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DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Richard Charles Schettler, A. B., B. Sc., M. A.

The Ohio State University
1962

Approved by

Robert E. Lewitt
Adviser
Department of Education
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INTRODUCTION

Within the past decade or more, people, laymen and professional educators alike, increasingly have turned their pens to the topic of education. The discussions of educational issues and the criticisms of educational practices have become a preoccupation for many authors. Among the laymen we find Admiral Rickover and Mortimer Smith as examples of prolific writers in the field of education. The professionals include such competent men as James B. Conant and Paul Woodring. One needs only to compare the Reader's Guide and the Educational Index before and after 1959 to become aware of the profusion of books, articles, and speeches on the subject of education that have been released since that date. That popular medium, the magazine, has had tremendous influence at both the popular and intellectual levels. In scanning the more popular magazines, such as Life, Look, Reader's Digest, Good Housekeeping, and The Saturday Evening Post, one can see the tremendous lay appeal these articles have when one reads such titles as the following: "The Mess in Education--Who Is Responsible," 1 "It's Time to Close Our Carnival," 2 "Mother Takes Over the Class," 3

1Clifton Fadiman, "The Mess in Education--Who Is Responsible?", Reader's Digest, October, 1958, p. 49.

2Sloan Wilson, "It's Time to Close Our Carnival," Reader's Digest, June, 1958, p. 31.

The magazines, such as *Atlantic Monthly*, *American Mercury*, *Harper's*, and *The Reporter*, which represent the more intellectual outlook, also publish many educational articles which have an appeal at another level. For example, these article titles make interesting reading: "Textbooks That Don't Teach,"5 "The Fight for Your Child's Mind,"6 "Murder in the Classroom,"7 and "Where Equality Leads."8

It can be noted from the above titles that the articles about education run the complete gamut of everything that happens in the schools. To labor under the impression, however, that subjects such as these are new in education, that criticism of education is new within the last two decades, is to ignore the many excellent discussions and criticisms of education historically.

Socrates made the following observation in *The Republic* which certainly points out that he, and perhaps others, were not completely satisfied with some elements of Greek education:

And yet what greater proof can there be of a bad and disgraceful state of education than this, that not only artisans and the meaner sort of people need the skill of first-rate physicians and judges, but also those who would profess to

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have had a liberal education? Is it not disgraceful, and a
great sign of the want of good-breeding, that a man should
have to go abroad for his law and physic because he has none
of his own at home, and must therefore surrender himself into
the hands of other men whom he makes lords and judges over him?9

Aristotle was quite concerned with purposes of education when
he made the following observation:

All men do not agree in these things they would have the
child learn. From the present mode of education we cannot
determine with certainty to which men incline, whether to in­
struct a child in that which will be useful to him, or what
tends to virtue, or what is excellent; for all of these things
have their separate defenders.10

Moving forward in history several centuries, we still find
that there were discussions, disagreements and criticisms of educa­
tion by many famous writers. Comenius, in the seventeenth century,
helped pave the way for later criticisms of "Life Adjustment" edu­
cation by stating:

They will learn, not for school, but for life, so that
the youths shall go forth energetic, ready for everything,
apt, industrious, and worthy of being intrusted with any
of the duties of life, and this all the more if they have
added to virtue a sweet conversation, and have crowned all
with the fear and love of God. They will go forth capable
of expression and eloquence.11

Rousseau made some comments about the usefullness of educa­
tion for young adolescents in the eighteenth century. He stated:

Try to teach the child what is of use to the child and
you will find that it takes all his time. Why urge him to
the studies of an age he may never reach, to the neglect of

10Aristotle, as quoted in Paul Woodring, A Fourth of a Nation,
p. 28.
11S. S. Laurie, John Amos Comenius, p. 200, as quoted in
Frederick Eby, The Development of Modern Education, p. 183.
those studies which meet his present needs? "But," you ask, "Will it not be too late to learn what he ought to know when the time comes to use it?" I cannot tell; but this I do know, it is impossible to teach it sooner, for our real teachers are experience and emotion, and man will never learn what benefits a man except under its own conditions. A child should remain in complete ignorance of those ideas which are beyond his grasp.12

Perhaps a statement made in 1953 by Robert Ulich can help to summarize the historical presentation of discussions and criticisms about education. Ulich presents this rather interesting commentary:

When you look into the history of politics, of society, or of education, you can find at every decade, perhaps at every year, a book which asserts that never has society been in such a terrible crisis, never have schools failed as much as at that particular period, never was the populace more inclined to crime, never were the teachers more ineffective, and the whole world so near the abyss of catastrophe.13

This writer has selected a few comments made about education in the past to point out the fact that the "great debate" about education is not a new one.

Since at the present time there are so many issues about education, and educational textbooks certainly should reflect the thinking of the "experts" in education at the college level, it would seem appropriate to investigate certain college textbooks for their position in education. Textbooks, for the most part, have determined many college courses, and the basis for much of the discussion and content in a class lies within the words of the textbook author. Usually the author takes a stand or position in relation to the many items that are discussed in the textbook. Usually, the teacher agrees

12Rousseau, as quoted by Frederick Eby, op. cit., p. 340.

with many of these positions as stated by the author, and the students are expected to at least become acquainted with the author's position, whether they accept them or not. Ever a cursory knowledge of the schools and colleges reveals that this is an overwhelmingly traditional practice in this country.

It is proposed, therefore, in this dissertation to determine how adequately the leading social studies methods textbooks, used at the college level, deal with some of the more relevant and significant issues in the social studies program in the secondary schools. Attention to related and broader general secondary school issues of education will be included as they affect the social studies program. The problem to be investigated in this study is really threefold: (1) What are the major issues for secondary school social studies education as reflected by the writings of critics of education and the professional secondary school educators? (2) What stand or position do the recent (1945-1961) secondary school education methods books in the social studies take in these issues? (3) What stand or position do the methods books of the social studies in an earlier period (1920-1945) take on these issues?

The study will take the following direction: (1) a general introduction to some of the major issues in secondary school education today and in the past brought to light by selections from critics and educators; (2) a brief discussion of those types of issues with which the social studies teacher will be most concerned;
(3) the listing of the issues selected for use in the study and the justification for the selection; (4) the reasons for using the term "social studies" and what this term means in education and its relationship to the issues selected; (5) the selections of the types of social studies methods books and a justification for the selection; (6) a discussion of each major issue selected; (7) a content analysis of the recent social studies textbooks using the issues selected as the basis for the analysis; (8) a content analysis of the older social studies textbooks using the issues selected as the basis for the analysis; (9) a discussion and comparison of findings resulting from the analysis of the two groups of textbooks and (10) conclusions and recommendations of the study.

In the next chapter the writer will present some of the more recent discussions concerning issues in education as presented by professional educators and critics alike. The next chapter will also encompass those issues which are most likely to be of interest and concern to the social studies teacher.
CHAPTER I

ISSUES IN EDUCATION

Before presenting the more recent issues in the United States, we should examine one of the basic questions that confronts us in any discussion of issues: "Why are there issues in secondary school education at all?"

In the introduction the writer presented several statements about education from different periods of history. Actually each one of the statements embraced a part of that particular author's aims or ideals of education. Throughout history many of our greatest writers have considered the problem of, not only what should be taught in the schools, but why should schools exist. Each century has provided us with writers who tried to formulate principles, aims, purposes or functions of education. Many of these writers who devoted so much time to these problems have become some of our very great educational philosophers. As their ideas were accepted, they built their own education philosophies, and their positions have been debated for years. These debates in themselves have created a vast majority of our current issues.

As these philosophical debates about education brought up rather pertinent questions such as "How do we think?", "What should we learn?", "Who should be educated?", and "How do we retain what we have learned?", many other American educators were more worried about formulating immediate aims for our growing public educational system.
Specific Issues in Education

Not the earliest, but perhaps the most influential of the bodies to meet and formulate aims or objectives, was the Commission on the Reorganization of Secondary Education. This body was appointed by the National Education Association and it constructed the Cardinal Principles of Secondary Education in 1918. These seven objectives seemed to lay the spade work for American secondary school educators to formulate new plans for method, learning, psychology and the curriculum. A simplified version of the objectives are the following:

1. Health
2. Command of fundamental processes
3. Vocation
4. Worthy home membership
5. Citizenship
6. Worthy use of leisure
7. Ethical character

Interestingly enough, these objectives of the Commission were quite similar to an earlier source. In 1860 an article, "What Knowledge Is of Most Worth," was published in the United States and was written by the English philosopher Herbert Spencer. Spencer had five categories that the school should consider as fundamental:

1. Activities which directly minister to self-preservation;
2. Activities which, by securing the necessaries of life, indirectly minister to self-preservation;
3. Activities which have for their end the rearing and disciplining of offspring;
4. Activities which are involved in the maintenance of proper social and political relations;
5. Activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.

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2 French, op. cit., p. 125.
Another source published in the same year as the Cardinal Principles, also reported objectives which were quite similar to the now famous Seven Cardinal Principles. Alexander Inglis, in his book Principles of Secondary Education, reported the following aims:

(1) The preparation of the individual as a prospective citizen and cooperating member of society—the Social-Civic Aim;
(2) The preparation of the individual as a prospective worker and producer—the Economic-Vocational Aim;
(3) The preparation of the individual for those activities which, while primarily involving individual action, the utilization of leisure, and the development of personality, are of great importance to society—the individualistic-avocational aim.  

One can easily see that the three reports quoted have many basic similarities, and each one of the reports could quite quickly become the foundation for many of the issues of that period and for the next several decades. These reports, however, were not the only ones that led to issues in secondary school education. Several other important reports were made in connection with the purposes of secondary school education.

In 1938 the Educational Policies Commission issued The Purposes of Education in American Democracy, often called the objectives of education. During 1944 the Educational Policies Commission issued another now famous list of aims in their Education for All American Youth. In 1951 the United States Office of Education released another report that dealt with the program of life adjustment.

3Alexander Inglis, Principles of Secondary Education, p. 368.


This report was to become quite controversial in the next decade, and it not only led to many issues being formulated but was the subject to some of the bitterest criticism. This report was called Life Adjustment for Every Youth.6

Two more reports deserve attention in this brief summary of the formulation of educational objectives; one of these is the White House Conference report,7 published in 1955. This report simply tried to make some sense out of the dilemma that had been created by the issuance of so many objectives over the years and the subsequent criticism that had been leveled at public education, particularly from the 1940's until the time the reports were issued.

The other report is a recent statement by the Educational Policies Commission on The Central Purposes of American Education. The Commission states the following:

The purpose which runs through and strengthens all other educational purposes—the common threat of education—is the development of the ability to think. This is the central purpose to which the school must be oriented if it is to accomplish either its traditional tasks or those newly accentuated by recent changes in the world. To say that it is the sole purpose or in all circumstances the most important purpose, but that it must be a pervasive concern in the work in the school.8

As these educational objectives were being issued throughout the first half of the twentieth century, it was only natural in a


democratic society that they would be subject to debate and discussion. As pointed out above they were also the subject for many criticisms of education as the newer and older psychologies and philosophies of education came into conflict.

Let us examine these issues and criticisms; then, try to determine the answers to such questions as "What are the crucial issues of education?" and "What are the criticisms all about?" As far back as 1936 the Committee on the Orientation of Secondary Education formulated ten issues in American secondary school education:

1. Shall secondary education be provided at public expense for all normal individuals or for only a limited number?
2. Shall secondary education seek to retain all pupils in school as long as they wish to remain, or shall it transfer them to other agencies under education supervision when, in the judgment of the school authorities, these agencies promise to serve better the pupil's immediate and probable future needs?
3. Shall secondary education be concerned with the welfare and progress of the individual, or with these only as they promise to contribute to the welfare and progress of society?
4. Shall secondary education provide a common curriculum for all, or differentiated offerings?
5. Shall secondary education include vocational training, or shall it be restricted to general education?
6. Shall secondary education be primarily directed toward preparation for advanced studies, or shall it be primarily concerned with the value of its own courses regardless of a student's future academic career?
7. Shall secondary education accept conventional school subjects as fundamental categories under which school experiences shall be classified and presented to students or shall it arrange and present experiences in fundamental categories directly related to the performance of such functions of secondary schools in a democracy as increasing economic, health, leisure-time, vocational, and pre-professional problems and situations?
8. Shall secondary education present merely organized knowledge, or shall it also assume responsibility for attitudes and ideals?
9. Shall secondary education seek merely the adjustment of students to prevailing social ideals, or shall it seek the reconstruction of society?
10. Granting that education is a "gradual, continuous, unitary process," shall secondary education be presented merely as a phase of such a process, or shall it be organized as a distinct but closely articulated part of the entire educational program, with peculiarly emphasized functions of its own?  

Many of these issues are still being debated quite heatedly. Many provide the material for criticism of education today. Naturally, some of these issues are of less importance at the present time; others are obsolete, and the emphasis of some would be changed if they were to be rewritten. Nevertheless, the teacher of the social studies is interested in each one of the issues as a professional educator; but some issues, it becomes apparent, centrally involve the teacher of the social studies. The professional educator, i. e., the teacher of the social studies, however, cannot discontinue his examination of the issues with this list in order to answer the questions that were posed above. We must then look at some of the latest issues and criticisms to determine what is most important for an educator to consider in these very critical times in secondary school education.

**Issues and Their Criticisms**

The National Education Association has issued a research bulletin which outlines the **Ten Criticisms of Public Education**. The emphasis of this bulletin suggests that the following list could well

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provide for us some of the more current issues, problems and criticisms.

1. Control of Public-School Policy.
2. Progressive Education.
3. Life Adjustment Education.
4. Promotion and Reporting Practices.
5. Discipline in the Public Schools.
6. Instruction in Classical and Modern Foreign Languages.
7. Science and Mathematics in High School.
8. The Education of Gifted Children.
10. Teacher Education. 10

Within this bulletin, the National Education Association defines each criticism or issue; gives the critics their due in quoting their responses; and then the bulletin outlines the National Education Association's position, or stand, on each of the ten particular criticisms.

Another publication issued by Phi Delta Kappa, a professional educational fraternity, is really a resource unit, "Criticisms of Public Education." This publication outlines eleven issues of education where major criticisms seem to be centered. In outlining just eleven issues, however, one must note that within each issue almost every important topic for a discussion of education is included. The eleven topics presented are these:

1. The schools are not teaching the fundamentals.
2. Modern educators believe that schools should ignore wishes of parents. The schools are controlled by professional educators.
3. The schools cost too much.
4. The schools are anti-intellectual. They are coddling uncooperative and unwilling students. They neglect

basic areas of education. There are too many extracurricular activities in the curriculum.
5. There is no discipline in the modern school.
6. Modern marking, reporting, and promotion practices are bad.
7. The schools are not teaching moral and spiritual values.
8. The schools, teachers, and textbooks are subversive.
9. The schools have usurped the functions of the home.
10. Teachers are overtrained in methods of teaching. Teachers are required to take advanced credits in education rather than in their subject fields.
11. The schools are promoting world government.

Ehlers and Lee raise some rather interesting problems and issues in their rather succinct list:

Part I Freedom in Education
1. Censorship—by Whom?
2. Loyalty—to What?

Part II Religion, Morals, and Education
3. Some Educational Implication of Church-State Separation
4. Moral and Spiritual Values

Part III Racial Segregation and the Movement toward Integration in Public Education
5. Federal Support for Education

Part IV The Aims and Ends of Modern Education
6. The Schooling of the Gifted

The book The Great Debate—Our Schools in Crisis suggests that the following points can't be ignored as some of the very fundamental issues for thought among the lay people and professionals:

Neglect of Fundamental Subjects.
The Challenge of Soviet Education.
Do We Do Enough for Our Gifted Children?
Are School Buildings Too Fancy?
Can Teacher Training and Certification Practices Be Justified?

Within the above book, there is a "General Pros and Cons" section which points out problems such as "Mediocrity in Our Schools," "Adjustment vs. Knowledge," and "Are the Public Schools Doing Their Job?"\textsuperscript{11}

To conclude the listing of major issues, one can't ignore the rather comprehensive list presented by William Marshall French as he describes what the critics think of the educationist's purposes:

1. These proposals are manifestations of anti-intellectualism.
2. The function of the school is to transmit the cultural heritage, not to dabble in social, political, and economic experimentation.
3. The new approach destroys patriotism and emphasizes skepticism and agnosticism.
4. Students just don't learn anything; we are producing a generation of illiterates with high school diplomas; students are promoted without knowing anything.
5. Schools waste time; pupils have the ability to complete high school earlier but the school does not teach them effectively.
6. The pupil-centered school actually places the whims and ephemeral desires of pupils ahead of any sound learning.
7. There has been a sad deterioration in the quality of teaching and learning.
8. Emphasis on "common learnings" and "the common man" leads to "medianocrity" and the aims at producing conformity whereas progress depends on unusual leadership.
9. Scholarship is discouraged.
10. These programs do not adequately prepare youth for college.
11. These programs and their methods neglect proper discipline; students never learn what real mental effort involves.
12. Core curriculum and life adjustment mean a "watering down" of the curriculum.\textsuperscript{15}

\textsuperscript{11}Ibid., pp. 7-143.

\textsuperscript{15}French, op. cit., pp. 213-214.
Issues for Social Studies Teachers

As a professional educator, the social studies teacher is naturally interested in all of the issues listed above. There are some issues, however, that even though of concern professionally, are not the most relevant and significant for the teaching of the social studies. That is, they are not directly related to the ideas and the concepts that arise from the teaching of the content found in the special area of the social studies.

Some of the examples of the issues that would be of concern to the social studies teacher professionally, but not of primary concern might be the following: "Do the schools cost too much?", "Are educators running the schools?", "Are there too many extra-curricular activities in the schools?"

The issues that a social studies teacher might well be more interested in can adequately be shown by quoting from some of our recent critics of education.

Mortimer Smith discusses elements of teacher training in the following:

Subject-matter requirements for teachers are pitifully inadequate, and cannot well be otherwise. There is much too little time to study the subject one is to teach when so much time is taken up by courses in how to teach, and so, all too often, a makeshift program of college courses is built around the required "professional" courses.16

Albert Lynd brings out his lesson about integrated courses below:

In deprecating "subject matter" the Educationist is removing from the curriculum that which even the worst teacher

16Mortimer Smith, The Public School in Crisis, p. 39.
The democratic schools are questioned by Jaques Barzun in this discussion:

Or more generally, does social equality depend on the possession of identical knowledge? This question of different training clearly applies as well to scholars in the humanities and the social sciences (who, it seems, are also wanted men) and to lawyers, doctors, accountants and other professionals.

As for keeping the schools 'democratic' in the sense of ignoring differences of ability and 'giving' a college career to all who ask for it, this is the scheme which has just broken down and brought many people to the realization that it is wasteful, dangerous, and unjust.18

Admiral Rickover concentrates on adjustment in the brief following selection:

Nor do we need schools that concentrate primarily on adjusting the children of immigrants to this new country; on helping them become Americans quickly and painlessly. Today we must have schools which develop in all children--talented, average, and below average--the highest level of intellectual competence of which they are capable; schools that help young people to understand the complex world of today and how it came to be what it is. This means that our schools must return to the traditional task of formal education in Western civilization--transmission of the nation's cultural heritage, and preparation for life through rigorous training of young minds to think clearly, logically and independently.19

Individualism is the main thesis of the following quote by William Whyte:

The answer is not to return to a "rugged individualism" that never was. Nor is it a slackened interest in social

17Albert Lynd, Quackery in the Public Schools, p. 70.
18Jacques Barzun, The House of Intellect, p. 94.
science and "human relations." We need, certainly, to find ways of making this bewildering society of ours run more smoothly and we need all the illumination social science can give us to do it. But we need something more. Lest man become an ethical eunuch, his autonomy sacrificed for the harmony of the group, a new respect for the individual must be rekindled. 20

All of the quotations above point out some of the major problems or issues facing the social studies teachers in the schools. Each one of the sources point out particular themes that involve the social studies content and raise problems about how one might go about presenting and thinking of these issues. There are, of course, more issues than these that are just as pertinent for an examination by the social studies teacher.

The next chapter will define the term "social studies" and discuss the issues in the social studies today.

20William H. Whyte Jr., Is Anybody Listening?, p. 239.
CHAPTER II
THE DEFINITION OF SOCIAL STUDIES AND THE SELECTION OF ISSUES IN THE SOCIAL STUDIES

Even though the term "social studies" has been used for a long time, there certainly seems to be some confusion as to what the words mean. Since the term is an important one in this paper, it will be necessary to distinguish it from the older and perhaps more familiar term "social sciences." Another term which is used often and is easily confused with the social studies is the wording "social education."

The Social Studies

Many critics would like to see the terms, "social studies," "social science" and "social education" removed from the educational vocabulary completely and the use of the separate disciplines such as history, geography, etc., used exclusively. Albert Lynd is just one of the many critics who take this position. His statement on the subject is as follows:

What of History? Under the New Education it has been abolished in favor of a hash called Social Science. This is a mixture of history, geography, civics, and elementary sociology, so diluted that it can be easily ladled out to prospective teachers by the Faculty of Education without the aid of scholars in other university divisions.¹

An answer to why the term "Social studies" is used can only be given after some historical developments in this field are presented.

¹Lynd, op. cit., p. 58.
The Report of the Commission on the Social Studies of the American Historical Association has this to say about the social sciences:

The social sciences, more than any other division of the school curriculum are concerned immediately with the life, the institutions, the thought, the aspirations, and the far reaching policies of the nation in its world setting. . . . . The social sciences take as their province the entire range of human history, from the earliest times down to the latest moment, and the widest reaches of contemporary society, from the life and customs of the most remote peoples to the social practices and cultural possessions of the immediate neighborhood. . . . . The social sciences thus embrace the traditional disciplines which are concerned directly with man and society. . . . . The main function of the social sciences is the acquisition of accurate knowledge of, and informed insight into, man and society.2

Writing the seventh report for the Commission on the Social Studies, Charles A. Beard states the following:

The social sciences embrace large bodies of organized and authentic knowledge respecting human affairs—knowledge, which is absolutely indispensable to the conduct of individual life, the management of economics, the government of nations, and the adjustment of international relations. Deprived of these bodies of knowledge, modern civilization would sink down into primitive barbarism. The more complex contemporary life becomes, the more indispensable are the social sciences to the continuance and advancement of civilization.3

Beard also makes this statement in relation to the social sciences:

They are concerned with the actualities of human societies in development, with records of past actualities, with knowledge, with thought, and with methods of acquiring knowledge respecting the actualities of human societies in development.4

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3C. A. Beard, The Nature of the Social Sciences, pp. 46-47.

4Ibid., p. 3.
The social sciences, then, as used in this paper will refer to those bodies of scholarly material which deal with human affairs and relationships. The social sciences are the products of thought, research and experience. "The social sciences are the storehouses of knowledge, the sources of scientific social knowledge, so far as such information exists."5

The term "social studies" was first used seriously in 1916 when the Commission on the Reorganization of Secondary Education of the National Education Association adopted a report by the Committee on Social Studies. In this report the Committee gave its definition of the term "social studies":

The social studies are understood to be those whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups.6

Soon after the above report was published, the National Council for the Social Studies was made a department within the National Education Association in 1921. In the early thirties the American Historical Association appointed a Commission on the Social Studies which made a study of the then current practices in social studies education.

The term "social studies" seems to be accepted today as a phrase meaning the use of the social sciences for instructional purposes below the college or university level. Wesley makes the following statement: "The term social studies indicates materials whose

5Edgar B. Wesley and Stanley P. Wronski, Teaching the Social Studies in High Schools, p. 3.

6Inglis, op. cit., p. 544.
content as well as aim is predominantly social. The social studies are the social sciences simplified for pedagogical purposes."?

When the National Council for the Social Studies published its first official organ in 1937, Social Education; this term, "social education" had come to be used by some synonymously with social studies. Since the term seems so broad that it can cover most activities under the school's supervision, we can find only a few professional educators in general education using this term. This writer finds no place in the paper where he can acceptably use this term as a replacement for the social sciences or social studies.

When this writer uses or refers to the term "social studies," he is actually using it in its broadest sense. He means it to represent the whole field of the social sciences and not one particular discipline. Normally the social studies include the following disciplines: history, geography, political science, sociology, economics, anthropology, and social psychology. The writer will also use the term "social studies" as defined by Wesley above.

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7 Wesley and Wronski, op. cit., p. 3.
8 Edgar Bruce Wesley, Teaching the Social Studies, p. 8.
9 Ibid., p. 9. The History Teachers Magazine was founded in 1909. It became the Historical Outlook in 1918, and then The Social Studies in 1934. It has been issued under the latter name since that time. The Social Studies magazine has no connection with the Social Education publication.
Issues in the Social Studies for Analysis

The issues can now be presented on the basis of the foregoing discussion. In selecting these issues for analysis, the writer made a list of the many issues that might be of some concern to social studies teachers. This list included almost all of the current issues of secondary education that could be found, and they were constructed also with the field of social studies itself in mind. The writer submitted the original list to several of his colleagues at the University of Colorado for their help and consideration in trying to determine which were the most important issues for an analysis of social studies methods textbooks. It was with the consensus of opinion of these colleagues that the writer made the selection of some of these issues to be used in this paper.

After the writer made a cursory examination of the methods textbooks, he found that some of the issues retained by the original judging group were unmanageable for analysis. Some of these issues dealt with textbooks used in the social studies, evaluation in the social studies, planning in the social studies, and the political life of the social studies teacher. Even though some of these issues above, and many more not listed, would be of importance to the social studies field, the data gathered would either have been too limited or too broad for analysis. Many of these issues were also of primary concern to all secondary educators and were not just indigenous to the field of social studies.
The writer reformulated his list and resubmitted the list for a final examination of the issues. This group of men that the writer used as a jury have had enough experience in the field of the social studies to judge the adequacy of the final list of issues, since their fields are history, philosophy, and social studies education. The following list of issues was finally used with the consensus of the judges:

**Issue I.** Should the social studies program be subject-centered with the curriculum constructed around logically organized disciplines, or should the program be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines?

**Issue II.** Should the social studies program, through a study of the whole span of history, give the students an integrated view of the basic, persistent and crucial problems of man which would serve as perspective to the present and future, or should the program emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in their daily lives?

**Issue III.** Should the social studies program place primary emphasis on intellectual development and intellectual activities concerned with subject matter, or should the program emphasize developing social skills with activities based on pupil needs and interests?

**Issue IV.** Should the social studies program emphasize individual judgments and solutions to problems, or should the program emphasize group solutions to problems and conformity to group decisions?

**Issue V.** Should the social studies program provide for an examination of all controversial issues, or should the program place a restriction or limit upon the handling of some issues?

**Issue VI.** Should the social studies program be required of all students, or should the program be an elective for all students?

**Issue VII.** Should the social studies program consist of different courses for students of differing abilities, or should the program be the same for all students?
Issue VIII. Should the social studies program assume major responsibilities for citizenship training, or should the program perform an unique function in citizenship training but not assume the major responsibility for such training?

Issue IX. Should the social studies program attempt to perpetuate the existing cultural heritage, or should the program be used as an instrument to build a new social order?

Issue X. Should the training program for teachers in the social studies emphasize knowledge of content and scholarliness, or should the program emphasize methodology and the well-rounded personality?

The issues used in this paper are put into the framework of questions which can be used for textbook analysis. These issues are dichotomized. The reason for this is the recognition of the polarization of value orientations in American culture. American civilization began in diversity, matured in diversity, and diversity exists today. The polarization of values in America is not only found in the culture, but, to some extent within individuals as well. The writer does not take the position that polarization is either good or bad, but that it simply exists in our culture and may well be fundamental for existence.

Methodology for Selection of Texts and Analysis

In selecting the social studies methods textbooks for analysis the writer simply picked all of the most used, most referred to, and most recommended methods books in the area of social studies education. The writer had originally intended just to analyze the most currently used methods books. After looking over the list of books, however, it was found that there is a somewhat decided separation
between what we might label the more currently used social studies books and the older methods books. Most of the newer social studies methods books can be dated from the end of World War II, 1945 to 1960.

During these years, we find that there are eight of these most used, referred to, and recommended books. One of these books, *Education for Social Competence*\(^\text{10}\) had been revised in 1961, so the revision will be used.

The writer feels that each one of these eight books has something of value to offer to the field of social studies, and the authors of the books are all experienced in the teaching field of the social studies. By using all of these books, and considering the experience of the various authors, all of the positions in the social studies should be reflected.

Since the separation date of 1945 has been established, the older books to be used in this paper have been published between 1910 and 1945. The writer, after an examination of the bibliographies of the currently used social studies methods books, found that there were five texts that were most recommended. Even though there were many more books on the subject of the social studies written during this earlier period, the five selected for analysis are still highly recommended by all of the current authors.

The social studies methods texts that the writer will analyze for the current period, 1945-1960, are as follows:

1. *Teaching the Social Studies in Secondary Schools*
   By: Arthur C. Bining and David H. Bining
   New York, 1952

2. *Educating Citizens for Democracy*
   By: Richard E. Gross and Leslie D. Zeleny
   Oxford University Press
   New York, 1958

3. *Teaching High School Social Studies*
   By: Maurice P. Hunt and Lawrence E. Metcalf
   Harper & Brothers Publishers
   New York, 1955

4. *Theory and Practice of the Social Studies*
   By: Earl S. Johnson
   The MacMillan Company
   New York, 1956

5. *Social Studies Instruction*
   By: Maurice P. Moffatt
   Prentice-Hall, Inc.
   Englewood Cliffs, New Jersey, 1956

6. *Education for Social Competence*
   By: T. James Quillen and Lavone A. Hanna
   Scott, Foresman and Company
   Chicago, 1961

7. *Social Studies in the Secondary School*
   By: Clarence D. Samford and Eugene Cottle
   New York, 1952

8. *Teaching Social Studies in High Schools*
   By: Edgar B. Wesley and Stanley P. Wronski
   D. C. Heath and Company
   Boston, 1958
The social studies methods books that the writer will analyze for the earlier period, 1920-1945, are as follows:

1. **Organizing the Social Studies in Secondary Schools**  
   By: Arthur C. Bining, Walter H. Mohr, and Richard H. McFeeley  
   New York, 1941

2. **Teaching the Social Studies**  
   By: Edgar Dawson  
   The MacMillan Company  
   New York, 1928

3. **Methods of Instruction in the Social Studies**  
   By: Ernest Horn  
   Charles Scribner's Sons  
   New York, 1937

4. **Teaching of History in Elementary and Secondary Schools**  
   By: Henry Johnson  
   The MacMillan Company  
   New York, 1922

5. **Teaching the Social Studies**  
   By: Edgar Bruce Wesley  
   D. C. Heath and Company  
   New York, 1937

The current textbooks, 1945-1960, will be analyzed by the writer, and the results of the analysis will be discussed. Then the older books, 1920-1945, will be analyzed and the results of this analysis will be shown.

It should then be possible to compare the two categories of books to see if there were any great changes of attitudes with reference to the selected categories and the basic issues. In other words, what differences are there between the authors of the pre-World War II period and the writers of the post-World War II era?
The writer does want to point out at this place in the paper that he is dealing with the social studies methods books that are primarily written for the secondary school level of education—grades seven through twelve. There are some very excellent texts that are being used currently that have been written primarily for the elementary schools. Some of these current books contain chapters which are pertinent to the junior high schools, but the writer feels that to include these books would be a mistake because the books are usually geared for schools that have included a seventh and eighth grade in the elementary program. Most of the current books in the social studies, at the present time, are fairly well divided between elementary and secondary education.

In dealing with the older textbooks, however, we encounter an entirely different situation. One of these older texts, Johnson's, was written for secondary school and elementary school education. This text will be used for the earlier period, because at that time it was not uncommon to write about the twelve grades in one book, and the division between elementary school and secondary school education was not so prominent nor specialized as it is at the present time.

The other reason that the writer prefers to adhere closely to the secondary school division in the current social studies textbooks is that this is the writer's own area: social studies and secondary school education.

In the next chapter, the first and second of the ten issues will be discussed and the implications of the issues to secondary school education and social studies education in the secondary schools will be shown.
CHAPTER III
THE BACKGROUND FOR ISSUES I AND II

The first issue to be considered by the writer is stated below:

Should the social studies program be subject-centered with the curriculum constructed around logically organized disciplines, or should the program be experience-centered with the curriculum organized around broad problems of the culture which integrate the social studies disciplines?

Issue I
The first issue might be labeled the "keynote" issue of the issues that follow. This dichotomized question catches up much of the educational thinking at this time. This issue is of fundamental importance because most educators could find their own position either within the extreme positions stated in the issue or somewhere in between the two extremes. For many years this issue has had prominent standing as one of the leading issues for the critics to examine. The debate is still raging today; not only in social studies education, but in general education circles as well. The following passage is typical of the argument used by one critic taking an extreme position.

What of history? Under the New Education it has been abolished in favor of a hash called Social Science. This is a mixture of history, geography, civics, and elementary sociology, so diluted that it can easily be ladled out to prospective teachers by the Faculty of Education without the aid of scholars in other university divisions.¹

¹Lynd, op. cit., p. 58.
Another passage, written by authors who uphold the other side of this argument, is offered for examination:

The core curriculum makes it possible, indeed necessary, for the teacher to disregard restrictions of prescribed subject matter. It provides freedom and time for a group of students and a teacher to plan the work of the class together. This work usually consists of an attack upon the real social, civic, and economic problems that the group recognizes as important.²

The major differences of these two widely held positions stem from conflicting philosophies of education. During the early part of this century, the traditional religious and educational philosophical leaders continued to stress moral development and mental discipline as the major aims of education. With the accumulated writings of later nineteenth century philosophers and psychologists playing an ever important part on the twentieth century outlook, there was a definite trend to a newer and more scientific psychology, plus an overture to the experimentalist or pragmatic philosophy.

As James and Dewey stepped into the leadership in the newer thinking about education, there was a definite move to emphasize the individual differences and the social interests of the child. This trend became increasingly evident after 1918 when the Commission on the Reorganization of Secondary Education published its report known as the Cardinal Principles of Secondary Education.³ With teachers stressing the seven objectives advocated in the report, a new age in educational purposes and thinking had started.

²Roland C. Faunce and Nelson L. Bossing, Developing the Core Curriculum, p. 132.
³See the Introductory Chapter.
The revolt against traditionalism and its subject curriculum started on the basis that the child could not and generally did not use the content of those subjects in his everyday life; the content did not arise, nor was it related to the child’s experiences. As a consequence of this revolt in the thinking of the newer educational leaders, the educational pendulum was swung from one extreme to the other. Because the older traditional leaders clung to subject-centered curriculums which offered and emphasized the acquisition of knowledge and facts, the early day progressives discarded these ideas of curriculum as a burden on the minds of children.

Typical of the attitude of some of the very progressive educators who were out to get rid of subjects completely is the following statement:

Through the years we’ve built a sort of halo around reading, writing, and arithmetic. We’ve said they were for everybody . . . rich and poor, brilliant and not-so-mentally endowed, ones who like them and those who failed to go for them. Teacher has said that these were something "everyone should learn." The principal has remarked, "All educated people know how to write, spell, and read." When some child declared a dislike for a sacred subject, he was warned that, if he failed to master it, he would grow up to be a so-and-so.

The Three R’s for All Children, and All Children for the Three R’s! That was it.

We’ve made some progress in getting rid of that slogan. But every now and then some mother with a Phi Beta Kappa award or some employer who has hired a girl who can’t spell stirs up a fuss about the schools . . . and ground is lost . . .

When we come to the realization that not every child has to read, figure, write and spell . . . that many of them either cannot or will not master these chores . . . then we shall be on the road to improving the junior high curriculum.
Between this day and that a lot of selling must take place. But it's coming. We shall some day accept the thought that it is just as illogical to assume that every boy must be able to read as it is that each one must be able to perform on a violin, that it is no more reasonable to require that each girl shall spell well than it is that each one shall bake a good cherry pie . . . .

When adults finally realize that fact, everyone will be happier . . . and the schools will be nicer places in which to live . . . .

If and when we are able to convince a few folks that mastery of reading, writing, and arithmetic is not the one road leading to happy, successful living, the next step is to cut down the amount of time and attention devoted to these areas in general junior high-school courses . . . .

One junior high in the East has, after long and careful study, accepted the fact that some twenty per cent of their students will not be up to standard in reading . . . and they are doing other things for these boys and girls. That's straight thinking. Contrast that with the junior high which says, "Every student must know the multiplication tables before graduation."

Such a requirement attaches more importance to those tables than I'm willing to accord them. ¹

As the educators in many universities, during the twenties and thirties, started stressing individual differences, the social needs of the child, and then the whole child, we saw innovators and commissions proudly proclaim that the schools were suddenly realizing that subjects were not the main and only concern of secondary school education. Such statements are indicative of this trend. In the thirties we saw the beginnings of the Eight Year Study; in the forties

¹A. H. Lauchner, How Can the Junior High School Curriculum Be Improved?, as quoted in Arthur Bestor, The Restoration of Learning, pp. 53-54.
the Educational Policies Commission issued its *Education for All American Youth*;\(^5\) and in the fifties the Secondary School Principals Association presented the report, *Planning for American Youth*\(^6\) which itemized the ten imperative needs of youth.

Each one of these proclamations, whether by intent or not, tended to reduce the emphasis on subject matter. Each of these reports stressed concepts that were important for the growth of the child. Each time these concepts were implemented, more time in the curriculum had to be arranged for experimentation in trying to meet the purposes as stated by these documents. In trying to meet the needs and problems of youth, many of the social studies disciplines were either combined, as is prevalent in junior high schools with courses entitled, "Social Studies 7" or were combined with other disciplines—primarily English. In the high schools, American history and/or government were removed from the curriculums and replaced with courses entitled American Problems or Problems of Democracy. These courses, both at the junior and senior high school level, are intended to help meet the problems and needs of youth by combining many of the original social science disciplines into one course.

Not all educators, however, were willing to eliminate all subject matter organization from the school's curriculums. Many saw the core curriculum as a primary way for children to learn those things which were imperative for them and also those subjects which

\(^5\) See p. 10, Chapter I.

\(^6\) See p. 10, Chapter I.
they might be interested in by arranging for all of these items to fall within the pattern of one type of a curriculum. Alberty states the following about his type-five core program:

The Type-Five Core, though it draws heavily upon organized subject matter, finds its basic orientation in the common needs, problems, and interests of the learner. Subject matter from all pertinent fields of knowledge is drawn upon to illuminate, clarify, and provide data for solving persistent common problems of living. No preconceived bodies of subject matter are set up to be "covered." If particular subject matter is needed to achieve the goals set up, it will come in—otherwise it is left out.

At the present time, there are two "camps" within the experience-centered group: those who are quite willing to negate subject matter organization almost completely, and those who find that subjects have their place in solving problems and for special interest education. But it must be cautioned that the later group do not believe that subjects should be retained for the sole purpose of student mastery.

On the other side of this coin, we find those people who represent the subject matter organization emphasis. Within this group we find those we might label as the "classicists" such as Hutchins and Adler. A more proper name for many others is "traditionalist." Here we might well find Bestor, Barzun and Highe. These scholars are quite concerned that the curriculum in the secondary schools should still emphasize the disciplines of English, history, languages, sciences and mathematics, i.e., the independent, logically organized subjects.

