DEVELOPING FOUNDATIONS FOR CONSTRUCTIVE SOCIAL BEHAVIOR
IN THE SOCIAL STUDIES CLASSROOM

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Degree of Master of Arts

By

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Arthur Richard DeLong, Jr.
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DEVELOPING FOUNDATIONS FOR CONSTRUCTIVE SOCIAL BEHAVIOR

CHAPTER I - INTRODUCTION

The goal of a democratic society is the attainment of optimal development for each of its members. The United States, conceded to be the leading exponent of political democracy, falls far short of having realized an ideal way of life for the majority of its citizens. Moreover, there remains a substantial minority who still suffer deprivation and actual want.

It is the aim of this thesis to outline two basic factors for a program through which the schools of our nation can help each individual to develop his natural talents to the highest degree, and thus render their greatest possible service to the furtherance of the democratic ideal. This service can be accomplished through the development of foundations for constructive social behavior.

Constructive social behavior is action which makes a positive contribution to democratic living. Living which is democratic maintains through reflective thinking, a balance between cooperation and individual rights. The individual can attain self-realization only insofar as he becomes aware and sensitive to the probable consequences of his acts.

Man is a social being, and as such is limited in his behavior by the interactions of society. A thief, for example, is denying for others and himself the right to own property. His theft affects many of his fellowmen, some of whom may adopt his taking ways. As this type of behavior becomes more prevalent, no one can be certain that his personal property is safe. The productive citizen who believes that the fruits of his efforts will not in the future be his to enjoy, will
tend to produce only that which he finds immediately useful. This limited production detracts from the sum total of our national wealth, which in turn results in a lower standard of living. The original theft may thus affect not only the thief himself, but also society as a whole.

The individual must analyze his behavior carefully to make sure that his actions do not have an undesirable effect on others. Each member of society will be free to the extent that each of his fellow members is not adversely aware of the consequences of his, (the individual's) actions.

Cooperation will insure the greatest opportunity for self-realization of all members of a democratic society. In competition some win while others must lose. Through the use of cooperative methods all can profit.

There are numerous action patterns which might be positive contributions to democratic living. Of greatest importance are those actions which are directed toward helping others. Trying to understand the other person's point of view is an excellent way to contribute to democratic living. Another pattern is an attitude which encompasses consideration for things above and beyond personal gain. "Too many of us have thought of our country as something to be mined and exploited, not something to be loved and maintained."¹ This same principle applies to our relations with our fellow men.

Public schools are in a position to make a significant contribution to democratic living by developing foundations for constructive social behavior on the part of children and adults. This thesis will

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¹ Stuart Chase, "Will It Be Peace?", The Nation, December 9, 1944, p. 712
recommend that two effective ways to increase the development of constructive social behavior are, (1) to provide enriched opportunities for acquiring economic intelligence, and (2) to insure a positive emotional environment in learning situations.

Economic intelligence is defined as the ability to deal with problems of a highly developed technical age. These problems include individual social preference, economic security, ability to share with others, and a social outlook which implies concern for the growth of all people everywhere.

Positive emotional environment includes all factors influencing the pleasantness or unpleasantness of feeling.

The nature of our mass-centered educational program encourages teaching to be directed toward a single group within the school class. The limited amount of time and the necessity for covering a specific amount of subject matter are forces which tend to direct attention to a specified level of ability. The choice of level depends upon the teacher and the composition of the class. Effort is usually made to reach the greatest percentage of those present. There are some teachers, however, who cater to the brighter students. Personal tastes, habits, or the belief that only the brighter individual is capable of profiting significantly from education, may prompt this course of action. On the other hand there are teachers who believe that the brighter students can glean a sufficient amount of information from the available material without assistance; therefore, they divert their attention to the slow learners. The teacher who neglects children at any intellectual level often assumes that education means acquaintance with textual material. This thesis holds that every child is entitled to an ever-increasing understanding of the part he must play in our nation's future, and that he is entitled also to expect that opportunity for his social growth will
be provided in our public schools.

Although this thesis will be concerned with the development of constructive social behavior on the part of all children, the classification of children into normal and exceptional types is a convenient device for discussing gross differences between the groups. For purposes of clarification, the classification with which this thesis is concerned will now be defined.

The Normal Child

Burnham\(^2\) has supplied a practical working definition of the normal child. "A child is considered normal if he is able to perform some significant task and to cooperate peaceably in the ordinary social group of which he is a member."

The definition has been chosen in preference to those which have been determined on the basis of intelligence quotient, as intelligence tests attempt to measure only mental ability, a trait which, even if it could be clearly defined, would constitute at best but a small part of the whole child.

The largest per cent of our school population falls within the "normal" classification, and a large portion of the teacher's time is properly devoted to this group. Many teachers err, however, in their treatment of normal children in that they fail to realize that even the very young normal child is capable of assuming responsibility and acting in terms of social attitudes. This failure accounts for much of the evident lack of constructive social behavior on the part of the children, and perhaps also of the adults they later become. If children are expected to be democratic citizens they must be given responsibility,

\(^2\) W. J. Burnham, The Wholesome Personality, p. 77
and not simply told what responsibility means. We can no more expect a person to become capable and trustworthy by verbal prompting than we can expect him to learn to swim by correspondence courses.

Our nation can be democratic only if its all normal citizens are able to participate adequately in the operation of the machinery of democracy.

The Socially Handicapped Child

The socially handicapped or delinquent child is one whose behavior is in conflict with society's rules of conduct. The central need in the education of the socially handicapped, as well as the normal child, is that he be made an acceptable member of society. The delinquent has lost his status of acceptance and must therefore be helped to regain it, before he can hope to develop in anything like normal ways. "The social studies and the arts, especially music, seem to prove most effective (in the treatment of the socially handicapped)."  

The magnitude and seriousness of delinquency as a social problem compels attention to methods for decreasing it. The delinquency committee of the White House Conference reported that as early as 1930, two-hundred thousand cases of delinquency were brought before the courts each year. It is impossible to arrive at even a well-grounded estimate of present cases, but there is no question that the depression of the 1930's and the tension accompanying World War II have contributed toward tremendously increasing their number.

