issues on a scientific basis by using the knowledge they have, so that they have a foundation for pursuing the study more elaborately when they do their high school work. Only through long and persistent training can we hope to have our citizenry become efficient in the solution of problems that perplex civilization. Many students drop out of school before finishing junior high school and many more drop out before finishing senior high school. If our task is to be accomplished we must introduce it in the junior high school. The problems to be selected there should, as far as possible, be those that are not only alive at present but promise to be alive in the near future.

To know exactly what the problems of the future will be, need be of no particular concern to the teacher. If the pupils have been given a good background of factual material, much of which has been used in a scientific way for problem solving, we need not worry that the majority of prospective adults will not be competent. Our succeed-
ing generations, with proper school training, will quite possibly find, beyond our present conceptions, solutions to persistent social problems. We have reason to hope that our future generations will be more thorough and successful than our past and present generations have been. The more we can fuse the past and the present with the future the more effective will be the learning of our students.

Hockett gives further emphasis to the point as follows:

Young people need to realize that many of our problems persist generation after generation, and also that in a dynamic society new problems are constantly arising. They must be prepared to face new problems and to attack them in a scientific manner that they have found to be most successful in their school study.34

Rugg is even more emphatic on the same point as he writes in the Twenty Second Yearbook as follows:

Are we not delinquent representatives of the school unless, besides making our curriculum keep pace with the changes in that society, we anticipate what those changes are going to be and use the curriculum to prepare children to meet them.35

When selecting issues consideration should be made of the amount of reference material available. There should be available a wide variety of reading materials. If there is an opinion relative to the solution of the problem the child should have it; and there should be little concern

34 Hockett, loc. cit.

35 Problems of Contemporary Life as the Basis for Curriculum Making in the Social Studies, Twenty Second Yearbook of the National Society for the Study of Education. 1923, p. 262.
as to the source as long as widely diversified sources are used. Opinions from radical writers are excellent as long as equal consideration is given to conservative views. Evidence furnished by members of the Republican party is valuable as long as ideas of all other parties are treated with unbiased and sympathetic deliberation. Solutions proposed by manufacturers must be given equal consideration with those proposed by farmers, laborers, and all other partisan groups.

To place restrictions on reading materials would be nothing short of indoctrination. Pupils need to be exposed to a wide variety of ideas and proposed solutions so that they have an opportunity to build up an immunity to indoctrination and propaganda.

It is not intended that students get all their ideas and information from either the laity or partisans. There should also be a carefully selected list of references for use as required reading. The selected references should be products of writers who are commonly recognized by academic circles as members of the vanguard of contemporary thought. Such writers should clearly display fearlessness in giving the true reasons and facts behind controversies.

Textbooks are valuable for well organized units of work. They give a fixed plan and direction for a semester or year of study, and are usually reasonably reliable for giving pupils a background for units of work. However,
textbooks have been of little aid in dealing with issues. Authors usually have controversies well worked out by giving emphasis to the side that won through sheer force of power. Results, rather than causes, are considered. Minority groups are usually disregarded, so that a considerable amount of indoctrination and misinterpretation result.

Horn very capably brings out this point in the following quotation:

The textbook used alone offers little opportunity for the development of the ability to study social problems independently. In so far as problems are treated, the solutions are ready-made. The typical textbook is limited to generalizations in which disputed and unsettled questions are summarily disposed of as if there were only one accepted solution for them. Rarely does the author indicate to students either the evidence or the method by which his conclusions were reached. In so far as they carry meaning and conviction, they have the immediate effect of indoctrinating the students with particular points of view and they tend to prevent his learning the methods by which social problems are attacked. The student thus develops no defense against future propaganda. Judicial-mindedness and a knowledge of the methods of social inquiry are worthy objectives of the social studies, but textbooks alone in their future form are little likely to accomplish them.36

The discussion of issues just because they are issues would in a sense be justifiable, but it would lead to great overlapping and confusion. To be on the safe side the issue must grow from unit subject matter and from class discussion. Such factors as the interests of the children, the type of community, and the attitude of the school administration must be considered when selecting issues.

36 Horn, loc. cit.
It would consequently be unadvisable to prescribe a list of issues to be, without exception, dogmatically imposed on a group of children. Lee subscribes to this point by the following quotation: "It would consequently be folly to present a list of issues and insist dogmatically that it be accepted in toto."37

No pretense is being made to present an all inclusive list of issues. If such a list were to be presented it would soon become inadequate in the face of the rapid developments of our technological world. However, an attempt has been made to select those major issues which represent the various phases of the social sciences.