7Harold Alberty, Reorganizing the High-School Curriculum, p. 177.
Jacques Barzun has this to say in his *Teacher in America*:

It is indeed possible so to arrange school and college work that more play is given to good human influences than in other conceivable arrangements. But it is not possible by fiddling with vague topics to insure or even increase the dissemination of virtue. I should think it very likely that a course in Democracy would make most healthy students loathe the word and all its associations. And meanwhile the setup (no other word will better express my contempt) takes the room and time and energy which should legitimately be used to teach somebody something teachable—English or History, Greek or Chemistry.8

Many of the current critics of education subscribe to this position on the subject matter issue. The main arguments of Lynd, Woodring, and Smith—as others representative of this group—is that the newer ideas of psychology and learning and teaching methods can be used in the teaching of these separate disciplines. Furthermore, they contend that more sense can be made out of each of these disciplines and the pupils can be shown how problems can and have been solved by students in a subject-matter curriculum. The other major argument stressed by all of these critics is that "creeping anti-intellectualism" is fostered by the superficial treatment of a smattering of subjects within one block of time in the correlated or fused or integrated courses in the secondary schools.

Once again, during the period of many changes the "educationist" was making the curriculum—particularly since 1918—the more traditional educators were watching and criticizing. William Bagley at Teachers College, Columbia, called his group the Essentialists, and they felt that the progressives had gone too far with their newer

concepts and revisions of secondary school education. They called for a return to the teaching of the essentials as they had been taught in the past. Robert Hutchins' remarks are typical of the expressions of those who were dissatisfied with the progressive educational practices: "The Twentieth Century was right about classical drill masters. It was wrong about liberal education. It substituted for it an infinite, incoherent proliferation of courses largely vocational in aim." 9

There are, of course, many areas where the people from the two "camps" do agree. They both seem to agree that all children in the United States should be educated regardless of race, religion, or socioeconomic status. They seem to agree that the students should learn to think in the schools. At this point, however, there is a wider degree of disputation about the other major concepts of education.

Another problem that this issue presents for the educators in social studies education is that of integration of its own disciplines, limited integration or no integration at all.

Naturally we expect, at this point, to hear from those critics who are definitely "grounded" in one of these disciplines to make a plea for the continuation of the several independently organized disciplines in the curriculum. Bestor states his case as follows:

What I have hitherto called the fundamental "disciplines"—history, chemistry, mathematics, philosophy, and the like—have become, in the jargon of the secondary school educationists,

9Robert M. Hutchins, _The Conflict in Education_, p. 83.
"subject-matter fields." But a discipline is by no means the same as a subject-matter field. The one is a way of thinking, the other a mere aggregation of facts.

The liberal disciplines are not chunks of frozen fact. They are not facts at all. They are the powerful tools and engines by which a man discovers and handles facts. Without the scientific and scholarly disciplines he is helpless in the presence of facts. With them he can command facts and make them serve his varied purposes. With them he can even transcend facts and deal as a rational man with the great questions of meaning and value.10

Paul Woodring presents this interpretation:

All subject matter must be presented in a disciplined and organized fashion. History is studied as history and presented chronologically, not as a series of "projects." Nor are the academic disciplines combined into overview courses, "core curricula," or the newer variants of "general education."11

Many of the scholars who are experts in their fields still do not neglect the influences of the other disciplines on their own. They recognize that through interrelatedness a concept can have a much fuller meaning and can be illustrated in a more effective way. They still want their special field, however, to retain its own identity and individuality because of the special kind of knowledge the field has to offer students and the special methodology that it teaches.

Other experts in the educational field, however, believe that lists of the most fundamental purposes can be drawn up for the social studies, and that the disciplines can be integrated for purposes of

11 Woodring, op. cit., pp. 36-37.
helping the child to understand himself and his problems. This common learnings teacher is amply defined in the following passage:

Any teacher is proud of teaching in an academic area, for the transmission of the cultural heritage is an old and respected service. But all high school teachers are engaged in the all-around development of youth. They are members of a single team . . . . Perhaps if any teacher could be named as superior on the basis of academic standards it would be the common learnings teacher. This teacher must be highly competent in all academic areas as well as in counseling, the vocations, all areas of communications, and superior in the ability to teach.\(^1\)

Another source shows us how far afield some programs can go beyond the usual limits of the social sciences:

Since all students are enrolled in social studies classes, the guidance program of the school can well be centered around this area. Within the social studies classroom considerable attention should be given to exploring occupations, work experiences, and the skills necessary for getting and holding a job.\(^1\)

There are many proposals for a change in the social studies, but by and large the program has remained essentially the same for the last forty years. Many proposals have been tried in small districts or in some localities, but the social studies curriculum nationally has remained fairly static.\(^1\)


This issue, however, remains an important one for the consideration of all social studies teachers. With pressures from the critics to revert to the straight teaching of the single disciplines to the newer approaches advocated by some of the educationists who would advocate a complete breakdown of the discipline's borders.

The analysis of the methods books might well show us where the leading writers in the field of the social studies stand on this particular "keynote" issue.

The next section of this chapter will deal with the second issue to be considered:

**Issue II**

Should the social studies program, through a study of the whole span of history, give the student an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future, or should the program emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in his daily life?

Perhaps this issue might be introduced by referring to the critics of education and the social studies to see what position is taken about the program in the schools. Scott and Hill, in reviewing some of the basic and current criticisms in their book, point out Fuller's statement:

Within the past twenty years there has occurred in our high schools and extensive de-emphasis of courses in languages, the sciences, literature, and history, in favor of a grab bag of new "societally derived" courses, such as social behavior, how to win friends and influence people, how to succeed in
marriage, air science, family life values, being an effective consumer . . . and other such windy and vacant substitutes for thought.15

Smith also comments on this point by saying the following:

It is bad enough that the lower schools are failing to teach adequately the basic skills of reading, writing, and expression. What borders on the criminal is the poor teaching and neglect of those subjects that deal with history of ideas and ideals, a knowledge of which is essential to all youth who would assume their place in society as thinking, feeling human beings.16

A statement found in the seventeenth yearbook of the National Council for the Social Studies helps to point out the side of the issue that demands the teaching of the whole span of history as important. Paul Todd writes:

At this point history steps in to fulfill its indispensable function. From history, and from history alone, comes an understanding of the inevitability of change. Without this essential understanding men's minds become rigid; they close, and as they close the opportunity for exercise of the intellect is limited . . . .

A second unique contribution to be gathered from the study of history is an understanding of the fact that change and progress are not necessarily synonymous. We know, for instance, that while we in the Western World have been learning to control the forces of nature, and while we have been enjoying the endless and varied products of our power-driven machines, we have not made much progress in the art of decent living . . . .

In the third place, from the study of history we learn that men in every age have been confronted with the same fundamental problems which we face today. Like our most distant ancestors, we struggle for food, clothing, shelter, and jobs. We reach out for education. We strive for a government strong enough to secure for us an ordered society . . . .


16Mortimer Smith, And Madly Teach, p. 11.
Finally, there is the matter of "the historical method." All that we can learn from the past—and the past is always one breath distant from us—must be learned by means of those rules of analysis and synthesis which we call "historical method." The rules by which we attempt to distinguish the true from the false are used by students in all fields of endeavor...17

Many historians and social studies teachers argue that if the students can't see the whole development of history and major problems always faced by man, they will have a tremendously difficult time understanding where they are and why they are where they are. They also argue that there is insufficient preparation from a study of just modern or contemporary history to try to solve some of the world's basic problems. The students should understand well the many, ancient and modern, ways of solving some of these basic and fundamental problems of man.

Henry Johnson18 has reminded us that history has been written and read for centuries, but it was only included in school curriculums during the latter part of the sixteenth century. Since that time there have been thousands of words printed about the reasons for having history in the school curriculums. Looking at this one side of the issue about teaching the whole span of history, we can go back to 1898 to find the Committee of Seven's report which stated the following:

As a thorough and systematic course of study, we recommend four years of work, beginning with ancient history and ending


with American history. For these four years we propose the division of the general field into four blocks or periods, and recommend that they be studied in that order . . . which in large measure accords with the natural order of events, and shows the sequence of historical facts.¹⁹

In 1931, The Commission on the Social Studies published their Conclusions and Recommendations of the Commission. Within this volume the Commission made this statement:

I. The program of social science instruction should give a broad and comprehensive conception of the evolution of civilization, laying stress on the idea of development, drawing contrasts between the present and the past, embracing the diverse contributions of races and peoples, religions and cultures, and giving a broad perspective of the fortunes, problems, and achievements of mankind.²⁰

Many of the curriculums in the schools are based on the students' getting a picture of the broad stream of civilization as they take courses in World and American history.

Many of the ideas of progressive education which have been incorporated into the general philosophy of secondary school education have tended to furnish an entirely different purpose for the student's learning of the social studies—particularly history. The emphasis has recently been on meeting the needs of youth and adjusting them to their environment. Problematic situations have been created in the classroom in order to solve these immediate problems. Those items that are needed from history are acceptable, but current history can usually be incorporated to point out possible directions for the solving of these problems.

¹⁹Committee of Seven, The Study of History in Schools, as quoted in Inglis, op. cit., p. 538.

²⁰Conclusions and Recommendations of the Commission, op. cit., p. 51.
Since education, according to many secondary school educators should be geared toward the guidance of youths in vocational problems, recreational or leisure time problems, health problems, and citizenship problems, the need for history is not so important.

Harl Douglass reminds us:

In the history and social studies classroom much may be learned which will contribute to vocational success. The vocational value of learning some history depends not only upon the interest and the ability of the learner, but very much on what materials are employed by a teacher in instruction. However valuable history may be for other purposes, it possesses fewer possibilities as a medium of education for a vocation than do the other social sciences.\(^{21}\)

Douglass continues his reflections on the social studies program with the following:

Properly taught, the social studies provide a good medium for experiences which broaden the interests of all but a small portion of adolescents. Freed from excessive pressures to "learn" dates, names, and other boresome details of chronology and encouraged to read about, think about, and discuss human problems, most teenagers find the reading of history as well as the more practical and interesting social studies interesting approaches to worthwhile learning about life and its problems in the political, economic, and business world at various levels.\(^{22}\)

As parts of this philosophical argument were pointed out in the discussion of the first issue, the writer will not reiterate that material. It is necessary, however, to remind the reader at this point that the swing from straight subject-matter teaching to integrations of the several disciplines has had a lot to do with this particular discussion of this second issue.


\(^{22}\)Ibid., p. 258.
Another factor which the above quoted material from Douglass points out is the ever increasing dependence on the social studies class for group guidance about social problems, and guidance for the future vocational experiences of the students. Since the social studies' content includes political science, sociology and economics, the social studies teacher is expected to be able to deal with the problems posed by these disciplines. With government and citizenship, social living, and the economic aspects of living as fundamental problems to be considered in the social studies, it is only natural that the problems would lead to an effective group guidance situation in these social studies classes.

Typical of some of the guidance activities that are pushed into the social studies curriculum are those detailed by Alexander and Saylor:

For example, a twelfth-grade [social studies] class that one of us visited in an urban community suggested as important civic problems the following: parking meters, traffic laws, housing, forms of city government, lack of recreation centers, inadequate school buildings, reform of the state legislature, liquor consumption, gambling, the presidential election, a current strike, military service, divorce, and the juvenile court.23

One only has to give a cursory glance within the covers of the many secondary education books that have been published in the last several years to see that the meeting of needs and the solving of immediate personal problems have become a very definite objective for modern day educators. This primary objective is emphasized quite nicely by Hanson:

In the field of the social studies, the older curriculum that emphasized only chronological history to the exclusion

of (or minimizing) a knowledge of social structures is no longer a relevant or a functional curriculum in social studies.\textsuperscript{2l}

The analysis of the current social studies methods books should point out any trends in the thinking of the modern social studies expert on this important issue within social studies education in the secondary school.

The next chapter will present the background for Issues III and IV.

\textsuperscript{2l}Kenneth H. Hanson, \textit{High School Teaching}, p. 69.
CHAPTER IV

THE BACKGROUND FOR ISSUES III AND IV

The third issue for consideration is stated as follows:

Should the social studies program place primary emphasis on intellectual development and intellectual activities concerned with subject matter, or should the program emphasize developing social skills and activities based on pupils needs and interest?

The first and second issues presented some of the basic distinctions between the two positions cited in the above issue. In order to prevent duplicating the previous discussion of the first and second issues, the writer would prefer to extend this discussion "covering" the salient points listed above.

Issue III

As the "traditional" and "progressive" positions became somewhat more clear cut within the last three decades, charges of anti-intellectualism were constantly heard and leveled at those who were taking a more "progressive" approach to education armed with facts and figures such as those presented in Our Children Are Cheated and the results of the brainwashing of soldiers in Korea, the "traditionalists" and "classicists" felt that the time had come to emphasize intellectualism in the secondary schools. These critics definitely felt we were escaping or ignoring the true tradition of education by building scholars and training them with the factual evidence offered

1Benjamin Fine, Our Children Are Cheated, pp. 1-4.
in the traditional courses of history, math, science, English and the foreign languages. They felt that these courses were degenerating into a "free-for-all" discussion session on anything that seemed to be of concern to the students. These class periods, it was assumed, did not extract from the student sound reasons for holding a discussion, nor were arguments conducted logically; and content from the subject matter itself was used sparingly. In other words, the older disciplines were now being handled at rather low and anti-intellectual level.

What do the "traditionalists" mean by intellectual? It would seem to this writer, that we must have a starting point for the development of the aspects of this issue. By pointing out, first of all, what several of the critics mean by intellectualism we might, then, be able to determine more clearly what the facets are to both sides of this issue.

Arthur Bestor, perhaps as much as any of the critics of education, is one who has taken a fairly strong defense for the position of intellectualism throughout his two major books on education. An example of his argument is as follows:

Intellectual training may seem a formidable phrase. But it means nothing more than deliberate cultivation of the ability to think. It implies no unnatural distinction between the mind and the emotions, for men can think about emotional and aesthetic problems, and can be taught to think more clearly about them. Least of all is there a sharp contrast between the intellectual and the practical. Knowledge does, of course, become more abstract and reasoning more intricate as one proceeds farther into each of the fields of science and learning. But

this does not mean that knowledge becomes less practical or less applicable to human affairs as it advances.\(^3\)

Admiral Rickover is another critic who has scorned the misuse of intellect in the schools. He has this to say concerning the intellect:

The school's concern is with intellect alone. Young people in this modern world need minds that are well stocked with the kind of knowledge that makes life intelligible. No substitute for a liberal-arts education has yet been invented that serves this purpose so well. English, foreign languages, mathematics, sciences, history, geography—these are the subjects which must be mastered. They are the intellectual tools that enable us to order our lives intelligently—to understand the complexities of today's tense and uncertain world.\(^4\)

Paul Woodring, who is also one of education's critics, takes a more moderate stand on the subjects of intellectualism and intelligence. Woodring's position is stated below:

... But the other things being equal, high general intelligence is probably the most important single trait of the good teacher if we assume that the teacher's job includes that of teaching the student to think clearly.

Intelligence, scholarship, and intellectual inclination are not the same thing, although the three are positively correlated, and school administrators should look for all three in selecting teachers.\(^5\)

Even though the above statements do not pin-point a definition of "intellectual," it would seem that they might be implying that intellect is the power to reason and to think accurately and logically. As in the case of Rickover, we might get the implication that through the study of certain subjects the intellect is a disciplined


\(^4\)Rickover, op. cit., p. 154.

\(^5\)Paul Woodring, op. cit., p. 234.
way of thinking and reasoning connected with the inherent native capabilities of individuals. Regardless of a minute definition, the main theme of many critics, especially Rickover, Bestor and Smith, seems to be that the more traditional approach of learning and understanding through the soundly tested disciplines that have been the "core" of secondary school curriculums for a number of years, is the desired one.

John Keats has summed up the views of many of the critics about meeting the common needs of youth:

The document Education for All American Youth concludes it is the job of the schools to meet "the common and specific needs of all youth," but this, naturally is so much nonsense, because the common and specific needs of all youth include food, clothing, shelter and sexual gratification among many other things, and certainly it is not the job of the school to provide them.

Now we might look at the arguments for the position which has been created by those "progressive" educators who have taken a more pragmatic or experimentalistic view to the education of the children in the public secondary schools. They are quite concerned that we are not meeting the fundamental needs and interests of the child to develop within him the satisfaction of living an intelligent and useful life.

Many of the "progressive" educators actually see a trend, even today, of education moving toward a more and more general type of education that has an emphasis on meeting the common needs and interests.

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6John Keats, Schools Without Scholars, p. 19.
Witness one recent authority who states the following about this issue:

Secondary schools in America are tending toward modifying general education programs. They are moving away from the simple requirement of certain traditional subjects toward requiring subjects that have been designed with the purpose of serving general education. There are more schools each year where broad fields, correlation, or fusion are being practiced. Other schools are experimenting with units based upon common needs of youth and upon the expressed interests and problems of individual classes.7

Other educators are convinced that there can be more effective learning sessions when one uses the experience-centered approach.

Vernon E. Anderson states the following:

If, on the other hand, the instructor uses the experience-centered approach in his class, students will be setting up goals, solving problems, discussing the pros and cons, gathering information from many sources, working in small groups . . . .

Facts and information are used for some real purpose with an application to the daily living of the student. Meanings are built through these experiences.

The child's experience in building a pen for the rabbit, preparing for a field trip, writing letters to make an actual appointment for an interview, planning an effective student council, gathering information on a current political question, or preparing for an assembly program is a purposeful one that draws on all kinds of subject matter to achieve the end in mind.8

Faunce and Bosing show how they would treat subject matter in their core curriculum:

The core curriculum makes it possible, indeed necessary, for the teacher to disregard restrictions of prescribed subject matter. It provides freedom and time for a group of

students and a teacher to plan the work of the class together. This work usually consists of an attack upon real social, civic, and economic problems that the group recognizes as important. The attack upon these problems presupposes an acceptance of the problems by the student and the teacher.9

One author of a secondary education text at least tries to explain the meaning of intellect. He says the following:

In this era when "intellect" has become synonymous with the "brain," and the brain suggests the "egg-head," one almost feels hesitant about suggesting that high school students have intellectual needs. Intellectual tasks? Yes! Intellectual interests? Yes! But intellectual needs? We shake our heads somewhat sadly. At least, the critics of modern education do. They are convinced that the high school no longer meets any intellectual needs at all.

Perhaps it is for this reason that we should emphasize that the intellectual aspects of behavior—although modern psychology teaches us rightly that they can never be abstracted or compartmentalized from total behavior—are as basic needs as the physical, social, and emotional ones mentioned above. At least two examples of these intellectual needs may be mentioned. First is the need for intellectual challenge .... There is another need that may be called intellectual: the need for factual information.10

Within the covers of several secondary education books, one can find frequent reference to the method of intelligence or the scientific method and particularly to the fact that thinking and solving problems seems to be one of the major objectives of these educators. The basic problem, it would seem to this writer, is primarily one of philosophy and interpretation of how one learns. We have seen the traditional interpretation of learning in existence for a long time. The newer

9Faunce and Bossing, op. cit., p. 132.
10Hanson, op. cit., pp. 48-49.
psychologies of the last fifty years, however, have led many educators
to reorient their interpretation of learning.

The social studies texts should certainly reflect one or the
other position of this issue. Perhaps an eclectic view might be taken
which could lean somewhat more strongly toward one of these interpre­
tations. The analysis of these social studies textbooks should show
us the modern social studies experts' opinion on this issue that they
see as one of the more important issues.

The next section of this chapter will be concerned with the
fourth issue which can be stated simply:

Should the social studies program emphasize individual
judgments and solutions to problems, or should the program
emphasize group solutions to problems and conformity to
group decisions?

Issue IV

The social scientist is extremely interested in this particu­
lar issue because he feels that there is a need for both conformity
and individualism. He wonders whether individualism might, however,
be on the wane in deference to a newer concept of groupism which per­
haps has gone on and beyond conformity. Groupism, as a definite con­
cept, has been slowly developing in the United States for several
years. This concept has been considered by many authors\textsuperscript{11} and has
led to many serious implications for the concept of individualism.

\textsuperscript{11}Typical of these books are: C. Wright Mills, White Collar,
pp. 1-387; David Riesman, The Lonely Crowd, pp. 1-359; Individualism
Reconsidered, pp. 1-302; Constraint and Variety in American Education,
pp. 1-174; William H. Whyte, Jr., Is Anybody Listening?, pp. 1-239;
and The Organization Man, pp. 1-171.
The normal growth of individualism in America "is rooted in the concepts that had birth in the incipient clamor that arose during the Renaissance for freedom from the controls of church and state, found invigoration in the Reformation, and matured into doctrine during the eighteenth century."\(^\text{12}\) We can readily see the growth of the individualistic concept in the United States as we glance at our Constitution, the American frontier, and our economic growth.

American education has, since the twentieth century, been interested in the welfare of the individual. The child has almost always had to compete for individual grades, and since the 1900's has had to choose a vast number of electives in his curriculum. There has been a definite trend during the twentieth century to try to meet the needs and interests of the individual child and to help him solve his everyday problems. In 1959 James B. Conant said the following: "It should be the policy of the schools that every student has an individualized program."\(^\text{13}\) Paul Woodring, somewhat parroting Robert Hutchins, is demanding a drastic reorganization of the school curriculum that would let the children progress at their own rate of speed through the public schools and colleges. This, in Woodring's mind would reduce the number of years spent in the public schools with graduation for the average child at perhaps fifteen years of age.\(^\text{14}\)


\(^\text{13}\)James Bryant Conant, The American High School Today, p. 46.

\(^\text{14}\)Interpretation of the thesis developed by Woodring, op. cit., pp. 143-158.
There are other trends in education that seem to hold promise for the individual. One of these more popular trends is to, once again, group students in classes according to their native ability. In some schools there are as many as thirteen groups of seventh and eighth graders classified according to their abilities.\textsuperscript{15} Other schools are trying to plan groupings around the slow learner, the average learner, and the gifted learner.

Even with these programs installed in many systems across this country, there are many who are afraid of the concept of groupism. Whyte supports the idea of individualism by saying in the following statement:

"The answer is not a return to a "rugged individualism" that never was. Nor is it a slackened interest in social science and "human relations!" We need, certainly, to find ways of making this bewildering society of ours run more smoothly and we need all the illumination social science can give us to do it. But we need something more. Lest man become an ethical eunuch, his autonomy sacrificed for the harmony of the group, a new respect for the individual must be rekindled."\textsuperscript{16}

The idea of individualism is also the concern of Paul Woodring. He explains it in this manner:

... the schools, in pursuing sociological aims have lost sight of the individual, and the individual, fully and freely developed, is the only sound basis for our kind of democracy.

Our children should be encouraged, particularly at the teen-age level when the impulse to be like everyone else is

\textsuperscript{15}Curriculum found in the Denver, Colorado, School System.

\textsuperscript{16}Whyte, op. cit., p. 239.
dominant, to make independent decisions based upon the dictates of conscience, not decisions influenced by the pressure of group opinion. 17

Becker comes to the argument within a different frame of reference:

If we cannot justify freedom of the mind, and therefore freedom of learning and teaching, by saying that it is a God-given imprescriptible right, we can at least justify it by saying that the impulse to know what is true is an inherent human trait, that it has been the principal source of whatever happiness and ordered life man has been able to achieve, and that it is his only hope for a life better ordered and a happiness more general and more secure. 18

For many years, the secondary school has had a system of evaluation that has treated the child on the basis of what it is he has learned individually in the separate classrooms. The grades A, B, C, D, F, have, for the most part, been used as the standard for the performance of the pupil. Many aspects of evaluation were considered before the grade was recorded, but for the most part the grade distinguished the amount of factual knowledge the pupil could remember on a series of tests interspersed throughout the grading period.

Newer ways of evaluation have been in operation for a few decades, in the secondary schools, but this older criteria is still most used. This has had the effect, at least, of keeping a certain amount of individualism in effect in the classroom, as the students have had to compete for grades. Learning, then, according to this grading system is based on what the individual can learn for himself.

17Woodring, op. cit., p. 136.

The other position within this issue has adherents who feel that much of our learning can be done in a social situation with others. This would mean then, that the evaluative techniques could apply to groups of students working together on some type of project. Thus, the fairly strict interpretation of evaluation by the traditionalists for the student alone, is weakened and the individual evaluation is pushed aside for a group evaluation.

The ideas of working and learning in groups is not new, but it has received a steady and increasing emphasis for the last three decades. The Group Dynamics or Group Process movement has become widespread in education and has also been used extensively in industry by management. It has also been tried somewhat successfully by psychologists and is used by the guidance people in the field of education. Pointing out one of the fundamental beliefs of those who are servants to this cause is Anderson, who states: "This kind of group ... reach a consensus; the final conclusions represent the cooperative thinking of the group." In many cases these group people believe that the best thinking of the group should prevail, and there is no mechanism, for the most part, for a minority report. Brameld clearly shows this by stating, "Our reconstructionist aim

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19 Whyte, op. cit., pp. 1-239.

20 Anderson, op. cit., p. 43.
is always to build a 'group mind.' "

Another source reports, "Group knowledge and group judgment are higher than the individual thinking of most of the group members taken individually."

Many educators adhere to the position of constant use of the groups in the classrooms. The following passage should indicate the feelings of many secondary educators:

It is co-operative purposeful activity in group affairs that has perhaps most to do with building the healthy social character, with its spirit of give and take, its like-mindedness, its tendency to prefer the group and its welfare to one's private and personal welfare. This conception must and will, I believe, make over American education from top to bottom.

Included in the following quotation is a reference to the idea of minorities and their feelings:

The specific goal of the group should be arrived at through consensus. This means that it is talked through and modified until every member of the group can accept it as worthy. No group can succeed if there is a minority which cannot accept what the group is going to do.

Moreover, the following quotation indicates the preference of many that a certain "oneness" should evolve from the group:

Through these activities each individual is disciplined by group processes to subordinate personal desires to the success of the group, to accept group customs and codes, needs and roles, to achieve personal success and status through successful group activities . . .

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22 Thomas Fansler, Creative Power through Discussion, p. 74.
24 Earl G. Kelley, Workshop Way of Learning, p. 36.
When we consider the above quotations and the group procedure advocated by these educators, this writer doesn't mean to imply that man is not a social animal. He is and has definite needs for a certain amount of socialization. A very small part of this socialization can be called "groupism." Groupism, as used in this paper, is a representation of what Reisman calls "other-directed" behavior. Reisman defines "other-directedness" as follows:

What is common to all the other-directed people is that their contemporaries are the source of direction for the individual . . . . This source is of course "internalized" in the sense that dependence on it for guidance in life is implanted early. 26

William H. Whyte also defines his conception of "groupism" by calling it the "social ethic." Whyte states the following:

By the social ethic I mean that contemporary body of thought which makes morally legitimate the pressures of society against the individual. It's major propositions are three: a belief in the group as the source of creativity; a belief in "belongingness" as the ultimate need of the individual; and a belief in the application of science to achieve the belongingness. 27

So, it would seem to this writer that one of the major propositions to be examined in this issue is the facet of how far does one go in conforming to group standards. Or, can a person arrive at, reflectively and individually, a set of personal values of his own gathered from the experiences he has had in his home, neighborhood, and community, or is he dependent upon a group to collectively set these values for him?


27 William H. Whyte, Jr., The Organization Man, p. 7.
As pointed out at the beginning of the discussion of this issue, those who insist upon individuality see groupism, or conformity in the schools, as something to be decried. Those who promote groupism in the schools place conformity over individualism and tend to belittle the need for moving away from belonging to the group.

The analysis of the social studies texts should point out this particular issue and its consequences for secondary education in the social studies.

The next chapter will deal with the fifth and sixth issues.
CHAPTER V
THE BACKGROUND FOR ISSUES V AND VI

The fifth issue for consideration by the writer is as follows:

Should the social studies program provide for an examination of all controversial issues, or should the program place a restriction or limit upon the handling of some issues?

Issue V

Ever since man began teaching, he has had to deal, one way or another, with controversy. We are, perhaps, today more aware of controversial issues in our teaching than ever before. The reason for this, of course, is that our nation has many more world commitments than ever before and the populace of this nation are now more embroiled in these commitments because of the effect of mass media.

One of the better definitions of a controversial issue has been presented by The Junior Town Meeting League:

An issue is controversial when some of its proposed solutions conflict with the cherished interests, beliefs, or group affiliations of a section of citizens. Fundamental to most controversial issues is the intellectual or emotional attachment of some citizens to the interest or welfare of organizations or groups.¹

Since our worldly involvement in the second world war, the social studies teacher has had to face the problem of whether to "take on" many issues that are controversial, either internationally, nationally, or locally. The United Nations in itself has caused us

¹Teaching Controversial Issues, pamphlet published by The Junior Town Meeting League, 1965, p. 5.
many international problems that were not completely present a number of years ago. The social studies teacher, at the present time, can certainly become "caught up" in the controversy of whether this nation should continue its membership.

Television has helped bring our presidential candidates into our homes. These candidates have been able to discuss many foreign and domestic problems with the nation in a form of debate. Our consideration of domestic problems have certainly been widened in scope by this media and controversy on national issues is once more injected into the social studies classroom.

Local issues are generally of interest to many students. Much more "ammunition" for a discussion can generally be found in local or community controversy. When a community finds itself getting national news-play on the problem of whether there shall or shall not be Christmas in the public schools, the social studies teacher usually finds himself in the middle of this controversy.

The teaching of controversial issues, however, is probably one of the most difficult tasks confronting the social studies teacher. The outstanding social studies teacher believes that all controversial issues can be handled in the classroom under certain conditions. These conditions, this writer believes, are aptly stated by The Junior Town Meeting League's pamphlet, Teaching Controversial Issues:

1. Is this issue significant or timely?
2. Is this issue, or some aspect of it, within the range of the knowledge and competence of the students?
3. Is the issue within the limits of the interests and experiences of the students?
4. Are materials available from which a reasonable amount of data may be gathered?
5. Will the issue require more time for a satisfactory study than the class can afford to give it?
6. Will the consideration of the problem contribute to a meeting of minds?
7. Will a consideration of the problem contribute to the realization of broad curriculum objectives?
8. Do the issues grow out of the broad framework of the curriculum?
9. Will the consideration of the issue help students to recognize that every question has more than one side and that on each side are many points of view?
10. Will the consideration of the issue by the group be acceptable to the community as appropriate for school study?

Teachers should not make the mistake of taking on an issue in the classroom if their own knowledge of the issue is limited. There is no excuse for poor direction when handling controversial issues, but many teachers think that interest is all that counts in a discussion. If teachers do not know how to channel this interest into a worth-while investigation of data, the controversy usually ends up in an opinion-giving session.

Teachers must also know when to curb their own biases in handling controversy. If time isn't given for all points of view to be presented fairly, the teacher's point of view is generally accepted in the classroom that day.

Another hazard for the teacher in handling controversy is the heavily loaded emotional issue. This issue is usually of local importance primarily, and the students generally have taken their side before the issue can be properly evaluated. Many times the student's emotionalism can be a block to his fair examination of the issue.

2Ibid., pp. 9-10.
Quite frequently the social studies teacher will have to cope with outside pressure groups, particularly at the local level. This makes the handling of controversy within the classroom doubly difficult if the controversy is one of local import. The teacher must make, in these types of cases, the decisions as to whether the controversy might cause too much local emotionalism if handled.

Most of the secondary school educators take the position that some controversial issues should be examined in the classrooms. There do seem to be some distinguishing limits, however, as to how far teachers should go in examining the issues.

Mills and Douglass state:

Controversy leads often to emotionalism, clouded thinking, and premature and fixed conclusions. It may serve to fix upon participants and even upon listeners definite attitudes on questions, and to blind them to those considerations which do not contribute to their point of view. Often a controversy reaches a point where no new material is developed, and continues as a reiteration of previously considered points and arguments. Also, if not managed well, it tends at times to transcend the bounds of polite discussion and to engender individualistic acts and feelings which contribute nothing to the development of that social spirit which should characterize all socialized procedure.3

Gilchrist, Dutton, and Wrinkle reflect this same cautious approach in their treatment of controversy:

Each teacher must be aware of the community standards which set the general pattern for teaching in any school district. These standards may vary from very strict to liberal. Regardless of the community, there are certain occasions when

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3Hubert H. Mills and Harl R. Douglass, Teaching in High School, pp. 203-204.
controversial issues will arise and should be dealt with intelligently and as extensively as possible without causing community unrest.\textsuperscript{4}

The writer inspected approximately thirty-five secondary texts and found only one author, Alberty,\textsuperscript{5} who took the same position as The Junior Town Meeting League's which was presented above. Other authors of secondary education texts reflected a more cautious approach to teaching about controversial issues, while a vast majority of them did not mention controversial issues at all.

The examination of the social studies texts should be quite interesting in the light of the above statement. Controversial issues are an important part of the social studies, and the handling of these issues by the teacher can't be neglected.

The next section of this paper will be centered on the discussion of the sixth issue. The issue is stated below:

Should the social studies program be required of all students, or should the program be an elective for all students?

\textbf{Issue VI}

"While much ancient history, chronology, geography, and mythology was doubtless taught in connection with the classical study of the Latin grammar school, no social science as such was studied in America until the beginning of the academy movement."\textsuperscript{6} Since the Latin grammar school curriculum was primarily oriented for the scholar who was college bound, or for religious purposes, the social sciences,

\textsuperscript{4}Gilchrist, Dutton, and Wrinkle, \textit{op. cit.}, p. 330.
\textsuperscript{5}Alberty, \textit{op. cit.}, pp. 340-367.
\textsuperscript{6}Inglis, \textit{op. cit.}, p. 534.
as indicated above played a small part in the secondary school. Bos- sing shows this quite well with an example of the early day Latin grammar school curriculum:

1st class: Cheever's Accidence
        Corderiu's Colloquies—Latin and English
        Nomenclature
        Aesop's Fables—Latin and English
        Ward's Latin Grammar, or Entropius

2nd class: Clark's Introduction—Latin and English
        Ward's Latin Grammar
        Entropius continued
        Selectae e Terti Tistanto Historiae, or
        Castilio's Dialogues
        The making of Latin, from Garretson's
        Exercises

3rd class: Caesar's Commentaries
        Tully's Epistles, or Offices
        Ovid's Metamorphoses
        Virgil
        Greek Grammar
        The making of Latin, from King's History of
        the Heathen Gods

4th class: Virgil continued—Tully's Orations
        Greek Testament—Horace
        Homer—Gradus ad Parnassum

With the increasing demand for more practical subjects in the curriculum, the Latin grammar school declined; and to take its place, the Academy became the more popular school in the latter part of the eighteenth century and early part of the nineteenth century. Many different subjects were offered in the academies⁸ and even though they tended to have a college preparatory curriculum, history had attained a permanent position in the program.

As free public secondary schools developed in the United States, during and following the academy movement, the place of history


continued to develop. Even after the Committee of Ten on Secondary School Studies, 1893, established the Committee of Seven for the study of history in the schools, and the Committee of Five for the study of history in secondary schools, the social sciences excluding history received very little attention.

In the early part of the twentieth century there was an increase in interest in geography, civics and economics. After the American Historical Association published several books on its investigation of the social studies, renewed interest in many of the social sciences was soon evidenced. Typical offerings found in the social studies curriculum across the United States in the later 1930's up until the present time are these:

Seventh Grade
1. United States History
2. Geography

Eighth Grade
1. United States History
2. Geography

Ninth Grade
1. Civics
2. Geography

Tenth Grade
1. World History

Eleventh Grade
1. United States History

Twelfth Grade
1. Modern Problems
2. Civics or Government
3. United States History

In a majority of schools, American history, has been a requirement for all students for the past four or five decades. At the

present time American history is usually offered at least once in the junior high school and is almost universally required in the eleventh grade in the senior high school. Civics or American government is another course that is almost universally required in the ninth grade in the junior high school and is generally required in the senior high schools. Geography, American government, problems of democracy, and world history are courses that are found in many schools, but they are generally elective courses unless required by a local or district board of education.

Since a majority of the school systems in the United States are operating on the basis of so many units for graduation or Carnegie Units, most children will have to take one or two units of social studies in order to graduate from high school. Many school boards have set up minimums of two social studies units as requirements. In some cases, students are advised to take one or two units of social studies in order to meet college requirements, or at best, to help them prepare themselves for College Board Examinations.

Each state and/or school board of a district or local nature has the right to require any subjects that the people want. So, in some states, such as Texas and Pennsylvania, all students must take the history of these respective states. In some local areas, such as Denver, Colorado, Colorado history is a city requirement for all students. Ninth grade civics is a district requirement for all students in the Boulder Valley School District, Colorado.

Besides the above mentioned more common offerings in the social studies, many more courses are now becoming more popular, but
are offered primarily on an elective basis. Most of these courses are found in the senior high school curriculums: Russian history, Far Eastern history, Latin American history, sociology, economics, and world geography, current world affairs and world or American problems.

All educators seem to see the need for the inclusion of the social studies in the curriculum of the secondary schools, but very few would require any one social studies subject as a requirement for all. The tendency of many secondary school writers is to feel that a basic "core" of the curriculum should be "based upon the common needs, problems, and interests of adolescents selected from established problem areas."10 This would, in itself, lead all students into a study of the social studies; though individual subject courses would not be required, but would be offered on an elective basis.

Only one educator states outright that "three or four years of social studies--including two years of history (one of which should be American history) and a senior course in American problems or American government"11 should be required. Many educational critics would agree with the above because they have always included history on their lists of the "basic fundamentals" that they would want taught to all. Rickover, Smith, Bestor and Lynd are typical of this group that would require certain social studies subjects in the curriculum.

With social studies as their primary interest area, the social studies textbook authors should offer us some interesting statistics.

10Alberty, op. cit., p. 177.
11Conant, op. cit., p. 47.
on this problem of requiring or not requiring social studies subjects by all.

The next chapter will deal with issues VII and VIII.
CHAPTER VI
BACKGROUND FOR ISSUES VII AND VIII

With a different emphasis, this issue is actually a continuation of the preceding discussion on the social studies' being or not being required. Issue VII states:

Should the social studies program consist of different courses for students of differing abilities, or should the program be the same for all students?

The social studies curriculum was outlined in the preceding chapter, and as one can tell, the offerings are generally the same for requirements and electives across the country.

**Issue VII**

An important part of this issue, then, is to define what is meant by the use of the word "same." For example, the most notable social studies course that is required in this country is American history, and the title "American history" means the same course whether it is offered in one part of the country or another. The word "same," however, loses its connotation when we look at how the course is taught and what textbook is used. It would be practically impossible for the course to be taught in exactly the "same" way by several teachers across the country. This discussion will be at the level of "sameness" in course titles alone.

The preceding chapter pointed out that most social studies curriculums are the same across the country; therefore, requirements
in American history and civics are to be expected. Electives of geography, world history, economics, etc., are fairly universal. Most authors of secondary texts have, perhaps grudgingly, admitted that the same courses in the social studies have been available as listed for many years.

These secondary education authors, however, have taken the position that the social studies should be part of a general education in a core setting. Any specific social studies course could then be offered in the special interest part of the curriculum as an elective subject.

Even though most of the secondary education texts deal with specific chapters on the differing abilities of students, there are not many concrete proposals for homogenous grouping by classes or subjects. Most secondary education texts point out the many ways that different school systems are approaching this problem, but they invariably avoid taking their own stand with this reaction: "Research does not yet give us enough guidance on this question of grouping."¹

Other secondary education writers admit freely the problem of ability differences, but follow through with the ideas that the core or common learning program does indeed meet these differences. The following excerpt on the gifted child points out this rather predominant attitude:

Heterogenous grouping, particularly in core classes, helps gifted students realize that they are not gifted in everything.

Students who are gifted academically may find that poorer students are more effective democratic leaders. The gifted sometimes find that others are more able to accept and discharge social responsibilities which develop in groups concerned with living and working together for the common good.2

Ability grouping is not a new concept. "Detroit was one of the large cities which introduced ability grouping as early as 1919."3 Many other communities have tried different types of grouping, and many educators have put forth different plans for the grouping of children by classes and subjects for several decades.