Every social institution, including the schools, must function effectively to reduce delinquency if America is to be successful in the struggle for the "ever more abundant life" for each individual.

"The schools cannot give new homes and environments to children, but they can change the child's attitude toward unfavorable stimuli received outside the school and his responses toward them."¹ This leads to the conclusion that the school must provide individualized instruction in constructive social behavior for the socially handicapped child in order to help him achieve peer status with other children and thus grow into an effective and desirable adult citizen.

The Exceptional Child

(a) The dull normal

The slow learner should be able to contribute positively to democratic living if democracy is based on respect for the worth and dignity of the individual human being. He should be given the time and attention by teachers that is needed to enable him to fulfill the functions in society that his natural equipment will enable him to fulfill.

Our society covers such a large range of activities that there is a genuine need for many different types of people. Even though a dull normal child is (intellectually) incapable of doing professional or highly skilled work, there are a great many semi-skilled and un-skilled jobs that need to be done. Each employer has his own peculiar method for doing mechanical tasks, therefore, there is less need for vocational training for the unskilled worker than for the skilled worker, but there is an even greater need for vocational guidance. There is, moreover, genuine need for constructive social behavior for all types of men. The rich and the poor, the wise and the dull, the strong and the weak must all have a chance to contribute in some way to a genuinely democratic society.

(b) The physically handicapped child.

If we intend to live up to our pledge of "universal education", we

¹ Frampton and Rowell, op. cit., p. 395.
must consider those children who through no fault or choice of their own, are unable to compete with their peers physically. Physically handicapped children may be classified as follows: The blind; the partially seeing, those whose vision is 20/200 or better in their best eye after correction has been applied; the deaf; the hard of hearing, those who have at one time been able to hear; the speech defective; the cripple; the under vitalized, cardinals and tuberculars; the spastics, or victims of cerebral palsy. The physically handicapped child is capable of constructive social behavior, as is the normal child. He does, however, need special guidance so that his handicap does not prevent the development of his social behavior.

The Condon School for Crippled Children in Cincinnati is an excellent example of a school which is interested in developing constructive behavior. The pupils are encouraged to help each other. In actual practice they complement each other to a surprising degree.

(c) The gifted child.

Society has paid little heed to the early education of the gifted child. Berry points out the tragedy of this oversight:

The price we pay as a people for our neglect of this undeveloped resource is little understood. If the many gifted who have no worthy achievement to their credit were only 'mute inglorious Miltons' the loss to society would merely mean more unsolved problems - a slower rate of progress; but unfortunately, many of these gifted individuals are destructive agents working for their own selfish interests to the detriment of the common good. Like Hitler, they will rule or ruin. This means that the lives of many constructive leaders must be spent, not in advancing human progress, but trying to save our social heritage from destruction by gifted but unscrupulous leaders. What a price today the world is paying for the neglect of yesterday's gifted children. A price that it can ill afford to pay.

5. C. S. Berry, The Education of Gifted Children for Leadership, p. 2
Berry and the White House Conference⁶ concur in concluding that acceleration is not the solution to the problem of educating the gifted child. We are urged to bend our efforts toward developing foundations for constructive social behavior.

Berry points out that we would not lay the same foundation for a modest home that we would for a skyscraper⁷. We then should develop appropriate foundations for the growth of gifted children into adult leaders. Special attention must be paid to their constructive social behavior foundations as: "The child centered school is not sufficient to prepare gifted children for leadership in a democratic society, since the child is not an independent unit, but a social organism, dependent upon others for his success and happiness. From his earlier years, he must be taught that he has obligations as well as rights."⁸

PROPOSALS FOR DEVELOPING CONSTRUCTIVE SOCIAL BEHAVIOR

"Man is a social organism and as such is dependent upon his fellow men for his success and happiness." The statement possesses much significance for a democratic society, as man's liberties are dependent upon social intercourse. It logically follows that constructive social behavior can be valuable not only for the individual but for all of society. Freudian psychologists hold that such behavior must be developed when the child is young.

The school can help the individual attain constructive social behavior by providing: (a) Enriched opportunity for acquiring economic intelligence and (b) A positive emotional environment in which to learn.

6. Ibid, p. 17
7. Ibid, p. 17
8. Ibid, p. 13
Enriched Opportunity for Acquiring Economic Intelligence

Economic intelligence refers to ability to deal with problems of a highly technical age. These problems include: individual social preference, economic security, ability to share with others, and a social outlook which implies concern for all people everywhere.

Goddard has very aptly expressed an interpretation of intelligence which is very appropriate for social studies: "Intelligence is the degree of availability of one's experiences for the solution of immediate problems and the anticipation of future ones."9

Economics is used in the broad sense which includes concern for the human relations which are a part of the pursuit for economic welfare. Economics as used also implies that there are aims and values above and beyond monetary consideration.

Positive Emotional Environment

A positive emotional environment includes all factors which influence the pleasantness or unpleasantness of a situation. The emotional environment covers a wide variety of situations from the temperature of the room to the tone of the teacher's voice. The most important aspect of emotional environment, however, is that the children feel free to discuss matters about which they are deeply concerned. There should be few, if any, topics barred from discussion. This does not mean that every whim of each child should be interpreted as a mandate to be carried out immediately, but that each and every genuinely felt need be considered as soon as the opportunity to do so presents itself. Topics in which children are interested and are sometimes considered tabu in the classroom include: Sex, religion, politics, labor-management relations, and race relations. Under any circumstances,

these topics will be discussed outside the classroom where all too often emotion and prejudice will reign. The writer feels that they should be handled in the classroom where they can be objectively discussed, clarified, and approved. A negative emotional environment may undermine any constructive behavior which might have been displayed. Motivation for behavior should come from within the child. Motives are less effective when imposed from without. Force or coercion may lead a child into manifesting symptoms of constructive social behavior under certain conditions. For example, Johnny helps others in the classroom under the penalty of a failing grade, but upon release of the conditions of that penalty begins bullying the children. At best, imposed rules are very poor substitutes for self developed constructive behavior patterns.