A suggested list of issues chosen on the basis of the foregoing criteria follow:

1. Should our community have a recreational center?
2. Should our community have a public airport?
3. Should our community have a civic auditorium?
4. Should our community have a water supply system?
5. Should our community have a sewage disposal system?
6. Should our community have a fire department?
7. Should our city adopt the city manager form of government?

37 Lee, op. cit., p. 176.
8. Should our state have a sales tax?

9. Should there be educational qualifications for voting?

10. Should the voting age be lowered to eighteen years for all public elections?

11. Should aliens who have declared their intention of becoming citizens of the United States be allowed to vote?

12. Should poll tax be eliminated as a requirement for voting?

13. Should candidates for public office be nominated by direct primary elections?

14. Should minimum wage laws be enacted by the federal government?

15. Should employers be forced to accept a "closed shop"?

16. Should arbitration of industrial disputes between management and labor be made compulsory?

17. Should foreign immigration into the United States be further restricted?

18. Should immigrants be required to pass a literacy test?

19. Should Orientals be excluded from the United States?

20. Should protective tariff be abolished by the United States?
21. Should the President of the United States be limited to a single six year term?

22. Should filibuster be made illegal in the Senate?

23. Should the federal government raise the salaries of its professional and specialist employees in an effort to attract more capable personnel?

24. Should public utilities be owned by the government?

25. Should the Hawaiian Islands be made a state?

26. Should all physically qualified men between the ages of seventeen and twenty-one be required to take one year of military training?

27. Should the United Nations Organization outlaw the atomic bomb as an instrument to be used in warfare?

28. Should bicycle riders be required to pass rigid tests on riding ability and on traffic regulations?

29. Should automobile drivers be required to pass, periodically, rigid physical and driving ability tests?

30. Should automobile owners be required to carry body injury and property damage liability
insurance?

31. Should the federal government require individuals to carry health insurance?

32. Should the federal government adopt a system of medical and hospital service which would be equally available for all people?

33. Should the federal government incorporate a system of unemployment insurance?

34. Should all charity be administered by private agencies?

35. Should the federal government outlaw all forms of gambling?

36. Should the federal government place restrictions on the sale of alcoholic beverages?

37. Should we have a federal price control?

38. Should it be unlawful for children under sixteen years of age to be gainfully employed in the United States?
CHAPTER V
CONCLUSION

Traditional educators have emphasized too often the seeking of knowledge as an end in itself. Rigid units of work have been planned and developed around an arbitrary list of comparatively isolated facts. Pupils have been forced to memorize facts by rote for the purpose of returning them to the teacher in the same precise and unadulterated cellophane packages in which they were received. Artificial barriers were set up so that pupils could have one hour to absorb the facts in geography, one hour to absorb the facts of history, and one hour to absorb the facts of general science. Strangely enough this plan seldom provided an hour for training the pupil how to draw from his store of assorted facts for the purpose of making useful applications.

Pupils have done too little learning through meaningful applications, and consequently there has not been a very effective carryover of applied education to adult life. In traditional schools when the student mastered seventy percent of the arbitrary facts imposed on him he was presumed to be educated and was turned loose to cope with the complexities of adult life. Two years later after having forgotten most of his once memorized facts he was still presumed to be educated because he had a diploma which plainly so stated. At this point the
former student was obviously stranded, and like a drowning man he grasped for security in those custom-made bundles of distorted facts which self-seeking elements of our society are so eager to distribute. Schools had never provided him with the opportunity to learn how to do his own thinking. There had been no foundation laid for future educational growth in a prolific continuum.

Education is a continuous sequence of activity which contributes to the public usefulness and private happiness of the individual.

Few, indeed, are the people who do not experience feelings of happiness, satisfaction, achievement, and security when they have undertaken a task and carried it through to a successful conclusion. The time has long since passed when a knowledge of all recorded facts is possible for any single individual. It becomes obvious that we cannot create self-confidence in students when we insist on pouring a never ending stream of isolated facts into their minds. Rather, we must find challenging projects based on the interests of the individual so that he has a task to carry to a successful conclusion through the use of all available facts. Such projects must be drawn from the fertile field of human relations in order to eliminate, as much as possible, the gap of frustration that has always stood between the school and adult society.