Since 1950, amidst all of the school critics charges, more proposals have been made for some type of grouping. James B. Conant and Paul Woodring, to mention two, have devoted part of their writing to this problem in their books.

Conant has stated, "In the required subjects and those elected by students with a wide range of ability, the students should be grouped according to ability, subject by subject."4 Conant can see how subjects such as American history could have three groupings:

"... one for the more able in the subject, another for the large group whose ability is about average, and another for the very slow readers who should be handled by special teachers."5

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2Margaret Willis, and Herbert Coon, "Learning in a Core-Centered Program," ed. Samuel Everett, Programs for the Gifted, p. 187.


4Conant, op. cit., p. 49.

5Conant, loc. cit.
After discussing his ideas for an ungraded primary school, Paul Woodring shows us his ideas about grouping in the secondary schools:

All children in the high school grades—7, 8, 9, and 10—will have some experiences in common, each grade will be grouped together in a home room for social purposes and for those academic activities which do not make rigorous demands on intellectual capacity. But when they study mathematics, science, history, or literature, they will be regrouped for each such subject on the basis of demonstrated ability in that particular subject. 6

Woodring would also have the students grouped into at least three sections per subject.

Many school systems have followed the lead of the professional educators and critics in trying to do something about the differing abilities of children. Many reports have been issued about experiments with grouping. One report on San Angelo, Texas, 7 provides us with some data on the three rail system. A recent book 8 provides us with data on different programs for the gifted. Some school systems have moved slowly in grouping students. Boulder, Colorado, for example, has just recently started to group some interested seniors into academic seminars. The Denver, Colorado, public school system has for a number of years used thirteen different groupings in some of the junior high schools. Other schools are just grouping the

6 Paul Woodring, A Fourth of a Nation, p. 149.
8 Samuel Everett, ed., Programs for the Gifted, pp. 119-268.
gifted or the slow, while many school systems are waiting for more adequate research to appear on the problem.

Among the more notable groupings is the Advanced Placement Program which has been installed in many schools. In this program, only selected gifted youngsters take college freshman classes in high schools in different subjects during their junior and senior years. If the students can pass a rather stringent exam with a high score, they will, in many cases, receive college credit for their work.

In school systems where the Advanced Placement Program is functioning satisfactorily, the social studies programs can now offer regular American history to all of the children—and perhaps these are grouped by ability—and college American history to the very gifted youngsters. In Denver, Colorado, the school system has already established not only American history, but a course in Western Civilization. Both history courses are closely coordinated by the history and social studies education departments at the University of Colorado.

It should be interesting to see whether some of the later authors of social studies texts have taken any of these experiments into consideration, or whether they have ideas of their own on the differing abilities of students who take social studies courses.

The next section of this chapter will deal with Issue VIII. Moving away from issues that have been of a more curricular nature we find that Issue VIII deals with citizenship.

Should the social studies program assume major responsibility for citizenship training or should the program perform a unique
function in citizenship training but not assume the major responsi-
sibility for such training?

**Issue VIII**

There is no general consensus among the authors of general
secondary texts as to the role the social studies should play in
citizenship training. One text notifies us: "The implications for
citizenship education, the main goal of the social studies program,
are many."\(^8\) Another source includes this statement about the social
studies in its relation to citizen training. "Of the general ob-
jectives of secondary education, the social studies contribute mainly
to citizenship and worthy use of leisure."\(^9\) And finally we are told,
"Today, curriculum patterns for citizenship focus on the social
studies and tend toward a grade-level sequence that is more or less
consistent throughout the country."\(^10\)

Other secondary education texts take an opposing stand in
discussing the social studies role in the training of citizens in the
schools. Harold Hand says: "Whatever his field of specialization,
every high school teacher should be interested in improving the teach-
ing of citizenship in his school."\(^11\) A new text in supervision in
secondary schools has this to offer:

Together with an increase in the number of high school stud-
ents and a greater variety in the student population, there has

\(^8\)Gilchrist, Dutton, and Wrinkle, *op. cit.*, p. 166.

\(^9\)Rudyard K. Bent and Henry H. Kronenberg, *Principles of
Secondary Education*, p. 286.

\(^10\)Franklin Patterson, *High Schools for a Free Society*, p. 37.

pp. 279-280.
been a change in the functions of secondary education and the types of services offered by it. Preparation for college is no longer the high school's primary objective; preparation for citizenship has come to be of first importance.\textsuperscript{12}

Even school critic Bestor takes this stand along with some of these secondary school educators:

Throughout history these intellectual disciplines have rightly been considered fundamental in education for practical life and for citizenship, as well as in training for the professions . . . . The responsibilities of the citizen, too, have grown more exacting year by year. Intelligent citizenship does not mean merely a simple faith in American democracy. It calls for a thorough knowledge of political principles and institutions, of history, and of economics. It demands a clear understanding of the various sciences, for the voter must help decide public policy on such intricate matters as the development and control of atom energy. Above all, intelligent citizenship requires an ability to read, to understand, and to test the logic of arguments far more complicated than any hitherto addressed to the public at large.\textsuperscript{13}

We can analyze the writings of several of the critics of the public schools and professional secondary education authors, and we will find that they seem to fall into one of the two above categories already cited: those who agree that the social studies program is of primary importance for citizenship training and those who feel that citizenship training is the job of all areas of the school. Probably more of the texts feel that the job of citizenship training is one of the important functions of the schools, and even though all teachers should be aware of their responsibilities and the implications of their area toward this training, the social studies courses lend


\textsuperscript{13}Bestor, The Restoration of Learning, pp. 27-28.
themselves to a more exacting job of citizenship training by the very nature of their related disciplines.

In looking at the problem historically, and particularly since the end of the nineteenth century, we find that the Committee of Ten of the National Education Association proposed courses in American history and civics. This committee wanted the high schools to teach about the underlying principles of our government and voting. In 1918 another commission reported on the Cardinal Principles of Secondary Education. Civic training was seen as one of the most fundamental characteristics of secondary school education under the sub-title of "Citizenship." From the 1920's onward there were other reports, but the main theme still was the basic civic education that was stated in the Cardinal Principles. Even the Ten Imperative Needs of Youth stated in 1914:

All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and union.\(^{11}\)

Patterson makes the following statement:

In the 1910's data from psychology and anthropology led a number of educators to be concerned about a potent factor in citizenship: personality. The quality of citizenship in an individual it appeared, was directly related to his emotional development . . . . It therefore became the school's task, along with the home and the church, to understand civic education with attention to emotional maturity and personality development. Thus a new aspect of purpose was added to civic education.\(^{15}\)

\(^{11}\) Douglass, op. cit., p. 162.
\(^{15}\) Patterson, op. cit., p. 21.
For Patterson in the 1950's there was a definite trend to spell out purposes in civic education in "terms of specific behavior." More illustrations were given by many committees when they made out lengthened behavior lists. A report in Patterson's Education for Citizenship, shows this approach quite well:

I. A progressive approach toward that balance and maturity of individuality which is required for constructive participation in democratic society.

II. An adequate understanding of, and a wholehearted allegiance to the democratic way of life.

IV. An appreciation of the rights, privileges, and protections which political democracy insures, and a deep sense of personal responsibility for making them available to all, without unjust discrimination.

X. The earnest desire to develop and maintain intergroup understanding, respect, and good will.

The White House Conference on Education in 1955 added more items for consideration of the schools in citizenship training. Only a few of the items are quoted here:

2. Appreciation for our domestic heritage.
3. Civic rights and responsibilities and knowledge of American institutions.
4. Respect and appreciations for human values and for the benefits of others.
7. Social competency as a contributing member of his family and community.

One noticeable factor in the development of citizenship training in this country is the steadily increasing dependability

16 Ibid., p. 22.
17 Ibid., pp. 22-23.
18 Report prepared by the White House Conference on Education in 1955, as quoted by French, op. cit., pp. 187-188.
on the word "democracy." Many of the lists that have been presented above use the term throughout. This is also noticeable in the current texts about secondary education. Taking their cue from Democracy and Education,19 many of these texts are now structured on the basis of democratic citizenship in the school. Typical of this approach is the following quotation:

In order to preserve itself, a society must be an integrated organic whole. Democracy depends for its very continuance upon a citizenry that holds common ideals and values and that recognizes common responsibilities and obligations. The high school as an institution established by society is in part responsible for the transmission of this social inheritance and wholly responsible for the transmission of this social inheritance and wholly responsible for its re-enforcement.20

Douglass, writing in 1952, states the following: "Naturally the social studies afford the best opportunity for certain types of training for citizenship, particularly training for information, concepts, and understandings."21 He also reports that there is a definite trend in the social studies curriculum of offering courses such as problems of democracy. At the present time this trend seems to be fairly well established in the Mid-West, and is very slowly gaining ground in other sections of the country.

One of the reasons that the course is only appearing slowly in different sections of the country outside of the mid-West is the teacher preparation involved. In a course such as problems of democracy, there is a very decided emphasis on the social science subjects such as political science, sociology, economics, and social psychology. There is usually a very limited amount of work offered in history and geography. With most of the social science teachers' being fairly well grounded in history, political science, and geography, the added preparation in economics, sociology and social psychology is not usually found. It is difficult, then, for school systems to set up this course in their curriculums because of the teacher preparation.

The problems of democracy textbooks usually have beginning chapters which involve elements of citizenship. The chapters are mainly concerned with American government and the Constitution. The teacher can normally spend from six to eight weeks on governmental types of units on citizenship.

The middle chapters are concerned with units of work on management and labor relations. Here the realm of economics and sociology appear in the treatment of societal problems. The later chapters generally deal with units of work on marriage and the family. This section deals primarily with sociology. Sociology and social psychology are the main social science disciplines used in the last chapters which normally cover criminology and health education. With this constant inter-relationship of several social science disciplines included in one course, the training in citizenship is more inclusive than in any other course offered in the social studies.
With so many of the problems of living in a democracy and practicing citizenship bound to the content of the social sciences, the schools, it would seem, are going to have to look more and more to the social studies specialist for interpretations of this content and its relationship to citizenship.

The analysis of the social studies texts should prove rather interesting, not only from the point of view of the issues, but from the point of view as interpreters of the so-called goal of democratic citizenship which has become a by-word for most educators.

The next chapter will explain the background for the ninth and tenth issues.
CHAPTER VII
THE BACKGROUND FOR ISSUES IX AND X

This issue has important ramifications for the social studies teacher because of the content he handles.

Should the social studies program attempt to perpetuate the existing cultural heritage, or should the program be used as an instrument to build a new social order?

Issue IX

Throughout history this issue has been of major concern in many countries as rulers, the people, and school authorities have debated on how to use the schools. The power of an educational program was clearly understood by Aristotle as Bertrand Russell points out:

"In an ironically Machiavellian tone, Aristotle explains what a tyrant must do to retain power . . . . He must prohibit common meals, clubs, and any education likely to produce hostile sentiment."¹

There are innumerable reasons why the schools have become important in many societies. In Russia this importance was manifested in the following manner:

The educational reforms of the thirties, intended first to serve the needs of a society in process of rapid industrialism, also created a channel through which future Soviet citizens were indoctrinated in a conception of state service and total dedication to its demands.²

Another reason why the schools in a society are important is that the students are at an impressionable age and the way they

¹Bertrand Russell, A History of Western Philosophy, p. 191.
are taught and what they are taught can certainly have a definite im­pression on their actions and thoughts as these youngsters reach ma­turity. Highet expresses it well in the following statement: "Yet people are easily influenced for good or evil, particularly when they are young or when their teacher speaks with authority."

Since the content of the social studies easily leads to a teacher's interpretation of this society, the public throughout the years has been increasingly concerned with the interpretation of American history and government. In 1931 the final draft of the Conclusions and Recommendations of the Committee of the Commission on the Social Studies was published and this document reflected the concern of educators about the teaching of our society. Pages ten to nineteen of this report rather specifically point out the role of the social studies relative to our American cultural heritage. At one place in the report we read in the following:

To ignore the historical tradition and usages which have contributed, and still contribute, to this unity is to be­tray a smug and provincial disregard of basic elements in American life . . . . Such is the long-run of social de­velopment in general, and of American life in particular, which must form the background for any educational program designed to prepare either children or adults for their coming trials, opportunities, and responsibilities.

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3Gilbert Hight, The Art of Teaching, p. 249.


5Ibid., p. 19.
Charles Beard in his *A Charter for the Social Sciences*⁶ implied that as the nation went through changes, these changes should be understood from a study of the history and political actions of the United States, and that intelligent actions could be taken by the voters based on their understanding in perpetuating our democracy.

Supporting the position of those who would perpetuate our existing cultural heritage is Woodring:

An education which prepares for change, but does not itself lead the way, is the only education consonant with the American philosophy. Our founding fathers, in setting forth the principles of our government, made a decision of utmost importance for education, even though the schools were not mentioned in either the Declaration of Independence or the Constitution. These men committed us to the principle that the powers of the state must stop short of telling a man what he must think or what he must believe. The public schools, as an arm of the state, are bound by this commitment.⁷

During the 1950's, however, there were some sharp warnings from the critics that we were not teaching our cultural heritage, and indeed, we were teaching about basic changes far away and beyond the intent of the majority of the people of this nation.⁸ One of the severest critics, Root states the following:

In the textbooks mentioned above American history texts, patriotism and genuine nationalism are seldom if at all mentioned except as they are linked with the excesses of the

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⁷Woodring, *op. cit.*, p. 121.

⁸See Chapter I, pp. 8-15.
extremist. This treatment is neither true nor fair; it leads . . . to the inculcation of "the attitude that we should abandon love of country and patriotic ideals, as being identified with this evil thing called nationalism." 9

Root continues to criticize certain movements in educational philosophy when he discusses the following:

This movement and its sponsors hold that the schools should participate actively in building a new social order along these collectivist lines, that this activity should be carried on either through processes of guided group study and discussion and uncoerced persuasion within the classroom, and that the schools, through both the content and methods of instruction, should prepare and condition the child for participation in that new social order. 10

Mortimer Smith even posed this question concerning the activities of some educators:

Do they [colleges and universities] actually want American public schools staffed by persons who think the teacher is engaged in a perpetual class struggle, who look upon education not as a means of improving the individual but as indoctrination for a new social order, and who believe that selected and slanted teaching of subject matter is a decent or legitimate device? 11

There is no doubt that educators, and philosophers, have questioned whether education should be used as a force in changing the social order of a country. During the 1930's this country saw a publication question the role of the schools in our own society. Count's book posed the question, Dare the Schools Build a New Social

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9Edward Merrill Root, Brainwashing in the High Schools, p. 20.
10Ibid., p. 24.
11Smith, The Diminished Mind, op. cit., p. 73.
A small group of university professors, primarily, dedicated themselves to the possibilities of this question and proposed that the teachers should be the leaders in a movement that would reconstruct the social order. The social changes would really be determined by educators for the country, and the schools would be used to disperse information pertaining to these changes.

The reconstructionist movement was never as popular as was the move toward pragmatism in the educational world, but the reconstructionists have their adherents who still feel that their position is the correct one. Theodore Brameld, in many of his books, examines the reconstructionist position and one of his propositions outlines his stand:

The central theme is that education can and should dedicate itself centrally to the task of reconstructing a culture which left unreconstructed, will almost certainly collapse of its own frustrations and conflicts.\(^1^3\)

Another position comes to light about the national heritage in this quote from Brameld:

... Indeed, the reconstructionist is convinced that already there is a growing consensus of agreement about their most basic characteristics ... It should be a world in which national sovereignty is utterly subordinated to international authority.\(^1^4\)

Other authors have also written on the role of the school in a period of transition, and have concluded that the schools must take the lead in directing social changes:

Therefore, it is clear that, in a period of social transition, when the standards are undergoing reconstruction, the educational

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\(^1^2\)George Counts, Dare the Schools Build a New Social Order?

\(^1^3\)Theodore Brameld, Ends and Means in Education, p. ix.

\(^1^4\)Ibid., p. 15.
program must be extended into the community so as to help create the social patterns necessary to sustain the new personalities.  

Another view of the treatment of the cultural heritage is provided by these same authors:

The mere passing on of the cultural heritage and the mere development of specialized competence, however necessary and desirable these may be, are inadequate purposes of education in an age when the fundamental beliefs and institutions of Western society are disintegrating and the transformation of both man and society is an inescapable condition of intellectual and moral survival. To the extent, therefore, that these criteria are used solely in the interest of these objectives—to the degree that they help to maintain the curriculum as it is or to facilitate changes that disregard fundamental social needs—they are to be seriously questioned if not actually rejected.

The question of the school's role on issues of changes within our society will certainly be pursued over the coming years. With a national awareness of infiltration by subversive groups representing the communist-dominated countries, the schools will probably be continually watched by the "guardians of the nation" for any deviation in interpretation of our cultural and social heritage. On the other hand, there will probably be attempts by teachers to point out the changes that this nation has undergone in its history. With this setting in mind, Paul Woodring has posed at least three propositions that must be considered by educators when thinking or writing about this subject:

1. The schools can resist all change, preserve the taboos and conventions, and try to educate in such a way that children will oppose all that is new.


16 Ibid., pp. 288-289.
2. They can recognize change as normal and, indeed, inevitable and yet teach that a change may be either good or bad in relation to some preestablished set of values. They can prepare for desirable change by giving children a firm grounding in those things which, while least likely to change themselves, are necessary in preparation for change.

3. The educators can make their own decisions as to what is good and then use the school as an instrument for establishing the new social order.17

Whether, in this country, the social studies "experts" are advocating a perpetuation of our existing cultural heritage or advocating a program for social change can only be revealed by the analysis of the different social studies texts. The writer's analysis should be able to point out the positions taken by these authors in the analysis of this issue.

The next section of this chapter will deal with the material for Issue X and is the last issue to be considered. This issue deals with the training of social studies teachers and is stated below:

Should the training program for teachers in the social studies emphasize knowledge of content and scholarliness, or should the program emphasize methodology and the well-rounded personality?

**Issue X**

This issue has not only been of concern to the field of the social studies, but to all of the fields established for teaching of subjects in the secondary schools in the United States. Harold L. Clapp has taken the position that the knowledge of subject matter has been limited in teacher training institutions. Clapp states:

More often, "Education" interferes with the real education in ways less direct. For one thing, no dyed-in-the-wool

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Educationist really seems to believe that knowledge of a subject has much to do with teaching that subject. Subject-matter requirements for teachers are pitifully inadequate, and cannot well be otherwise. There is much too little time to study the subject one is to teach when so much time is taken up by courses in how to teach, and so, all too often, a makeshift program of college courses is built around the required "professional" courses. Moreover, most certifying boards, composed of or influenced by Educationists, demand that subject-matter study be divided among two or three fields. They feel, apparently, that it is safer to have teachers poorly trained to teach two or three unrelated things than to have them well trained to teach one thing.

Mortimer Smith gives us two examples of the attitude of the critic toward the training of teachers in content and methodology:

Preoccupation with methodology and pedagogical gadgetry is certainly not useless. Probably Stephen Leacock was close to the truth of the matter when he described education as consisting of "10 per cent solid value and 90 per cent mixed humbug and wind." A knowledge of the history of education, of the psychology of learning and growth, and some hours in practice teaching are important in the training of all teachers, but those responsible for teacher training are not content with anything so modest in the way of professional preparation. Smith continues his attack on professional educational training by relating the following:

A few years ago in Gross Pointe, Michigan . . . . a list was drawn up stating the qualifications for teachers. With the typical educator's passion for precise categories, ten qualifications were named including interest in teaching, proficiency and skill in techniques, attractive personal qualities, willingness to experiment with new procedures, knowledge of modern trends in education and so on. Notably absent from the list was knowledge of the subject or subjects to be taught. 18 I can myself recall an occasion when I engaged in fruitless argument with an educator about whether a "well-rounded personality" was more important in a history teacher than a knowledge of history. 19

19Mortimer Smith, The Diminished Mind, p. 86.
20Smith, And Madly Teach, op. cit. p. 71
The above criticisms of teacher training are representative of the many critics who have a more conservative viewpoint of education and the training of teachers. These views on teacher training are not actually unusual when we look at the historical development of teacher training.

Historically in the United States, anyone could become a teacher of elementary children regardless of a background in teacher training or subject matter. Since there was not a tradition established for public secondary school education until late in the nineteenth century, there was very little regard for the qualifications of a teacher. Normal schools usually handled the teacher training program for teachers of the elementary schools.

With the rise of the public secondary school movement in the nineteenth century, there was a definite need for a change in the pattern of teacher training. Many normal schools were transformed into secondary school teacher training institutions or teachers' colleges. But, with the advent of accrediting associations, the normal schools were forced to raise their standards considerably. Edwards and Richey point out that normal schools were obliged to take five major steps in order to become teachers colleges:

(1) to raise their entrance requirements, (2) to lengthen and enrich their curricula, (3) to obtain the right to grant degrees, (4) to gain the recognition of universities and colleges, and (5) to render a service not provided by the traditional liberal-arts college.

Since the standards of the early accrediting associations were not too high, secondary teachers in the traditional high schools came

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from primarily two principal sources: the liberal arts colleges and the normal schools. "... one was likely to find that liberal arts college graduate ... strong in content and weak in methodology and child psychology, and the normal school product strong on techniques but weak in content."22

Since the early traditional high school was departmentalized, mastery of subject matter was most important as the teachers knew their subjects well and they taught these subjects for mastery. This procedure, though modified to some extent, is what one finds in the secondary schools today. It is not unusual then for some critics to want teacher training primarily concentrated within the content branches in the universities. The idea that a teacher should be a scholar within a discipline has deep roots in our academic training.

As the popularity of the public secondary school movement spread across the country, more states developed compulsory attendance laws. By 1918 all forty-eight states had some provisions for compulsory education ranging from ages six to eighteen. A majority of the states set their leaving age at sixteen. These requirements, along with child labor laws, were designed to keep more children in schools, and this had a profound effect upon teacher training. More institutions were needed, plus the fact that older institutions were forced to expand their programs in education to provide an adequate supply of competent teachers.

While these changes were going on, there were new developments in the thinking of educators concerning more effective ways of

22French, op. cit., p. 106.
teaching children. This paper has pointed out these newer developments in the psychology of learning and philosophy, however, did affect the curriculums of many teacher training institutions. More time was given to methodology and techniques of teaching than ever before. More courses in education were required, and in some teacher training institutions, education course content equalled subject matter content.

There were many educators, then and now, who stressed knowledge of teaching methods and techniques as against knowledge of subject matter. One recent statement by an educator points out this debate: "If anything, the current requirements in professional teacher preparation and certification are far too weak." 23

Many educators, however, point out that most teacher training institutions seem to have adequate time for professional preparation. Within this time allowed to professional preparation often comes the emphasis on the need for the teacher to possess a well-rounded personality, as demonstrated in the extreme view of one side of the issue.

To more adequately spell out what is meant by the well-rounded personality, one might go to a dozen books published on secondary education and find listed the characteristics of a good teacher in which the aspects of personality appear. This writer has picked just two lists at random to provide this sampling. Lee picks these twelve categories for reference to good teaching:

1. Personal appearance
2. Poise

23 Scott, Hill, and Burns, op. cit., p. 118.
3. Tact
4. Cheerfulness
5. Initiative and enthusiasm
6. Professional spirit
7. Alertness and adaptability
8. Self-control
9. Cooperativeness
10. Consideration
11. Dependability
12. Discretion

Perdew also gives us twelve characteristics of the good teacher:

1. Kindliness and consideration for the individual
2. Cooperative, democratic attitude
3. Patience
4. Interest in pupils' problems
5. Unusual proficiency in teaching a particular subject
6. Wide interests
7. Firmness and impartiality
8. Sense of humor
9. Use of recognition and praise
10. Flexibility
11. Good disposition and consistent behavior
12. Pleasing personal appearance and manner

One can only notice in reading the above lists the lack of mention of the words knowledge and scholarliness. The second list does imply knowledge in item number five, but the emphasis is certainly on technique, not content. This stress on teacher personality, however, is part of the emphasis given in many of the secondary education books. With a change in the outlook on teaching and the almost universal acceptance by secondary educators of democratic values, the older prototype teacher must disappear forever, and a "human being" is now found in our classrooms.

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25Perdew, op. cit., p. 337.
As we examine the two extreme positions offered in this last major issue concerning the teaching of the social studies, we need to know the present status of teacher training programs. What proportion of the programs is devoted to professional courses and what proportion is given over to subject matter?

As accrediting associations became stronger in the United States, they were able to require certain minimum standards for all states within their provinces. The North Central Association of Colleges and Secondary Schools is perhaps the strongest leader of the six accrediting associations in the United States. Their standards, at the present time, demand a minimum of eighteen semester hours in course work in the field of professional education. Usually the teacher training institution has somewhat higher requirements than this, but normally the teacher training institutions do not devote more than a sixth of the student's time to professional education courses during a secondary education student's four year program for a bachelor's degree.

In looking over the professional education requirements of the fifty states, we find that twenty-four states require a minimum of eighteen hours in education; eleven require twenty hours in education; one requires twenty-one hours in education; two require twenty-two hours in education, and four require twenty-four hours in education.

Only eight states have lower requirements than the minimum of eighteen hours or more than is required by the majority of the states.27

The requirements for secondary school subject matter preparation, as determined by the accrediting associations and the states, is quite low. The North Central Association will be used again as an example, because their requirements are the highest of all of the accrediting associations. At the present time, the minimum preparation demanded of graduates of a teacher training institution is eighteen credit hours within a teaching field of specialization with five hours as the minimum for teaching a specific subject.28 Most teacher training institutions again have a much higher minimum requirement for graduation. Usually a student will major in a specific subject with twenty-four to thirty hours as the minimum requirement in the field. A student, in many institutions, can also take a distributed major in a particular teaching field with the hours totaling forty to sixty hours as the minimum requirement. All of these requirements are usually met after the student has had a two year preparation in a general or liberal arts education.

All of the states have a bachelor's or master's degree as the requirement for teaching in the secondary schools. Many of the states have minimum standards for teaching in specialized areas. These minimum hours run from twelve to forty-eight hours. Most states expect a

27Mrs. Robert C. Woellner and M. Aurilla Wood, Requirements for Certification, pp. 1-13h.

28N. C. A., op. cit., p. 16.
distributed major preparation of from twenty-four to forty-eight hours
or a major/minor preparation of from twenty to thirty hours in the
major field and twelve to eighteen hours in a minor preparation. A
majority of the states have higher minimum requirements than the ac-
crediting associations.

With this background for the issue established, the writer
will now turn to an evaluation of the social studies methods books in
the next two chapters.
CHAPTER VIII

ANALYSIS OF THE MODERN SOCIAL STUDIES TEXTBOOKS
1915-1960

The writer has presented ten issues in the preceding chapters which both he and a panel of jurors believe to be among the most important in the teaching of the social studies at the present time.

This chapter will contain the analysis of the eight more modern social studies textbooks published or revised during the period, 1915 to 1960. All of the ten issues will be used as the basis of analysis. The examination of these newer texts should determine whether there is any relevant material included in these texts about the ten issues, where material is found, and whether the authors take any particular position in relation to that specific issue.

Methods of Analysis of Modern Textbooks

Each issue will be listed individually in the same order as found in the preceding chapters. Following the statement of the issue, the writer will quote from the more modern social studies texts listed in order in Chapter II those sentences or paragraphs that deal directly with or relate to the issue. Only those statements that show the author's position or his recognition of the issue will be used. If the author should use another source to give an example of a position or to show recognition of the issue, that other source will not be used or included unless this writer feels that the description implies acceptance or rejection of that particular position. The same applies to the recognition of the issue. If the author only should
use another source to recognize the existence of the issue, the source will be included.

Since the issues have been stated by the use of dichotomized questions, the writer will analyze each book in the following manner. After the issue has been stated, the name of the book to be analyzed will be given. Then the analysis will provide direct quotes from each book and divide these quotes, when need be, into three different positions. For example Issue I states:

Should the social studies program be subject-centered with the curriculum constructed around logically organized disciplines, or should the program be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines?

If the author of the analyzed textbook agrees with what this writer sees as Position I of the issue, the quotations from that author's book will be put under Position I, and the form for this will be:

Position I

The social studies program should be subject-centered with the curriculum constructed around logically organized disciplines.

Position II will take the other side of the dichotomized question, and all of the author's quotes that agree with this position will be found under the following form:

Position II

The program should be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines.

The writer will put all of the quotes from any of the authors under Position III if those quotes recognize that the issue does exist. These authors might, at this point, describe the issue, showing its significance and relevance without ever taking a position one way or
the other about the issue. The form for this position would be:

Position III

The author recognizes the issue without taking a position.

Analysis of Modern Textbooks

The first issue to be analyzed is repeated here, as will all issues be repeated, for the reader's convenience.

ISSUE I

Should the social studies program be subject-centered with the curriculum constructed around logically organized disciplines, or should the program be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines?

The first textbook to be analyzed is:

Teaching the Social Studies in Secondary Schools
Arthur C. Bining and David H. Bining

Position I

The social studies program should be subject-centered with the curriculum constructed around logically organized disciplines.

The place that civics holds in the curriculum of the secondary school today is an important one.¹

Much progress has been made in recent years in working out adequate courses of study in high school sociology.²

If economics is the "science which deals with the social system of wealth," the value of its study can readily be perceived, since so many of our public problems are economic in character.³

The chief aim of sociology in the secondary school should be to develop in pupils the conviction that social phenomena are natural phenomena and therefore should be studied in a scientific way.⁴

Problems of Democracy. The aims for this subject should include an understanding by the pupil of outstanding present-day problems—social, economic, and political—in order that he may discover why these problems exist and consider means for solving them. 5

Plans to discard history have been frowned upon and, when put into practice, severely criticized. This seems rightly so, for pupils should be made aware of the struggles of their nation to grow and improve. That is part of the teaching of democracy. The same may be said of world history. How can a person today be a good citizen without a knowledge of the other peoples of the world? 6

Position II

The program should be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines.

Many attempts have been made to solve the problem of such duplication of material in the various social studies. The most advanced of these is the introduction of fusion courses that include functional material selected from many of the fields of the social studies and fused into natural units. 7

A well-integrated program of social studies in the schools, in coordination with other subjects, is essential in order to provide an efficient basis for training boys and girls to become effective citizens. 8

The demands of the various subjects have made it difficult to introduce any type of core course in the senior high school. 9

Position III

The author recognizes the issue without taking a position.

History occupies a central place in the social-studies program of the secondary school of today. 10

The introduction and acceptance of the new social studies have resulted in the tendency to obliterate courses in ancient, medieval, and English history as separate courses and to incorporate these into a course in world history, with the emphasis especially on the modern period. 11

5-11Ibid., pp. 41, 183, 12, 24, 180, 9, 10.
The new civics, with its emphasis on American government, institutions, and social agencies of various types, found an important place in the curriculum of American schools. Political science, as such, is taught in a number of secondary schools today, and when it is offered, it is generally in the senior high school.12

Economics as a separate course is largely an elective subject and is usually offered in the twelfth grade, although frequently it is given in the eleventh, tenth, or ninth grade.13

Educating Citizens for Democracy
Richard E. Gross and Leslie D. Zeleny

Position I

The social studies program should be subject-centered with the curriculum constructed around logically organized disciplines.

The needs of youth and of society can be satisfied in considerable part through the study of world history.14

Our American history courses should definitely be taught to help students gain the basic sense of historical development.15

This overwhelming need of our society can be partially met in the social studies curriculum by instruction in the theory and practice of our democratic way of life . . . . The study of one of these facets, political democracy, is emphasized within the civics course in the social studies curriculum.16

Education for economic competence is vital in our present-day society.17

A prime need in our times is understanding in the area of international relations . . . . Instruction in international relations usually occurs within the several standard courses, rather than in a separate course.18

Position II

The program should be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines?

12-13 Ibid., pp. 11, 17.

To elaborate, the social studies curriculum and the teacher represent society and its expectations of youth. Youth come to the teacher with expectations too—seeking satisfaction of varied needs. The problem of the teacher is to relate youth and the school program in such a way that youth find answers to their hopes and expectations in the curriculum and as a consequence react positively to the learning situation. In this way democratic society may become strengthened because youth will find that living the democratic way in the school is rewarding.19

The emphasis in this book, therefore, is upon the methods by which the aims of society—essential understandings, competencies, and ideals—are attained at the same time that the needs of youth are met. This does not mean that the school program is to be dominated by young people's shallow interests; nor does it entail the complete subordination of current issues and youth concerns to established patterns of subject matter or to teaching traditional content for the sake of that discipline. The high-school instructor in citizenship education has a far more important job than that of merely producing a young historian or a neophyte economist. He is, rather, helping fulfill the much broader general education function of the preparation of young citizens. This prime duty comes before specialized, vocational, and pre-professional training. His goal is first of all democratic man.20

This brief statement introduces an important theme of this book which is that the curriculum and youth must be so correlated that the needs of society and of youth become satisfied in one living process.21

It is given to help make clear that a proper understanding of American society requires not merely a study of all the parts but of each and every part in relation to each and every other part; this is a study of the wholeness of American society. The idea is that there can be no one single approach to the study of American Civilization. The approach is not historical, economic, political, or familial, but holistic. America has many parts and they are interrelated like a web! The implications of this fact are evidenced in the broadfield approach to the curriculum in the social studies emphasized in this book.22

Thus, certain concepts, should be taught which are uniquely geographic within the general social studies field.23

19-23 Ibid., pp. 4, 9, 12, 13, 87.
The typical high-school courses offering such instruction and an international viewpoint include world history, contemporary problems, and international relations. However, these emphases are frequently possible and proper in any social studies class.

Students with historical perspective will be the product of a curriculum which includes study of the world in broad-field courses such as geography, economics, sociology, and problems of democracy, in addition to formal history classes.

This chapter tells how such a general education social studies curriculum based especially upon anthropological and sociological concepts can be planned, organized, and implemented in the classroom.

The content—subject matter—used to develop an integrated, sequential, general education social studies course should be drawn from all the fields of the social sciences.

The complexity of today's society is so great that if the schools are to meet the social and personal needs of the individual a carefully integrated general education program in the social studies is essential.

Although many subject fields contribute to the core curriculum, it is upon the social studies that it most relies for content and direction.

The growth of the core curriculum has been much influenced by the social studies. Although the core curriculum takes its content and resources from many subject fields, quite irrespective of their internal logic and chronology, it has been much influenced in its growth, as has been indicated earlier, by the developing pattern of the social studies as they have emerged in modern education.

The social studies are one of the primary resources to which teachers turn in selecting subject matter for the developing core curriculum.

Designing a core curriculum makes demands upon teachers from many fields of knowledge, but especially upon the teacher of the social studies.

The core curriculum is a relative newcomer to the educational world. It is a way of organizing the school program to unify and integrate those learning experiences of students that meet many, if not most, of the needs which they have in common and that draw inspiration and content from a variety of subject-matter fields. Even more important, it seeks to provide for each individual an opportunity to gain problem-solving skills in many of those areas of personal, social, and economic life which he shares with the other members of his community, whether that community is the community of the school or of the larger world.\textsuperscript{33}

Position III

The authors recognize the issue without taking a position.

The social studies—the vital core of citizenship education—have largely marked time during recent years of tremendous social flux; in fact, the common pattern of curricular organization now in evidence was recommended by a national committee in 1916.\textsuperscript{34}

Most probably this subject—American history—will continue to be of central import in all social studies programs.\textsuperscript{35}

... and that American history now required in all states, is not being neglected despite the rapidly expanding social studies curriculum.\textsuperscript{36}

Much of the content of economics has been absorbed into the newer 'problems of democracy' classes.\textsuperscript{37}

As in the case of economics, much of the content has been taken over by the problems of democracy course.\textsuperscript{38}

\textit{Teaching High School Social Studies}

Maurice P. Hunt and Lawrence E. Metcalf

Position I

The social studies program should be subject-centered with the curriculum constructed around logically organized disciplines.

The authors have no references to support this position.

Position II

The program should be experience-centered with the curriculum constructed around logically organized disciplines.

\textsuperscript{33-38}Ibid., pp. 393-394, \textit{6}, \textit{66}, \textit{67}, \textit{68}, \textit{122}. 
It is now felt that the attempt to maintain separate fields of inquiry is sometimes artificial and a handicap to vital research. There is a growing tendency to believe that the centers of organization of the social sciences should be, not the traditional subject disciplines, but broad problem areas, such as race or class tensions, relations between the sexes, and delinquency and crime. Studies centered around any of these areas (commonly called "area studies") employ teams of social scientists representing all the social-science fields but drawing more heavily on social psychology, sociology, anthropology, and psychiatry. The core fields seem to be melting and blending into one another to such an extent that they promise to lose their individuality.39

What will happen to areas such as economics, political science, and geography is hard to say. Possibly these fields will eventually be incorporated into the core fields, except perhaps for certain narrow areas of specialization which perform indispensable functions—such as those areas of economics devoted to national income studies, the mechanics of foreign trade, and technical aspects of banking. But even these might produce more fruitful results if they made greater use of data from the core fields.40

The core represents a laudable attempt to introduce a fresh organizing principle into the subject matter of secondary schools. In fact, the integration of specialized fields is essential in any true problem-solving approach of teaching.41

Although integration has become fashionable in modern schools, it can scarcely be conducted effectively until teachers in charge of core classes come to understand their real point and can be trained for this sort of job.42

Instead of restricting our conception of the content of learning to predetermined, formally organized bodies of knowledge, we may think of content as the subject matter which functions in the thinking process. The content of learning may be regarded as the data of acts of reflective thought.43

A way around this dilemma (viewing the content of learning as the data of reflection, rather than as predetermined collections of facts) would appear to be a frankly problem-centered approach, in which teaching materials are selected—and textbooks written—so as to incorporate data which are relevant to existing or potential problems of students. Such content may be regarded as problem centered; it has the general characteristic of presenting contrasting or conflicting ideas and factual data pertinent to them.44

Educationists should look first at the social order before trying to construct curriculums. They should seek to identify the most pressing societal needs, and then see that children are so educated as to meet them.\(^{45}\)

One reason why social-studies education should focus on issues in closed areas is that it is here that personally felt problems (particularly intra-personal conflicts) tend to intersect with pervasive and troublesome cultural issues. To study such problems provides a way of meeting both individual and social needs, by reducing the amount and intensity of intra-personal conflict and by making such conflict more manageable as it arises.\(^{46}\)

The content of any act of thought is likely to cut across traditional subject-matter boundaries. Life problems of students almost invariably extend across more than one field of inquiry, unlike textbook problems of history, political science, economics, or any other social-science subject. If any issue of broad social import is to be understood, probably it can best be done through study of data from several of the social sciences and perhaps a number of other fields as well.\(^{47}\)

The core curriculum, or course in "common learnings," has been proposed as a solution to this conflict. Although many of the standard school subjects are retained for purposes of specialization, the most important offering of the curriculum focuses deliberately on problems of living.\(^{48}\)

Position III

The authors recognize the issue without taking a position.

The relative status of the social-science fields is also changing. The core of modern social science will probably soon consist of the fields of cultural anthropology, sociology, psychology, and psychiatry.\(^{49}\)

The description of the state of the social sciences given earlier in the chapter could be highly misleading. It will be recalled that a tendency toward integration was emphasized. But as yet the separate fields are very much alive and kicking. In fact, the most characteristic trend right now is not toward integration but exactly the reverse: toward disintegration, or dissociation. Thus the social sciences are being pulled in two opposite directions.\(^{50}\)

\(^{45-50}\) Ibid., pp. 219, 223, 226, 227, 193, 196.
Specialization reaches a point of diminishing returns when it begins to interfere with effective research and teaching. The reaction to overspecialization is increased attention to inter-disciplinary research and to school courses which seek to integrate and social-sciences disciplines. We should not infer that there is anything wrong with specialization per se--specialists and specialism are absolutely essential. What we now increasingly recognize is the need for better communication and more pooling of effort among specialists; and a reduction of effort which is of trivial social significance.  