Techniques

The following outline will be followed in the presentation of the writer's thesis for the development of foundations for constructive social behavior:

1. A brief historical sketch of attempts to develop constructive social behavior.

2. Description of a present significant contribution to the development of desirable behavior. This experiment is being made through the Citizen Education Study of Detroit.


4. Methods for providing positive emotional environment.

5. A tentative program for developing constructive behavior.
CHAPTER II - ATTEMPTS TO DEVELOP CONSTRUCTIVE SOCIAL BEHAVIOR

Early American Period.

The goal of even the earliest of our colonists was that of freedom for themselves and their children. Although there must have been careful consideration of this end before 1620, the Mayflower Compact states that the people who came over on the Mayflower were banded together for the "better ordering and preserving"\(^1\) of cooperative ends.

The wording of the goals of education differed in a great many cases from actual practice, yet most schools attempted to stimulate the child to acquire constructive behavior patterns and attitudes. Newport, Rhode Island claims to have the first public school. This was established in 1640. It was concerned with the "learning and encouragement" of youth.\(^2\)

Thomas Jefferson, who is conceded to have been at least one hundred years ahead of his time in educational philosophy, believed that the purpose of education was "rendering people safe, as they are the ultimate guardians of their own liberty".\(^3\) This statement interpreted in its broad sense implies that man is master of his destiny, but as his destiny is inexorably entwined with that of society in general, it is only through social actions and inter-actions that man can attain a measure of positive personal liberty.

The founding fathers of Ohio were concerned with the preservation of the democratic heritage. "That the great essential principal of

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1. E. P. Cubberly, *Readings in Public Education in the United States*, p. 10
2. Ibid, p. 12
3. Ibid, p. 107
liberty and free government may be recognized and forever unalterably established, we declare —". Need for constructive social behavior is implied, for how can liberty and free government be maintained without such behavior?

The progress which has been made toward realizing democratic social behavior has of necessity been slow. It is encouraging to see that the trend is steadily moving toward a policy of applying the democratic ideal to more and more areas of living.

More Recent Attempts to Develop Constructive Social Behavior

Project Teaching

Kilpatrick characterized project teaching as, "Wholehearted purposeful activity proceeding in a social environment." The social environment is a factor which has not been given adequate attention. The assumption in a great many cases has been that factual knowledge of subject matter insures adaptability to life situations. This is not necessarily true. Project teaching, however, does make an effort toward the development of constructive social behavior.

The project is usually considered to be a unit of purposeful learning activity which involves a practical problem complete in itself. The project is directed toward attainable goals. For example, a class in social studies became concerned about cars which were parked in front of the school. Smaller children, whose vision of approaching traffic was obstructed by the vehicles would cross the street without looking for coming traffic. The class decided that the solution to the problem would be to prohibit parking in front of the school.

4. Article VIII - First Ohio Constitution
school during school hours. The project then was to set in motion the machinery that would accomplish this end. Ideally it is planned and executed by the learner as naturally as he follows through on any out of school project. The basic idea behind project teaching is active participation on the part of children. Projects may be classified as material, learning, or problem projects. This method of teaching was a long step toward the development of foundations for constructive social behavior. However, there are several weaknesses:

1. It is difficult to provide a well-rounded curriculum of projects, since systematic teacher organization is apt to vitiate the very purpose of the project method.

2. The project planned curriculum is apt to leave large gaps in content and needed pupil experience.

3. There is danger of much unproductive activity, wasted time, and lack of much needed practice.

4. The project method fails to give the pupil a perspective of the logical and integrated organization of the content of different fields; knowledge gained, although vital, is fragmentary. 6

The Core Program

Criticism of the compartmentalizing of the school day into rigid subject matter periods led to the development of the unified studies or core program. The theme underlying most core programs is that the cooperative activity will help students solve their problems in a manner consistent with the democratic philosophy. All core programs are not alike. The commonly accepted definition of core is that portion of the school's program which is required of all students. This portion may range from a fusion or integration of the entire school day to the requirement of one or more subjects. The former would result in the

6. Ibid, p. 615
elimination of subject matter areas as such. There is no core in existence at this time which thus eliminates subject matter areas entirely.

All core programs give at least verbal recognition to a program of social living consistent with the democratic ideal. The more dynamic programs build solid foundations for constructive behavior by creating situations in which the child has opportunity to express, understand, and develop a social philosophy.

The reconstruction under way throughout America is based upon four fundamental facts:

1. The resources of America make it possible to give each individual the chance to serve his fellows through the fullest development of his own powers.

2. America turns with growing confidence to education as the natural field for working out their humanitarian ideals; from the malleable child may come a better world.

3. In education, as everywhere else, science has been the chief ally of altruism. The discoveries in the laboratories have made possible the intelligent carrying out of our generous impulses.

4. Human knowledge has increased so rapidly that we must now set up a new definition of the educated person and a new technique for the development of such a purpose.

It is the conviction of the author that the core program may well promote the development of constructive social behavior. The general direction which is expressed in the above facts provides a basis for that conviction.

The Citizenship Education Study of Detroit

A recent contribution to the development of constructive social behavior is being made by the Detroit Citizenship Study. For a long

time the Detroit Public School System has held that the development of good citizens is the major function of the schools. The Detroit school system is now in a position to make a positive contribution toward realizing its ambition.

"For the purposes of this study, citizenship means the relationship of the individual to his government and in addition his relationship to other men and groups in a democratic society."  

The staff of the study realizes that:

1. Citizenship is complicated and therefore no single approach will solve the problem of training the good citizen.

2. Evolved techniques have never been adequately evaluated.

3. The development of new techniques has never been sufficiently stimulated.

The study proposes to:

1. Examine values

2. Examine qualifications for considering social problems and provide experience for so doing.

3. Determine the extent to which basic human needs are being met and the degree to which young people are aware that they are to be met by all people everywhere.

4. Examine the character of human relations in schools and assist in their development.

5. Examine knowledge, skills, and abilities of young people and encourage the schools to help them to become good citizens.