To this end it seems urgent that we dedicate the current issue. The opportunity which the controversial
issue offers for students to take up a task and work it to a successful conclusion can scarcely be surpassed by other teaching methods in the field of social science. Repeated experiences in the scientific process of solving problems will develop in students an appreciation for pertinent facts, and a knowledge of the widespread sources of factual materials. The individual's sense of security will not be jeopardized when he forgets some of the knowledge he once had. New problems will stimulate a desire to grasp new facts, and the tendency in the past to rely on others for thinking will eventually disappear.

The solution of problems by the evaluation and weighing of evidence will tend to develop in students an immunity to propaganda. It is likely that they will learn to give more weight to evidence in accordance to the relative benefits to be derived by society as a whole. As time goes on it is hoped that conflicting and competing pressure groups will gradually find that their self-seeking proposals are falling on the ears of a society that has become rather impervious to emotional and superficial types of persuasion. In short, it is believed that pupils will eventually achieve a victory of reason over emotion and passion.

Through the problems approach to the social studies pupils will need to read and investigate many sources and viewpoints. By so doing they will encounter conflicting
statements and consequently tend to learn that facts in print are not infallable. This should temporarily throw them into a state of confusion which is necessary in order to bring about true reflective thinking. We thus succeed in creating for the student genuine learning situations.

During class discussions many conflicting arguments will be proposed. Students must develop the ability to think clearly and judge wisely in order to keep an even keel as they probe their way forward. There will be no one to do their thinking for them, so they can achieve security only through independent judgment based on extensive information. If the teacher assumes the roll of a wise and skillful moderator there should be little place for complacent and ignorant consent when the time comes to draw conclusions. More pupils will become masters of knowledge pertinent to the persistent social and economic problems of society, and should face the future with a sense of security by having experienced their ability in achievement. Through the problem solving process we see hope of transforming the complacent potentiality of the individual to kinetic individual excellence.

The discussion of controversial issues gives pupils the opportunity to gain an education through the use of the democratic procedure. Through encountering opposition it is believed they will learn to respect other individuals for their sincere proposals, and gradually tolerance and understanding will replace anger and impatience. Pupils
will likely come to realize that the uniqueness of each individual philosophy is valuable and indispensable in seeking improvements for the common welfare, and that group effort can achieve effectiveness only in proportion to the quality of individual contributions. It seems likely that a wholesome spirit of cooperation will develop through the democratic procedure.

It seems doubtful that there is a better and more practical way for students to understand today's social and economic world than through the discussion of controversial issues. The application of the development in the past to the problems of the present will provide a greater depth and breadth of understanding, and will serve as a basis for predicting those problems that will persist in the future.

Through the interpretation of data relevant to an issue pupils will probably become more socially conscious. Inequalities and injustices in our society will likely become easier for them to recognize. Undesirable conditions that had always been taken for granted should become serious problems. Conflicting group and individual interests will tend, more and more, to become subordinate to the interests of society as a whole. When pupils have a part in selecting the problem to be discussed and work it through to a logical conclusion, it is believed that they will realize how their beliefs developed and
know the resulting implications. Having experienced these developments it is reasonable to believe that a great many students will have more courage to stand behind their convictions when they assume the responsibilities of adult citizenship.

It is neither necessary nor desirable that we deal with large numbers of issues during any one school year. To do so would result in sacrificing the time necessary to build up units of work which incite pupil interest, and culminate in the desire of students to attack a vital problem. Most units of work should so develop that a problem will gradually take root and grow into a dynamic challenge.

Because we do not know exactly what the future holds in store for us we can never hope to lay down, and follow without deviations, a rigid plan for our activities in the adult world. The unforeseen events force us to alter constantly our plans. This should be kept in mind when the curriculum is constructed. The curriculum should not be so rigid that minor changes cannot be made at any time. When a persistent problem of society suddenly and unexpectedly comes to a head we are, indeed, failing to take advantage of current and natural interest if we wait to treat it in accordance with our predetermined plans. The curriculum should be flexible enough to be adaptable to those situations which we have no way of
predicting in advance.

So that future generations may become proficient in the technique of solving the problems that perplex our civilization it is imperative that we give emphasis to this activity in the junior high schools. It seems that it is even more important that we devote time to problem solving in the junior high schools than in the senior high schools and colleges because too many pupils drop out of school before they reach the upper levels. The time which schools have available for creating ideas through the democratic process is short, but our responsibility is great. Through thorough training in solving problems there is good reason to believe that our descendants may arrive at solutions that are far beyond present day conceptions. Thus the values that will accrue for future generations will be a priceless heritage.
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