The content of reflection—in contrast to the content of history, political science, geography, and so on—includes every relevant aspect of the mental and physical environment in which a given act of thought occurs, everything a thinker brings to bear on a problem.  

Theory and Practice of the Social Studies
Earl S. Johnson

Position I

The social studies program should be subject-centered with the curriculum constructed around logically organized disciplines.

The group is, obviously, the students in a class in economics, social problems, history, or whatever the subject matter be.

The focus of the social processes is on men engaged in their self maintenance and the maintenance of a social order. The roles they play may be classified as economic, political, and cultural. If to these roles be added the fact that they have both an historical and geographic setting, the parent­hood of the traditional "subjects" is thus identified. These, in turn, suggest the formal disciplines from which each has drawn its substance.

It is idle to suppose that the social studies can ever be taught without some differentiation in subject matter. This follows from the simple fact that we cannot talk about every­thing at the same time, and also from the fact that there is a division as well as a unity of labor in social life. We must, I believe, continue to respect the major roles which

51-52 ibid., pp. 198, 214.
men play as well as the historical and geographic settings in which they play them. This pre-supposes that we shall continue to respect the fact that social knowledge has a corpus or form. The problem is to insure that it be not too formal.  

Position II

The program should be experience-centered with the curriculum constructed around logically organized disciplines.

We might, for instance, conceive of a core curriculum in the social studies which would undertake to show how each of the disciplines might help illuminate the nature of two concepts: consensus and character.  

Position III

The author recognizes the issue without taking a position.

Which of these—the social processes, the tradition "subjects," or the formal disciplines—shall be taken as the constituents of a curriculum in the social studies? I find my answer to this in something other than a clear "either-or" because I believe that each has a somewhat unique contribution to make.  

The tendency of the disciplines and the traditional "subjects" is toward too great formality, so great as to make them unreal. What we need is an expansion or opening of both to the end that not only their inter-relations but their inter­dependence be made known. The social processes give us the major clues to the "points" and "surfaces" at which the most helpful liaison might be effected.  

Social Studies Instruction
Maurice P. Moffatt

Position I

The social studies program should be subject-centered with the curriculum constructed around logically organized disciplines.

Although the emerging curriculum indicates a wide variety of programs, the older subjects—particularly geography and  

55-58 Ibid., pp. 325, 325.
history—are still the chief cornerstones upon which the social studies program is built.  

History is one of the basic subjects included in the social studies and is therefore found in one form or another at all levels of instruction in the secondary school.

Either the history of Latin America or the history of the entire Western Hemisphere should be a part of the secondary school social studies program.

The need for instruction in this field becomes more evident as the United States plays a greater role in world affairs.

Position II

The program should be experience-centered with the curriculum constructed around logically organized disciplines.

Greater consideration is now being given to the needs and interests of youth when stating purposes for the sequence arrangement in a social studies program.

Much of the content of the social studies is based on student-experiences in the process of 'growing up' or in the sphere of life itself; the social studies furnishes the background for effective participation in a democratic society.

The social studies field is broad and cuts across most of the other content areas; no subject-matter field is, for that matter, isolated in modern educational practice. For this reason, the social studies have a significant role to play in the core curriculum. Like the social studies, the core course utilizes the materials of the library, audio-visual materials, and the human and natural resources of the community. A study of the community, local history, geography, government, and the natural resources are all phases of the society in which people live and work.

The core curriculum has something to offer in the way of meeting the needs of youth.

Position III

The author recognizes the issue without taking a position.

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The social studies program as generally considered includes history, geography, government, economics, sociology, civics, problems of democracy, and current events.\(^{67}\)

Today we find new subjects have been added and older subjects have been broadened to meet new needs in social studies. In general, revision of social studies programs has involved a greater emphasis on geography, the interpretation of history in an international setting, a wider use of teaching aids, a more effective utilization of community resources, a closer correlation of related subjects, and an awakened recognition of the responsibility for developing good citizenship.\(^ {68}\)

Economic materials are often taught today as a separate course or in conjunction with other subject matter such as problems of democracy, economic geography, or business training.\(^ {69}\)

Economics can take its place in the social studies program under either of two possible arrangements. A unit, or units dealing with economic materials can be included in the problems course, or a separate course in economics can be offered in the junior or senior year.\(^ {70}\)

**Education for Social Competence**

I. James Quillen and Lavone A. Hanna

**Position I**

The social studies program should be subject-centered with the curriculum constructed around logically organized disciplines.

However, there is danger that the broad-fields approach may not give students a chance to acquire depth of knowledge in any single area and that it may encourage superficial learning.\(^ {71}\)

**Position II**

The program should be experience-centered with the curriculum constructed around logically organized disciplines.

To be functional, a social studies program should be based upon the personal-social needs of young people and should be

\(^{67-70}\text{ibid.}, \text{pp. } 13, 21, 309, 310.\)

\(^{71}\text{Quillen and Hanna, op. cit., p. } 96.\)
related to life situations with which young people can identify themselves.  

Some high schools have even adopted the college pattern of specialization, requiring students to complete work in a major and a minor field of study before graduation. Such early specialization often prevents young Americans from acquiring the broad general background of understandings, values, and skills which they must have if they are to preserve a common culture, possess common values, and be responsible and effective citizens.

Broad-fields courses help students see the interrelatedness of various subjects. They tend to emphasize basic principles and generalizations rather than mastery of detailed information and facts, so that learners may gain a better knowledge of a topic or area than they would if they studied each aspect in a separate course. When the social studies are taught as a broad-field, students have an opportunity to become familiar with more of the social studies fields than they would in a separate subject curriculum.

... correlation remains one of the most valuable ways of helping students recognize the interrelatedness of different subjects.

Since a core program is based upon the needs of young people, it is possible to define the scope of such a program—like the scope of the social studies program—by organizing needs. Because of this, and because much of the content of core courses must be drawn from the social studies, social studies teachers are often the best qualified teachers for the core classes.

The very nature of the social studies means that they must take a prominent place in all general education programs. The social studies deal with man and society, and much of the content of the social studies is basic to an understanding of contemporary culture and the problems of the modern world. This does not mean that all social studies courses, regardless of content or method, should be included in general education; some social studies courses in high schools are not designed for all students; rather, they meet specific interests of particular students.

There is a trend toward increasing use of the core in American secondary schools, particularly in junior high

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72-77 Ibid., pp. 19, 94, 96, 97, 105, 100.
schools; however, the core approach has severe critics, and needs further education.\textsuperscript{78}

**Position III**

The authors recognize the issue without taking a position.

Subject-matter areas are frequently the only definition given to the scope of the total curriculum.\textsuperscript{79}

The breadth of each of these subject fields may, in turn, be defined in the course of study. For example, the social studies program may include history, civics, geography, sociology, and economics. Or the material from the various social sciences may be organized in some kind of broad-fields or fused program of study.\textsuperscript{80}

*Social Studies in the Secondary School*  
Clarence D. Samford and Eugene Cottle

**Position I**

The social studies program should be subject-centered with the curriculum constructed around logically organized disciplines.

The authors have no references to support this position.

**Position II**

The program should be experience-centered with the curriculum constructed around logically organized disciplines.

In no other area of the school program is it possible to provide experiences which express and interpret life as effectively as in the social studies. That the trend in this field has been away from separate courses of definite subjects toward the general, inclusive area of the social studies is an indication of the effort of education to afford learning experiences of the greatest worth to the individual.\textsuperscript{81}

We have witnessed the change from the curriculum which was centered around subject matter to that one in which the immediate problems and interests of pupils became the controlling factors in curriculum planning. The change has not been rapid. Many factors enter the picture, and frequently

\textsuperscript{78-80} Ibid., pp. 107, 77, 77.

when more effective plans have been attempted, the preparation for the new program has been inadequate; the entire school program may not have been involved; the type of community may not have been considered or its interests included.  

There has also been disagreement in terminology, at times to such an extent that one cannot always accept a title as definitive of the program. The general types have been fusion courses, the broad-fields organization, correlation, and the core curriculum. The last named is sometimes spoken of as general education. Whatever the plan, each is an experiment moving away from the traditional subject fields in order to provide significant experiences for youth.  

By the subject-matter approach to learning, the curriculum becomes a fixed routine and the school is set apart from the life of the community. Despite these disadvantages examples of this plan of organization can still be found in many secondary schools today.  

In the core curriculum the felt needs of youth become the guiding factor in planning the school program. This plan is not based on a particular body of subject matter but attempts to make use of any knowledge from all areas that might be pertinent to the problem being studied.  

Because the objectives of the social studies do to so great an extent parallel and even repeat the aims of education, it follows that this area will be a great contributor to the core program. Some schools have centered their core programs around problems which lie within the area of the social studies.  

The program may go further by removing subject boundaries and replacing history, civics, sociology, economics, American problems, and geography with the all-inclusive social studies, drawing from every included area whatever information may be pertinent to the solution of problems which confronts pupils in their daily living.  

The present trend in the teaching of social studies is to give less emphasis to the names of individual subjects as such.  

More recently the secondary schools have made an effort to break down the boundary lines between subjects in conformity with Good's definition of correlation.  

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82-89 Ibid., pp. 73, 74, 74, 76, 76, 78, 173, 176.
Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Position I

The social studies program should be subject-centered with the curriculum constructed around logically organized disciplines.

As an organization, subjects unquestionably have some definite advantages. They are unified and simplified bodies of related materials. They have grown and persisted because they are psychologically necessary; they are the outward form of an inner necessity. They are as necessary for the learner as for the scholar.90

Subjects furnish the readiest avenue through which to extend popular knowledge. Extensions of knowledge by research and experimentation are usually made by scholars within the particular fields, and are reported and made available in the writings pertaining to the same fields. Teachers can therefore most easily extend their scholarship by persistent attention to one or more subjects, and can most readily and expeditiously utilize these additions if their teaching organization corresponds to the scholarly organization.91

Subjects furnish not only a body of coordinated materials by an approach, a series of methods, a way of thinking.92

Subjects have in their favor all the accumulated experience in methods. Changes in organization and content impair, if they do not utterly destroy, the accustomed ways of presentation. Methods and devices within a given subject often cannot, without considerable loss, be transferred to a new organization.93

Successful integration is supposed to appeal to the student; it ignores scholarly tradition and emphasizes the utility of the material; and it demands psychologically arranged material rather than traditionally organized content.94

The systematic study of geography affords an opportunity for understanding of the geographic method and of geographic phenomena, for geography is both a way of looking at things and a subject with its own specialized content. The value of geographic understanding lies in the extent to which we can increase our control over the environment and adapt ourselves to it more intelligently.95

Position II

The program should be experience-centered with the curriculum constructed around logically organized disciplines.

And whoever fails to see that the social studies constitute a field rather than a mere collection of subjects has failed to grasp the significance of one of the most important developments of twentieth century education.96

On the other hand, subject organization has some specific limitations. Being a direct heritage from the social sciences, it inevitably stresses scholarship rather than the learning process. Its mere presence tends to build up in the mind of the teacher a feeling of allegiance to scholarly content rather than to the requirements of the learning situation. The organization by subjects thus naturally leads to the inclusion and treatment of a great many irrelevant materials that have little or no value for teaching purposes.97

Organization by subjects results in overcrowding the curriculum, thus raising very serious problems in arranging class schedules.98

The separation of materials into subjects makes it difficult for the pupil to achieve any significant synthesis.99

Subjects tend to stress historical events and instances rather than current problems and topics. The urge toward a complete and systematic treatment involves too great a use of the historical approach even in the subjects other than history.100

6. Integration of subject-matter and learning experiences is being encouraged and deliberately fostered by curricular reorganization. Core courses are increasing, correlation between fields is more common, and general education programs for all students are receiving more attention.101

95-101 Ibid., pp. 458-459, 5, 102, 102, 102, 103.
Position III

The authors recognize the issue without taking a position.

Subjects are susceptible of every improvement that can be effected by other plans of organization.\(^{102}\)

Subjects tend to stress deferred values rather than the present needs of the pupils.\(^{103}\)

The various disadvantages of organizing courses into separate subjects have led curriculum makers to broaden the scope of materials included within a given course.\(^{104}\)

Integration is a form of organization which emphasizes the social studies field rather than the separate subjects that compose the field. The subjects are recognized and to some extent utilized, but the boundaries between them are freely ignored in the process of arranging materials for teaching purposes.\(^{105}\)

Issue II

Should the social studies program, through a study of the whole span of history, give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future, or should the program emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in their daily lives?

Teaching the Social Studies in Secondary Schools
Arthur C. Bining and David H. Bining

Position I

The social studies program, through a study of the whole span of history should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future.

... many attempts have been made recently to look at the teaching of history and the other social studies in very different manner from the way in which we have looked at them in

\(^{102-105}\text{Ibid., pp. 102, 102, 103, 103.}\)
the past. Historical movements, outstanding periods, and the fundamental activities of mankind are being emphasized.  

In history, for example, the contributions of Greece and Rome to our present civilization, the character of the bloody Nero or the sainted Francis of Assisi, such figures of the Renaissance as Leonardo da Vinci and Raphael, and the moral qualities of George Washington and Abraham Lincoln are constantly referred to by editors, lecturers, and public speakers. Such information should be mastered because of its range and frequent recurrence.

Taking history first, ... the accumulation of certain definite knowledge of the past, wisely chosen, to explain the present in accord with the general aims of secondary education.

World history should be treated in a way that pupils may see its large movements that have culminated in the world as from the past the need for better world organization and brotherhood.

It is true that a pupil should be acquainted with much current material if he is to be an intelligent citizen in a democracy. However, that information need not be obtained at the expense of history.

Plans to discard history have been frowned upon and, when put into practice, severely criticized. This seems rightly so, for pupils should be made aware of the struggles of their nation to grow and improve. That is part of the teaching of democracy. The same may be said of world history. How can a person today be a good citizen without a knowledge of the other peoples of the world?

Position II

The program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the daily lives of the students.

In addition to this, an understanding of social trends which may enable one to predict the future somewhat more reliably than otherwise, can help people make wise decisions with respect to attitudes toward current world trends and the welfare of the United States of America as a member of the world company of nations.

Position III

The authors recognize the issue without taking a position.

History occupies a central place in the social-studies program of the secondary school of today. Changes, however, have taken place during the last three decades that tend to crowd certain courses in history from the curriculum; for example, English history, in order to make room for the non-historical studies of civics, economics, sociology, and Problems of American democracy.\textsuperscript{113}

\textit{Educating Citizens for Democracy}
Richard E. Gross and Leslie D. Zeleny

Position I

The social studies program, through a study of the whole span of history should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future.

The modern citizen is required to know the cultures of the world and understand how to deal with them.\textsuperscript{114}

A function of history is to trace the development of civilizations including their various parts, from early times until today, to show how the patterns of living of the various civilizations of today came to be and what may be their expectations. Of major importance for us, of course, is United States history. But the study of the growth in strength and power of the United States can be fully understood only when seen in relation to the development of other civilizations, especially Western civilization. World history is also very important as a background of the contemporary scene.\textsuperscript{115}

Of course, the lively study of social realities of today can be better understood by a similar study of related realities of the past, the aim being to make the social systems of the past and of the present understood as one continuous process of activity, change, and development, including human interrelationships, status, and role. Thus, one may understand human activities of the present better because of having 'relived' the past as well as understand the past better for having studied the present.\textsuperscript{116}

\textsuperscript{113}\textit{Ibid.}, 10.
\textsuperscript{114}-\textsuperscript{116}Gross and Zeleny, \textit{op. cit.}, pp. 21, 22, 146.
Included in the study of world history would be a scientific understanding of how the many cultures came to be, and of some hypotheses or tentative generalizations, the student may realize, for example, factors which tend to promote war and other factors which tend to promote peace. In this way the student, as a citizen, having decided whether he prefers war or peace, can intelligently promote one type of trend or another, or at least face the future with some courage and self-confidence. In addition to this, an understanding of social trends which may enable one to predict the future somewhat more reliably than otherwise, can help people make wise decisions with respect to attitudes toward current world trends and the welfare of the United States of America as a member of the world company of nations.\textsuperscript{117}

When youth can understand the challenge of conflicting social and political ideologies, of rivalry in natural resources and trade, of racial prejudice, of religious intolerance, then they are on the road to responsible citizenship. Knowledge of the history of science, law, government, social customs, and other forms of cultural heritage will encourage trustworthy members in a world society. Citizens with historical perspective are needed more today than ever before to preserve the culture of the past and to hand on this heritage enriched and increased.\textsuperscript{118}

Society is calling upon the public schools to provide training for students with historical perspective. World history has become increasingly important since knowledge of international relations is so necessary in these times of crisis.\textsuperscript{119}

Citizens with historical background are needed more than ever to preserve the culture of the past and to hand it on enriched and enlarged. Youth need to study world history in order to meet the present challenging problems, for the past often provides explanations and solutions.\textsuperscript{120}

Understandings are a first emphasis in the study of world history; for instance, understanding the background of communism. Development of social studies skills and democratic attitudes are also fundamental aims in world history. Since we have inherited much of our culture from Britain, it too should receive emphasis in education. Other countries of Europe have supplied ancestors for American youth; therefore these nations need to be studied. Since nations in Asia are looking to us for aid and protection, our schools need to offer training in their cultures and history. World religions supply our moral and spiritual values, and American youth

\textsuperscript{117-120}Ibid., pp. 120, 122, 158-159, 159.
need to study their history. High-school students will understand present problems better if they know how they originated. Our relationship to ancient and medieval culture is easily recognized when youth and adults trace trends from early historic times to our own day. Current affairs should also be continually studied as a part of world history.121

Position II

The program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the daily lives of the students.

In addition to this, an understanding of social trends which may enable one to predict the future somewhat more reliably than otherwise, can help people make wise decisions with respect to attitudes toward current world trends and the welfare of the United States of America as a member of the world company of nations.122

World history includes so much material of importance to youth today that it becomes necessary to select certain areas, trends, movements, events most important for students' understanding of present-day conditions.123

One of the most important phases of world history is the study of present-day problems.124

Large numbers of American history teachers today seem to agree with those historians who would select, interpret, and emphasize in the main only those parts of our history which give promise of meeting the needs of society and of the students in this particular age.125

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

121-125Ibid., pp. 159-160, 120, 119, 150, 354.
Teaching High School Social Studies
Maurice P. Hunt and Lawrence E. Metcalf

Position I.

The social studies program, through a study of the whole span of history should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future.

Every human problem, when subjected to scientific study, requires a look at history—the history of man's struggle with that problem. Apparently all scientific fields find it necessary to make use of both historical and contemporary data. Without experience—which, in a broad sense, it history—human behavior could never be intelligent. Historical knowledge, then, is absolutely essential.126

High-school students who study history can increase their understanding of the present only to the extent to which they can be led to hypothesize about the present meaning of past events.127

Position II

The program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the daily life of the students.

As traditionally organized, the school subject of history could not possibly have much effect on the beliefs or lives of a majority of students.128

But we are not here talking about the content of conventional school textbooks in history. We are talking, rather, about carefully selected historical data—those facts which are relevant to problems which we wish to study. And these are not problems of the past but present contradictions and confusions in the minds of individuals—the problems of today. Historical knowledge as it bears on such problems is indispensable, and historical knowledge which is irrelevant to them is pointless. Nor can we assume that most persons can memorize and retain historical knowledge outside of problematic situations and at some future time apply it in conceptualization.129

The implications for the teaching of history seem clear. Ideally, there would probably be advantages in abandoning entirely conventional survey courses in history. From a strictly pedagogical standpoint, it would always be preferable to teach history through the study of contemporary issues (not current events as popularly defined), during which procedure all pertinent facts would be utilized, whether gleaned from some past century or from experimentation of the present moment.\textsuperscript{130}

Courses labeled history may perhaps be abandoned entirely and courses which focus on contemporary issues and problems substituted. History will be taught as needed to illuminate the issues and problems studied.\textsuperscript{131}

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Theory and Practice of the Social Studies
Earl S. Johnson

Position I

The social studies program, through a study of the whole span of history should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future.

We want a "table of contents" of all cultures. We also want a matrix which will help us relate the social studies to each other. We want to discover the basic themes in order to study it. The social studies are separate in the sense that certain of them treat certain social processes and certain others treat other social processes. But we wish to show their interrelations, hence the need for a universal set of such processes.\textsuperscript{132}

The historical scholar is concerned with the writing of history, you with the teaching of it . . . Neither of you can deal with the totality of the past. Both of you must select from it. Both the writing and the teaching of history

\textsuperscript{130-131}Ibid., pp. 354, 355.

\textsuperscript{132}Earl S. Johnson, Theory and Practice of the Social Studies, p. 314.
are from a point of view, that which one age finds worthy of note in another. Thus all history is prejudiced by the problems which are before the community.  

You and the research scholar are faced with a "glut of concurrences," millions of facts which were not born free and equal and which are in a "state of dispersion," and with events in flux—all of which would tell you nothing if they could all be treated in chronological order, which is impossible. What must you do? You must decide what is important for our time and for the youth of our time. In doing this you will use your standards of relevance and significance.  

You will need a "table of contents" about man in past and present. Or call it "the common denominator of all cultures."  

"What's past is prologue." The past about which you teach must have meaning for the present. It can have meaning only if it is a past of the same human genre as the present.  

The cultural approach satisfied, as none other can, the criterion of wholeness through continuity and unity.  

The nearness of history is not its recency.  

History is "from" something, "to" something. Implicit in the interrelation and interweaving of processes is the fact of movement from something to something.  

Historical study requires both intensity and broad sweep. Settle for no "either-or" of any kind. Facts are facts about events, events are phases of social processes, and social processes are the warp and woof of changing cultural patterns.  

History is more than Great Men; it is the pageant of mankind . . . . The integration of history and literature poses no problems other than those of mechanics and administration. Much literature is history. Don't spend too much time on the movements of arms and legs; find out what the attitudes were which lay behind them—likewise the decisions men made. These are the realities of history.  

We come now to world history, a view of ourselves in the temporal perspective of great change and as inheritors of the experience of the ages.  

I suggest that we need first to estimate what we inherited from the Greeks, the Romans, the Arabs, indeed all of Islam, the many phases of European culture, and our great debt to the experience of the people of the British Isles. To this should be added our inheritance from the Orient. To that we need to add some knowledge of the prehistoric, the age of the cave man. Here lies the origin of civilization.

The principles of continuity and unity, the timeless, the dated facts, events, and processes will have to be kept in proper balance. The principle of continuity would, as in our own history, have to take account of breaks, surprises, and divergences. In any event your students ought to know the sources of their language, technology, and science, the arts, ideas, and philosophies, indeed as many of the elements of our way of life as possible.

From prehistoric to modern man . . . . Each of these inquiries must be set in the context of societies for the meaning of our inheritance cannot be known unless its social paternity is known.

Position II

The program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the daily life of the students.

The author has no references that apply to this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Social Studies Instruction
Maurice P. Moffatt

Position I

The social studies program, through a study of the whole span of history, should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future.

Ibid., pp. 344, 345, 344-345.
The social studies comprise a significant part of the modern secondary school curriculum and give a measure of knowledge for understanding contemporary society.\textsuperscript{146}

The social studies content is constantly expanding, fed by the stream of events of history in our contemporary civilization.\textsuperscript{147}

History is the systematic narrative of the civilization and progress of man. It is no mere accumulation of facts and dates, but a living, inspiring story of man and his achievements. The study of history can easily be made the major field of interest by reason of its many interrelations. The subject gives background to the social, political, and economic as well as industrial and cultural aspects of contemporary life and affairs.\textsuperscript{148}

History can be made to live, and it is vitally important that it be made realistic. Those events, people, conditions, and movements that made history must be visualized, known, and understood.\textsuperscript{149}

History in the secondary school should be a guide to prepare pupils for the modern world. It should provide adequate knowledge of the past in order to comprehend the present; and it should be a source of worth-while information. A knowledge of our own history is essential to understand the growth of our society.\textsuperscript{150}

Modern practices tend to eliminate ancient, medieval, and English history as separate courses in favor of a more inclusive, realistic course in world history.\textsuperscript{151}

Since the stream of history is continuous and the present is an outgrowth of the past events, it is important to know that modern history cannot be understood without ancient and medieval history. The great civilizations of the past are of more than picturesque interest, and their rivalries and struggles reflect light on modern times. The student should develop a sense of time in the study of social problems, read worth-while historical literature, see the bearing of religion, art, economics and literature on civilization, and obtain an idea of the geographic settings of various civilizations and climatic and topographic influences which have modified their

\textsuperscript{146-151} Moffat, \textit{op. cit.}, pp. 1, 1, 226-227, 227, 228, 230.
course of events. He should learn that American history has
depended on European traditions to a large extent and is a
local phase of world history.\footnote{152}{

History can gain much in interest, color, and animation
when the stories of its great men receive appropriate
emphasis.\footnote{153}{

Position II

The program should emphasize contemporary history for the
purpose of meeting immediate personal social needs encountered
in the daily life of the students.

2. A second characteristic is that most kinds of common
learnings prepare for living by emphasizing the present. The
past may be used to explain and re-enforce the common learning
and the future may be used to justify its continued need, but
in general the learning is for present use.\footnote{154}{

3. A third characteristic: most types of common learnings
are based upon needs of the immediate society in which the
learner lives. Other societies can be used for comparative
reasons, for the needs of the learner's society are often
found in other societies, but the needs of the immediate society
are served first.\footnote{155}{

For example, in connection with the last fifty years, the
foreign policy of the United States is full of issues to
interest the pupil, and its development may be traced in its
three phases of isolation, imperialism, and internation
cooperation.\footnote{156}{

The study of current events in one form or another has
been part of the secondary school curriculum for several de-
cades. Today this subject is receiving even greater emphasis
as education keeps pace with changing society. Whether
"keeping up with the news" is called by one of its more re-
cent titles, "Current History" or World Happenings," it still
remains current events in essence. Past history alone is in-
sufficient to give pupils the necessary judgment and under-
standing of present events.\footnote{157}{

A current history course would be a worth-while addition
to every social studies program in our secondary schools.
The teaching of present events, problems, and issues requires
more time. Bringing the contemporary world into the class-

152-157\textit{Ibid.}, pp. 233, 251, 38, 38, 249, 331.
room of today is the major task. Such a course may provide the spark of interest in contemporary affairs that could be carried on into adult life. It would assist the individual in better understanding of, and adjustment to, changes in future society. It would provide training in facing issues squarely and with some degree of intelligence.\[158\]

A second characteristic is that most kinds of common learnings prepare for living by emphasizing the present. The past may be used to explain and re-enforce the common learning and the future may be used to justify its continued need, but in general the learning is for present use.\[159\]

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Education for Social Competence
I. James Quillen and Lavone A. Hanna

Position I

The social studies program, through a study of the whole span of history, should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future.

Social studies teachers can do much to help youth identify themselves with the ethical ideals of Western civilization and form a sound philosophy of life.\[160\]

Through the study of world and American history, students can develop their understanding of our moral and religious traditions from ancient times to the present.\[161\]

Position II

The program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the daily life of the students.

The authors have no references that apply to this position.

\[158-159\] Ibid., pp. 361, 38.

\[160-161\] Quillen and Hanna, op. cit., pp. 51, 162.
Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Social Studies in the Secondary School
Clarence D. Samford and Eugene Cottle

Position I

The social studies program, through a study of the whole span of history, should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future.

The following are among those that are likely to be accepted by pupils in American history, the choice depending upon age and grade level:

1. To gain a general chronological idea of the story of our country from the earliest times as an aid to understanding the present.\(^{162}\)

The following are typical of those likely to be suggested:

5. To gain a suitable background for the study of the history of one's own country.

6. To get an accurate picture of man's progress from a state of savagery to that of a complex civilization.\(^{163}\)

Position II

The program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the daily life of the students.

The following are among those that are likely to be accepted by pupils in American history, the choice depending upon age and grade level:

11. To stress especially the history of our nation since the middle of the nineteenth century. (The typical pupil has made a much more extensive study of the nation's early history in the lower grades than he has of more recent developments.)\(^{164}\)

The eras of depression, the New Deal, and the Second World War and its aftermath have accelerated the movement. [Current events] The undesirable features associated with these periods

\(^{162-164}\)Samford and Cottle, op. cit., pp. 10, 11-12, 10-11.
have caused many to feel that secondary-school social studies teachers have placed too great an emphasis upon the past and theories dealing with abstractions with a consequent neglect of the present, the essential, and the practical.  

A basic principle is observed. It is that early history foundations must be presented in less time in order that contemporary and personal problems may be more adequately studied. This is not a matter of choice; rather, it is a necessity.

As intimated above, such topics as those listed have historical origins that should be understood. Likewise their very real existence and gravity make it essential to stress present-day implications.

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Teaching Social Studies in High Schools
Edgar B. Wesley and Stanley P. Wronski

Position I

The social studies program, through a study of the whole span of history, should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future.

To place too great emphasis on the contemporary setting is to lose sight of the significant solutions of the past.

History provides a well-known and a specific approach to understanding society. The social studies teacher is familiar with its values and its possibilities. History is not only a tale that is told but a record with meaning.

European and world history imply by their very titles an inclusive scope and a concern with contemporary affairs. The teacher of these subjects will have no difficulty in finding relationships between the past and the present, between America and the rest of the world.

165-167 Ibid., pp. 349, 339, 340.
In teaching American history at any grade level the teacher will certainly want to show our country in a world setting. The effort to view the United States in this larger perspective is perhaps the most definite trend in the teaching of this subject.\textsuperscript{171}

In its broadest sense history is a record of things said and done. It is thus the most inclusive of all the social sciences.\textsuperscript{172}

Perhaps the most productive functional use to which the study of history can be put is to enlarge and refine the students' understanding of basic social, economic, and political concepts.\textsuperscript{173}

Ideally, even the refinement of concepts should not be looked upon as the ultimate use to which historical study can be put. From a pedagogical point of view history is most useful to the student when he can intelligently locate, evaluate, and apply historical knowledge to the solution or resolution of a contemporary problem of social significance.\textsuperscript{174}

A final cautionary word should be inserted. None of what has been said above about the functional use of history should be construed so as to deprecate the necessity and utility of factual historical knowledge. Its indispensable nature is recognized unequivocally.\textsuperscript{175}

**Position II**

The program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the daily life of the students.

To insure that the curriculum keep abreast of our ever-changing society it is imperative for the social studies teacher to analyze contemporary society. This social analysis, tempered by a consideration of students needs and basic values, provides the foundation on which the social studies curriculum is built.\textsuperscript{176}

Subjects tend to stress historical events and instances rather than current problems and topics. The urge toward a complete and systematic treatment involves too great a use of the historical approach even in the subjects other than history.\textsuperscript{177}

\textsuperscript{171-177}Ibid., pp. 311, 435, 453, 454.
The contemporary scene presents a threefold challenge: understanding it is an objective; the degree to which it is understood serves as a standard of insight; and third, it provides much of the content of the social studies curriculum. History provides the time depth, the vertical measure of society, but the contemporary social sciences supply the horizontal spread.178

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Issue III

Should the social studies program place primary emphasis on intellectual development and intellectual activities concerned with the subject matter, or should the program emphasize developing social skills with activities based on pupil needs and interests?

Teaching the Social Studies in Secondary Schools
Arthur C. Bining and David H. Bining

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with subject matter.

If economics is the "science which deals with the social system of wealth," the value of its study can readily be perceived, since so many of our public problems are economic in character.179

The chief aim of sociology in the secondary school should be to develop in pupils the conviction that social phenomena are natural phenomena and therefore should be studied in a scientific way.180

Position II

The program should emphasize developing social skills with activities based on pupil needs and interests.

178 Ibid., p. 54.

179-180 Bining and Bining, op. cit., pp. 41, 41.
The new civics is frequently called community civics, to emphasize the pupil's relation to his social environment, which is conceived as a series of successively enlarged communities—the local community, the town or city community, the county community, the state community, the national community, and the world community.\textsuperscript{181}

When courses in sociology were first introduced into the high schools, the subject was presented in an abstract manner and the content was not related to the actualities of the contemporary world.\textsuperscript{182}

The best courses today introduce the pupil to the social world of which he is a member and stress an understanding of the social environment.\textsuperscript{183}

The aims of the social studies may be expressed as follows: (1) the enrichment and development of the lives of pupils to the greatest extent of their abilities and powers within their environment.\textsuperscript{164}

Problems of Democracy. The aims for this subject should include an understanding by the pupil of outstanding present-day problems—social, economic, and political—in order that he may discover why these problems exist and consider means for solving them.\textsuperscript{185}

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Educating Citizens for Democracy
Richard E. Gross and Leslie D. Zeleny

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with subject matter.

The editors and authors of this book are anxious that youth shall not find the cupboard bare—that youth shall find in the social studies not only knowledge but, in addition, experiences in using that knowledge in democratic living.

\textsuperscript{181-185}bid., pp. 18, 33, 33, 42, 189.
including particularly practice in thinking and in problem resolution.\textsuperscript{186}

The modern citizen is required to know the cultures of the world and understand how to deal with them.\textsuperscript{187}

What is the place of geography in education? First--it is to present a body of special and accurate knowledge which is an integral part of equipment for citizenship. Second--it is to contribute a geographical background for the study of history, economics, and other social sciences. Third--it is to give a point of view and a philosophy which recognizes the evolution that has taken place. No appraisal of the nature of the world and of man can be adequate which does not recognize the geographical factor among those factors that influence human history.\textsuperscript{188}

United States history is the mirror of our national past; in it are reflected the deeds, documents, leadership, and lessons that combine to make the story of the American people. We are a young nation, successful and powerful, and our history has been both a source of pride and of reassurance. Because of our prodigious growth, we have believed that we can find many of our values in the national record and that we can chart our future by the light of these former experiences.\textsuperscript{189}

The solution to this problem is not, of course, to eliminate economic education. The solution lies in finding ways of better preparing teachers in this area. This is a responsibility of teacher-preparing institutions, and prospective and actual social studies teachers alike. Several courses of action are available.\textsuperscript{190}

Position II

The program should emphasize developing social skills with activities based on pupil needs and interests.

This brief statement introduces an important theme of this book which is that the curriculum and youth must be so correlated that the needs of society and of youth become satisfied in one living process.\textsuperscript{191}

Consequently, our problem of satisfying the needs of youth and of society in the social studies classroom becomes a dual

\textsuperscript{186-191}Gross and Zeleny, \textit{op. cit.}, pp. 3, 21, 86, 162, 280,
Problem; (1) of providing approved activities which satisfy youth needs; and (2) of integrating the goals of youth and of democratic society.\footnote{192}

THE TEACHING OF FACTS ALONE IS, AT BEST, A RISKY BUSINESS.\footnote{193}

American history should be taught for other ends than the knowledge of facts alone. Important as the facts of subject matter are, they serve primarily as a basis for understanding the civilization, for providing experiences in the development of skills, and as aids in the formulation of valuable attitudes.\footnote{194}

The complexity of today's society is so great that if the schools are to meet the social and personal needs of the individual and carefully integrated general education program in the social studies is essential.\footnote{195}

The emphasis in this book, therefore, is upon the methods by which the aims of society—essential understandings, competencies, and ideals—are attained at the same time that the needs of youth are met. This does not mean that the school program is to be dominated by young people's shallow interests; nor does it entail the complete subordination of current issues and youth concerns to established patterns of subject matter or to teaching traditional content for the sake of that discipline. The high-school instructor in citizenship education has a far more important job than that of merely producing a young historian or a neophyte economist. He is, rather, helping fulfill the much broader general education functions of the preparation of young citizens. This prime duty comes before specialized, vocation, and pre-professional training. His goal is first of all democratic man.\footnote{196}

Ultimate goals of teaching world history are: Understanding world conditions today as an outgrowth of the past, attitudes that recognize the necessity for action by world citizens, and social skills for dealing with civic problems. Understanding is of great importance in world history. But this understanding must lead to wisdom related to more effective living today and should be a guide to the solution of many pressing social problems.\footnote{197}

\footnote{192-197Tbid., pp. 45, 88, 166, 243, 9, 119.}
Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Teaching High School Social Studies
Maurice P. Hunt and Lawrence E. Metcalf

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with subject matter.

The relative status of the social-science fields is also changing. The core of modern social science will probably soon consist of the fields of cultural anthropology, sociology, psychology, and psychiatry.\(^{198}\)

Position II

The program should emphasize developing social skills with activities based on pupil needs and interests.

It is now felt that the attempt to maintain separate fields of inquiry is sometimes artificial and a handicap to vital research. There is a growing tendency to believe that the centers of organization of the social sciences should be, not the traditional subject disciplines, but broad problem areas, such as race or class tensions, relations between the sexes, and delinquency and crime. Studies centered around any of these areas (commonly called "area studies") employ teams of social scientists representing all the social-science fields but drawing more heavily on social psychology, sociology, anthropology, and psychiatry. The core fields seem to be melting and blending into one another to such an extent that they promise to lose their individuality.\(^{199}\)

What will happen to areas such as economics, political science, and geography is hard to say. Possibly these fields will eventually be incorporated into the core fields, except perhaps for certain narrow areas of economics devoted to national income studies, the mechanics of foreign trade, and technical aspects of banking. But even these might produce more fruitful results if they made greater use of data from the core fields.\(^{200}\)

\(^{198-200}\)Hunt and Metcalf, op. cit., pp. 193, 194, 208.
The immediate and most cogent reason for retaining traditional subjects is that they are there.\textsuperscript{201}

Although we may readily grant a few bright students do enjoy and unquestionably profit from the mastery of a systematically organized body of knowledge, it would be very difficult to substantiate the above assumption... that bright students will profit more from a traditional subject-centered approach than they would from a problem-centered approach.\textsuperscript{202}

Content assumes an emergent character. From the standpoint of a learner, it comes into existence as it is needed; it does not have a life independent of his own.\textsuperscript{203}

When a student views learning materials proffered from outside—as through a teacher's lecture—he sees as content only that part which is sharply pertinent to his learning problem. Content functions as data or evidence, or it is not to be regarded as the content of learning. Unless it functions literally as data, it is mere stuff—irrelevant, useless.\textsuperscript{204}

Thus traditional organization tends to provide materials which are irrelevant and to deny use of those which might be pertinent. At first glance, it might seem that, if we adopt the idea that the proper content of social-studies education is the data of thought, we have rejected all possibility of planning courses or of preparing teaching materials in advance of actual learning situations. However, even though the particular problems which a class will study may not always be predicted with certainty, and even though, when a problem has been selected, all needed data cannot be ascertained in advance, there are principles for partially solving this dilemma which will be treated later.\textsuperscript{205}

A way around this dilemma (viewing the content of learning as the data of reflection, rather than as predetermined collections of facts,) would appear to be a frankly problem-centered approach, in which teaching materials are selected—and textbooks written—so as to incorporate data which are relevant to existing or potential problems of students. Such content may be regarded as problem centered; it has the general characteristic of presenting contrasting or conflicting ideas and factual data pertinent to them.\textsuperscript{206}

One might say, therefore, that in any given learning situation teaching materials should be drawn from (1) broadly

\textsuperscript{201-206} Ibid., pp. 208, 209, 215, 215, 216, 217.
social and highly controversial issues of the culture; (2) knowledges, values, and attitudes of students; and (3) relevant data of the social sciences.  