The study will continue over a five year period and has as its purpose a desire to seek ways and means of increasing the understanding, interest, competence, and participation of boys and girls

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8. A statement of the general framework of the study prepared by the Staff, p. iii.

9. Meier and Forsythe, Unpublished Papers

10. Ibid

11. Ibid
in the activities of good citizens so that they will try to be active citizens throughout their lives.\textsuperscript{12} The staff has interpreted citizenship very broadly so that it includes those desirable personal qualities which are displayed in human relations in our democratic society. The study has attacked the problem using both the total school approach and the specific practice approach.

The staff of the study has formulated five qualities which they consider to be essential.\textsuperscript{13}

\textbf{THE GOOD CITIZEN CHERISHES DEMOCRATIC VALUES AND BASES HIS ACTIONS ON THEM.}

He must have respect for the dignity and worth of the personality of all people everywhere. He must have faith in man's ability to solve common problems through the process of reflective thinking. He believes that human culture belongs to all men.\textbf{THE GOOD CITIZEN RECOGNIZES THE SOCIAL PROBLEMS OF THE TIMES AND HAS THE WILL AND THE ABILITY TO WORK TOWARD THEIR SOLUTION.}

They are those relating to race, religion, economics, politics, labor relations, and others which concern the family, the school, the community, the state, the nation, and the world at large.\textbf{THE GOOD CITIZEN IS AWARE OF AND TAKES RESPONSIBILITY FOR MEETING BASIC HUMAN NEEDS.}

The needs are for: love and affection, sharing, responsibility, an adequate standard of living, economic security, freedom from fear and oppression, and high standards of spiritual, ethical, and moral values. Frustration and aggression, which may lead to the development of social problems, will result from the failure to

\begin{itemize}
\item \textsuperscript{12} Frame work, \textit{op. cit.}, p.3
\item \textsuperscript{13} Ibid, pp. 5-7
\end{itemize}
satisfy these basic human needs.

THE GOOD CITIZEN PRACTICES DEMOCRATIC HUMAN RELATIONSHIPS IN THE
FAMILY, SCHOOL, COMMUNITY AND THE LARGER SCENE.

The good citizen is aware of the interdependent relationship
of all people everywhere, and through a consistent democratic philo-
osophy, he increases his ability to cooperate with others. Through
his sincere desire to help others he builds good will that may be a
valuable resource for the future.

THE GOOD CITIZEN POSsesses AND USES KNOWLEDGE, SKILLS, AND ABILITIES
NECESSARY IN A DEMOCRATIC SOCIETY.

The good citizen utilizes all the resources at his command to
gain an understanding of democratic living and to facilitate its
use. With a developed economic intelligence and the facility to
utilize constructive social behavior, the good citizen will be
better able to carry his share of the load as a privilege for being a
member of a democratic society.

The staff of the study assumes that the five qualities listed
above will be better realized if resources and techniques are
supplied, if the emotional environment is conducive to experimenta-
tion and if all parties concerned will cooperate to the fullest.

The study will be carried out democratically. The staff defines
democracy as:

A way of life - a mode of living which provides
opportunity for all people everywhere. The
democratic process is the shared use of intelli-
gence in solving common problems. It gives people
an opportunity to share in determining the values
which direct their lives. Further, this process
involves them in defining their problems, in
planning for and in judging the effects of ultimate
courses of action, in executing plans of action, and
finally in judging frequently the effectiveness of
the plan put into action.

11. Meier, op. cit.
The staff proposes to work with the schools on their problems and to emphasize direct experience, guidance, evaluation, and research as techniques for furthering improved citizenship. Devices such as conferences, interviews, committees, workshops, lectures, seminars, and others will be used to promote these changes.\textsuperscript{15}

Eight schools have been chosen which represent a typical cross section of America and present the significant problems of citizenship education. The staff has found that there are three essential factors which must be considered when attempting to improve the program of a school:

1. Starting with problems that are real to teachers
2. Working cooperatively on these problems
3. Locating leadership in the school.\textsuperscript{16}

From the very beginning, the evaluation program has been considered as being of the utmost importance. Much time and effort has been expended in developing instruments suitable for evaluating a program of this type so that more quantitive data than is normally found will be included. The staff, however, realizes that much of the evaluation will depend upon descriptive qualitative data.\textsuperscript{17}

The pattern of testing was established to reach the students in the terminal grades of each of the schools. A survey inventory will be taken at the end of the study, parts of which will be repeated when necessary, to supplement the inventory taken at the beginning of the study. The study is anxious to:

1. Ascertain the changes that are made in the functioning of the entire school program.
2. Identify the changes which take place in the students in terms of the five qualities of the good citizen.

\textsuperscript{15} Ibid
\textsuperscript{16} The Citizen Education Study, First Annual Report 1945.
\textsuperscript{17} Ibid
3. Document certain findings resulting from the "total school" approach. The staff would also like to know just how permanent are the changes which do take place and their relation to the community. The staff is aware of the absence of control of the total school approach and that causes of changes may not be able to be shown. They are, however, firmly convinced that the existence of behavior can be shown. The study is constantly on the lookout for new methods or techniques for improving citizenship.

The data in which the study is most interested concerns democratic values, social sensitivity, the ability to work toward the solution of the problems involved, the extent to which democratic human relations are practiced, and the degree to which young people are becoming competent and informed in democratic living.

The staff is planning to publish four summary volumes during the later months of 1949. The proposed titles are:

I Social Factors Influencing Citizenship Education

II School Practices – Their Contribution to Various Aspects of Good Citizenship

III The Teacher in Citizenship Education

IV A Program of Citizenship Education in a Participating School

These volumes will provide valuable information for all who are interested in the development of constructive social behavior. It

18. Meier, op. cit.
19. Ibid.
21. Ibid, p. 17
would seem that this study is a definite objective attempt to determine the factors which are significant to constructive social behavior.