One reason why social-studies education should focus on issues in closed areas is that it is here that personally felt problems (particularly intra-personal conflicts) tend to intersect with pervasive and troublesome cultural issues. To study such problems provides a way of meeting both individual and social needs, by reducing the amount and intensity of intra-personal conflict and by making such conflict more manageable as it arises.

The content of any act of thought is likely to cut across traditional subject-matter boundaries. Life problems of students almost invariably extend across more than one field of inquiry, unlike textbook problems of history, political science, economics, or any other social-science subject. If any issue of broad social import is to be understood, probably it can best be done through study of data from several of the social sciences and perhaps a number of other fields as well.

Lack of emphasis on the subject matter of economics is less serious than the fact that what economic education there is in the schools focuses largely on noncontroversial content. 

The implications for the teaching of history seem clear. Ideally, there would probably be advantages in abandoning entirely conventional survey courses in history. Courses labeled history may perhaps be abandoned entirely and courses which focus on contemporary issues and problems substituted. History will be taught as needed to illuminate the issues and problems studied.

Position III

The authors recognize the issue without taking a position.

The content of reflection—in contrast to the content of history, political science, geography, and so on—includes every relevant aspect of the mental and physical environment in which a given act of thought occurs, everything a thinker brings to bear on a problem.

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The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with subject matter.

The orthodox view of teaching holds that one starts with "the facts." But which facts? In the light of our analysis two prior decisions must be made. We must decide which objects are significant to examine and which frames of reference are the more relevant for their analysis. Once these objects—be they principles, people, laws, processes, relationships—have been chosen, we are on the way to concern ourselves with the facts "in the case."214

In light of the foregoing, [discussion on method] it is impossible to teach without some unit treatment of subject matter.215

The aims of social study may be divided into three major groups: factual knowledge, understanding or insight, and skills. Factual knowledge is the content, understanding or insight represents its meaning, and skills are the means by which its meaning is established.216

The teaching of civics, in common with all the social studies, requires that the criteria notes for the teaching of history be served: nearness, suitability, intelligibility, actuality, and significance for self. The fact that it is largely contemporary study does not guarantee that the criterion of nearness will be automatically served.217

Position II

The program should emphasize developing social skills with activities based on pupil needs and interests.

All purposive social study must be motivated and directed by a conception of a need. Otherwise, it cannot be purposive. With what needs, or rather whose needs, should the social studies be concerned—the needs of the social order or the needs of individual persons? With both, of course, and through

the divisions of labor implied in an earlier discussion, that is through institutions and persons . . . . But the school can meet the needs of institutions only through meeting the needs of their individual constituents. It is needful individuals, not needful institutions, that the teacher confronts. These are the young people who are somewhat more molded by than molders of the institutions in and through which they live, but who in their adult years will be able to establish a different ratio between molded by and molders of.

It is idle to suppose that the social studies can ever be taught without some differentiation in subject matter. This follows from the simple fact that we cannot talk about everything at the same time, and also from the fact that there is a division as well as a unity of labor in social life. We must, I believe, continue to respect the major roles which men play as well as the historical and geographic settings in which they play them. This presupposes that we shall continue to respect the fact that social knowledge has a corpus or form. The problem is to insure that it be not too formal.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Social Studies Instruction
Maurice P. Moffatt

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with subject matter.

The author has no references to support this position.

Position II

The program should emphasize developing social skills with activities based on pupil needs and interests.

Greater consideration is now being given to the needs and interests of youth when stating purposes for the sequence arrangement in a social studies program.

218-219 Ibid., pp. 217, 325.

220 Moffatt, op. cit., p. 3.
Curriculum revision is necessary to meet the needs of youth and the demands on our educational structure. Changes in society call for a program that emphasizes the aspects of functional living.\(^221\)

Much of the content of the social studies is based on student-experiences in the process of "growing up" or in the sphere of life itself; the social studies furnishes the background for effective participation in a democratic society.\(^222\)

In educating youth for effective citizenship in modern society, consideration should be given to their common needs, interests, and problems.\(^223\)

Although the content of the social studies is important, the teacher must not overlook the importance of students' behavior patterns resulting from growth and development.\(^224\)

The older method of imparting knowledge by the lecture method, assignment, and recitation, with homework as the major consideration in learning facts, is gradually being replaced with more democratic procedures. Functional learning through worthwhile experiences is the very opposite of memorizing uninteresting and unrelated information. Emphasis has been shifted from competition in a group to the individual needs of each pupil.\(^225\)

Local history furnishes a dynamic approach to community study. Current educational programs stress the importance of the community as a laboratory for learning. Results show that pupil's needs are more easily met and interests are enlivened through the use of the local resources.\(^226\)

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Education for Social Competence
I. James Quillen and Lavone A. Hanna

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with subject matter.

\(^{221-226}\text{Ibid.}, \text{pp. 27, 35, 37, 56, 143, 217.}\)
The authors have no references to support this position.

Position II

The program should emphasize developing social skills with activities based on pupil needs and interests.

To be functional a social studies program should be based upon the personal-social needs of young people and should be related to life situations with which young people can identify themselves.227

The major objective of social studies instruction is to develop effective thought, action, and value judgments in the area of human relations. The teacher who hopes to achieve this objective must develop in his students a capacity for disciplined thinking about social affairs, issues, and problems.228

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Social Studies in the Secondary School
Clarence D. Samford and Eugene Cottle

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with subject matter.

American history represents the most widely taught field. Of course, it must be thought of in its broadest aspects as including not only the usual political, social, and economic but also the cultural, literary, and scientific phases.229

Civic Consciousness . . . . We need to understand the structure of our local, state, and national government from the standpoint of why it is so planned and how it is an expression of the democratic principle.230

227-228 Guillon and Hanna, op. cit., pp. 186, 186.
Economic intelligence. The knowledge of how to use money wisely seems to be of great importance today. . . . A sense of proportion in terms of economic values is an essential quality for all individuals.  

Position II

The program should emphasize developing social skills with activities based on pupil needs and interests?

Not only do social studies teachers teach that individuals should get along well in all phases of group life; they also make their classrooms laboratories in demonstrating excellent group relationships. Opinions of others are respected. All are given a just and proportionate share of time for presentation of results of directed work and participation in discussion. The teacher cultivates a general condition of rapport. Appreciation for groups outside the classroom is constantly mentioned with positive suggestions for translating principles into action.

No longer is it held to be all-important that the pupil master the material of a subject area, such as history, but rather that he find in history certain principles which, related to principles, ideas, or facts of sociology, of economics, or of political science, he may apply to a given problem as these together serve to guide him to a solution. Thus we see the curriculum pattern changing in response to the value placed on life in our society at the present as well as in the future.

Teachers whose college preparation for teaching has held a subject-matter emphasis and specialization do not feel competent to launch out into untried areas. Too often their personal satisfaction in material mastered by pupils becomes the standard by which they evaluate their teaching.

In the core curriculum the felt needs of youth become the guiding factor in planning the school program. This plan is not based on a particular body of subject matter but attempts to make use of any knowledge from all areas that might be pertinent to the problem being studied.

It is obvious that a program based upon the present and future needs of youth must be under constant evaluation by
teachers and pupils and will be to a considerable degree experimental.\textsuperscript{236}

It becomes the responsibility of those who plan the core program to enumerate the needs of youth and from this list to select those needs whose satisfactions can be drawn from the social studies area, choosing the elements which may afford most emphatically those ideas whose understanding will be a significant experience for youth.\textsuperscript{237}

The experiences of pupils must not be in terms of preparation for adult life but must bring understanding of their present living, and by so doing, the individual will live more effectively and happily at the present time, and, as the program continues consistent with his maturing, his adult years will be proportionately more satisfying. This program requires extensive acquaintance of the teacher with the pupil and with his specific needs and interests.\textsuperscript{238}

The program may go further by removing subject boundaries and replacing history, civics, sociology, economics, American problems, and geography with the all-inclusive social studies, drawing from every included area whatever information may be pertinent to the solution of problems which confront pupils in their daily living.\textsuperscript{239}

First, there was a consciousness that subjects have long been stressed to the neglect of the pupil and his efforts to adjust to life situations.\textsuperscript{240}

The first one [correlated aim] herewith presented is that it seems advisable to think always of the whole pupil rather than of his specific relationship to one area of subject matter.\textsuperscript{241}

Next, there are always many pupils taking social studies both by requirement and election who are frank to admit that they do not especially like the courses. This situation obtains (sic) more frequently if the method of teaching is along purely traditional lines.\textsuperscript{242}

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

\textsuperscript{236-242Ibid., pp. 75, 76, 77-78, 78, 173, 177-178, 202.}
Teaching Social Studies in High Schools
Edgar B. Wesley and Stanley P. Wronski

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with subject matter.

Students learn by studying content and by engaging in other learning activities.\textsuperscript{243}

The following steps may be helpful in attaining some comprehension of today's world and its problems.

1. The study of philosophy offers an over-all view of man's problems . . . .
2. History provides a well-known and a specific approach to understanding society . . . .
3. Literature, particularly that which is recent, affords a varied view of society . . . .
4. Some students of society think that the types of recreation, entertainment, and amusement which a people adopt are significant indications of its character . . . .
5. Technical and scientific advances are frequently stressed as the truest index of a people's capacity and ambitions.
6. Economic development affords one of the best hallmarks of the status of a people.
7. Changes in social institutions offer a perennial challenge to the student of society . . . .
8. A final approach to the study of society is afforded by government. Of all human institutions it has probably undergone the most thorough and complete change.\textsuperscript{244}

It is difficult to separate the objectives of the whole field of the social studies from those of the various subjects. In most instances they are the same; the differences lie in the fact that different organized bodies of content are used to arrive at the objectives. It is possible to achieve an understanding of citizenship, for example, through a study of history, civics, economics, and sociology.\textsuperscript{245}

As an organization, subjects unquestionable have some definite advantages. They are unified and simplified bodies of related materials. They have grown and persisted because

\textsuperscript{243} Wesley and Wronski, \textit{op. cit.}, pp. 24, 56-57, 77.
they are psychologically necessary; they are the outward form of an inner necessity. They are as necessary for the learner as for the scholar.  

Subjects furnish the readiest avenue through which to extend popular knowledge. Extensions of knowledge by research and experimentation are usually made by scholars within the particular fields, and are reported and made available in the writings pertaining to the same fields. Teachers can therefore most easily extend their scholarship by persistent attention to one or more subjects, and can most readily and expeditiously utilize these additions if their teaching organization. 

Subjects furnish not only a body of coordinated materials but an approach, a series of methods, a way of thinking. 

Subjects have in their favor all the accumulated experience in methods. Changes in organization and content impair, if they do not utterly destroy, the accustomed ways of presentation. Methods and devices within a given subject often cannot, without considerable loss, be transferred to a new organization. 

Successful integration is supposed to appeal to the student; it ignores scholarly tradition and emphasizes the utility of the material; and it demands psychologically arranged material rather than traditionally organized content. 

Position II

The program should emphasize developing social skills with activities based on pupil needs and interests.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Subjects tend to stress deferred values rather than the present needs of the pupils. 

246-251 Ibid., pp. 101, 102, 102, 102, 10h, 102.
Issue IV

Should the social studies program emphasize individual judgments and solutions to problems, or should the program emphasize group solutions to problems and conformity to the group?

Teaching the Social Studies in Secondary Schools
Arthur C. Bining and David H. Bining

Position I

The social studies program should emphasize individual judgments and solutions to problems.

Intellectual development goes beyond knowledge. The teacher must train pupils so that they develop reason and judgment, that they may proceed to independent methods of study.252

The pupil should come to a conclusion on the basis of his reading and of the class discussion. If pupils disagree in their conclusions, the reasons for their differences may be brought out, but respect must be shown for each pupil's solution.253

Many advantages have been claimed for such group work. It is true that it may develop the habit of cooperation. However, it has its dangers. Unless great care is taken, not only will no advantage accrue but also undesirable traits may be fostered.254

Position II

The program should emphasize group solutions to problems and conformity to the group.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

252-254 Bining and Bining, op. cit., pp. 43, 98, 102.
Educating Citizens for Democracy
Richard E. Gross and Leslie D. Zeleny

Position I

The social studies program should emphasize individual judgments and solutions to problems.

The need of each individual in our free land to study problems and seek solutions makes it necessary for the public schools to train every student to work independently and efficiently.255

On the other side of the coin there is the responsibility of the student, as a member of the mass, to allow individual action by other members of the mass, regardless of how unpopular such action might be.256

This democratic means of the creative solution of conflict, characterized by the mutual reconstruction of differing points of view, needs to become a common experience for all young people throughout their elementary and secondary school careers.257

Position II

The program should emphasize group solutions to problems and conformity to the group.

Individual action related to the actions and feelings of others is another expectancy added to that of purely individual responsibility.258

And the direction of change has been toward more living with others.259

Position III

The authors recognize the issue without taking a position.

But individual drive today must usually consider many more complex social relationships. If one disregards others and refuses to take his part in his associations the group is weakened. Thus, one's individual future is also jeopardized.260

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Free and creative individuals are essential for the development of a free society; but the freedom of any one must permit the freedom of others and also contribute to their growth and development. In this way our society can become much stronger than if individuals live and work entirely independently. It follows, of course, that social studies classroom work must include cooperative as well as competitive activities.

A fundamental point of this whole section is that the future of our society is not guaranteed and that, to no small extent, the direction of our free society in the future will be determined by the decision made by free individuals as they function alone and with others. The available social science knowledge of our times must be related to intelligent decision-making. And decision-making must lead to survival and enriched opportunities for human living.

This resistance to blind conformity is a two-faced coin. On the one side the student must become a thinking and acting individual. He must also remember that the freedom to behave means a concomitant responsibility not to be too onery. There is a fine line between individuality and eccentricity.

Through experiences in problem resolution boys and girls gain basic understandings and knowledge, build individual and group skills, and come to appreciate better the values of democracy.

Teaching High School Social Studies
Maurice P. Hunt and Lawrence E. Metcalf

Position I

The social studies program should emphasize individual judgments and solutions to problems.

In short, a goal of social-studies teachers, if learning is to have maximum quality, is to help students experience problematic situations of the general nature described by Dewey—situations which are puzzling, uncertain, doubtful. These have alternative solutions or no solutions at all; they are "forked-path" or "no-path" situations. Feeling consciously

If learning is to be reflective, each act of a teacher should be fashioned to encourage and help students to move through one or more of the steps involved in an act of reflective thought.266

This is not to say that an individual is completely subject to group control. He may develop beliefs and values which are novel to a group and may get them accepted by others in the group. With widening acceptance, the new beliefs and values become effective in controlling group behavior. The extent to which an individual can project his own unique personality into group life, and change a group thereby, depends on the situation (e.g., whether the group is itself democratic and the extent to which the larger culture outside the group is hostile or friendly to the changes) and on his own capacity for persuasion.267

A democratic group is self-governing. But it must provide for situations where disagreement occurs. Ideally, democratic decisions are by consensus—that is, mutually agreeable decisions reached through discussion and compromise. Then, by common consent action is taken. If consensus is not possible, a democratic group votes. Each person has an equal vote, and a majority vote wins. Votes are taken to facilitate action, not to enforce belief.268

The content of reflection—in contrast to the content of history, political science, geography, and so on—included every relevant aspect of the mental and physical environment in which a given act of thought occurs, everything a thinker brings to bear on a problem.269

Position II

The program should emphasize group solutions to problems and conformity to the group.

The final step, that of selecting consequences which will be agreeable to the group, involves not reflection as we have defined it but deliberation. It requires students to check consequences against the values they hold, and to come to some sort of agreement with respect to common values. It requires a search for consensus, and members of a group may employ persuasion and emotional appeal at this point. Students

are most likely to succeed in reaching consensus if they are encouraged to talk freely about values in a permissive atmosphere.\footnote{Ibid., pp. 103, 135, 151, 21, 92.}

Related to the development of group psychotherapy is the democratic group-leadership movement. This movement embraces a body of experiments and practices with normal adult and youth groups. Its aim is to translate a democratic philosophy into action on a group level and to compare the learning and behavioral results of democratic groups with those of non-democratic groups. An understanding of the dynamics of groups is valuable to a social-studies teacher.\footnote{Ibid., pp. 103, 135, 151, 21, 92.}

Ideally, group decision should represent consensus . . . . This point of view assumes that for many problems there will, at a given time, be a "best" answer.\footnote{Ibid., pp. 103, 135, 151, 21, 92.}

Position III

The authors recognize the issue without taking a position.

Stated in its barest form the issue is this: Learning which involves primarily the acquisition of non-thoughtful responses is not consistent with the needs of democratic citizenship. Learning in the associationist tradition is more suited to the requirements of a totalitarian state, where closed areas are held inviolate and conflicts are erased or suppressed through an education based on prescription and indoctrination. The alternative is much greater emphasis on developing higher thought processes, with all that this implies for reflective examination of critical social issues.\footnote{Ibid., pp. 103, 135, 151, 21, 92.}

The most critical problem of youth, therefore, is the finding of a workable set of standards in the closed areas. This is not to say that youth do not have problems other than the essentially moral ones we are describing here. They do, of course. But it seems likely that problems of belief and value are the most difficult to solve, and that such problems are most likely to produce personality disturbances. In helping youth to find their way through the ideological maze with which they are confronted we are helping future generations of adults to tackle more intelligently the great social issues of our times.\footnote{Ibid., pp. 103, 135, 151, 21, 92.}
Theory and Practice of the Social Studies
Earl S. Johnson

Position I

The social studies program should emphasize individual judgments and solutions to problems.

The thing which I fear most about our time is the view that we ought to be monotonously alike. This is contrary to my understanding of the democratic character which not only permits but expects each of us to be decently different.275

It will be your task to teach your students how to think and what is worth thinking about for their life and the life of their time.276

The social studies teacher does not inherit the right to tell students what attitudes or valuations they ought to change, reject, or accept. The teacher's task is to make them aware of those they have inherited and those between which choices may be made and to test their significance and relevance for the world they believe to be a good one.277

To fail to employ the dialectic is to run the risk of giving your students the impression that there is but one way of looking at the objects of their life, hence that only one attitude is possible toward them.278

Your task is to get him to examine his character Gestalt and change it, as the old Dutchman said, "by his own convincer."279

The method of insight learning does not require that students are to study only good things. They are to get acquainted with values— theirs and others'— both good and bad in kind. Life is not made up only of the good; this is not a sugarplum world. Nor is it assumed that the student must distort the facts to fit his prejudices.280

The foregoing analyses may be reviewed by relating them to the following continuum which constitutes the purposive act: (a) a human being is engaged in goal pursuit, that is, he is acting in his usual and habitual way; (b) this activity is blocked by something with which habit is not able to deal;

(c) this blocking or interruption generates an emotion; (d) doubt, dissatisfaction, or unrest ensues; (e) reason or intelligence is called upon to find a solution, remove the block, and permit activity to continue; (f) this involves imagination and experimentation, overt or covert; (g) alternative ways of solving the problem are tried out; (h) one of these proves more satisfactory than the others; (i) this one is used to organize the behavior potentials of the person with the result that purposive conduct ensues. The terminus may also be called a judgment, namely, the settlement of an issue which can be stated verbally. The shorthand for all this is what we started with; doubt-inquiry-belief.

The method of inquiry is necessary; it is both necessary and sufficient when complemented with appropriate techniques. Their function is to make it work for students with different abilities, interests, and concerns.

The business of the teacher is to help them complete their "unfinished business," or their "unfinished selves."

In this view, the student is conceived as one who learns to direct himself in the formulation and realization of his goals, both for himself and for a society of similarly self-directed persons.

Position II

The program should emphasize group solutions to problems and conformity to the group.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

This process has two phases: the individual or personal phase and the collective or social phase. All judgments of choice are made by individuals, but seldom, if ever, without some kind of group influence. The choice to buy or sell, the choice to enter this or that profession—all choices between alternative goals or standards always reflects individual judgment modified in some way by social influences. Thus it

281-284 Ibid., pp. 180-181, 193, 196, 221.
is that the kind of person one becomes and the kind of groups persons form depend on the value standards or norms by which each "erects," makes or constructs itself.285

Social Studies Instruction
Maurice P. Moffatt

Position I

The social studies program should emphasize individual judgments and solutions to problems.

The individual is challenged to bring to bear all his information and experience in solving such a problem, which arouses his interest and awakens his curiosity as to how it can be done.286

Position II

The program should emphasize group solutions to problems and conformity to the group.

Problems should be in line with the needs and interests of a particular group of pupils. The problem should be valuable, timely, and above all it should impart functional and rich learning.287

However, as these tentative solutions are presented in the form of individual or committee findings, the process continues as the group further evaluates and accepts or rejects.288

He [the teacher] must be tactful in leading the group to a rejection of invalid solutions while still maintaining an attitude of respect toward these contributions.289

Position III

The author recognizes the issue without taking a position.

When the problem has been chosen, the next step is to state it so clearly and specifically that there can be no misunderstanding as to its scope and limitations. This should be a cooperative undertaking. Pupils should be allowed and encouraged to participate as extensively as possible in this step.290

285Ibid., p. 319.
Pupils should acquire skill in the techniques of problem solving. They should have a considerable amount of this experience when the teacher and group gather materials for the completion of a problem.291

Education for Social Competence
I. James Quillen and Lavone A. Hanna

Position I

The social studies program should emphasize individual judgments and solutions to problems.

The controversial nature of social problems means that a class may not always reach a consensus, for decisions on social problems are based on attitudes and values as well as on facts.292

Even if his students do not reach a consensus, the teacher can help them find common ground on which agreement is possible, for as discussion and study proceed, students often modify their original positions. This is the democratic process, in which conflicts and disagreements are resolved through study, discussion, and compromise. When this occurs, the right of an individual or a minority to hold an independent point of view and work to get it accepted must be protected. This, too, is essential to the democratic process.293

This group participation, however, should not stifle, but should recognize and protect individual differences and initiative in a climate of mutual respect and recognition of the rights of others.294

Wisely used, small group work will enrich the social studies program and help students gain the knowledge and skills essential to good citizenship; but valuable though small group work is, the teacher must be careful to give his students experience with other types of activities. While young people should be able to take an effective part in committee work, they must also learn to work resourcefully and efficiently by themselves and to participate in the larger class group. The skillful teacher will maintain a balance between all three types of experience.295

291Ibid., p. 196.

Students should be given many opportunities to work alone, as well as in groups.296

Position II

The program should emphasize group solutions to problems and conformity to the group.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Social Studies in the Secondary School
Clarence D. Samford and Eugene Cottle

Position I

The social studies program should emphasize individual judgments and solutions to problems.

The authors have no references to support this position.

Position II

The program should emphasize group solutions to problems and conformity to the group.

Not only do social studies teachers teach that individuals should get along well in all phases of group life; they also make their classrooms laboratories in demonstrating excellent group relationships. Opinions of others are respected. All are given a just and proportionate share of time for presentation of results of directed work and participation in discussion. The teacher cultivates a general condition of rapport. Appreciation for groups outside the classroom is constantly mentioned with positive suggestions for translating principles into action.297

Position III

The authors recognize the issue without taking a position.

296Ibid., p. 261.

297Samford and Cottle, op. cit., pp. 7-8.
In our democracy we emphasize the value of the individual and insist upon the right of the fullest possible achievement within the individual's ability, but at the same time we require the individual to submit to demands of the group and to consider the welfare and the rights of others as a condition of his own privilege. In the school, as we have recognized the importance of the individual pupil's interest, we have moved away from the teacher-controlled situation. The resulting teacher-pupil group has afforded the valuable opportunity of learning to work in groups, a practice essential to our American democracy. The class becomes a group having a sense of belonging together, by working on common problems, accepting one another, questioning one another, and helping one another understand when one pupil's experience may have been more meaningful for some than for others. Leadership is recognized wherever it is genuine, and the right of the individual within the group to express his opinion and to demonstrate his ability is maintained. Attempts to dominate may become evident as the group senses ability, and the would-be dictator is held in place by the consciousness of individual rights in the group as a whole. Thus we see that no small part of the responsibility of the social studies teacher is the establishment in the class of that group morale and ability which recognizes individual worth at the same time that it maintains the power and vitality of the group. In this experience children establish early the pattern of democracy in their personalities.298

As the group examines a problem, each member seeing it from his own unique point of view, not only do solutions appear, but pupils gain new insight through the experience. It is from such experiences that pupils learn to recognize their personal problems and to see what the various related parts of their own problems may be. When the group has defined its problem, the teacher and pupils together may decide upon the methods by which the problem may be solved.299

Teaching Social Studies in High Schools
Edgar E. Wesley and Stanley P. Wronski

Position I

The social studies program should emphasize individual judgments and solutions to problems.

298-299Ibid., pp. 51-52, 53-54.
After providing all possible aid the teacher should recognize that the pupils themselves will have to construct their own concepts and generalizations. 300

Position II

The program should emphasize group solutions to problems and conformity to the group.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Issue V

Should the social studies program provide for an examination of all controversial issues, or should the program place a restriction or limit upon the handling of some issues?

Teaching the Social Studies in Secondary Schools
Arthur C. Bining and David H. Bining

Position I

The social studies program should provide for an examination of all controversial issues.

The authors have no references to support this position.

Position II

The program should place a restriction or limit upon the handling of some issues.

There are a few controversial problems that may not be taken up in the classroom. For example, in the field of religion, it is still not appropriate to study objectively the present-day situation of the various sects in their entirety . . . . However, there are some religious issues that may be discussed if all sides are given. The separation of church and state, for example, may be studied and the attitude of the courts toward weekday religious education. 301

300 Ibid., p. 224.

301 Bining and Bining, op. cit., pp. 186-187.
Most controversial problems can and should be brought up in the classroom. 302

Controversial issues must be treated fairly and without bias. They have a place in the schools; for if our aims are to be achieved, the critical factor must play an important part. 303

Position III

The authors recognize the issue without taking a position.

The question of controversial problems in the classroom has caused much discussion. In recent years there has been a more favorable attitude in regard to including such issues in the curriculum. 304

Bringing controversial material into the classroom demands much care and foresight on the part of the teacher. If pupils must be given a chance to view all sides of a question, the teacher must plan and prepare so that his pupils will really see all aspects. 305

Problems that are really controversial and upon which there is a widespread difference of opinion must be treated with the greatest endeavor to be fair to all sides in the issue. There must be no deliberate suppression of facts or distortion of information, to support any point of view. The aim must be to present facts as they really are. 306

Educating Citizens for Democracy
Richard E. Gross and Leslie D. Zeleny

Position I

The social studies program should provide for an examination of all controversial issues.

Here the problem which so frequently rises to plague the teacher is the controversial element in such lessons. Too many teachers present but a pallid course in American history because they are afraid to lead the children into the study of the issues—past and present. It is unfortunate if the climate of the times is leading to much of such self-censorship by instructors. No forthright teacher of United States history should seek to avoid these problems and their current connotations. 307

Position II

The program should place a restriction or limit upon the handling of some issues.

In the hands of a skilled teacher issues that are quite controversial can be thoroughly aired, learning can take place, and the student can leave the class without engaging in any heated controversy. 308

Attention should be focused on the facts of the matter rather than on the controversy. 309

The second condition is closely related to the first. Many of the issues and proposed solutions to problems in the area of economics are highly controversial. Individuals and groups bring to problems in this area many beliefs and attitudes to which they cling and upon which they formulate solutions. Whether or not these solutions are 'right' or 'wrong,' the point here is that since they hold such beliefs and attitudes, they may feel threatened by and resist a program which, in their opinion, violates their beliefs and attitudes. If this occurs to any great extent the effectiveness of the school program is reduced. The pupil, whose parents disagree with and mistrust what the school or teacher is trying to do, is generally not apt to make much progress toward the goals that have been set forth in that area. Nevertheless, schools should not and cannot eliminate consideration of controversial issues. 310

Since it involves controversy, successful problem-solving requires the application of screening criteria. By their very nature, all problems are controversial. Realistically, the schools as social institutions cannot, even in a democracy, expect to be entirely free to take up any problem at any time. 311

There are some issues, however, on which the public does not expect the teacher to be impartial; Communism would be an example here. The social studies teacher has been employed by society to help maintain its basic features and values. His duty is to select and provide the learning experiences that are most appropriate in reaching educational aims which, in turn, reflect the goals of society. Here he is certainly not expected to continually hide behind a label of neutrality. 312

308-312 Ibid., pp. 268, 268, 282, 352, 355.
Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Teaching High School Social Studies
Maurice P. Hunt and Lawrence E. Metcalf

Position I

The social studies program should provide for an examination of all controversial issues.

... lacking a satisfactory way of dealing with controversial issues, he would simply stop trying. He would stick to the content in textbook, workbook, and course outline (which is usually as noncontroversial as it is humanly possible to get.) To the extent that he did allow controversial issues to enter the thinking of his students, he would try to confine them to peripheral rather than to central issues.313

For students of the senior high school we recommend that, in so far as possible, all social-studies learning be approached through the medium of contradictory beliefs, attitudes, and values.314

Whatever the technique used in selecting beliefs for study, the following criteria may be helpful to teachers and students in making the selection:

... b. Priority should go to beliefs related to sharply controversial issues, to beliefs held on the level of sheer prejudice, to beliefs which reflect confusion and uncertainty, and to contradictory belief-pairs (conflicts) held by students or community adults, or suggested in text materials.315

We are now ready to suggest a purpose for social-studies education which takes into account both method and content: The foremost aim of instruction in high-school social studies is to help students examine reflectively issues in the closed areas of American culture.316

According to this statement of purpose, teaching materials should be drawn from a selection of conflicting propositions in such controversial areas as race and minority group relations, social class, economics, sex, courtship and marriage,

religion and morality, and national and patriotic beliefs, plus a wide range of relevant data to be used in testing them.\textsuperscript{317}

We are now ready to suggest a purpose for social-studies education which takes into account both method and content. The foremost aim of instruction in high-school social studies is to help students examine reflectively issues in the closed areas of American culture.\textsuperscript{318}

One reason why social-studies education should focus on issues in closed areas is that it is here that personally felt problems (particularly intra-personal conflicts) tend to intersect with pervasive and troublesome cultural issues. To study such problems provides a way of meeting both individual and social needs, by reducing the amount and intensity of intra-personal conflict and by making such conflict more manageable as it arises.\textsuperscript{319}

The task of getting students themselves to reflect in highly controversial matters has at least been made easier by knowledge gained from experience in psychiatry and group dynamics.\textsuperscript{320}

The fear that youth will accept "wrong" beliefs if they open their minds to new ideas is actually only a fear that they will accept different beliefs. This is not necessarily the outcome. Reflection may fortify or it may undermine conventional beliefs. There are no prior guarantees as to what conclusions it will produce, but a great many conventional beliefs can emerge from reflective scrutiny more strongly accepted than before. The aim of reflection is never to destroy a belief, but to evaluate it in light of the best evidence and logic. Reflection can only guarantee the emergence of beliefs which are relatively more adequate and harmonious than the ones young persons normally hold.\textsuperscript{321}

The failure of large numbers of Americans to think critically in the area of economics is in part a failure of the public schools.\textsuperscript{322}

Lack of emphasis on the subject matter of economics is less serious than the fact that what economic education there is in the schools focuses largely on noncontroversial content.\textsuperscript{323}

A textbook should contain a relatively large amount of content bearing on critical controversial issues of the culture.

Such content should include, or be pertinent to, possible general ideas . . . and should also include abundant factual detail which is directly relevant to such ideas.324

A textbook should be provocative. That is, it should suggest ideas (with supporting factual data) which challenge conventional beliefs in areas of controversy.325

A third objection to the rule of concealment is that one of the purposes of a social-studies curriculum based upon the method of reflection is teaching students to be critical of an idea irrespective of its origin.326

Some traditional beliefs and social practices may lack such support, and it would be unprofessional for a teacher to conceal evidence which refutes or undermines any belief.327

Position II

The program should place a restriction or limit upon the handling of some issues.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Another feature of American culture which prospective teachers should understand is the presence of closed areas—areas of belief and behavior which are largely closed to rational thought. In these areas people usually react to problems blindly and emotionally. Closed areas are saturated with prejudices and taboos. In our culture, irrational responses commonly occur in the areas of morality and religion, sex, race and minority-group relations, social class, nationalism and patriotism, economics, and politics.328

Our closed areas change from one historical period to another. For example, sex is now much more open to reflective study than it was fifty years ago, whereas comparative socio-economic ideologies (including the issue of communism) is more nearly closed to rational examination than even a decade ago. At any given time some of the areas named above will be much more tightly closed to reflection than will others; and all have their open aspects—facets which are relatively free of prejudiced thinking.329

324-329 Ibid., pp. 371, 371, 1110, 1112, 6, 6.
The social studies program should provide for an examination of all controversial issues.

We want them to know that controversy as to to the meaning of any given object is not an evil thing but that it is the consequence of the fact that human beings put the same objects in different and conflicting frames of reference. Thus, our students may come to know and understand that controversy lies in the very nature of conflicting interests and that a society which puts a premium on individuality puts a premium on difference and must expect controversy. They may also come to understand that when people see things in different and conflicting perspectives they ask different questions and get different answers.330

In the light of this view the most inane question that can be asked of the social studies is, "Should they deal with controversial matters?" Only in a society in which there was no change and hence no controversy would such a question make any sense, except that in such a society there would be no occasion for asking it.331

But, to the degree that the social studies are policy studies (which they are to a great extent) controversy cannot be escaped.332

Position II

The program should place a restriction or limit upon the handling of some issues.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

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Social Studies Instruction
Maurice P. Moffatt

Position I

The social studies program should provide for an examination of all controversial issues.

The social studies teacher should not avoid material likely to lead to controversial issues.333

Position II

The program should place a restriction or limit upon the handling of some issues.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The teacher who is new in a community should inquire about the policy of the school toward controversial issues.334

Education for Social Competence
I. James Quillen and Lavone A. Hanna

Position I

The social studies program should provide for an examination of all controversial issues.

The authors have no references to support this position.

Position II

The program should place a restriction or limit upon the handling of some issues.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

By their very nature, contemporary social problems are controversial, and for this reason many teachers hesitate to use the problems approach. Lack of encouragement and support from the school administration may discourage competent teachers from discussing controversial issues in the classroom, and rear of community criticism may prevent them from organizing courses around current problems.  

The controversial nature of social problems means that a class may not always reach a consensus, for decisions on social problems are based on attitudes and values as well as on facts.  

Social Studies in the Secondary School
Clarence D. Samford and Eugene Cottle

Position I

The social studies program should provide for an examination of all controversial issues.

The social studies teacher must not avoid such topics because this type of discussion affords an opportunity for guidance in the formation of desirable citizenship habits and practices.

The heat that often surrounds such questions does not mean that teachers should omit them from discussion. It only means that the teacher shall direct pupils in seeking accurate information, in their discussion, and in their effort to render community service.

Position II

The program should place a restriction or limit upon the handling of some issues.

Neither should the social studies teacher seek to inject a controversial topic into the class discussion unless the overall situation seems to warrant such discussion.

One of the most important points of caution has to do with the potential tendency of the parents to feel that current controversial topics are being wrongly presented.

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335-336 Ibid., pp. 165, 167.
Naturally, caution does need to be taken during controversial discussion that the teacher shall not reach a personal point of view and ask the pupils to accept it uncritically.311

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Teaching Social Studies in High Schools
Edgar B. Wesley and Stanley P. Wronski

Position I

The social studies program should provide for an examination of all controversial issues.

The social studies teacher must necessarily deal with issues that are fraught with danger. People have strong emotions concerning many controversies and topics. Even when the teacher proceeds with caution and tact, fortified by thorough preparation, he is in danger of being criticized and, in extreme cases, discharged. If any teacher is to fight the battle for freedom of teaching, it ought to be the social studies teacher. If teaching is ever to reach the professional status in which the community accepts the teacher as an authority within his province, it will come about by the vigorous efforts of competent teachers who are willing to assert their rights. And there is, of course, no antithesis between the right to teach and the right to learn. In fact, the pupil will never have the real opportunity of learning about controversial issues unless the teacher has the right to present them. Without haste, rancor, or prejudice the social studies teacher should maintain his right to the und dictated presentation of all issues.312

Closely related to the freedom of teaching is the problem of teaching controversial issues. In fact, the frankness and fullness with which he can deal with controversial issues is the most accurate measure of the teacher's freedom.313

The only valid criterion for selecting a controversial issue for study or discussion is its relatedness to the field of

311 Ibid., p. 154.
312-313 Wesley and Wronski, op. cit., pp. 8-9, 9.
the social studies. No kind or type can properly be excluded because it is embarrassing or because people feel strongly about it. In fact, those issues which awaken the most feeling are often those which are most vital and stand in need of objective and disinterested treatment. The very nature of the social studies inevitably involves the consideration of vital, unsolved problems and issues. The social studies teacher cannot evade them and remain true to his obligations.\(^3\)

So the answer to the question, "Should teachers deal with controversial issues?" is that they should, after performing their routine obligations, deal with nothing else.\(^3\)

Because we live in a democratic society we permit individuals to express differing opinions on the direction and significance of these changes. It is inevitable, therefore, that written materials will reflect points of view about which there may be controversy. The recourse of the intellectually honest social studies teacher is not to attempt to avoid these genuine differences of opinion. Rather it is to utilize them, in the best sense of teaching, as means by which the students can gain indispensable training in analyzing, weighing, and appraising controversial issues.\(^3\)

Position II

The program should place a restriction or limit upon the handling of some issues.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Issue VI

Should the social studies program be required of all students, or should the program be an elective for all students?

\(^3\) Ibid., pp. 10, 10, 519.
Teaching the Social Studies in Secondary Schools
Arthur C. Bining and David H. Bining

Position I

The social studies program should be required of all students.

In considering the high school of grades nine to twelve, one finds that there is more or less agreement as to what should constitute the bulk of subject matter for the various curricula. . . . Such a program would not allow more than four units of the social studies.347

The tendency today is to have one social-studies course in each year for all pupils. If it is not mandatory, it is at least recommended.348

The present discussion has assumed a required course in social studies in each of the grades of the junior and senior high schools. This is not always the practice.349

The twelfth-year course in problems seems to be an appropriate climax to the social-studies program.350

Position II

The social studies program should be an elective for all students.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

American history, intrenched by legislation, is a required subject.351

The place that civics holds in the curriculum of the secondary school today is an important one.352

Political science, as such, is taught in a number of secondary schools today, and when it is offered, it is generally in the senior high school.353

347-353 Bining and Bining, op. cit., pp. 175, 176, 177, 185, 10, 12, 14.
Economics as a separate course is largely an elective subject and is usually offered in the twelfth grade, although frequently it is given in the eleventh, tenth, or ninth grade.\(^{354}\)

A course in problems of democracy is required for graduation in many high schools all over the country, and a number of states either have included the subject in their courses of study or have recommended its inclusion in the curriculum of their high schools. The course is usually taught in the twelfth grade, under the title of problems of democracy, problems of American democracy, modern problems, or social problems.\(^{355}\)

Most schools teach history in the seventh and eighth grades. Civics is usually offered in the ninth grade. Even in schools using some type of core program, the offering is usually some kind of civics, correlated with other subjects. World history has been replaced in a few schools by other subjects, but still holds its own in most. American history is required in practically all schools. Problems of democracy, or a course of similar type, has received wide acceptance.\(^{356}\)

Evaluating Citizens for Democracy
Richard E. Gross and Leslie D. Zeleny

Position I

The social studies program should be required of all students.

The needs of youth and of society can be satisfied in considerable part through the study of world history.\(^{357}\)

As a fundamental part of the social studies, the program in world history should also be interwoven with United States history, current events, and the total-school program of citizenship education.\(^{358}\)

World history includes so much material of importance to youth today that it becomes necessary to select certain areas, trends, movements, events most important for students' understanding of present-day conditions.\(^{359}\)

Citizens with historical background are needed more than ever to preserve the culture of the past and to hand it on

\(^{354-356}\) Ibid., pp. 17, 19, 181.

\(^{357-359}\) Gross and Zeleny, op. cit., pp. 120, 122, 123.
enriched and enlarged. Youth need to study world history in order to meet the present challenging problems, for the past often provides explanations and solutions.\footnote{360-366}

Our American history courses should definitely be taught to help students gain the basic sense of historical development.\footnote{361}

The understandings, attitudes, skills or abilities, interests, and appreciations needed by the individual to be a competent and informed citizen must be the criteria for planning an integrated, sequential social studies curriculum for all students.\footnote{362}

Position II

The social studies program should be an elective for all students.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

\ldots and the schools require youth to pursue the social studies that they become useful, democratic citizens, able to achieve their goals and willing to co-operate with their fellows in finding answers to these questions.\footnote{363}

\ldots and that American history now required in all states, is not being neglected despite the rapidly expanding social studies curriculum.\footnote{364}

Less than 7 per cent of all students enrolled in four-year high schools take this geography subject.\footnote{365}

Less than 5 per cent of all high-school students were enrolled in such courses economics in 1920, and the same percentage holds for the present. Much of the content of economics has been absorbed into the newer 'problems of democracy' classes.\footnote{366}

As in the case of economics, much of the content has been taken over by the problems of democracy course. At the present
time less than 5 per cent of secondary students are enrolled in the subject. 367

While there are now more large city schools requiring problems courses than there are requiring world history, during the past two decades the percentage of students enrolled nationally has declined from 10 per cent to about 6 per cent. 368

Very large schools with adequate staffs of trained instructors may well offer elective courses to meet the varying needs of students. Many schools, however, need to consider the general education implications for the social studies and decide whether their efforts should be expended in offering a number of unrelated classes or in developing a required core of vital social studies courses. 369

Most probably this subject—American history—will continue to be of central import in all social studies programs. 370

The pattern of teaching civics in the ninth grade and twelfth grade has remained in the curriculum. 371

Teaching High School Social Studies
Maurice P. Hunt and Lawrence E. Metcalf

Position I

The social studies program should be required of all students.

The authors have no references to support this position.

Position II

The social studies program should be an elective for all students.

The implications for the teaching of history seem clear. Ideally, there would probably be advantages in abandoning entirely conventional survey courses in history. 372

Courses labeled history may perhaps be abandoned entirely and courses which focus on contemporary issues and problems substituted. History will be taught as needed to illuminate the issues and problems studied. 373

367-371Ibid., pp. 68, 68, 69, 200, 298.
Position III

The authors recognize the issue without taking a position.

For example, it is common in the United States to require study of the Federal Constitution in the seventh or eighth grade, as a part of either civics or American history.\textsuperscript{374}

The most common social-studies curriculum today consists of the traditional social-studies courses of history, civics, geography, economics, sociology, and the somewhat more recently added "problems of democracy."\textsuperscript{375}

Junior-high-school students usually are required to study United States history, often in eighth grade; senior-high-school students take it in eleventh or twelfth grade. In most high schools world history is an elective in ninth or tenth grade, and large urban schools frequently offer as electives Latin American and European history. Several states in the United States require all students to take a course in the history of their state.\textsuperscript{376}

Theory and Practice of the Social Studies

Earl S. Johnson

Position I

The social studies program should be required of all students.

There is another version of world history about which I should like to speak briefly. This is the study of the world as a whole today. This is a comparative study of contemporary socioeconomic and cultural systems: the democracies, the dictatorships, and whatever types lie between. All cannot be taken. Your selection must depend on your canons of relevance and significance for identifying (sic) what is both manageable and appropriate that modern youth may know the world neighborhood in which it now lives . . . . Such a course is best placed in the senior year.\textsuperscript{377}

The study of a primitive and simple culture would show our own in its true light: . . . . As for the grade placement of such a study, I suggest the ninth year.\textsuperscript{378}

\textsuperscript{374-376} Ibid., pp. 47-48, 191, 352.
\textsuperscript{377-378} Earl S. Johnson, \textit{op. cit.}, pp. 346, 348.
Position II

The social studies program should be an elective for all students.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Social Studies Instruction
Maurice P. Moffatt

Position I

The social studies program should be required of all students.

Either the history of Latin America or the history of the entire Western Hemisphere should be a part of the secondary school social studies program.379

The Teaching of State and Local History. State and local history should be closely correlated with American history, for even state history taught independently of the national story loses much of its significance.380

Local history furnishes a dynamic approach to community study. Current educational programs stress the importance of the community as a laboratory for learning. Results show that pupil's needs are more easily met and interests are enlivened through the use of the local resources.381

History assumes a major role in the social studies program at the secondary level.382

Educators will agree with the concept that geographic education is becoming increasingly important in the modern secondary school curriculum. The need for instruction in this field becomes more evident as the United States plays a greater role in world affairs.383

The twelfth year offering is the capstone of the social studies sequence. It is generally referred to as the problems

course and provides the student with the opportunity to discuss problems that are current in our democratic society.  

Problems of scheduling, pupil load, and local policy will no doubt determine the extent of the offering and the time devoted to such instruction. However, certain essential economic principles and theories should receive attention.  

The work of the senior year in the social studies permeates many areas of knowledge. It should provide the student with a sound background for entering adult life.  

The teaching of current events is important in our secondary school social studies program. In fact, with current materials more plentiful in our schools, this subject plays a significant role in all content areas.  

Current events should be studied as a means of increasing interest in world happenings.  

A current history course would be a worth-while addition to every social studies program in our secondary schools.  

Every pupil in his senior year of high school should be enrolled in at least a semester's course in current history.  

Current events instruction should be a part of every social studies program.  

Position II  

The social studies program should be an elective for all students.  

It is obviously impossible to recommend a single pattern or course outline for the study of world history that would be satisfactory in all schools and under all conditions.  

Position III  

The author recognizes the issue without taking a position.  

Junior high school offerings now, in many instances, include geography, government, American history, world history, community civics, and social studies. American and world

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history are also offered in the senior high school, as are problems of democracy (or American problems or modern problems) Latin-American history, modern European history, state history, American government or advanced civics, economics, sociology, geography, international relations (usually as a unit in a particular course), and consumer education.393

History in the secondary school should be a guide to prepare pupils for the modern world. It should provide adequate knowledge of the past in order to comprehend the present; and it should be a source of worth-while information. A knowledge of our own history is essential to understand the growth of our society.394

State requirements for the social studies frequently place increased stress on the teaching of American history.395

Within the junior high school, the grade placement varies more greatly than within the senior high school, where American history is commonly offered in the eleventh year or, when two years are required, in the eleventh and twelfth year.396

The twelfth year offering is the capstone of the social studies sequence. It is generally referred to as the problems course and provides the student with the opportunity to discuss problems that are current in our democratic society.397

More and more of these schools are offering courses in sociology or in social problems as a means of preparing pupils for intelligent citizenship. Such courses are usually limited to one semester in the senior or junior year, either as a separate course or as one half of the problems course.398

The study of civics gives the pupil an insight to intelligent citizenship.399

Education for Social Competence
I. James Quillen and Lavone A. Hanna

Position I

The social studies program should be required of all students.

393-399Ibid., pp. 21-22, 228, 230, 227, 304, 322-323, 372.
High-school students should study the relationship of government to the national economy as it has developed in the past. They should have some understanding of current economic problems and their political implications, and they should be familiar with various points of view concerning the proper relationship between government and business.  

Through the study of world and American history, students can develop their understanding of our moral and religious traditions from ancient times to the present.

If the school is to fulfill its function of educating effective democratic citizens, the special education program of the curriculum should also include logically organized courses in the various social studies. Students have special needs and interests in history, economics, government, geography, sociology, psychology, and other fields, and the school must meet these needs. The social studies should form the heart of the general education program, and all students should have some work in them at each grade level; but elective courses which build on the insights and concepts acquired in general education courses are equally important for some students.

Although social studies is usually required in seventh and eighth grades and in two of the four years of high school, the lack of a continuous program through all six years makes it impossible for students to obtain the continuing development of social competence needed by all citizens of a democracy.

Local history is a useful approach to the social studies because all social action affects local communities, and the background of any social problem or any aspect of history may be approached from the study of a single locality.

Position II

The study in the social studies should be an elective for all students, rather than rigidly prescribed.

Courses of study in the social studies should be flexible rather than rigidly prescribed.

Position III

The authors recognize the issue without taking a position.

Many state legislatures passed laws requiring both public and private schools to teach the history of the United States and the Constitution.106

This does not mean that all the needs of young people should be met in the school, let alone in the social studies program.107

In high school, he can deepen and enrich these concepts and generalizations by acquiring further knowledge from history, geography, political science, economics, sociology, anthropology, social psychology, and the other social sciences.108

In the study of geography, the local environment can be used constantly in making geographic concepts meaningful, in making maps, in showing geographic interdependence, and in demonstrating how the natural environment affects daily living.109

In eighth-grade United States history, the historical background of the local community can be used as a point of departure and for illustrative purposes in studying such topics as recreation, sports, and social life; the rise of the industrial Northeast, the plantation South, and the free-farm West; the development of waterways, highways, railways and airways, and domestic and international trade; and the rise and influence of major communication industries.110

World history can be meaningfully approached by beginning with an analysis of the local community to show how all periods of the past and all parts of the world have contributed to our daily living.111

The study of contemporary problems, often taught at the twelfth grade can be made concrete and practical by first analyzing a problem as it exists in the immediate environment, then extending the study in time and space, and finally returning to the local situation to make applications on the basis of understandings gained and generalizations formed.112

Social Studies in the Secondary School
Clarence D. Samford and Eugene Cottle

Position I

The social studies program should be required of all students.

The authors have no references to support this position.

106-112 Ibid., pp. 12, 60, 205, 348, 349, 349, 349.
Position II

The social studies program should be an elective for all students.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

American history represents the most widely taught field.¹¹³

Teaching Social Studies in High Schools
Edgar B. Wesley and Stanley P. Wronski

Position I

The social studies program should be required of all students.

The authors have no references to support this position.

Position II

The social studies program should be an elective for all students.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Within recent years several state legislatures have enacted laws either encouraging or requiring the teaching of state government along with state history. Although legislative enactment of curricular content is a practice of questionable wisdom, in this instance it appears to reflect a curricular trend that many school systems have followed, whether legally required to do so or not.¹¹⁴

¹¹³ Samford and Cottle, op. cit., p. 9.
¹¹⁴ Wesley and Wronski, op. cit., p. 193.
From these surveys and from other sources one may reason­ably draw some conclusions concerning trends in curricular offerings and enrollments.

1. The offerings in Grades 10 (world history), 11 United States history), and 12 (problems of democracy) are approaching national uniformity.

2. United States history and geography have become predominant in Grades 7 and 8. The older term social science is rapidly disappearing. This is plainly a change in terminology rather than in content.

3. Diversity in subject offerings increases from Grades 7 to 12. New subjects such as psychology and consumer education tend to be offered at the upper grade levels. This is not to be construed, however, as indicating a relatively more static condition at Grades 7-9. On the contrary much experimentation and adding of new topics is found in these grades even though the course title may remain unchanged.

4. Subjects which are increasing in popularity are United States history, world history, state history, civics and citizenship, problems of democracy, and consumer education.

5. Subjects which are declining in popularity are, in junior high school, geography and, in senior high school, ancient and medieval history and government.

6. The course in problems of democracy tends to absorb the separate courses in government, sociology, and economics.

7. It seems clear that extensive and thoroughgoing changes are occurring within many subjects; these changes are not reflected by the conventional names which are still being used. On the whole these changes within subjects are probably more significant than the changes in type of courses offered.

8. One may infer that the increased attention given to American history is in part the result of state laws and agitation by pressure groups. More school time is being assigned to the study of American history. A few states have passed laws requiring two-year courses in the subject. In 1944 the Committee on American History in Schools and Colleges declared that sufficient time was already allotted to the subject and that laws requiring its study were unwise. In spite of these warnings by educators some legislators think that more American history will promote democracy and insure national safety.

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*Tbid.*, pp. 144-146, 153.
Perhaps legislators should state social objectives, but they should certainly leave to educators the choice and grade placement of materials.\footnote{Ibid., p. 155.}

**Issue VII**

Should the social studies program consist of different courses for students of differing abilities, or should the program be the same for all students?

**Teaching the Social Studies in Secondary Schools**

Arthur C. Bining and David H. Bining

**Position I**

The social studies program should consist of different courses for students of differing abilities.

The authors have no references to support this position.

**Position II**

The social studies program should be the same for all students.

The authors have no references to support this position.

**Position III**

The authors recognize the issue without taking a position.

It is true that, under our present organization in the schools, the pupil of low ability does much better in the non-historical social studies than he does in history.\footnote{\textit{Ibid.}, pp. 187, 187.}

The number of pupils who drop out during the high-school years is large. Undoubtedly, a greater effort should be made to retain these youths in the high schools as long as they are educable. Many courses have been criticized as being too difficult for most of these pupils and also as not being meaningful to them. Fault has been found with history courses, especially as they have been presented and taught. Whether or not other social-studies material should be substituted for history is questionable.\footnote{Bining and Bining, \textit{op. cit.}, pp. 187, 187.}

In the consideration of the objectives of the social studies, it is evident that the school has failed to measure up to its
full responsibility in giving these pupils an insight into history according to their ability and an understanding of social and economic problems. 120

Educating Citizens for Democracy
Richard E. Gross and Leslie D. Zeleny

Position I

The social studies program should consist of different courses for students of differing abilities.

The authors have no references to support this position.

Position II

The social studies program should be the same for all students.

It is the belief of the editors and authors of this book that although the typical secondary school program has been considerably altered in the past half-century, unfortunately large numbers of pupils are still not being adequately served—especially in the socio-civic areas. In the United States the great bulk of youth of high-school age now are enrolled in school. Therefore, the secondary school has been called upon for many new services. In addition to preparation for higher education, the high school now has a greatly increased general education function since it has become an extended common-school for most young citizens. 121

Position III

Very large schools with adequate staffs of trained instructors may well offer elective courses to meet the varying needs of students. Many schools, however, need to consider the general education implications for the social studies and decide whether their efforts should be expended in offering a number of unrelated classes or in developing a required core of vital social studies courses. 122

In addition to planning carefully the sequence and integration of such a general education social studies curriculum there are other factors to be considered in developing

120 Ibid., p. 187.
it... Since this is a program designed for all students found in the average comprehensive public high school, such selection and use is not the easiest task. If there is some kind of homogeneous grouping in the school it is much easier to plan the learning experiences and select the learning materials than if the usual heterogeneous grouping is the case.\textsuperscript{123}

Teaching High School Social Studies
Maurice P. Hunt and Lawrence E. Metcalf

Position I

The social studies program should consist of different courses for students of differing abilities.

The authors have no references to support this position.

Position II

The social studies program should be the same for all students.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

There is reason to believe that the upper 5 or 10 percent of students may profit from traditional subjects taught "straight." Not much is known about how learning in a bright child differs from that in a dull one. A bright child does acquire more facts in a conventional program of study and remembers them longer. What is not well understood is the qualitative difference in learning between the two.\textsuperscript{124}

Not only do average and below-average children learn less quantitatively but their learning is probably qualitatively inferior. They conceptualize less; that is, the facts they memorize tend to remain isolated. Facts come to them as arbitrary associations and remain so. The argument that standard facts of the social studies, if committed to memory, will serve as a background for future thought is probably erroneous except when applied to exceptionally able students and has

\textsuperscript{123}Ibid., p. 243.

\textsuperscript{124}Hunt and Metcalf, op. cit., p. 209.
weaknesses even then. It assumes that bright students will profit more from a traditional subject-centered approach than they would from a problem-centered approach. Although we may readily grant that a few bright students do enjoy and unquestionably profit from the mastery of a systematically organized body of knowledge, it would be very difficult to substantiate the above assumption.\textsuperscript{125}

Theory and Practice of the Social Studies
Earl S. Johnson

Position I

The social studies program should consist of different courses for students of differing abilities.

I am still talking about individual differences because I am talking about some of the arts of teaching. Transfer goes on, not on a mass but on an individual basis. The art of teaching always reduces to the art of teaching individuals. You cannot separate teaching from teaching individuals. But you can separate them, and that may be one of the things you will be faced with. This means some plan of segregation according to ability to learn, and to transfer learning. Whether it is legitimate depends on the consequences for the students concerned. That must be your benchmark. If the range of abilities is very great, some kind of segregation seems justified.\textsuperscript{126}

To none of these problems do I give any pat answers. I can only say that there is a point past which, in a class of very wide range of abilities, spatial segregation seems indicated. Unless it is done, everyone will suffer. The practice of democracy requires some leveling down, but it does not require that the "common man" become the "highest common denominator" . . . .

Position II

The social studies program should be the same for all students.

The author has no references to support this position.

\textsuperscript{125}Ibid., p. 209.

\textsuperscript{126-127}Earl S. Johnson, op. cit., pp. 299, 299-300.
Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Social Studies Instruction
Maurice P. Moffatt

Position I

The social studies program should consist of different courses for students of differing abilities.

Teaching the rapid learner presents an entirely different problem from that of the slower learner. Education in the past has provided for the average individual and overlooked the superior pupil. The slower learner, when deemed advisable, did receive some extra drill and remedial assistance. Today our attention is focused upon meeting the needs of the rapid learner. The school program should contribute to the intellectual, social, and emotional growth of the superior learner as effectively as possible.\[28\]

The social studies presents many possibilities for teaching the rapid learner because of the varied avenues to inquiry and research. Units of work and selected problems must be interesting, functional, and at the same time challenging to the thought energy and resources of the intellectual individual.\[29\]

Some school systems are meeting the problem of educating slow learners by establishing a special educational program for them. In this way it is felt some of the real needs of youth can be satisfied, and pupils with similar educational abilities will be brought together. The grouping of slow learners will be determined in many cases by the particular local situation and may be accomplished either in a regular classroom group made up of ability levels of pupils or in a special group composed of all slow learners.\[30\]

Subject requirements and learning procedures should be flexible rather than rigid and always subordinated to the abilities, needs, interests, and problems of the pupils.\[31\]

Teachers believe that the environment, equipment, supplies, and selected activities are most important for teaching groups

\[28-31\] Moffatt, pp. 70, 71, 73, 76.
in a core class. This is particularly true in meeting the needs of the slow learner through guided educational experiences in a laboratory situation.\textsuperscript{132}

Position II

The social studies program should be the same for all students.

One of the most challenging problems in the social studies program is that of providing for the individual differences of our youth. The teacher is faced with a complicated task as each pupil has his own unique background pattern and capacity for learning. Providing for the range of differences among pupils in a group presents a challenge for the social studies teachers.\textsuperscript{133}

The teacher is aware of the necessity for providing work geared to the level of the slower pupil. He requires the superior and gifted pupil to use his ability to capacity. To accomplish this job, the teacher gears the work to meet the comprehension of each individual pupil in the group and aids each individual through guidance and direction in the process of learning.\textsuperscript{134}

Where superior aptitude is shown, valuable experiences and opportunities should be provided by the teacher, with two reservations in mind: (1) accomplishments must be shared with the members of the group, and (2) the gifted pupil must work to the limit of his capacity.\textsuperscript{135}

The social studies teacher should appraise the learning characteristics of the rapid learner and strive for bettering his teaching procedures. The teacher may wish to consider the following:

1. Understand the rapid learner in order to meet his needs.
2. Stimulate the superior pupil to work to his fullest capacity.
3. Furnish extra projects, reading assignments, and special research.
4. Encourage gifted pupils to explore and develop their own special talents and outstanding interests.
5. Teach the superior pupil the proper technique for evaluating his own work and progress as well as that of others.

\textsuperscript{132-135}Ibid., pp. 79-80, 63, 63, 67.
10. Develop in the superior individual the cooperative spirit and consideration for others in the group.

11. Encourage the rapid learner to help and demonstrate for the slower individual.\textsuperscript{436}

Individual differences in modern secondary education should be recognized and met in a satisfactory manner. The social studies teacher should study his students, select the content, and adapt his methods and procedures to meet the needs, interests, and abilities of each individual pupil in his group.\textsuperscript{437}

It is important that the secondary school and the social studies teacher learn about each pupil and attempt to build a program to meet his particular needs. Students differ in many respects and particularly in interests and abilities. The slow learner as well as the rapid learner should be helped to grow to their fullest capacity. Traditional programs and methods of teaching will have to be modified to produce effective and functional learning.\textsuperscript{438}

Position III

The author recognizes the issue without taking a position.

The social studies teacher should adapt instruction to meet individual differences in youth.\textsuperscript{439}

There is no one best method or procedure for handling the problem of providing functional learning for individual differences.\textsuperscript{440}

More teachers are becoming aware of the problem of teaching gifted students and are attempting to provide means for improving the teaching of these students at the secondary school level.\textsuperscript{441}

In a heterogeneous group, the slow learner gains from the richness of the experiences through aiding and sharing in cooperative activities with fellow students.\textsuperscript{442}

Education for Social Competence

I. James Quillen and Lavone A. Hanna

Position I

The social studies program should consist of different courses for students of differing abilities.

The authors have no references to support this position.

\textsuperscript{436-442}Ibid., pp. 71-72, 80-81, 81, 65, 65, 68, 73.
Position II

The social studies program should be the same for all students.

The authors have no references to support this position.

Position III

The authors recognize this issue without taking a position.

Recently there has been much concern about the education of the mentally gifted. Perhaps the most vital contribution a teacher can make to the development of a gifted student is to motivate him to be creative and use his ability to the fullest. The gifted student should never be satisfied with less than his best performance, and the teacher appraising his achievement should take into account the extent to which he has used his creative potentialities.

This principle, of course, applies not only to the gifted but to all students. High standards of performance are becoming increasingly important in all areas of endeavor, and a significant part of character development lies in teaching young people to utilize their maximum potential consistently.

Quillen and Hanna, op. cit., p. 55.
Teaching Social Studies in High Schools
Edgar B. Wesley and Stanley P. Wronski

Position I

The social studies program should consist of different courses for students of differing abilities.

The authors have no references to support this position.

Position II

The social studies program should be the same for all students.

The authors have no references to support this position.

Position III

The authors recognize this issue without taking a position.

In fact, it is difficult to see how the recognition of individual differences could lead to the regrading of material unless the principle of homogeneous grouping were adopted on an extensive scale, and such an outcome seems altogether remote.

Homogeneous grouping, individual assignments, and specially accelerated classes are some of the methods used to care for students of varying abilities.

ISSUE VIII

Should the social studies program assume major responsibilities for citizenship training, or should the program perform an unique function in citizenship training but not assume the major responsibility for such training?

Teaching the Social Studies in Secondary Schools
Arthur C. Bining and David H. Bining

Position I

The social studies program should assume major responsibility for citizenship training.

Wesley and Wronski, op. cit., pp. 132, 131.
The social studies must accept the chief responsibility for social and civic training, but each subject in the curriculum should make its contributions.\(^6\)

**Position II**

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

A well-integrated program of social studies in the schools, in coordination with other subjects, is essential in order to provide an efficient basis for training boys and girls to become effective citizens.\(^7\)

The school should not be asked to bear the entire burden. Yet since ideals, attitudes, dispositions, interests, appreciations and internal urges and drives are powerful influences and determinants of human behavior, it is necessary to develop desirable patterns of conduct and to aid in the building up of character in the lives of pupils in order to produce good citizens. Thus the school has an additional responsibility.\(^8\)

**Position III**

The authors recognize the issue without taking a position.

An enlightened and well-informed citizenry is essential if American democracy is to survive and make progress. It is a responsibility of American schools to prepare pupils for intelligent participation in community, state, national, and international affairs. Many individuals believe that the study of history and other social studies is not enough to accomplish this important objective. The proponents of a different type of course—a course in the problems of American democracy—insist that, through various classroom activities, pupils be given as much practical experience as possible in many of the important social, political, and economic problems with which Americans are faced. By this means it is believed that American youth can be better trained for their adult responsibilities.\(^9\)

In other words, the chief purpose of teaching history in the public schools is to train citizens and not to produce scientific historians.\(^10\)

\(^6\) Bining and Bining, op. cit., pp. 18, 24, 37, 18, 32.
The outstanding purpose of instruction in civics is to produce better citizens and to aid pupils in the formation of a higher type of civic character.\textsuperscript{151}

Almost all the studies of the secondary-school curriculum can contribute in a greater or lesser degree to social and civic education. The social studies, however, by virtue of their aims and content, can be focused directly on social behavior and are, therefore, of great importance in citizenship training.\textsuperscript{152}

\textbf{Educating Citizens for Democracy}  
Richard E. Gross and Leslie D. Zeleny

\textbf{Position I}

The social studies program should assume major responsibilities for citizenship training.

While the responsibility of social education for a democracy is shared by the entire school, the social studies have long been the heart of civic education.\textsuperscript{153}

The social studies—the vital core of citizenship education—have largely marked time during recent years of tremendous social flux; in fact, the common pattern of curricular organization now in evidence was recommended by a national committee in 1916.\textsuperscript{154}

This is particularly true because the education of responsible citizens and leaders frequently centers in the social studies experiences of elementary and high-school classrooms.\textsuperscript{155}

The entire school is responsible for citizenship education but the program is usually centered in the social studies offerings.\textsuperscript{156}

No teacher has a more fundamental role in education for American democracy than the civics teacher. If that democracy is to endure, the youth of this nation must know it in theory and in practice. One facet of that democracy, the study of government, its theories and functions, provides the subject matter for the course in civics.\textsuperscript{157}

\textsuperscript{151-152}Tbid., pp. 40, 317.

\textsuperscript{153-157}Gross and Zeleny, op. cit., pp. 5, 6, 25, 74, 272.
Position III

The authors recognize the issue without taking a position.

... and the schools require youth to pursue the social studies that they become useful, democratic citizens, able to achieve their goals and willing to co-operate with their fellows in finding answers to these questions.\textsuperscript{58}

We believe that the professionally trained teacher of the social studies can do much to provide democratic society with the kind of youth it wants and needs to function at its highest efficiency.\textsuperscript{59}

To elaborate, the social studies curriculum and the teacher represent society and its expectations of youth. Youth come to the teacher with expectations too--seeking satisfaction of varied needs. The problem of the teacher is to relate youth and the school program in such a way that youth find answers to their hopes and expectations in the curriculum and as a consequence react positively to the learning situation. In this way democratic society may become strengthened because youth will find that living the democratic way in the school is rewarding.\textsuperscript{60}

The understandings, attitudes, skills or abilities, interests, and appreciations needed by the individual to be a competent and informed citizen must be the criteria for planning an integrated, sequential social studies curriculum for all students.\textsuperscript{61}

The overwhelming need of our society can be partially met in the social studies curriculum by instruction in the theory and practice of our democratic way of life. There are many facets to this democratic way of life; each of the areas of the social sciences deals with one or more of them. The study of one of these facets, political democracy, is emphasized within the civics course in the social studies curriculum.\textsuperscript{62}

\textbf{Teaching High School Social Studies}
Maurice P. Hunt and Lawrence E. Metcalf

Position I

The social studies program should assume major responsibilities for citizenship training.

\textsuperscript{58-62}Ibid., pp. 3, 3, 4, 216, 217.
The only kind of patriotism which a democratic civilization can afford is reasoned commitment to democratic ideals. The chief burden for teaching intelligent patriotism rests upon our social-studies teachers.463

Position II

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Stated in its barest form the issue is this: Learning which involves primarily the acquisition of non-thoughtful responses is not consistent with the needs of democratic citizenship.464

Educationists should look first at the social order before trying to construct curriculums. They should seek to identify the most pressing societal needs and then see that children are so educated as to meet them.465

Theory and Practice of the Social Studies
Earl S. Johnson

Position I

The social studies program should assume major responsibilities for citizenship training.

The author has no references to support this position.

Position II

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The supreme end of education in a democracy is the making of the democratic character.\

My emphasis in the foregoing has been to show the interdependence of the practice of citizenship in many forms of association, nonvoluntary as well as voluntary. It requires the study and understanding of man as a policy-maker and policy enactor. It can be practiced by students as citizens in the most inclusive sense, and by them as citizens in the several little corners of associated life in which they now express much of their concern with social life. The great and immediate problem for public policy today is that each person find a place in the community in which his work can count for more than his own goals.\

Social Studies Instruction
Maurice P. Moffatt

Position I

The social studies program should assume major responsibilities for citizenship training.

In the past, the development of the individual as a citizen was regarded as the major responsibility of the social studies. Now it is believed that the subject has a broader responsibility. One objective is to impart practical knowledge; others are to encourage worthwhile habits and attitudes. Probably the most important outcome is to help in the development of a competent citizen who is inspired by a real enthusiasm for the democratic way of life.

The importance of citizenship training in our secondary schools to develop civic competence is, without question, a vital undertaking. The social studies have a major role to play in reaching the objectives of good citizenship.

Position II

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

Moffatt, op. cit., pp. 6-7, 386.
Today we find new subjects have been added and older subjects have been broadened to meet new needs in social studies. In general, revision of social studies programs has involved a greater emphasis on geography, the interpretation of history in an international setting, a wider use of teaching aids, a more effective utilization of community resources, a closer correlation of related subjects, and an awakened recognition of the responsibility for developing good citizenship.\footnote{170}

Every teacher and each subject contributes to the teaching of citizenship. The success of a citizenship program in our secondary schools depends upon the cooperation of the entire faculty.\footnote{171}

It might be well to emphasize that all content areas at the secondary level can contribute to citizenship education. The social studies field alone should not be expected to do the entire job. However, the social sciences can furnish the basis for developing clearer concepts of functional citizenship.\footnote{172}

Position III

The objective of social studies is the development of an educated person who is personally effective, enjoys satisfactory social relationships, accepts responsibility as a citizen and is economically competent.\footnote{173} One of the chief aims in social competence is good citizenship.\footnote{174} Mething to contribute to the total aims of education.\footnote{174}

When a group of secondary school pupils studies the problems and needs of a community, learning takes place both in the classroom and out in the community; the pupils are learning about living in their own area and, as a result, acquire valuable training in citizenship.\footnote{175}

The content of the social studies field offers many answers for learning in citizenship education.\footnote{176}

The social studies program has certain course areas which give considerable attention to citizenship; for example, civics at the ninth grade level, and the "problems course" in the twelfth grade.\footnote{177}
The study of civics gives the pupil an insight to intelligent citizenship."^78

**Education for Social Competence**

I. James Quillen and Lavone A. Hanna

Position I

The social studies program should assume major responsibilities for citizenship training.

In the modern American High school, the major responsibility for citizenship education and the development of social competence has been assigned to social studies courses. It is for this reason that the social studies have become so important.179

Good citizenship, wise decisions, and competent action in social affairs were never more needed than today. It is important, therefore, if American youth are to be equipped to deal with the social, economic, and political issues of the modern world, that a continuous, well-organized, and carefully balanced social studies program be required of all students every year they attend the public schools.180

The teacher of the social studies is inescapably concerned with character and citizenship education, as well as with developing basic skills and intellectual competence.181

If the school is to fulfill its function of educating effective democratic citizens, the special education program of the curriculum should also include logically organized courses in the various social studies. Students have special needs and interests in history, economics, government, geography, sociology, psychology, and other fields, and the school must meet these needs. The social studies should form the heart of the general education program, and all students should have some work in them at each grade level; but elective courses which build on the insights and concepts acquired in general education courses are equally important for some students.182

Position II

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

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^78 Ibid., p. 372.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Social Studies in the Secondary School
Clarence D. Samford and Eugene Cottle

Position I

The social studies program should assume major responsibilities for citizenship training.

The authors have no references to support this position.

Position II

The social studies program should perform a unique function in citizenship training but not assume the major responsibility for such training.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Assuming that the present interest centers upon the United States of America, it seems reasonable that the idea of democratic government, the processes necessary to attain it, and the resulting way of life that follows are pertinent points.\textsuperscript{83}

Objectives in Relation to the Social Studies as a Whole.

3. To develop attitudes that will foster a desire on the part of our younger citizens to attain civic efficiency.\textsuperscript{84}

One of the basic reasons for tax-supported education throughout our nation's history has been the desire to produce citizens who would have intelligence and ideals that would make for an effective democracy. Accordingly, social studies teachers do find it possible and take occasion in any and all of their classes to develop pupils who sense social problems, who seek to gain factual information about them, and who, in turn, attempt to exercise sober judgment in extending solutions. Naturally, pupils trained in this fashion will be interested in social justice, social activity, social understanding, etc.\textsuperscript{85}

\textsuperscript{83-85}Samford and Cottle, op. cit., pp. 1, 3, 8.
Teaching Social Studies in High Schools
Edgar B. Wesley and Stanley P. Wronski

Position I

The social studies program should assume major responsibilities for citizenship training.

Any worthwhile social studies program is designed to enable the student to gain certain basic understandings, acquire necessary skills, and develop attitudes that are needed for effective citizenship in a democratic society.586

The general purpose of most social studies programs has been the development of good citizens.587

Citizenship education is therefore of prime importance in American society, and lies at the very heart of social studies instruction.588

Position II

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The objective of the social studies is to prepare students for intelligent membership in society. In such a society the individuals will know how to harmonize their own welfare with that of society. Thus the social studies inescapably assume the dual purpose of creating well-rounded, richly endowed personalities and of building an integrated society.589

ISSUE IX

Should the social studies program attempt to perpetuate the existing cultural heritage, or should the program be used as an instrument to build a new social order?

586-589 Wesley and Wronski, op. cit., pp. 77, 155, 482, 61.
Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

The materials of the social studies provide the basis for making the world of today intelligible to the pupils, for training them in certain skills and habits, and for inculcating attitudes and ideals that will enable boys and girls to take their places as efficient and effective members of a democratic society.\textsuperscript{190}

Position II

The social studies program should be used as an instrument to build a new social order.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The ideal of shaping education to bring in a new social order is an attractive one. There is much opposition, however, to the suggestion that this may be achieved through indoctrination.\textsuperscript{191}

Evaluating Citizens for Democracy
Richard E. Gross and Leslie D. Zeleny

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

The emphasis in this book, therefore, is upon the methods by which the aims of society—essential understandings, competencies, and ideals—are attained at the same time that the needs of youth are met. This does not mean that the school program is to be dominated by young people's shallow interests; nor does it entail the complete subordination of current issues and youth concerns to established patterns of subject matter.

\textsuperscript{190-191}Bining and Bining, op. cit., pp. 3-h, 322.
or to teaching traditional content for the sake of that discipline. The high-school instructor in citizenship education has a far more important job than that of merely producing a young historian or a neophyte economist. He is, rather, helping fulfill the much broader general education function of the preparation of young citizens. This prime duty comes before specialized, vocational, and pre-professional training. His goal is first of all democratic man. ¹⁹²

To survive, every society expects the younger generation to learn the ways of that society and to acquire the ability and the will to help that society meet the challenges of the future. ¹⁹³

Today, America, a great and powerful industrial, commercial, military, and scientific nation composed of peoples from many parts of the world, is in a state of rapid change. Ways of behaving almost sure to succeed in the days of our simple culture are no longer a guarantee of success today. Yet old ways of behaving and new ones, not always consistent with the old, are taught today. The result, as in Accra, has been the rise of inadequate personalities which become problems of society. Nevertheless America expects youth to adjust to modern change with its tensions and to develop more socially competent personalities under conditions of today. ¹⁹⁴

A person reared in the United States has to learn American symbols and culture patterns so that he will know what is expected of him and what to expect of others. ¹⁹⁵

Education for American citizenship aims, of course, to build into youth the American ways of life in a manner which makes these ways satisfying. ¹⁹⁶

Obviously, it is a major job of teachers of the social studies to teach society's expectations in such a manner that there is developed a favorable attitude toward them. ¹⁹⁷

United States history is the mirror of our national past; in it are reflected the deeds, documents, leadership, and lessons that combine to make the story of the American people. We are a young nation, successful and powerful, and our history has been both a source of pride and of reassurance. Because of our prodigious growth, we have believed that we can find many of our values in the national record and that we can chart our future by the light of these former experiences. ¹⁹⁸

¹⁹²-¹⁹⁸Gross and Zeleny, op. cit., pp. 9, 12, 14, 15, 16, 24, 26, 162.
American history should be taught in terms of the age old tenets and values of democracy.  

American history should be taught in terms of the continuing democratic struggle. 

American history should be taught in terms of the structure and demands of society, with an eye on the current scene. In a democracy each teacher is expected to transmit, help maintain, and train for leadership and fellowship in the culture toward which he is pledged to loyalty and the accompanying goal of improvement. That history should serve the nation has been an accepted theory in all lands since written history first appeared. 

No teacher has a more fundamental role in education for American democracy than the civics teacher. If that democracy is to endure, the youth of this nation must know it in theory and in practice. One facet of that democracy, the study of government, its theories and functions, provides the subject matter for the course in civics.

Position II

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

We must produce an international as well as a national man.

Teaching High School Social Studies
Maurice P. Hunt and Lawrence E. Metcalf

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

Ibid., pp. 168, 172, 175, 272, 309.
In every culture, education is regarded as the transmission from one generation to another of that part of the culture which is considered of ongoing value. Although a culture has material as well as nonmaterial aspects, it is chiefly the nonmaterial with which education is concerned: attitudes, beliefs, knowledge, values, ideas, myths, skills, techniques, and habits. Education, then, is that process by which the young are helped to develop or acquire the ideational and symbolic equipment and physical skills believed necessary by adults to carry on the chosen way of life.

To say that "The schools of America should teach children the American heritage," or that, whatever is meant by the American heritage, it should be taught to the young as something absolutely true and good, is an over-simplification. Any school in the United States which tries to transmit the cultural heritage uncritically, in the same manner in which officially supported beliefs are transmitted to the young in a dictatorship, finds itself in a paradoxical position. There is not one heritage in the United States; there are many heritages. The competing traditions that have always been characteristic of American culture have been accentuated by an accelerated rate of change during the past century. Uncritical transmission of all of them can do little but compound confusion and intensify conflict.

A challenge before American education is to help the American people find consensus on the meaning of democracy—but in ways consistent with the requirements of democratic culture. The means which are used are of crucial importance because they determine whether society shall move in authoritarian or democratic directions.

In summary, we may say that the chief role of education in a democracy is intelligent or critical transmission of cultural heritages, during the course of which disagreements among individuals and incompatibilities in personal outlook are exposed and resolved creatively.

Educationists should look first at the social order before trying to construct curriculums. They should seek to identify the most pressing societal needs and then see that children are so educated as to meet them.