The program is not regarded as a finished product as the staff is flexible, open-minded, and honest enough to change throughout, revise, or begin over if the situation demands.
CHAPTER III - PROVISION FOR ENRICHED OPPORTUNITIES TO ACQUIRE ECONOMIC INTELLIGENCE

One of the major foundations for constructive social behavior is intelligence. Psychologists have many definitions of intelligence, which at present serve chiefly as hypotheses for experiments designed to disclose the nature and function of learning and behavior. A usable definition of intelligence for the social studies teacher is that proposed by H. H. Goddard on his 1946 Christmas card:

Intelligence is the degree of availability of one's experiences for the solution of immediate problems and the anticipation of future ones.

Many of the immediate and future problems of individuals are either directly or indirectly economic in character. This is true in the case of such problems as making a living, getting ahead in the world, choosing political representatives, dealing or refusing to deal in the black market, and so forth. The specific nature of some of these problems varies with the times, but through the centuries individuals have been solving basic problems concerned with individual social preferment, economic security and ability to share with others.

Goddard says "intelligence is the degree of availability of one's experiences" for the solution of such problems as these, and thus, by implication, suggests that if social studies teachers wish to assist students in the solution of economic problems, they must (a) provide appropriate experiences, (b) insure the availability at problem solving times of knowledge and skill gained through the experiences.

In order to more specifically distinguish between general intelligence as defined by Goddard, and the application of such intelligence in the solution of economic problems, the writer has constructed the
following definition for what he terms "economic intelligence."

Economic intelligence is ability to deal with problems of a highly developed technical age. These problems include individual social preferment, economic security, ability to share with others, and a social outlook which implies concern for the growth of all people everywhere.

The possession of economic intelligence would be a valuable foundation for the development of constructive social behavior. It would serve as a dynamic tool or skill by which such behavior might be achieved. One cannot behave constructively except as he is able to comprehend toward what, or in terms of what, he is behaving. Economic intelligence would serve to clarify values and needs, to encourage self-direction, to increase understanding of social processes and structures, and to increase effectiveness of skill in the life processes. *

Granted that constructive social behavior is a goal of the social studies teacher and that economic intelligence is a valuable aid in the attainment of constructive social behavior, it follows that it is a responsibility of social studies teachers to provide opportunities for the acquisition of economic intelligence.

Many such opportunities are being provided in modern schools. A class of the Ohio State University School had decided to visit New Orleans on their senior trip. Upon inquiry into reasons for the decision of two colored students to remain behind, the class learned that the hotels and restaurants in New Orleans would not serve colored

* In mimeographed material distributed to students in Education 600e at Ohio State University in 1960, Dr. Louis Raths states the job of the school to be: "clarify values, self-direction (thinking and planning), understanding social structure and processes, skill to meet developmental tasks." With slight alterations in phrasing these aims can be used to describe the usefulness of economic intelligence.
persons along with the whites. The class decided that a problem of any individual member was also a problem of the class. The responsibility for this decision was shared by the entire group, with the result that the colored students made the trip without being separated from the rest of the class.

The project referred to in chapter two is a good example of constructive social behavior. The older students felt concern for the safety of the youngsters. Parents who came to drive their children home stopped on the other side of the street. The children, who could not see oncoming traffic because of the cars which were parked in front of the school, were in danger of being struck. The older students, feeling concern for the safety of the youngsters, decided to do something about the problem. After careful consideration of many aspects of the situation, the older students petitioned the municipal authorities for assistance, with the result that parking is no longer permitted in front of the building, when school is in session.

The Detroit School System holds the building of better citizens as one of its highest goals. An illustration of one method that Detroit uses in attaining this goal is its annual mock election. For over twenty-five years the pupils in Detroit schools have voted the same as adults. The pupils from the sixth grade through the twelfth grade vote on ballots supplied by the board of education. Although this is only one method, it is an opportunity through which economic intelligence can be acquired.

Teaching to improve ability to deal with problems of a highly developed technical age emphasizes qualities and techniques characterizing all good teaching. From Jersild and Gates¹ the following pattern

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¹ Jersild, Gates, McConnel, Challman, *Educational Psychology*, pp.3-805
common to all good instruction is summarized:

1. Pupil understands goal desired
2. Goal is related to needs and interests of pupil
3. Conditions for learning are free from tension and have positive social attitudes
4. Adequate equipment is readily available
5. Specific methods of evaluation are utilized

For improvement of economic intelligence it is particularly important that students should be ready for the study of the problem at hand. If they are to acquire "ability to share with others" and "a desirable social outlook" through participation in a Community Chest Drive, they should first become acquainted with the nature and causes of poor social conditions in their community and elsewhere, and they should have some concept of the history of the Community Chest, and its methods of administering service.

Study of banking, of presidential elections, etc., may or may not promote economic intelligence depending upon the degree of readiness of individual pupils and the class for comprehending the concepts involved.

Alan Griffin,² in Freedom: American Style, emphasizes that economic intelligence can best be acquired by purposeful practice.

A boy learns to think by thinking, and if he has not used the methods of thinking to help him toward better ways of meeting the problems which are important to him, he cannot develop into the kind of citizen who will be able to take part thoughtfully in the solution of the enormous problems which society now faces.

Griffin³ makes a further point. "Thinking is like any other human activity — we must be able to do it, before we can do it on

3. Alan Griffin: op. cit. p. 37
purpose." He adds that we learn to think by trying to think in realistic situations. "No one can think unless he finds himself involved in a problem."

When it is necessary to study abstract social problems these should be presented first in terms of experiences and the experience should then be abstracted in terms of words. Children can be prepared for new ideas primarily through discussion based on experience.

There is experimental evidence that at least some progress can be made in developing constructive social behavior by training to increase such desirable traits as trustworthiness and honesty. Voelker reports the following experiment with Boy Scouts:

In one experiment the leader frequently spoke of the importance of trustworthiness, used slogans such as 'A Scout is trustworthy', complimented boys who had shown trustworthiness, had group contests where the trait was important for success of the group and hence a factor in the status of an individual in the group. Simple, shrewd practical tests of trustworthiness were given at the beginning and end of the three-month's experiment. For instance, a boy would be given too much change in making a purchase or loaned an article to be returned next day; he would receive credit on the test if the change and the article were returned. Boy Scout groups given such training improved twenty per cent more on the tests than Boy Scouts not thus trained.