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Position II

The social studies program should be used as an instrument to build a new social order.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

**Theory and Practice of the Social Studies**

*Earl S. Johnson*

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

The teacher of the social studies is called upon to play two roles: one as priest, the other as prophet. As priest, the task is to pass on the culture in order that it may be continued and preserved. As prophet it is to interrupt its continuity. 509

We do not face continuity or discontinuity, nor do we face permanence or change. We face a rhythm of continuity and discontinuity in the form of changing permanence. 510

If the school should arrogate to itself the power to allocate students in the class structure, or worse, undertake to determine what the class structure of the society should be, it would cease to be an educational institution and become a political one. In what I believe to be its proper role as an educational institution, the school's task is to analyze the workings of the social processes by which human beings become identified with certain levels and standards of living and certain kinds of occupations and seek to bring students honestly to assess their competence and life-chances as that analysis might reveal it to them. 511

As teacher you have neither the mandate, the tools, the power, the materials, nor the audience for directly changing the society. 512

The position taken in these remarks does not deny that our society has given the school a task far more complex than that implicit in the words teaching and learning. It does deny, as I observed earlier, that the school or the teacher should undertake to play the role of political partisan. Good and wise governments have always resisted the temptation to make the teacher the hired man of partisan politics but have instead sought to recruit for its teaching roles those who were decent and responsible exponents of their culture. The only political policy to which the teacher—as teacher—is beholden is that of humanism, expressed through the institutions and ways we call democratic.513

You may decide to throw your whole energy into sketching the outlines of the good society. This will make you a propagandist, pure and simple. It will cast you in the role of social planner, but the blueprint you teach will represent the ideals of only one sect, not of a nation.514

Finally, and this is the only professionally defensible alternative in a democracy, you may select, by the canons of significance and relevance, those aspects of the social scene which you believe will give your students a working acquaintance with facts and situations which will best equip them to meet and intelligently deal with their world and that which is a-making. You will seek to teach them how it works and, as objectively as possible, how well it works.515

The test is a simple one. If our old institutions, however old, still serve well such ideals as brotherhood, well-being, security, and peace, they should stand unchanged. If they do not, they should be revised. We ought to know which are expendable—old and still precious ideals or the old and ineffective apparatus of the institutions which hold them in trust. This is a genuine "either-or." But it is not a call to revolution. It is a call to sober, devoted, and critical re-examination and reconstruction of some of our social institutions. If we would have a better human nature and a better-integrated culture we must remake the patterns which will produce them.516

Position II

The social studies program should be used as an instrument to build a new social order.

The author has no references to support this position.

513-516 Ibid., pp. 46, 51, 52, 85.
Position III

The author recognizes the issue without taking a position.

Although I shall leave it to a later chapter to examine the integrity of our culture, we know that if the teacher, in the role of teacher-priest, should attempt to pass on the culture uncritically the result would be that a lawsuit had been passed on.\(^7\)

You may decide to make another positive judgment, that is to maintain the status quo. But it is a myth, for change is in the very nature of social life. As we stated earlier, you must admit the fact of change or admit that there is mighty little else around which you can organize useful learning.\(^8\)

Social Studies Instruction
Maurice P. Moffatt

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

Today we find new subjects have been added and older subjects have been broadened to meet new needs in social studies. In general, revision of social studies programs has involved a greater emphasis on geography, the interpretation of history in an international setting, a wider use of teaching aids, a more effective utilization of community resources, a closer correlation of related subjects, and an awakened recognition of the responsibility for developing good citizenship.\(^9\)

Much of the content of the social studies is based on student-experiences in the process of "growing up" or in the sphere of life itself; the social studies furnishes the background for effective participation in a democratic society.\(^10\)

The objective of history teaching in secondary schools is knowledge of American democracy from its beginnings, the course it has taken, and its worth to our people.\(^11\)

\(^{517-518}\)Ibid., pp. 47, 51.

\(^{519-521}\)Moffatt, op. cit., pp. 21, 35, 237.
Position II

The social studies program should be used as an instrument to build a new social order.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The scientific and technological progress of our civilization has extended the frontiers of knowledge, thus resulting in a more complex environment. The more recent developments in the social studies field have been necessitated by such changes in society and the resulting need for imparting knowledge that will help to meet the needs of youth.522

A social studies program at the secondary-school level must be sensitive to the dynamic changes in modern society.523

American history reveals our heritage and the established traditions of our country.524

Education for Social Competence
I. James Quillen and Lavone A. Hanna

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

The power and leadership of the United States make it vital that American youth receive the best possible education, in order that they understand not only the history and problems of their own community, state, and nation but also those of other peoples of the world.525

The school and the teacher have a central responsibility for the perpetuation and development of their society's culture.526

It is the job of the teacher and other school people to select from the cultural tradition the knowledge, values, and skills to be perpetuated, transmit them to their students, and develop the students' ability to improve the culture.527

522-524Ibid., pp. 1, 16, 263.
525-527Quillen and Hanna, op. cit., pp. 3-4, 41, 44.
Because it is the teacher's responsibility to help preserve the cultural heritage and enable his students to add to that heritage in their turn, anyone planning to be a teacher must try to understand the society and culture of which he and his students are a part.\textsuperscript{528}

Thus, the teacher who hopes to show his students the worth of their heritage and to fit them for the role they will play in the future should try to exemplify the qualities of mind and character he is seeking to develop in them.\textsuperscript{529}

Position II

The social studies program should be used as an instrument to build a new social order.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Social Studies in the Secondary School
Clarence D. Samford and Eugene Cottle

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

The following are among those that are likely to be accepted by pupils in American history, the choice depending upon age and grade level: . . .

7. To learn the story of our nation's history so accurately and completely that those who take the course will thenceforth never be accused of not knowing the facts of our country's past.

9. To gain an understanding of and appreciation for the American way of life as opposed to other beliefs and practices.\textsuperscript{530}

\textsuperscript{528-529}Ibid., pp. 56, 56.

\textsuperscript{530}Samford and Cottle, op. cit., p. 10.
The following are among the potential objectives of the social studies:

13. To make a special study of propaganda techniques; to develop a willingness to be a propagandist for American democracy.  

Position II

The social studies program should be used as an instrument to build a new social order.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

How shall they best be armed to cope with this present culture and at the same time live to bring about a more democratic culture and consequently a more effective life for our society?532

The social studies, better than most areas of the curriculum, seem able to provide experiences that will enable youth to attain attitudes of world citizenship.533

Teaching Social Studies in High Schools

Edgar B. Wesley and Stanley P. Wronski

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

Since the curriculum is the reservoir of fundamentals, its function is clear. It must lay the basic groundwork for the civilization of the succeeding generation. Through it the rising generation receives the basic elements from all previous ages. The curriculum may be inadequate; it may be difficult; parts of it may even have become useless; but it is what society thinks is most important in its heritage.534

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531-533 Ibid., pp. 13-14, 70-71, 71-72.

534 Wesley and Wronski, op. cit., p. 25.
The preservation of the social heritage is of fundamental importance, but if the schools are too cautious and follow too far in the rear of the procession of advancing knowledge, they will fail to preserve even the heritage.535

Attempts to build a new social order may involve some degree of disloyalty to the existing order; such attempts tend to reduce education to the questionable process of molding preconceived, and possibly unsanctioned, attitudes, the children are thus receiving, not the social heritage, but the untried plans of inexperienced visionaries.536

The schools must, sooner or later, reflect the beliefs, aspirations, and hopes of the society that maintains them.537

In fact the disparity between social and educational objectives is often more apparent than real. Quite frequently the person who points to what he regards as an educational lag is contrasting school performance with a social ideal which he approves, whereas society as a whole has by no means accepted his ideal. This does not imply that the schools must wait for unanimous approval before setting up an objective, nor does it imply that there are no educational lags. It does emphasize the fact that schools are publicly supported agencies for accomplishing the purposes of a whole society. It therefore seems improbable that they can either run far ahead of or lag far behind popular wishes.538

Position II

The social studies program should be used as an instrument to build a new social order.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Although the accumulation of mankind's heritage may provide the major source for the curriculum, the schools are obligated to consider contemporary realities and future commitments of society.539

ISSUE X

Should the training program for teachers in the social studies emphasize knowledge of content and scholarliness, or should the program emphasize methodology and the well-rounded personality?

Teaching the Social Studies in Secondary Schools
Arthur C. Bining and David H. Bining

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

For the teacher, this means two things—a sound knowledge of the subject or subjects he teaches and a general, liberal education. His knowledge must be broader than the subject matter that he teaches.540

If conditions in the teaching profession were ideal, the problem of training the high-school teacher would be greatly simplified. His college would aim to give him a sound knowledge of the subject that he is to teach, a liberal education, and an adequate professional training.541

Yet, it is true, no teacher of any of the social studies is properly trained until he has been well grounded in history, because history provides a background for them all.542

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

If teaching is to reach its highest degree of efficiency, it is evident that teachers must be thoroughly trained in the materials of instruction in their fields and must also possess a broad understanding of all phases of method—including psychology—as a part of that philosophy of education which is essential to good teaching.543

Teachers constantly feel the need for a better mastery of teaching methods. However, the changing conditions of American education have from time to time brought new fads in teaching procedures, which have been given much publicity, only to disappear when the craze was over; but they have often left the conscientious teacher oppressed with a sense of futility. On the other hand, there are many excellent methods of teaching which are necessary for the achievement of the objectives of the social studies; but they must be chosen and used in the light of the general objectives of education, the materials of instruction, and the ability of the pupils. Methodology should be conceived as a dynamic function of education and not as a static aspect of the process of teaching.

It cannot be overemphasized that to become a successful secondary-school teacher scholarship is not only desirable but essential. This does not mean that scholarship is the most important factor. In addition to scholarship, professional training and personality are necessary.

Educating Citizens for Democracy
Richard E. Gross and Leslie D. Zeleny

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

The reasons for the situations indicated above can be traced to five major factors which seem often to be more serious in the field of the social studies than in other subject areas. These include: (1) inadequate knowledge of the social sciences and their crucial role on the part of teachers; . . . .

The teacher of the social studies must learn to relate his background of fundamental knowledge in history and social science to the changing social institutions of our times and to contemporary affairs.

\[5\text{th-6th}\] Ibid., pp. 4, 6, 194, 195.

\[5\text{th-7th}\] Gross and Zeleny, op. cit., pp. 8, 23.
Within this general framework, the social studies teacher requires a thorough training in geography, world history, United States history, contemporary American society and problems, economics and international relations. The most modern theory of teacher training insists that these studies be related to as many situations in real life as possible, including community life.549

Economics should be taught by qualified teachers. To say that the secondary schools will contribute little toward the development of economic competence on the part of the students involved unless the teachers possess such competence is to be almost too obvious. Yet, this is being attempted in too many schools.550

The solution to this problem is not, of course, to eliminate economic education. The solution lies in finding ways of better preparing teachers in this area. This is a responsibility of teacher-preparing institutions, and prospective and actual social studies teachers alike. Several courses of action are available.551

The emphasis in this book, therefore, is upon the methods by which the aims of society—essential understandings, competencies, and ideals—are attained at the same time that the needs of youth are met. This does not mean that the school program is to be dominated by young people's shallow interests; nor does it entail the complete subordination of current issues and youth concerns to established patterns of subject matter or to teaching traditional content for the sake of that discipline. The high-school instructor in citizenship education has a far more important job than that of merely producing a young historian or a neophyte economist. He is, rather, helping fulfill the much broader general education function of the preparation of young citizens. This prime duty comes before specialized, vocational, and pre-professional training. His goal is first of all democratic man.552

The teacher, specializing in social studies should not study the social sciences exclusively. To be properly trained, he or she needs a general background, since all subjects contribute to social and international understanding.553

549-553Ibid., pp. 24, 280, 280, 9, 23.
Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

Teaching High School Social Studies
Maurice P. Hunt and Lawrence E. Metcalf

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

The authors have no references to support this position.

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Another characteristic of some of the social-science fields—and especially older fields such as history, geography, political science, and economics—is the inordinate stress on content to the neglect of methodology.551

The tendency to turn away from problems of method has several unfortunate consequences.555

Although integration has become fashionable in modern schools, it can scarcely be conducted effectively until teachers in charge of core classes come to understand their real point and can be trained for this sort of job.556

The task of selecting and organizing content is methodology in its intellectual and pedagogical sense.\textsuperscript{557}

\textit{Theory and Practice of the Social Studies}  
\textit{Earl S. Johnson}

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

The author has no references to support this position.

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

Not only is your task twofold but the kind of knowledge you need is always twofold: knowledge of your subject and knowledge of your students.\textsuperscript{558}

I do not understand that a "unit" is a method. Rather it is a segment of experience which is cut out for study; within it method is employed.\textsuperscript{559}

What teachers need is a broad related education in social knowledge, mastery of the method of inquiry, a knowledge of the life and times of their students, and imagination enough to put these together into a dynamic demonstration which will catch the interests and engage the loyalties of students. Teachers need far less of cookbook prescriptions and recipes for success, call them what you may--the Dalton plan, the contract method, and the like.\textsuperscript{560}

\textsuperscript{557}Ibid., p. 217.

\textsuperscript{558-560}Earl S. Johnson, \textit{op. cit.}, pp. 27, 202, 203.
Social Studies Instruction
Maurice P. Moffatt

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

The author has no references to support this position.

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

Basically two factors are essential in the program of teacher training: good academic education and sound professional training to produce competent teachers.561

Education for Social Competence
I. James Quillen and Lavone A. Hanna

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

While in college, the future social studies teacher should set out to learn as much as he can about society. He will find that the best way to begin is with broad courses in the various disciplines of the social sciences.562

The following list of courses should be the minimum:
1. History: surveys of the history of the United States, Europe, Asia, and Latin America; and advanced courses to provide depth in at least one historical area.


562 Quillen and Hanna, op. cit., p. 28.
2. Economics: an introductory course; and a course in contemporary economic problems.
3. Political science; an introductory course; course (s) in American and comparative government; and a course in contemporary international relations.
4. Sociology: an introductory course; and a course in the fundamentals of social psychology.
5. Geography: survey course (s) including human, political, and economic geography.
6. Anthropology: a course in cultural anthropology.
7. Psychology: an introductory course.\textsuperscript{563}

In addition to a thorough understanding of the social sciences, the social studies teacher must have a broad general education, including work in philosophy, literature, music, art, the sciences, and communication skills.\textsuperscript{564}

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Probably no other teacher must be so well qualified in so many areas as the social studies teacher. To be effective, he must have a broad background of knowledge in many fields and be able to understand new situations and problems as they arise. He must have depth as well as breadth of knowledge. He must understand and be able to promote good human relations, and he must know how to stimulate critical thought in young people.\textsuperscript{565}

These students should then pursue a program of studies including the social sciences, the language arts, the physical sciences, literature, philosophy, the fine arts, and professional education. In other words, when they graduate they should have a sound general education, competence in their area of specialization, adequate professional preparation, and a command of the fundamental skills and abilities they will need to succeed in their work.\textsuperscript{566}

\textsuperscript{563-566}Ibid., pp. 28, 28, 26, 27.
Finally, in addition to having some knowledge of the social sciences and a broad general background, the social studies teacher should understand child growth and development, the nature of the learning process, the background and purposes of public education, and the materials and procedures used by the effective teacher. Students intending to teach the social studies should study educational sociology and psychology, the principles and procedures of secondary education, and the curriculum and methods of instruction used in the social studies.567

**Social Studies in the Secondary School**

Clarence D. Samford and Eugene Cottle

**Position I**

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

For instance, if one has a rank placing him in the upper one-half of his class, he should feel more disposed than otherwise to take up teaching. This gives some assurance of being able to master the subject matter required and of having a reasonable amount of information in related fields. It is vitally important for the social studies teacher to possess a breadth of information for illustrative purposes as well as for teaching fundamental content.568

Ordinarily one expects to take enough hours in a field of specialization to constitute a major and enough hours in a second and possibly in a third also to constitute a minor or minors.569

Many institutions offer a major in what they call social science. Under these circumstances a specified number of hours are usually required in American history, history of civilization, political science, economics, sociology, and geography, with the possibility that local requirements call for courses in state history and government.570

**Position II**

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The authors have no references to support this position.

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567Ibid., p. 29.

Position III

The authors recognize the issue without taking a position.

The preparation of the social studies teacher must of necessity be very broad, since the entire range of human activities comes within his teaching area.  

Teaching Social Studies in High Schools  
Edgar B. Wesley and Stanley P. Wronski

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

Perhaps the teacher of geometry can afford to confess his ignorance of the location of New Delhi. Perhaps the teacher of Latin is justified in asking who Henry Cabot Lodge or Anthony Eden is. The social studies teacher cannot afford such ignorance. He must know; he must have interpretations; he must be able to comment. And the community is justified in expecting the teacher of human relationships to know some rather specific facts about the current status of these relationships. Thus the social studies teacher is or should be a well-informed, alert, fairminded, and communicative person.

Some teachers, conscious of the enormous importance of method, have separated it from the material to be learned, and have given it undue emphasis.

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

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571 Ibid., p. 52.
Those who are fond of belittling method, and their name is legion, insist that it has no existence apart from subject matter. Such critics seldom add that it also has no existence apart from teacher and pupil. What they mean, of course, is that method cannot function unless it functions through something, but neither can it function unless it functions through someone and for someone.\textsuperscript{574}

In literal functioning, method must go hand in hand with, or be conveyed through, material. There is no method of teaching history without history, but method has an entity apart from history.\textsuperscript{575}

The next chapter will be concerned with the quotations taken from the older texts written during the period of 1920 to 1945.

\textsuperscript{574-575}Ibid., pp. 341, 341.
CHAPTER IX
ANALYSIS OF THE OLDER SOCIAL STUDIES TEXTBOOKS 1920-1945

This chapter will contain the quotations for analysis of the older social studies textbooks written during the period, 1920 to 1945. The method of analysis will be identical to that used in Chapter VIII.

Analysis of Older Textbooks

The first issue to be analyzed is repeated here, as will all issues be repeated, for the reader's convenience.

ISSUE I

Should the social studies program be subject-centered with the curriculum constructed around the logically organized disciplines, or should the program be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines?

Organizing the Social Studies in Secondary Schools
Arthur C. Bining, Walter H. Mohr, and Richard H. McFeeley

Position I

The social studies program should be subject-centered with the curriculum constructed around the logically organized disciplines.

The increasing importance of national cultures during the past century makes it quite logical that American history should be one of the principle subjects of instruction in the social studies in the United States.¹

The importance of the study of European history is no longer a debatable question.²

If this is true, attention should be given to explain man as a social being and as a member of a complex society—local, national, and world-wide. In order to do this, geography is essential, for its chief function in the schools should be to explain and interpret man's environment and his adjustments to it.

Position II

The social studies program should be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines.

Formal education must be modified to a considerable degree, and opportunities provided for real experiences in the lives of pupils.

The curriculum should be defined to include the entire program of the school.

If this definition is accepted, it is evident that the various phases and aspects of the curriculum should be considered in relation to each other. They should be integrated and unified if efficiency and worthwhile results are to be achieved.

Quite evidently, the traditional secondary-school curriculum was not intended for the great mass of youth that attend the schools today, for it is too detached from life and does not fit the needs of most of the present-day school population.

There is no excuse for presenting the various school subjects as entirely separate and isolated fields. Relationships among the different subjects should be sought and utilized as much as possible.

A curriculum organized on the basis of subjects that separates school experiences from real-life situations is to be condemned. Facts, principles, generalizations, ideas, ideals, and skills are significant in a pupil's life only when he can use them to meet situations that he must face. Thus such an organization emphasizes the development of understanding the society and world in which one lives and a genuine desire to aid in improving them; the mastery of certain skills, techniques, and habits actually necessary in everyday living; provision

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3-8Ibid., pp. 236, 3, 5, 6, 8.
for pupils to engage in creative, artistic, and recreational activities; and opportunities for them to develop individual tastes and interests.\textsuperscript{9}

Less emphasis on subject matter and more upon making the experiences of pupils life-centered, purposeful, and dynamic, as well as providing pupils with opportunities for creative expression, critical and reflective thinking, harmonious cooperation, and for making choices, should be the underlying principles in organizing the curriculum.\textsuperscript{10}

If we are to think intelligently and without bias or prejudice, it is evident that education must emphasize the relationships between the various aspects of knowledge and must not treat the special subjects as airtight compartments, bearing no relationship whatever to other subjects.\textsuperscript{11}

Under our present educational system, with its departmentalized teaching and with teachers who are trained as specialists in the various fields, it is difficult to get pupils to see the general relationships in the different fields and subjects of the curriculum.\textsuperscript{12}

As has been indicated, the core portion of the program should be based upon common functional needs and significant life problems. Since it is concerned with the solution of problems rather than with subject-matter content, it should cut across all subject-matter and departmental boundaries.\textsuperscript{13}

Position III

The authors recognize the issue without taking a position.

It is evident that in the present state of the curriculum, most schools will continue to offer the separate subjects for some time to come. This does not mean that the separate subject courses, such as history, civics, economics, problems of democracy, and geography, cannot be greatly improved in many ways in order to accomplish the objectives of the social studies and the main aims of education in general. At the present time, such work planned on traditional lines is usually taught without any effort to bring out the relationships between the various fields.\textsuperscript{14}

The tendency in many child-centered schools has been in the direction of another extreme—to permit pupils to do as

\textsuperscript{9-11}Ibid., pp. 57, 58, 251-252, 252, 291, 11.
they please, regardless of whether their interests lead to worth-while experiences or not. A curriculum should not be developed from either extreme—domination by the teacher or on the basis of the unregulated interests of pupils.15

Today, sociology is an accepted field, and its inclusion in the secondary-school curriculum is quite general.16

If geography is taught as a separate subject, much consideration should be given to coordinating it with the other fields in the programs of social studies.17

The term fusion in the social studies generally means the breakdown of subject boundaries and the amalgamation of the materials of instruction to a greater or lesser extent into units or divisions of learning.18

A tendency that is becoming more and more evident in the process of education in our country appears in the attempts to abolish the dividing lines between certain subjects taught in the schools.19

Again, it should be reiterated, there is no single method of organizing the materials of the social studies that stands above all others, no one way to present them most effectively to meet the needs of the boys and girls in the classroom.20

Teaching the Social Studies
Edgar Dawson

Position I

The social studies program should be subject-centered with the curriculum constructed around the logically organized disciplines.

Geography deals with the relationships which exist between man and his physical environment.21

Geography performs the service of developing a sympathetic understanding among individuals and groups of different types, and an appreciation of the interdependencies existing among them.22

21-22Edgar Dawson, Teaching the Social Studies, pp. 28, 31.
Geography, properly taught, is a valuable part of any person's education.\(^{23}\)

Therefore, one of the purposes of economics, like the other social sciences, is to stimulate an increasing number of people to realize the value of scientific investigation and research, and to be guided by facts rather than by preconceived and uncertain theories.\(^{24}\)

Position II

The social studies program should be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Methods of Instruction in the Social Studies

Ernest Horn

Position I

The social studies program should be subject-centered with the curriculum constructed around the logically organized disciplines.

Attempts at correlation have always opened up serious problems, both in practice and in theory. It is very difficult to co-ordinate the work of teachers in the various related subjects. There is often a good deal of unnecessary duplication. It is by no means clear, moreover, that it is more efficacious to correlate within any given period of time than to correlate at some later time. Good results, for example, may be achieved by teaching the geography of the United States in one grade and the history of the United States in a later grade, since, by this means, interest may be kept up and growth facilitated.\(^{25}\)

\(^{23}\)Ibid., pp. 55, 111.

\(^{24}\)Ibid., pp. 10-11.

\(^{25}\)Ernest Horn, Methods of Instruction in the Social Studies, pp. 10-11.
The plan of teaching, at any grade level, only one of the social disciplines and integrating other social studies with it provides for a much more intensive study of each problem than is possible if two or more subjects parallel each other.\textsuperscript{26}

An equally strong case can be made for geography, especially if the point of view is that of historical geography.\textsuperscript{27}

To make any one subject, such as history, the core at all levels, moreover, is unwise. The concentration should be now upon one and now upon another of the basic disciplines.\textsuperscript{28}

There must be no overloading of the social studies, no breaking down of the incisiveness of thought, no blurring of the focus upon the social studies themselves in order to facilitate learning in some other field.\textsuperscript{29}

There must, moreover, be a place in the program for all essential subjects.\textsuperscript{30}

\textbf{Position II}

The social studies program should be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines.

The isolation of any of the subjects usually classified under social studies does violence to the requirements of thought, and hence creates an artificiality the requirements of thought, and hence creates an artificiality in method.\textsuperscript{31}

\textbf{Position III}

The author recognizes the issue without taking a position.

Unification—The fundamental assumption in plans of unification, or, as they are sometimes called, of fusion or integration, is that subjects should lose their identity in the curriculum. This assumption is justified only (a) if the organized bodies of knowledge are held to be of little value in the mental equipment of the intelligent citizen, or (b) if these organizations are shown to result from such incidental learning as takes place in the fusion plan. Neither of these assumptions would seem to be justified. Whether a student can gain a better understanding of modern

\textsuperscript{26-31}Ibid., pp. 11, 12, 12, 14, 14, 10.
problems through unification than through an improved selection and arrangement of the content of such subjects as history, geography, sociology, civics, and economics is a matter upon which there is conflicting opinion. Nevertheless, as has already been indicated, a student does need to have his ideas organized in terms of the basic processes and problems of modern life, and there is need for a better selection and synthesis of knowledge than is now available. When such an organization has been accomplished, it may well be made the center for selecting and arranging the content of the curriculum at certain levels.32

To summarize, no matter what the plan of organization may be, the primary justification for relating the social studies one to another or to other subjects, in any manner or in any degree, must be found in the thought required for the problems being studied. To do more is to block understanding, to destroy fundamental motivation, and to inculcate diffuse and ineffective methods of thinking.33

Teaching of History in Elementary and Secondary Schools
Henry Johnson

Position I

The social studies program should be subject-centered with the curriculum constructed around the logically organized disciplines.

To most teachers, most of the time, history for school purposes presents itself as a body of assured knowledge, selected portions of which are to be interpreted, learned, and, so far as possible, applied to life in the present.34

Incidental correlation was probably introduced by the first good teacher and has probably found some illustration in the work of good teachers ever since. The gain and pleasure to be derived from it scarcely need statement. It should, however, be observed that the Committee of Seven in discussing the principle employed the future tense. There was apparently need in 1899 of directing the attention of teachers in general to rather obvious possibilities, and there is still need of emphasis.35

32-33 I d . , pp. 12-13, 15.
The special school studies, as ordinarily conceived, do not offer in sufficient number the necessary points of contact. To force relations is to develop views often superficial and sometimes grotesque. Any high degree of systematic correlation seems to require either that all knowledge desirable for school purposes be thrown into one general mass and then reorganized without reference to the "artificial lines" created by the growth of special studies, or else that some one subject or line of interest be selected as other subjects.36

The theater of events is a necessary part of their reality. It is in many cases the cause that produced them. Man makes his physical environment. He is also made by his physical environment. He is also made by his physical environment. The story of his life is in any case inseparable from his physical environment. It must, in describing it, include the works of man. History without geography and geography without history are alike unthinkable. School courses in the two fields would, therefore, seem naturally to invite correlation.37

At best, the geography needed to illuminate history may or may not be the geography needed to illuminate geography, and the history needed to illuminate geography may or may not be the history needed to illuminate history.38

The conceptions of history and of history teaching which have been especially emphasized in these pages are, it is at once apparent, quite irreconcilable with any general scheme of close correlation except the concentration about history of all the materials in the curriculum.39

Position II

The social studies program should be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Position I

The social studies program should be subject-centered with the curriculum constructed around the logically organized disciplines.

There is a wider range of subject matter being taught in the social studies. More different courses are being offered in the same schools and on the same levels.¹⁰

Systematic and theoretical economics is being replaced by a realistic study of economic institutions and possible reforms. Human geography is becoming more popular. Government courses are now tending to be less formal and to deal with functional rather than structural elements. Sociology is expanding its scope to treat mainly of normal social life with a lessening of attention upon pathological aspects of society.¹¹

It thus appears that integration as a form of organization is negative rather than positive, that it opposes subjects, emphasizes the field, but has as yet evolved only very indefinite forms.¹²

Position II

The social studies program should be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines.

A final trend of fundamental significance to the social studies curriculum is the increasing recognition which is being given to the relationships that exist between the various branches of the social studies. This movement toward fusion and correlation has been under way for nearly two decades and as yet shows no signs of discontinuance. It has made noticeable progress in the junior high school and the elementary grades. The trend is manifest in the increased number of courses entitled "social studies," social science, "and general social science." In some schools there has been an almost complete elimination of subjects on the

¹⁰-¹²Edgar Bruce Wesley, Teaching the Social Studies, pp. 138, 139, 244.
elementary and junior high school levels. Fusion of the social studies has probably been most frequently attempted at the junior high school level. About the only illustration of this trend in the senior high school is the twelfth-grade course in "social problems," "social science," or "problems of democracy."

The objectives of political science are to collect material relating to governments both past and present, to lift this material carefully, to analyze it, draw lessons from it, and make these lessons available for the use of lawmakers, administrators, and ordinary citizens as well.

There is another reason why political science should be studied by young men and women in schools and colleges. It affords a type of intellectual training which most other subjects of study do not provide. The study of political science affords training, therefore, in the forming of opinions rather than conclusions.

In a word, the study of political science should broaden his social sympathies, develop his power to form judicious opinions, and encourage him in the habit of seeing the other fellow's point of view as well as his own.

What we most need, therefore, is not a reduction in the comprehensiveness of the course in community civics (or whatever it may be called), but a better coordination of the subject matter.

Position III

The author recognizes the issue without taking a position.

Economics deals with human relations, as do all of the social sciences. It deals with social relations of a particular sort, as does each of the social sciences.
ISSUE II

Should the social studies program, through a study of the whole span of history, give the students an integrated view of the basic, persistent and crucial problems of man which would serve as perspective to the present and future, or should the program emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in their daily lives?

Organizing the Social Studies in Secondary Schools
Arthur D. Bining, Walter F. Mohr, and Richard H. McFeely

Position I

The social studies program, through a study of the whole span of history, should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as perspective to the present and future.

However, the great emphasis by some educators on a study of the problems of the contemporary world appears to have gone too far, for the fact that human culture has traditional roots in the past may be forgotten. There is also danger that in this emphasis of current problems school classrooms may be turned into political societies for the benefit of particular groups and that education may be used to propagandize certain beliefs.19

There is a trend toward emphasizing contemporary problems, and there is danger that this might be carried too far, for the background of the present cannot be neglected. In over-stressing current problems, there is also the danger of using the schools for the benefit of particular groups and education may be used to propagandize certain beliefs.50

The importance of the study of European history is no longer a debatable question.51

With the increasing emphasis on contemporary affairs, one of the first objectives should be to get an adequate background for an understanding of modern problems.52

Along with this should go an understanding of such fundamental principles as that society and man are constantly changing and that men and nations are interdependent.53

A further outcome of the study of world history is the attainment of perspective; this is a valuable asset in an age noted for its inability to take the long view of events and happenings.\textsuperscript{54}

Position II

The social studies program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the students' daily lives.

The teaching of American history should reemphasize the importance of contemporary events.\textsuperscript{55}

Position III

The authors recognize the issue without taking a position.

The authors have no references that apply to this position.

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Teaching the Social Studies

Edgar Dawson

Position I

The social studies program, through a study of the whole span of history, should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as perspective to the present and future.

The role of history thus indicated, in view of the limitations which have been so frankly admitted in the present discussion, may seem hopelessly idealistic. There is none the less a body of critically established information sufficient to convey at least the idea of a continuous process in human development, sufficient to make in some degree intelligible our present stage of becoming, sufficient to indicate the nature of human progress, and perhaps sufficient to inspire hopes of future progress. In assimilating this kind of information the pupil has his own environment and direct experience with which to start.\textsuperscript{56}

\textsuperscript{54-55}Ibid., pp. 103, 72.

\textsuperscript{56}Dawson, \textit{op. cit.}, p. 233.
Feeling the continuous, unbroken story, always becoming something else, never really either beginning or ending but just going on, feeling, that is, a sense of continuity in the process of change, the pupil feels with ever increasing force the significance, of the past to himself and at the end of the school course, in history should emerge with some vision of whence he came, whither he is going, and what he ought to do while he is going.  

In many schools the teaching of history and social science has a tendency to give way to a discussion of current events. This tendency appears ill-advised. It seems to be based on a supposition that the acquisition of knowledge and understanding and appreciation of the value of the right kind of leadership may be gained through a study of present affairs more profitably than through a study of those which are past.  

The emphasis on current events assumes, also, that children are more interested in the affairs of the current year than in those of the past. This assumption waits for proof and it is improbable.  

Position II

The social studies program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the students' daily lives.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Methods of Instruction in the Social Studies

Ernest Horn

Position I

The social studies program, through a study of the whole span of history, should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as perspective to the present and future.

For example, historical movements or problems cannot be understood apart from their geographical setting or their relations to other social disciplines. Even when accurately and competently taught, geography, history, and civics must inevitably exert a profound influence upon the students' thought and attitudes about modern life.

Position II

The social studies program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the students' daily lives.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

Nevertheless, as has already been indicated, a student does need to have his ideas organized in terms of the basic processes and problems of modern life, and there is need for a better selection and synthesis of knowledge than is now available.

Teaching of History in Elementary and Secondary Schools
Henry Johnson

Position I

The social studies program, through a study of the whole span of history, should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as perspective to the present and future.

One condition common to all historical facts, and one that presents a somewhat special problem, remains to be mentioned. Historical facts are localized facts. They belong to particular times and particular places. If these relations are suppressed, the facts cease to be historical.

Within the limits that have here been outlined, history for school purposes can be whatever we desire. It can draw materials even from scientific history. It can from the

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63 Henry Johnson, op. cit., p. 51.
beginning be of a nature to support and not, as is so often the case, to obstruct later historical study. The facts selected can from the beginning be in a true sense historical, in a true sense characteristic of places, persons, periods, peoples, and not exceptional, abnormal, bizarre. With proper attention to concreteness in presentation the facts can from the beginning be so presented as to exhibit relations, cause and effect, continuity; they can from the beginning even be so presented as to arouse some consciousness of how we know what we know about the past and why we do not know more. 61

If the past is not understood, the past can have no possible bearing on the present, and it is idle to talk of values at all. 65

The world to be made intelligible through school instruction in history is the general social and political world. 66

Our main emphasis in America will naturally be upon modern history. But we cannot escape, if we really hope to make American society intelligible, the necessity of presenting "the principal transformations of humanity." 67

At the worst a little superfluous knowledge is not a dangerous thing, and even if it were, the wisest of educators is unable to draw sharply the line between what is superfluous and what is not. There is danger, in this age of passion for immediate practical results, of forgetting that larger future which, in spite of utilitarian educational philosophers, is ever being shaped in the Grammarian's spirit. 68

Attention is now being focused more definitely than ever before upon vital present problems, and there is a growing tendency to ask of history primarily and chiefly that it contribute to an understanding of these problems. The question then becomes, not what in the past is important in representing and explaining the past, but what in the past is important to us. 69

To most teachers, most of the time, history for school purposes presents itself as a body of assured knowledge, selected portions of which are to be interpreted, learned, and, so far as possible, applied to life in the present. 70

64-70 ibid., pp. 53-54, 73, 75, 82, 83, 160, 350.
Position II

The social studies program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the students' daily lives.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Teaching the Social Studies
Edgar Bruce Wesley

Position I

The social studies program, through a study of the whole span of history, should give the students an integrated view of the basic, persistent and crucial problems of man which would serve as perspective to the present and future.

Too great an emphasis upon the contemporary setting is to lose sight of the significant solutions of the past.

Position II

The social studies program should emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in the students' daily lives.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

In all branches of the social studies there is an increasing emphasis upon social elements, with a diminished attention to many traditional aspects. Fewer courses in history are being taught; the other social studies are receiving greater attention.\footnote{Wesley, op. cit., pp. 152, 139.}

\footnote{71-72 Wesley, op. cit., pp. 152, 139.}
ISSUE III

Should the social studies program place primary emphasis on intellectual development and intellectual activities concerned with subject matter, or should the program emphasize developing social skills with activities based on pupil needs and interests?

Organizing the Social Studies in Secondary Schools
Arthur C. Bining, Walter H. Mohr, and Richard H. McFeeley

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with the subject matter.

Stress should also be placed on the daily activities of government and on the important part that the individual citizen must take in the processes and progress of American democracy.73

If this is true, attention should be given to explain man as a social being and as a member of a complex society—local, national, and world-wide. In order to do this, geography is essential, for its chief function in the schools should be to explain and interpret man's environment and his adjustments.74

Position II

The social studies program should emphasize developing social skills with activities based on pupil needs and interests.

Quite evidently, the traditional secondary-school curriculum was not intended for the great mass of youth that attend the schools today, for it is too detached from life and does not fit the needs of most of the present-day school population.75

All major areas of social experience necessary for the pupils should be provided.76

... more emphasis on realism and less on formal education; ...77

... more opportunities for pupil experiences that are life-centered and purposeful; ...78

73-78Bining, Mohr, and McFeeley, op. cit., pp. 111, 236, 6, 13, 13, 13.
... better efforts to discover and provide for pupil interests and needs; ... 79

... growing emphasis on present-day problems and situations; ... 80

Of necessity, however, the types of experiences in the modern school are: (1) vicarious and (2) real-life. It is obvious that, wherever possible, emphasis should be placed upon the latter. 81

The emphasis upon understandings rather than facts, the unitary organization of materials and activities, and the thoroughness that must result if Morrisonian philosophy and practice are adhered to should result in much improvement in teaching the social studies in secondary schools. 82

A curriculum organized on the basis of subjects that separates school experiences from real-life situations is to be condemned. Facts, principles, generalizations, ideas, ideals, and skills are significant in a pupil's life only when he can use them to meet situations that he must face. Thus such an organization emphasizes the development of understanding the society and world in which one lives and a genuine desire to aid in improving them; the mastery of certain skills, techniques, and habits actually necessary in everyday living; provision for pupils to engage in creative, artistic, and recreational activities; and opportunities for them to develop individual tastes and interests. 83

The teaching of civics in secondary schools should not be formal or technical. Too often such courses are "taken" by pupils largely for the credit obtained, and their chief interest, therefore, is to pass the tests and examinations imposed by teachers. The real purpose of a course in civics is to aid in training good citizens, and therefore the importance of developing worthy traits of character should be uppermost in the mind of the teacher and should occupy much of his thought and attention. 84

The best way to become acquainted with government is to study how it affects our lives immediately. 85

In a secondary-school course in economics, it is not enough to attempt to disseminate economic information and to

79-85 Ibid., pp. 13, 13, 16, 52, 57, 139, 111.
teach economic theory and principles. More than this is
necessary. A clear understanding of the most important econ­
omic aspects and problems of the society in which the pupil
lives should be the first important broad aim in teaching
economics.\textsuperscript{86}

Of course it is difficult to bring history down to date.
There is the tendency to include too much factual material so
that it becomes a conglomeration of meaningless incidents.\textsuperscript{87}

This means that social-studies teachers will have to be
interested in more than the acquisition and storage of knowl­
dge. Instead, the emphasis must fall on the promotion of
individual growth and enrichment rather than on teaching a
given block of subject matter from a single textbook.\textsuperscript{88}

The highly departmentalized program that has grown up in
the secondary schools tends to set up artificial divisions in
matters that in life are closely interrelated.\textsuperscript{89}

Position III

The authors recognize the issue without taking a position.

Social-studies teachers . . . also believe that much of
the old material, reorganized along less conventional lines,
can be advantageously worked out.\textsuperscript{90}

Teaching the Social Studies
Edgar Dawson

Position I

The social studies program should place primary emphasis
on intellectual development and intellectual activities con­
cerned with the subject matter.

It is necessary, therefore, to become familiar with the
outstanding principles of geography before they can be effec­
tively applied to history or to economics. Accordingly, there
is need for geography as a science existing apart from its
circumferential neighbors.\textsuperscript{91}

\textsuperscript{86-90}ibid., pp. 176, 222-223, 273, 291, 272.