Economic intelligence is also gained most rapidly when a child is able to discriminate between the uses of words. It is important that a child know when language is used to inform and when it is used to influence feelings. One of the major tasks of the social studies teacher is to help students make this differentiation quickly and accurately.

An important point emphasized in class discussions by Dr. Louis Raths is that teachers must be qualified inside for the teaching they

4. F. F. Voelker, "The Functions of Ideals and Attitudes in Social Education: An Experimental Study", Teachers College Contributions to Education, p. 126
undertake. How teachers think and how teachers feel influence to an
immeasurable but doubtless significant extent the quality of economic
intelligence their pupils achieve.

The re-teaching of lessons in order that knowledge and skill
may be improved can be made more effective if the review is
motivated by new purposes for learning the lesson. Economic intelli-
gence is a quality of an alert, questioning mind, and if one type
of motivation does not serve as adequate stimulation for learning by
an individual, another type of motivation should be introduced.
CHAPTER IV - PROVISION FOR A POSITIVE EMOTIONAL ENVIRONMENT

Fortunately, some of the most fruitful experiments in educational psychology have been concerned with the effect of emotion upon learning. With the concept of the "whole child" and the "Field" theory of Lewin, has come awareness that a child learns with both his heart and his head and that he needs an environment favorable to both. In the last sentence of his classic text, Freeman¹ draws a final conclusion from his work on nature and nurture.

A good mind aided by a sound body is not the only requirement for achievement, for without reference of both mind and body to the social setting one can give but a partial and inadequate estimate of what the individual is capable of accomplishing.

Carter, Jones, and Shock² performed careful experiments which showed that in general what is most pleasant to a person is learned most readily. Prescott in Emotion and the Educative Process, summarizes his findings by stating:

Mild excitement is sought by most people and these researches give ample justification for maintaining that its effects are physically desirable .... Edu-
cators may find justification here for making vivid experiences an integral part of many phases of the educative process.

An experience which stands out in the writer's mind, though many years old, was occasioned when giving a negative report about a large retail store which was located near the school. At the end of the report the teacher introduced the manager of that store who had been seated in the back of the room. The memories of the class discussion

1. Frank C. Freeman, Individual Differences, p. 337.

which followed will remain for some time to come.

That motivation is a key factor in learning is well understood. English\(^3\) states that some motive is required to instigate any learning activity. He gives the following definition:

Motive or motivation is a general term for whatever it is about the person which determines the quality and direction of activity in a specific situation toward a goal. When a person recognizes and accepts his motives, we speak of purpose. Learning is more efficient when motivated by a clearly recognized purpose.

An example of this might be a boy who, failing a subject, suddenly raises the level of his work upon hearing that a passing grade will be rewarded by a B-B gun. Even though the purpose was not directly related to the learning process, it was sufficient to raise the student's efficiency.

Dollard\(^4\) has shown that major emotional factors involved in learning are frustration and aggression. He describes a learner as one who "wants something, sees something, does something, and gets something." A classic experiment of Dollard's is one which took place at a boy's summer camp. On one occasion a tedious examination prevented the boys from attending a local theater. This situation was very frustrating. Before and after this occurred the boys indicated on a rating scale their attitude toward Mexicans and Japanese (half rated Mexicans before the frustration, and half afterwards, so that initial attitudes would be balanced). The attitude toward either set of foreigners was less favorable after the period of frustration than it was before. This generalization of emotional response so that it colors a variety of other attitudes is an important phenomena found in many social situations including

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those in schoolrooms.

Lewin, with Barker and Dembo\(^5\), concluded from an experiment on frustration and aggression with little children, that with frustration the average complexity and constructiveness of play decreased until it was at the level of children seventeen months younger in mental age. The greater the strength of frustration, the more loss in constructiveness of play occurred. It seems quite possible that a child's ability to learn decreases when he is denied opportunity to attend football games, dances, or playground activities.

Several major factors influence the quality of positive emotional environment present in a learning situation.

Boynton, Dugger, and Turner\(^6\) in a study of over a thousand pupils and seventy-three teachers in the fifth and sixth grades of the Nashville schools, had teachers and pupils fill out a personality adjustment questionnaire. The teachers were classified into four groups according to their degree of emotional stability. It was found that those teachers who were most unstable, tended to have more unstable students than those who were in the highest quartile in stability. Other experimenters confirm the conclusion that the emotional characteristics of the teacher influence the learning environment.

This is borne out by a personal experience with a high school teacher. The beginning of the term was a period of disorganized activity. The entire class was on edge, disliked the work and the teacher immensely, and felt that it was learning nothing. The teacher underwent an emergency operation during the semester and returned a new person.


The writer and the teacher became good friends and he is as yet aware of specifics that were learned in that class, and the change in attitude on the part of the class as a whole.

The quality and frequency of success experiences also contribute to the quality of the emotional environment present in a classroom. Sears found that children with a history of failure are unrealistic, tending to set their goals very high as a bid for social approval or very low as a protection against failure. Only a minority (seventeen to thirty-three per cent) of these children who make poor grades in school tended, on new reading and arithmetic tasks, to set levels of aspiration near an average distance above their own previous performance.

Delinquents at the Cleveland Boy's Farm, most of whom had a history of failure, tended to exaggerate possible results considerably. There were two boys, however, who refused to try to do work in arithmetic on the ground that they could tell without looking or trying that the problems were too difficult for them.

The effect of social grouping on constructive social behavior has been acknowledged with reluctance by most educators. Yet the implications for learning of status, peer relationship, social and economic caste, and sociometric groupings have been made clear by such authorities as Davis and Dollard, Jennings, Moreno, and LaBrant and Willis.

8. A. Davis and J. Dollard, Children of Bondage, pp. iii-229
The degree of autocracy or democracy in a classroom is another factor influencing emotional environment that must not be overlooked. Many experimenters have shown the desirability of a democratic atmosphere. The most influential of these experiments were those performed by Lewin and his students. They studied club children under conditions designated "democratic", "autocratic" and "laissez-faire". One club engaged in activities such as soap carving, mural painting, under leadership that tried to operate in accordance with democratic techniques. A second club was deliberately led in an authoritarian manner, and a third club had group activity with no adult participation or leadership. The conclusion from one experiment was that hostility was thirty times more frequent in the second than the first group. Aggression (including both "hostility" and "joking hostility") in the autocratic group was eight times more frequent and was largely directed toward two successive scapegoats within the group rather than toward an autocrat. In another experiment, aggressive reaction was found for one autocracy, while the other autocratic groups showed an extremely non-aggressive, "apathetic" pattern of behavior. The studies of democratic atmosphere indicated that both quantity and quality of work were superior to that done under autocratic or laissez-faire situations. The children became more "cooperative, tolerant, communicative, spontaneous and creative" under democratic conditions. This was not true in other situations.

Williams, on the basis of juvenile court records and the judgment of school principals, chose the twenty-six "worst" boys out of a school system of three hundred thousand. The boys were put into a


room by themselves with books and other educational equipment and told to keep busy but not to bother the other boys. They ranged in age from eight to sixteen years and in I.Q. from 60 to 120. There were American as well as foreign nationalities in the group. No formal instruction was given to the boys. They were tested at the beginning with Form A of the Stanford Achievement Test; then tested with Form B at the end of the experiment.

Whenever a child was found to be interested in something he was given opportunity and encouragement to develop that interest. Each child was told his accomplishments on the achievement test and was encouraged, but not forced, to make up his deficiencies. It was a revelation to see how the boys turned from one subject to another quite eagerly, or became interested in a particular subject and had to be supplied with books from the outside.

At the end of four months, there was a gain in subject age from six to fifteen months. The average gain in educational age was over twelve months. The gain in mental age was approximately three months, and the gain in accomplishment quotient was about five and one-half months. This gain was spread over all the subjects in the curriculum. So in four months they gained twelve months in educational age and made marked gain in responsibility and social adjustment. From these data, it would appear that boys of this type improve more in educational age when left alone than under ordinary school room conditions.

Community attitudes toward the teachers and the school program affect the pupils' attitudes toward learning. Therefore, a democratic community-school relationship is highly desirable. Learning may also be hindered if the school makes radical changes for which the community is not prepared. Introduction of core programs or the elimination of
conventional report cards may directly affect the emotional atmosphere within the classroom.

There is some difference of opinion as to the quantity and quality of cooperation and competition present in a positive emotional environment. Although the word "cooperation" is used with many connotations, it means, literally, "working together". A preferred definition is the working together of two or more individuals toward some common achievement. Competition is an antonym of cooperation. It may be defined as strife, opposition, or rivalry.

There seems to be an unquestioned acceptance of the value of some cooperation as an aid to learning. H. S. Tuttle expresses a view set forth by many other educators when he says: "Any effects of cooperative behavior increase efficiency in regular work".

Competition is likewise assumed to be factor of great value in the learning activity. One group of authorities states:

The basic structure of the system (American public school) is competitive; but the ideals of cooperation are emphasized. As has already been noted, the competitive structure of the public schools is promoted by examinations, the emphasis on marks, the seating arrangements, preferential treatment of children, and athletic contests. In short, the set-up of the school is such that a large proportion of the daily activities of the pupils is more competitive than cooperative in nature. At the same time all of the human virtues and attitudes that are favorable to cooperation are stressed.

Yet sociologists and psychologists point out that the simultaneous presence of cooperation and competition in a classroom may result in a very unfavorable learning environment. Representative is Karen Horney's

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11. H. S. Tuttle, *A Social Basis for Education*, p. 110
insistence that this situation results inevitably in conflicts within children's personalities which if not resolved may culminate in neuroses.

Suggestions for improving the emotional atmosphere in a classroom are numerous. A few of these are listed below.

1. Democratic administration of classwork.
2. Opportunities for group work on a cooperative basis.
3. Opportunity to compete with peers of same ability.
4. Liberal amounts of success experiences.
5. Clearly understood immediate and long-term goals.
6. Informal class periods in which some self-directed activity is encouraged.
7. Friendly, competent, emotionally stable teachers.
8. Adequate equipment and facilities.
9. Pleasant, uncrowded class rooms.
10. Natural settings for learning whenever possible in terms of community and natural resources.
CHAPTER V - AN OUTLINE FOR A PROGRAM FOR DEVELOPING CONSTRUCTIVE SOCIAL BEHAVIOR

Previous chapters of this thesis have endeavored to establish that the development of constructive social behavior is a responsibility of schools, that constructive social behavior can be encouraged by providing enriched opportunities for acquiring economic intelligence and by insuring a positive emotional environment in learning situations; and that both psychologists and educators are experimentally developing techniques by which all children may be given opportunity to learn to behave in a socially constructive manner. There remains the necessity for being more specifically illustrative of how a desirable program may be carried out through the medium of conventional subject matter.

A year's work in social science, roughly one hundred and thirty hours of class sessions, will be outlined in the remainder of this chapter. While preparing this outline, the writer was desirous of presenting a concrete illustration of a practical program for the development of constructive social behavior, and at the same time was keenly aware of the impossibility of predicting details of a pattern of action which is to be democratically executed.

This chapter presents a framework which indicates a general direction that may be pursued in the development of constructive social behavior within an otherwise conventional classroom. It will be noted that the content does not significantly differ from that considered in conventional social studies classes. However, the significant deviation from conventional procedure lies in the emphasis of both pupils and teachers upon the utilization of the subject matter
in the development of economic intelligence and the ability to consider social issues in an emotional environment conducive to learning. The class will probably find it advantageous to employ lectures, discussion, recordings, visual aids and field trips in the acquisition and expression of ideas and values. It is obviously undesirable, if not impossible, to state arbitrarily which method will be selected by pupils for any specific lesson. However, in footnotes, from time to time, suggestions will be made which may be helpful to both teachers and pupils in planning the specific procedure most effective in terms of facilities available to them.

The following outline presents subject matter organized into topics which the writer believes are convenient for the development of constructive social behavior on the part of the pupils.
PURPOSES:

1. Promote constructive social behavior
   (Constructive social behavior is action which makes a positive contribution to democratic living. Democratic living is living which through reflective thinking, maintains a balance between cooperation and individual rights.

2. Develop economic intelligence
   (Economic intelligence is ability to deal with problems of a highly technical age.)
   A. Individual social preferment
   B. Economic security
   C. Ability to share with others
   D. Social outlook which implies concern for the growth of all people everywhere.

3. Provide favorable emotional environment for the discussion of controversial issues:
   A. Race
   B. Color
   C. Political issues
   D. Labor-management relations

TECHNIQUES:

Utilization of lectures, discussions, visual aids, field trips. Presentation of basic vocabulary for course.

It is recommended that purposes of the course be made clear to the class at the beginning so that each student may orient himself in terms of his personal needs.
INTRODUCTION TO UTILIZATION OF SOCIAL INTELLIGENCE

TOPIC I. WHERE DID YOU GET THAT IDEA?

I. Stating your ideas
   A. Orally
   B. Written (term papers and examinations)
   C. Problem of Semantics

II. Getting the other person's ideas

III. Harmonizing conflicts

IV. Advances in communication

V. Nature and origin of prejudice

VI. Public opinion as a collection of attitudes

VII. Propaganda as a social force

TOPIC II. NATURAL RESOURCES BASIS FOR OUR SOCIETY

I. Natural heritage

II. Weaknesses in natural heritage
   (including need for importation)

III. Utilization of natural heritage as a determiner
     of social organization

TOPIC III. HUMAN RESOURCE BASIS OF OUR SOCIETY

I. Intensity of population

II. Cosmopolitan content of population

III. What significance has eugenics for society?

IV. Effect upon society of intensity and content
    of population.

The community in which the school is located would provide concrete evidence for both II and IV.

1. The human relations excerpt from the film Black Legion might be used to stimulate discussion.

2. This War - To The Young - a recording, produced by the Columbia Broadcasting System, could very well be used.

3. A lecture by a U.S. government conservation expert would be helpful in obtaining basic facts regarding number II.
TOPIC IV. THE DYNAMICS OF SOCIAL LIVING

I. Major evolutionary trends
   A. Industrialization
   B. Age of speed
   C. Atomic Power

II. Current emphases
   A. Cultural lag
      1. science vs social science
      2. resistance to social change

The relation of number I C to number II is excellent discussion material.

TOPIC V. SOCIAL UNITS

I. Group life
   A. Man is a social animal
   B. Human drives
   C. Human needs
   D. Cultural stereotypes — folkways, etc.4

II. Family

III. Community
   A. Rural
   B. Urban

TOPIC VI. COMMUNITY PROBLEMS

I. Crime5

II. Racial tension6

4. A panel could be organized, utilizing the different nationalities, ethnic groups, or cultural stereotypes represented by various class members.

5. The Crime Does Not Pay series of short films are excellent resource material.

6. The recordings of the Detroit Race Riots of 1943 are pertinent.
III. Social welfare

A. Health
B. Housing
C. Recreation
D. Employment

TOPIC VII. SOCIAL PROBLEMS OF THIS TECHNICAL AGE

I. Provide economic security
II. Individual social preferment
III. Cooperation through exchange of ideas
IV. International point-of-view

This topic is a review of the preceding topics. The frame of reference is changed so as to give a more complete picture of the accomplishments and to tie up the material so the student can use it as a basis for future action.

TOPIC I. INTRODUCTION — QUEST FOR GREATER SECURITY

I. Individual security
II. National security
III. World security

Use same topics as in VII of Social Science, first semester, but show what is to come in second semester.

The connection between the two terms should be made clear so that the student does not compartmentalize his knowledge and then discard it as useless.

7. Provides material suitable for field trips utilizing the collective—personal experiences of the class for places to visit and specifics to point out.
TOPIC II. EFFECT OF INTER-RELATIONSHIP OF ECONOMIC ACTIVITIES WITH OTHER SOCIAL ACTIVITIES.

I. Effect upon human welfare
   (Food, war, trade, etc.)

II. Effect upon property control

III. Effect upon American Political Framework
   A. Constitutional system
   B. Application of democratic theory to American government

TOPIC III. CAPITALISM IN THE UNITED STATES

I. Definition and framework

II. Effect on capitalists

III. Effect on workers

IV. Effect on Consuming Public
   A. National
   B. Foreign

The Public Affairs Pamphlets are available as suitable resource material.

TOPIC IV. TOTALITARIAN WAY OF LIFE

I. Dictatorship toward the left -- Russia

II. Dictatorship toward the right -- Italy, Germany

III. Future of totalitarianism

TOPIC V. DEMOCRATIC WAY OF LIFE

I. Government and social progress

II. Middle way.

III. Cooperatives
TOPIC VI. DEVELOPING CONSTRUCTIVE SOCIAL BEHAVIOR

I. Education

II. Utilization of democratic principles
   A. Democratization under stress of modern civilization
   B. Adapting democracy to present conditions
   C. Some modern imperatives.

TOPIC VII. SOCIAL SCIENCE FACES FUTURE PROBLEMS

I. Prevention of War

II. Development of international economic intelligence
   A. Immediate
   B. Long range

III. National prosperity
   A. Social
   B. Economic

IV. Individual happiness
The education of children for democratic living is a primary purpose of American schools. Therefore the development of constructive social behavior should be consciously sought as a major goal in social studies classes. This thesis holds that the relegating of constructive social behavior to an incidental role will not result in the optimal growth of satisfactory democratic citizens. By citing experimental evidence, it has been shown that when specific attention by pupils and teachers is focused upon the provision of enriched opportunity for the acquisition of economic intelligence and insurance of a positive emotional environment for learning, constructive social behavior can be more permanently and effectively attained. The writer has presented a framework for an improved social studies program which is designed to consciously further the democratic ideal of active constructive citizenship.
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