\textsuperscript{91}Dawson, \textit{op. cit.}, p. 31.
A consideration of the value of the study of geography to the individual must proceed from two points of view; first, the value of geography in the general training of the individual; second, the value of geography in the special training of the individual.\textsuperscript{92}

Geography is of direct technical service in developing that general vocational intelligence which is necessary to successful supervision, through public opinion, of the various constituent occupations--agriculture, mining, manufacturing, commerce, and other industrial groups.\textsuperscript{93}

Unless geography can serve to interpret some of the current happenings of the world from day to day, one of its chief values is lost.\textsuperscript{94}

Geography, properly taught, is a valuable part of any person's education.\textsuperscript{95}

The teaching of geography, then, is a mission whereby the teacher with an understanding heart develops a knowledge of the conditions of life in varying environments and leads the pupils towards an appreciation of the ideals and aspirations of all the peoples of the earth.\textsuperscript{96}

The results of investigations in psychology should be serviceable to teachers of the social studies in so far as they may profit by a knowledge of the nature and behavior of mankind--and it would seem that the extent would be considerable.\textsuperscript{97}

Economics is the science (1) which treats of those social phenomena that are due to the wealth getting and wealth using activities of man; and (2) which deals with all other phases of his life in so far as they affect his social activity in respect to wealth getting and wealth using.\textsuperscript{98}

Economics gives us training to enable us to solve problems as they arise.\textsuperscript{99}

The objectives of political science are to collect material relating to governments both past and present, to sift this material carefully, to analyze it, draw lessons from it, and make these lessons available for the use of lawmakers, administrators, and ordinary citizens as well.\textsuperscript{100}

\textsuperscript{92-100}Ibid., pp. 31, 31-32, 54, 55, 55, 89, 130, 144, 159.
What we most need, therefore, is not a reduction in the comprehensiveness of the course in community civics (or whatever it may be called), but a better coordination of the subject matter.\textsuperscript{101}

The over-emphasis on community interests and problems has served to weaken the content of elementary courses in civics into a jazz of platitudes about the family, the school, the playground, the boy's club, and the neighborhood—about everything, in fact, except the larger life of the nation to which we owe our first allegiance.\textsuperscript{102}

The role of history thus indicated, in view of the limitations which have been so frankly admitted in the present discussion, may seem hopelessly idealistic. There is none the less a body of critically established information sufficient to convey at least the idea of a continuous process in human development, sufficient to make in some degree intelligible our present stage of becoming, sufficient to indicate the nature of human progress, and perhaps sufficient to inspire hopes of future progress. In assimilating this kind of information the pupil has his own environment and direct experience with which to start.\textsuperscript{103}

Sociology provides this guidance by enabling us to see, first, what society is, what its factors and organization are; and secondly, what society does, how it functions, and what it achieves; and thirdly, what the great trends of societal evolution are.\textsuperscript{104}

The study of civics or of government, directs attention to the necessity and the advantages of political organization, to the nature, authority, and activities of the state, and to the functions of central and local governing agencies. Knowledge of these matters is indispensable.\textsuperscript{105}

These, then, are some of the outstanding and significant reasons why we should study sociology. It directs attention to the whole scheme and range of values, and convincingly exhibits the subservient relation of commercial values to human or spiritual values.\textsuperscript{106}

It is a little old fashioned to ask that pupils in the schools learn facts. Some of the most progressive educators seem to think it undesirable to burden the child's

\textsuperscript{101-106}Ibid., pp. 179, 180, 233, 239, 249, 251.
memory. But in the field of social studies a pretty good case may be made for learning something definite about society as it is and as it has been.107

One reason for considering information a legitimate end is that natural curiosity deserves respect when it looks toward matters of vital importance to all thinking beings.108

A second reason for considering information as a legitimate objective is its value in the advancement of thought, reason, and intelligent action.109

If one masters events, he cannot avoid generalizing about them.110

What has been said earlier in this chapter has to do with knowledge; but, for the purposes of social progress, knowledge is secondary in importance to wisdom.111

In many schools, and in some colleges, there are teachers of social science who seem to be completely indifferent to facts. Emotional opinion—if the word opinion may properly be used in this connection—is their sole equipment; their purpose is to stimulate emotional opinion among their pupils. Their defence is that they arouse the pupil's interest, and this, when interpreted, means that they heat up his mental processes. Such teaching does not develop respect for science. It is likely to develop a superficial emotionalism which defeats the best efforts of science, not only in this field but in other fields as well.112

All teaching which produces respect for definite knowledge and for the principles which are drawn from definite knowledge, contributes to social progress directly, in that it makes for clear thinking and reservation of judgment.113

Position II

The social studies program should emphasize developing social skills with activities based on pupil needs and interests.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The content of reflection—in contrast to the content of history, political science, geography, and so on—includes in which a given act of thought mental and physical environment brings to bear on a problem.

Methods of Instruction in the Social Studies

Ernest Horn

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with the subject matter.

The isolation of any of the subjects usually classified under social studies does violence to the requirements of thought, and hence creates an artificiality in method.

When such an organization has been accomplished, it may well be made the center for selecting and arranging the content of the curriculum at certain levels.

To summarize, no matter what the plan of organization may be, the primary justification for relating the social studies one to another or to other subjects, in any manner or in any degree, must be found in the thought required for the problems being studied. To do more is to block understanding, to destroy fundamental motivation, and to inculcate diffuse and ineffective methods of thinking.

The first begins with an analysis of the needs of intelligent citizenship, decides upon the knowledge, skills, insight, and ideals that are essential to the satisfaction of these needs, and then either distributes these items among the various grades or attempts to plan the work so that it culminates in the ends desired. What is taught in any grade is determined by a number of factors, including the difficulty of learning, the demands of logical sequence in the subject, and pertinence of the subject matter to the needs, interests, experiences, and abilities of students at any level are of great importance, all these resources or limitations are made subservient to the subject matter to be taught. There

114 Ibid., p. 214.
115-117 Horn, op. cit., pp. 10, 13, 15.
is a danger that somewhat formal methods will result.\textsuperscript{118}

At the other extreme is found the assumption that, if the curriculum in any grade grows out of the present needs and interests of children, future needs will take care of themselves. Regardless of its validity, this hypothesis, if sincerely and competently carried out, would exert a far-reaching influence on method. The problems in each grade would doubtless be more highly motivated, more closely related to the students' experiences, and considerably less difficult than those of the conventional course of study. The theory has not had, so far, an adequate test in practice. There are schools, to be sure, calling themselves "child-centered," that profess to be organized on this basis, but their curricula, at the various levels, show little evidence of knowledge of or interest in what the needs and problems of children really are. The units are often shallow, are unrelated to the fundamental needs and interests of the students, and lack the sequential development so clearly essential to growth. In addition to these defects, and partly as a result of them, the units are usually more intrinsically difficult than those of traditional subjects. These "child-centered" curricula appear to be less serviceable, either in helping the student to meet problems in the future, than are the best of the so-called subject-matter curricula.\textsuperscript{119}

But in protecting himself against biased or erroneous ideas, and in directing and safeguarding his thinking, the student of the social studies must depend upon the principles and methods that have been laboriously developed and perfected by historians, geographers, economists, political scientists, and other competent workers in these fields. There are no other sources upon which he can draw.\textsuperscript{120}

But no matter how vigorously these principles be applied to the reconstruction of the course of study, there will remain a substantial body of knowledge that must be thoroughly learned.\textsuperscript{121}

Position II

The social studies program should emphasize developing social skills with activities based on pupil needs and interests.

\textsuperscript{118-121}Ibid., pp. 20, 20-21, 22-23, 113.
In spite of glaring shortcomings in carrying it out in practice, however, the hypothesis that social education proceeds best by helping children to solve their immediate problems constitutes a real challenge to teachers of the social studies.\footnote{122}

No matter from what point of view the problem of grade sequence is attacked, the needs and abilities of children must be given far greater consideration than at the present time.\footnote{123}

The existing data indicate that both child-centered curricula and those of the more traditional type fail grievously to give proper consideration to the needs and limitations of students.\footnote{124}

Yet a great many of the topics, problems, or units of the social studies curriculum have little, if any, relationship to the present needs and interests of the student so far as he can see. In fact, it is difficult to demonstrate that some of these problems are fundamentally pertinent even to the needs of the great majority of adults.\footnote{125}

The tendency for the social studies to be dissociated from the needs of life is caused in great part by selecting and organizing the curriculum in history or in other fields according to traditionally academic patterns. It would be much less marked if curricula were constructed to deal primarily with the problems, processes, and norms that most deeply concern the common man.\footnote{125}

Position III

The author recognizes the issue without taking a position.

Integration, within certain limits, undoubtedly facilitates learning both in the social studies and in the subjects that are integrated with them.\footnote{127}

Teaching of History in Elementary and Secondary Schools

Henry Johnson

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with the subject matter.

\footnote{122-127}Tbid., pp. 21, 21, 22, 132, 133, 13-14.
Finally, facts may be selected because they are important or significant as illustrations or explanations of what the past was, of how it came to be what it was, of how the present grew out of it. Every condition or event may be viewed as a stage in a continuous process of development or evolution. Every condition or event may be conceived as related to something that went before and to something that came after. In any series the facts selected may be those that seem best to represent and to explain a particular course of development.128

The problem of adapting history to the schoolroom is, therefore, essentially a problem in presentation. Facts presented concretely are elementary; facts presented abstractly are advanced. For the earlier years of the elementary school, history should be made up essentially of concrete examples. It should be descriptive and narrative rather than analytical. Generalizations when introduced should be of a kind that can be readily resolved into concrete particulars.129

Within the limits that have here been outlined, history for school purposes can be whatever we desire. It can draw materials even from scientific history. It can from the beginning be of a nature to support and not, as so often the case, to obstruct later historical study. The facts selected can from the beginning be in a true sense historical, in a true sense characteristic of places, persons, periods, peoples, and not exceptional, abnormal, bizarre. With proper attention to concreteness in presentation the facts can from the beginning be so presented as to exhibit relations, cause and effect, continuity; they can from the beginning even be so presented as to arouse some consciousness of how we know what we know about the past and why we do not know more.130

An enumeration of the various aims actually proposed for historical instruction may seem at first a denial of any large or exceptional freedom in dealing with history. What are the aims commonly proposed? To discipline the memory, the imagination, the judgment; to teach the nature of historical evidence and to fix the habit of weighing historical evidence; to give training in the use of books; to furnish entertainment; to set up for conscious imitation ideals of conduct, of patriotism, of social service; to inculcate practical knowledge that can be turned to account in the daily concerns of life; to illuminate other studies, especially geography and literature; to cultivate a discriminating taste for historical reading; to

enrich the humanity of the pupil, enlarge his vision, incline him to charitable views of his neighbors, give him a love for truth, make him, in general, an intelligent, well-disposed citizen of the world as it is by making him a citizen of the ages.\textsuperscript{131}

The educational perspective is rapidly changing. It is becoming increasingly clear that children should know something about the duties of the garbage collector and the gas inspector; it is becoming less clear that they should know something about the deeds of Alexander and of Charlemagne.\textsuperscript{132}

Yet concentration about history would, perhaps, be as undesirable for history as for the subjects thus subordinated to history. Each subject presents facts and processes essential to the understanding or appreciation of the world as it is, which, to be made effective, must be worked out on the principle "This one thing I do," and with materials selected with an eye single to the one thing.\textsuperscript{133}

Position II

The social studies program should emphasize developing social skills with activities based on pupil needs and interests.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

\textbf{Teaching the Social Studies}

\textit{Edgar Bruce Wesley}

Position I

The social studies program should place primary emphasis on intellectual development and intellectual activities concerned with the subject matter.

\textsuperscript{131-133}\textit{Ibid.}, pp. 59-60, 159-160, 413.
Social events, in order to have significance, must be dated and placed. While all subjects have occasions to use these elements, the social studies use them more frequently than other fields. 134

Position II

The social studies program should emphasize developing social skills with activities based on pupil needs and interests.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

ISSUE IV

Should the social studies program emphasize individual judgments and solutions to problems, or should the program emphasize group solutions to problems and conformity to group decisions?

Organizing the Social Studies in Secondary Schools
Arthur G. Binning, Walter H. Mohr, and Richard H. McFeely

Position I

The social studies program should emphasize individual judgments and solutions to problems.

Learning is always done by the individual. 135

Position II

The social studies program should emphasize group solutions to problems and conformity to group decisions?

The authors have no references to support this position.

134Wesley, op. cit., p. 403.
135Binning, Mohr, and McFeely, op. cit., p. 20.
Position III

The authors recognize the issue without taking a position.

Less emphasis on subject matter and more upon making the experiences of pupils life-centered, purposeful, and dynamic, as well as providing pupils with opportunities for creative expression, critical and reflective thinking, harmonious cooperation, and for making choices, should be the underlying principles in organizing the curriculum.\textsuperscript{136}

Teaching the Social Studies
Edgar Dawson

Position I

The social studies program should emphasize individual judgments and solutions to problems.

The young men and young women who are leaving the universities with a thorough training in economics are "making good" in banks, insurance companies, railway companies, and in all sorts of organizations to promote economic welfare of individuals and of society. Their training has taught them to avoid errors and to grapple successfully with problems as they arise.\textsuperscript{137}

Therefore, one of the purposes of economics, like the other social sciences, is to stimulate an increasing number of people to realize the value of scientific investigation and research, and to be guided by facts rather than by preconceived and uncertain theories.\textsuperscript{138}

There is another reason why political science should be studied by young men and women in schools and colleges .... It affords a type of intellectual training which most other subjects of study do not provide .... The study of political science affords training, therefore, in the forming of opinions rather than conclusions.\textsuperscript{139}

He should learn the art of keeping his ear to the ground, as the politicians call it. As he grows older he will find that misinformation and propaganda descend upon him from all sides. He should learn to be discriminating, to keep an open

\textsuperscript{136}Ibid., p. 58.

\textsuperscript{137-139}Dawson, op. cit., pp. 114, 116, 162-163.
mind until he has obtained the whole story, and to refrain from believing things because they sound plausible. In a word, the study of political science should broaden his social sympathies, develop his power to form judicious opinions, and encourage him in the habit of seeing the other fellow's point of view as well as his own.\textsuperscript{11,6}

If we concede that our young people are to learn to think, to reason, and to embark upon rational enterprises, their intelligence must be developed and they must be inspired with faith in the future. To attain this intelligence and inspiration they must acquire and master information, that they may use it freely and effectually.\textsuperscript{11,1}

Position II

The social studies program should emphasize group solutions to problems and conformity to group decisions.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

Pupils certainly ought to learn the great principles of social cooperation which have become generally accepted by intelligent people.\textsuperscript{11,2}

Methods of Instruction in the Social Studies

Ernest Horn

Position I

The social studies program should emphasize individual judgments and solutions to problems.

The student, moreover, must not only attain an understanding of one side but of all sides and on the basis of this understanding must reach some sort of conclusion, though it may be only provisional.\textsuperscript{11,3}

\textsuperscript{11,0,11,2}Ibid., pp. 163, 257, 259.
\textsuperscript{11,3}Horn, \textit{op. cit.}, p. 95.
Position II

The social studies program should emphasize group solutions to problems and conformity to group decisions.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Teaching of History in Elementary and Secondary Schools

Henry Johnson

Position I

The social studies program should emphasize individual judgments and solutions to problems.

The author has no references to support this position.

Position II

The social studies program should emphasize group solutions to problems and conformity to group decisions.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Teaching the Social Studies

Edgar Bruce Wesley

Position I

The social studies program should emphasize individual judgments and solutions to problems.

The author has no references to support this position.
Position II

The social studies program should emphasize group solutions to problems and conformity to group decisions.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

ISSUE V

Should the social studies program provide for an examination of all controversial issues, or should the program place a restriction or limit upon the handling of some issues?

Organizing the Social Studies in Secondary Schools

Arthur C. Bining, Walter H. Mohr, and Richard H. McFeely

Position I

The social studies program should provide for an examination of all controversial issues.

The authors have no references to support this position.

Position II

The program should place a restriction or limit upon the handling of some issues.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Where controversial problems arise, a definite effort should be made to present varying ideas and points of view in order to stimulate pupils to think for themselves.\(^{11a}\)

\(^{11a}\) Bining, Mohr, and McFeely, \textit{op. cit.}, p. 140.
Teaching the Social Studies
Edgar Dawson

Position I

The social studies program should provide for an examination of all controversial issues.

It means that pupils should spend their time with truth and not with rumors, distorted opinions, and unverified reports. 1145

Position II

The program should place a restriction or limit upon the handling of some issues.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Methods of Instruction in the Social Studies
Ernest Horn

Position I

The social studies program should provide for an examination of all controversial issues.

Nevertheless, the trend of both public and professional opinion and the practice of superior teachers has turned definitely in favor of teaching controversial issues. 1146

It is not to be expected that divergencies of opinion on public questions will ever be permanently resolved. Never in history have the American people been of one mind, not even during the War of Independence. Because these differences cannot be settled once for all, we must be open-minded, must provide free discussion, and must seek progressively and experimentally to discover better solutions. 1147

1145 Dawson, op. cit., p. 272.
1146-1147 Horn, op. cit., pp. 89, 90-91.
If the schools follow the advice of national committees, as well as that of the leading social scientists, they will teach controversial issues in the schools.

No other course is open to them if they are to deal realistically with social problems.

The teaching profession has chosen to include controversial issues in the school because of its conviction that the truth regarding each side of these controversies should be known.

Controversial issues cannot be excluded from the schools either by limiting instruction to history, geography, and the structural aspects of government or by attempting to take refuge in descriptive aspects alone. The question is rather, what issues shall be consciously selected, at what grade levels shall they be raised, in what manner shall they be dealt with, and how shall they be resolved.

Position II
The program should place a restriction or limit upon the handling of some issues.

The author has no references to support this position.

Position III
The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Teaching of History in Elementary and Secondary Schools
Henry Johnson

Position I
The social studies program should provide for an examination of all controversial issues.

The author has no references to support this position.

Position II
The program should place a restriction or limit upon the handling of some issues.

The author has no references to support this position.

118-151 Ibid., pp. 95, 95, 96, 118-119.
Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Teaching the Social Studies
Edgar Bruce Wesley

Position I

The social studies program should provide for an examination of all controversial issues.

So the social studies teacher, even though he seeks to avoid current events, will still have to face the problem of controversial issues. The very nature of the social studies involves the consideration of vital and unsolved problems and issues. The alert teacher will not seek to dodge the obligation.\textsuperscript{152}

So the answer to the question, "Should teachers deal with controversial issues?" is that they should, after performing their routine obligations, deal with nothing else. Beyond maintaining the accumulated knowledge and skills in the social studies, the teacher has no more important function than to teach controversial issues.\textsuperscript{153}

Position II

The program should place a restriction or limit upon the handling of some issues.

The author has no references that apply to this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

ISSUE VI

Should the social studies program be required of all students, or should the program be an elective for all students?

\textsuperscript{152-153}Wesley, \textit{op. cit.}, pp. 453, 454.
Organizing the Social Studies in Secondary Schools
Arthur C. Bining, Walter H. Mohr, and Richard H. McFeely

Position I

The social studies program should be required of all students.

The increasing importance of national cultures during the past century makes it quite logical that American history should be one of the principle subjects of instruction in the social studies in the United States.\[154\]

American history is an important part of the curriculum. It is taught generally in the secondary schools of the country, usually in the seventh or eighth grades of the junior high school and in the eleventh through sometimes in the twelfth grade of the senior high school.\[155\]

The importance of the study of European history is no longer a debatable question.\[155\]

In so far as formal school studies can operate to this end, the study of international relations can be a valuable instrument . . . . The secondary school is not too early a starting place for this endeavor.\[157\]

International Relations in the Social-studies Curriculum.-- The course here described is planned for pupils in the junior or senior high school. Interest in adult affairs, a sense of responsibility reaching beyond immediate personal relationships, and analytical power are among the characteristics that are maturing at this period. The aim in writing this chapter has been to show that such a course is practicable and in itself desirable. It is thus a plan for consideration. If the course in this form cannot be included in the curriculum, however, there may be a place for it in part.\[158\]

The teaching of civics in secondary schools should not be formal or technical. Too often such courses are "taken" by pupils largely for the credit obtained, and their chief interest, therefore, is to pass the tests and examinations imposed

\[154\-158\]Bining, Mohr and McFeely, op. cit., pp. 63, 77, 82, 121, 132.
by teachers. The real purpose of a course in civics is to aid in training good citizens, and therefore the importance of developing worthy traits of character should be uppermost in the mind of the teacher and should occupy much of his thought and attention.\textsuperscript{159}

Stress should also be placed on the daily activities of government and on the important part that the individual citizen must take in the processes and progress of American democracy.\textsuperscript{160}

The Need for a Course in Problems of American Democracy.-- An enlightened, well-informed citizenry is more important than ever before if our American democracy is to survive and make progress.\textsuperscript{161}

Sociology, in conjunction with the other social studies—especially history, civics, government, and economics—should be taught if we are to equip our young people with an understanding of people and events, if we wish to prepare them to live intelligently and successfully with others, and if they are to be trained to meet without disaster the conflicts and tensions of modern society.\textsuperscript{162}

The need for finding a place for current events in the curriculum of the secondary school is evident to most teachers.\textsuperscript{163}

In the light of the objectives already discussed, geography and the geographic viewpoint or outlook have a very important part to play in American education.\textsuperscript{164}

Position II

The social studies program should be an elective for all students.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Some schools offering two years of world history require one and make the second optional; others require two years of history for noncollege students, one of these to be world

\textsuperscript{159-164}\textit{Ibid.}, pp. 139, 1\textit{hl}, 155, 193, 220, 2\textit{hl}. 
At the present time, courses in civics are usually given on the junior-high-school level, although they may be found in the curriculum of many senior high schools. Usually, courses called government are offered in the last years of high school. Both these fields will be discussed in the following pages.

In most senior high schools, courses in government, occasionally called political science, are given. Usually, attention is centered on local, state, and national government. The study differs from the government taught within courses in civics on the junior-high-school level in that there is more emphasis upon the organization and complex problems of American government.

Courses in the problems of American democracy are, therefore, among the latest additions to the social studies to gain acceptance in American secondary education.

The course in economics is usually given in the eleventh or twelfth grade, but a survey would reveal that it may be found on any junior- or senior-high-school grade level.

The status of sociology as a separate course is still somewhat uncertain in many secondary schools. It has made its way into many schools, sometimes as an elective course in one or both of the last two years of high school.

The only apparent uniformity in the teaching of geography in junior high schools exists in a study of the geography of the United States in the seventh grade.

**Teaching the Social Studies**

Edgar Dawson

Position I

The social studies program should be required of all students.

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Geography, properly taught, is a valuable part of any person's education.172

What we most need, in my judgment, is a return to the practice of making American government not the main content but the central theme of the course, ranging all else around it.173

The initial course in civics, having provided a general orientation or introduction to social organization and activities, should be followed, preferably in the eleventh or twelfth grade, by a more special course in sociology, economics, government, or problems of democracy. These studies should not be pursued, in any case, until the pupil has obtained a good knowledge of American history.174

History looked at in this way will be found to offer at least two contributions which are unique, which no other study can offer except by becoming to that extent, history.175

The study of civics or of government, directs attention to the necessity and the advantages of political organization, to the nature, authority, and activities of the state, and to the functions of central and local governing agencies. Knowledge of these matters is indispensable.176

These, then, are some of the outstanding and significant reasons why we should study sociology. It directs attention to the whole scheme and range of values, and convincingly exhibits the subservient relation of commercial values to human or spiritual values.177

Not only are the social studies needed by all pupils, but they should be required of all.178

Whatever may be said of the wisdom of permitting children in school to elect the subjects they are to study in the fields of arts and sciences, it is difficult to understand how anyone can consider asking them to decide whether or not they will prepare to think intelligently and constructively about the evolution of organized society.179

It is now generally conceded that the social studies should be "the core of the curriculum."180

Most educational observers will agree that, in the six grades from seven to twelve, inclusive, a half-unit per year ought to be devoted to the history of our own country and that of mankind in general.\(^{181}\)

The curriculum maker ought to plan for all pupils in all schools to devote about one fourth of their time and effort to social studies.\(^{182}\)

Position II

The social studies program should be an elective for all students.

The author has no references to support this position.

Position III

The authors recognize the issue without taking a position.

The proper place of this subject political science in the school curriculum is a matter on which there is no approach to agreement among educators. It is the custom, in a great many high schools, to provide for a course in community civics or in citizenship for ninth grade pupils.\(^{183}\)

Should sociology be required, or at least recommended, as a school and college study? Avoiding dogmatic answer, let us note certain considerations which support the contention that economics, civics, and the study of government should be complemented by sociology in our education programs.\(^{184}\)

In view of the general purposes of the social studies and the general limitations of the curriculum as we have noted them, it appears, then, that the best results will be reached by offering to the students a secondary school course in history composed of two three-year cycles. Each cycle would include three years of study of the development of human relations, under the guidance of a teacher who has been trained in the facts and principles of the leading sciences of society.\(^{185}\)

\(^{181-185}\text{Ibid.}, \text{pp. 276, 277, 178-179, 247, 292.}\)
Methods of Instruction in the Social Studies

Ernest Horn

Position I

The social studies program should be required of all students.
The author has no references to support this position.

Position II

The social studies program should be an elective for all students.
The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.
The author has no references that apply to this position.

Teaching of History in Elementary and Secondary Schools

Henry Johnson

Position I

The social studies program should be required of all students.

History thus constructed and thus presented for five or six years will lead naturally in the upper grades to history more largely made up of collective or general facts.\(^1\)

The place of history in the curriculum should, however, be made dependent primarily upon aims which can either be realized in no other way than through historical instruction, or which can be realized through historical instruction in a higher degree than through any other kind of instruction.\(^2\)

In dealing with a subject like history it is barely possible that an ideal course of eight years for the elementary school, or of four years for the high school, would be no more difficult to establish than courses of eight or of four years, confessedly not ideal.\(^3\)

\(^{1\text{66}}\text{He}n\text{ry} \text{J}o\text{n}\text{so}\text{n}, \text{op. cit., pp. 50-51, 63, 158-159.}\)
Position II
The social studies program should be an elective for all students.
The author has no references to support this position.

Position III
The author recognizes the issue without taking a position.
The author has no references that apply to this position.

Teaching the Social Studies
Edgar Bruce Wesley

Position I
The social studies program should be required of all students.
The author has no references to support this position.

Position II
The social studies program should be an elective for all students.
The author has no references to support this position.

Position III
The author recognizes the issue without taking a position.

By 1931 forty-three states had passed laws requiring the teaching of the Federal Constitution and, in many instances, the various state constitutions. With one exception these laws were passed primarily because of the very active campaign carried by the American Bar Association and the National Security League, with the approval of more than a score of other organizations. Whatever value or credit derives from the presence of these laws on the statute books belongs to these organizations. No educational organization seems to have approved them, and in spite of the implied threat of one of the sponsors "to see that the laws are enforced," they have apparently had little effect upon the curriculum. Effective educational programs do not arise at the behest of law; and the formal observance of these laws does not assure the achievement of the goals which their sponsors have in view.189

189Wesley, op. cit., p. 103.
On any one grade level can be found an almost limitless variety of topics in geography, civics, history, economics, and sociology, and these will be found in varying combinations.\textsuperscript{190}

Such specialized courses as Latin American history and Pacific rim history are found in the schools of the South-west and Pacific Coast respectively. English history, Greek and Roman history, and ancient history are more common in the eastern states than elsewhere. The Constitution is taught as a separate course in certain states that require it by law, but rarely elsewhere.\textsuperscript{191}

Numerous courses or phases of content have been added or have received increased emphasis since 1930, the most popular being world history, current events, American heroes and holidays, American history, community civics, economics, problems of democracy, social science, world geography, and citizenship.\textsuperscript{192}

\section*{ISSUE VII}

Should the social studies program consist of different courses for students of differing abilities, or should the program be the same for all students?

\textbf{Organizing the Social Studies in Secondary Schools}

Arthur C. Bining, Walter H. Mohr, and Richard H. McFeeley

\textbf{Position I}

The social studies program should consist of different courses for students of differing abilities.

These conclusions also imply the need for differentiating the methods of instruction and course content according to the individuals within the group.\textsuperscript{193}

Adequate provision for individual differences, therefore, implies the need for a qualitative differentiation in course content.\textsuperscript{194}

The evidence is clear that one method of reducing inequalities between individuals is to equalize opportunities. But this does not mean subjecting all pupils to the same educational experiences.\textsuperscript{195}

\textsuperscript{190-192}Wesley, \textit{op. cit.}, pp. 132, 135, 255.

\textsuperscript{193-195}Bining, Mohr, and McFeely, \textit{op. cit.}, pp. 21, 22, 25.
Position II

The social studies program should be the same for all students.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

Instruction in too many schools in America has been and still is conducted on the assumption that all pupils in a class are exactly alike for instructional purposes. The educational process is viewed as similar in nature to that of making car fenders in which the pieces of metal, all of the same kind and consistency, are put into a machine and stamped out, each in exactly the same pattern. Such an attitude on the part of school administrators and teachers is indefensible in the light of modern physiological, biological, and psychological findings. Modern educators now recognize that the difference between an individual and the average of his group is probably one of the most important facts about him. Hence they try to adjust their curriculum, or courses of study, to these important variations between members of the group. 196

The intelligent teacher recognizes that pupils differ in their ability to read and evaluate the printed page and takes steps to adjust the materials accordingly. 197

In general, it may be said that homogeneous grouping is of most benefit to the slow group, then to the average group, and least beneficial to the fast group. 198

To meet these individual differences, many methods have been devised, most important among them being the classification of pupils by grades and the attempts at homogeneous grouping as well as many individual plans like the Dalton plan, the Winnetka plan, and Morrison's plan. 199

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Position I

The social studies program should consist of different courses for students of differing abilities.

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196-199 Ibid., pp. 21-22, 22, 30, 42.
In planning for social studies, let us definitely include in our consideration every normal child who enters the school system. No exceptions to this rule can be imagined. It is a common practice to make one course of social studies for commercial pupils, another for college preparatory pupils, and still others for other types of children, but there seems to be no justification for such differentiation. Whatever superficial adjustments may be made for the purpose of interesting pupils in this instruction, the material, in its essence and its purpose, is the same for all. All need to be trained toward faith in human progress.200

Position II

The social studies program should be the same for all students.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

Possibly a small minority of the pupils cannot digest this knowledge and formulate for themselves simple working principles suitable for their age. Those who cannot do this are simply demonstrating at this early stage their incapacity for civic responsibility, and such reorganization of the suffrage must finally be undertaken as will remove from their shoulders the responsibility of doing what it is obviously impossible for them to do. However, even for them some benefits may accrue from this teaching. A large proportion of them can learn something about the disaster which follows ignorance, anarchy, and confusion, and the gradual progress that results from patient reason and friendly conciliation.201

Methods of Instruction in the Social Studies

Ernest Horn

Position I

The social studies program should consist of different courses for students of differing abilities.

The first of these propositions is, that it is possible, with present techniques, to classify children in groups on some

200-201 Dawson, op. cit., pp. 271, 270.
single general basis that will give a high degree of homogeneity in ability to work in the various subjects of the curriculum.\textsuperscript{202}

The second proposition is that pupils at any grade level can be formed into groups that are relatively homogeneous in their ability to learn one or more social studies.\textsuperscript{203}

The third proposition is that, assuming for the moment that homogeneous groups can be made, we know how to differentiate curricula for each group. This involves two assumptions: first, that we have adequate courses of study in the various social studies, and second, that we know how to differentiate such courses for different levels of ability. The problem of determining appropriate courses of study for any ability group (classified either on the basis of general ability or on the basis of special ability in the social studies) cannot be considered apart from the general problem of curriculum making. The fact is that while we have made progress in determining the course of study without respect to differentiated abilities, we have a great many problems yet to solve. Indeed, in the case of social studies what needs yet to be done looms larger than what has already been accomplished.\textsuperscript{204}

The best course of study that could be made along these lines would be better for any allegedly homogenous group than any differentiated course of study that has yet been made. Nevertheless, it is obvious that pupils whose abilities vary widely cannot be expected to master the same course of study. There must be differences in the extent of the curriculum, in the rate of progress, and in the thoroughness of knowledge and depth of insight that are expected to be attained. Even differentiated assignments made to students in heterogeneous groups result practically in a differentiated curriculum. Differences in present learning capacity, however, are but one factor to be considered in differentiating curricula; a more fundamental principle is the probably future demands that social life will make upon the student, gifted or otherwise.\textsuperscript{205}

The fourth proposition that needs to be challenged is that, assuming that students can be classified into groups that are relatively homogeneous in their ability to learn social studies,

\textsuperscript{202-205}Horn, op. cit., pp. 57, 58, 63, 64.
we know how to make adjustments in method to each of these

groups.\textsuperscript{206} It seems likely that some form of grouping will be prac-
ticed in most schools that have an enrollment large enough to
make it feasible.\textsuperscript{207}

Position II

The social studies program should be the same for all students.

And, while grouping on some general basis does not neces-
sarily obscure individual differences in learning in any sub-
ject, for example in history, it certainly does little to throw
light on them.\textsuperscript{208}

Position III

The author recognizes the issue without taking a position.

Teaching and learning in a given grade are influenced by
two groups of factors: first, the nature (content, sequence,
and organization) of the course of study; and second, the
nature (abilities, interests, and needs) of the children.\textsuperscript{209}

With respect to the attainment of ultimate objectives set
up by this Commission, and with respect to the detailed
achievements and abilities related to the attainment of these
objectives, it is probably that at least a fourth of the best
students in any grade are superior to the median child of the
grade above and that at least a fourth of the poorest students
are inferior to the median of the grade below. As a general
rule, the brightest students in any grade are only slightly
superior in achievement to the brightest students of the grade
below, if at all, and the poorest students are only slightly
inferior to the poorest students of the grade above. Part of
this overlapping may be due to the haphazard way in which the
course of study is graded. There is reason to believe that if
a course of study were planned so that each grade represented
an essential step in the progress toward the achievement of
the ultimate goals, less overlapping would be shown.\textsuperscript{210}

All this seems to point to the conclusion that whether or
not children are classified into homogeneous groups, the teacher's

\textsuperscript{206-210}\textit{Ibid.}, pp. 64, 66, 58, 18, 49.
attention should be directed to individual children and their immediate problems in learning rather than either to the group as a whole or to the median child of a class. There is, of course, no reason why this cannot be done even where grouping is practiced, but there is a danger that, having erroneously assumed the group to be homogeneous, the fact of variability within the group tends to be ignored.211

Perhaps the best single provision that can be made for individual differences is not in grouping, or in the differentiation of courses of study, or yet in the modification of fundamental methods of learning, but in providing instructional equipment of a range of difficulty and depth of treatment commensurate with the range of ability at each grade level.212

Nevertheless, it is sound policy to encourage all students to think as hard as they can and to understand as much as they can. It is better to see through a glass darkly than not to see at all. Nor should there be any thought of deciding beforehand which students can attain adequate understanding and social inventiveness. The opportunity should be open to all.213

The teacher should be concerned with the development of the individual student. Each student, as has been pointed out, must build his own ideas, and the evidence, as well as common observation, makes it perfectly clear that his attempts will be attended by many blunders and shortcomings.214

Teaching of History in Elementary and Secondary Schools

Henry Johnson

Position I

The social studies program should consist of different courses for students of differing abilities.

The author has no references to support this position.

Position II

The social studies program should be the same for all students.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

211-214 Ibid., pp. 65, 67, 136-137, 150.
Teaching the Social Studies
Edgar Bruce Wesley

Position I

The social studies program should consist of different courses for students of differing abilities.

These older subjects have attained a more or less standardized content. This is essentially true of American history at all grade levels, of geography in the elementary grades and in the junior high school, and to a lesser extent of government in the senior high school.215

Position II

The social studies program should be the same for all students.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

ISSUE VIII

Should the social studies program assume major responsibilities for citizenship training, or should the program perform an unique function in citizenship training but not assume the major responsibility for such training?

Organizing the Social Studies in Secondary Schools
Arthur C. Bining, Walter H. Mohr, and Richard H. McFeely

Position I

The social studies program should assume major responsibilities for citizenship training.

All teachers must cooperate in guiding pupils in the democratic way of life. Most of the responsibility for this should not be placed upon the teachers of the social studies alone, although the latter, perhaps, might assume leadership in the work.216

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216Bining, Mohr, and McFeely, op. cit., p. 4.
It is now assumed by many that one of the most significant tasks of the school, and of social-studies teachers in particular, is to provide opportunities for pupils to participate in democratic living, thereby developing those qualities and characteristics which are needed by individual citizens of a democratic society.217

Position II

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

It is evident that the objectives of the social studies in terms of citizenship and civic consciousness can be attained only by a realistic approach to the study of social institutions and social problems.218

It is the responsibility of teachers of the social studies to provide social experiences for pupils in order that they may become efficient citizens of a great democracy.219

In a democratic country, preparation for citizenship should be preparation for actual participation in a free society.220

The need for improved civic training in American democratic society is obvious.221

The teaching of civics in secondary schools should not be formal or technical. Too often such courses are "taken" by pupils largely for the credit obtained, and their chief interest, therefore, is to pass the tests and examinations imposed by teachers. The real purpose of a course in civics is to aid in training good citizens, and therefore the importance of developing worthy traits of character should be uppermost in the mind of the teacher and should occupy much of his thought and attention.222

217-222 Ibid., pp. 270, 7-8, 16, 64, 137, 139.
Teaching the Social Studies
Edgar Dawson

Position I

The social studies program should assume major responsibilities for citizenship training.

But the study of political science is by no means to be regarded as a field for specialists alone. It is, to a certain extent, indispensable to the education of the citizen, and this for the reason that the citizen cannot effectively control his government unless he has some knowledge of its purposes, its organization, and its workings. A government demands cooperation from its people, yet there can be no real cooperation without understanding. A government insists on obedience from its citizens, yet there can be no intelligent obedience unless the citizen knows that it is what he obeys.223

Position II

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Methods of Instruction in the Social Studies
Ernest Horn

Position I

The social studies program should assume major responsibilities for citizenship training.

The author has no references to support this position.

Position II

The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.

The author has no references to support this position.  

Position III  
The author recognizes the issue without taking a position.  
The author has no references that apply to this position.  

Teaching of History in Elementary and Secondary Schools  
Henry Johnson  

Position I  
The social studies program should assume major responsibilities for citizenship training.  
The author has no references to support this position.  

Position II  
The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.  
The author has no references to support this position.  

Position III  
The author recognizes the issue without taking a position.  
The author has no references that apply to this position.  

Teaching the Social Studies  
Edgar Bruce Wesley  

Position I  
The social studies program should assume major responsibilities for citizenship training.  
The author has no references to support this position.  

Position II  
The social studies program should perform an unique function in citizenship training but not assume the major responsibility for such training.  
The author has no references to support this position.
Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

ISSUE IX

Should the social studies program attempt to perpetuate the existing cultural heritage, or should the program be used as an instrument to build a new social order?

Organizing the Social Studies in Secondary Schools
Arthur C. Bining, Walter H. Mohr, and Richard H. McPeely

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

The teaching of American history, furthermore, should stimulate a respect for the opinions and rights of others, and a well-grounded pride in the achievements of individuals, the community, and the nation, as well as a genuine appreciation of the great American traditions and a love for the ideals of those who laid the basis for this country.224

The Need for a Course in Problems of American Democracy.—An enlightened, well-informed citizenry is more important than ever before if our American democracy is to survive and make progress.225

Position II

The social studies program should be used as an instrument to build a new social order.

There are two main lines of thought in regard to the function of the school in society today:

1. That the school should seek the adjustment of the learner of prevailing social ideals and institutions. This policy evidently plans to create a citizenry adjusted to a most imperfect society and even neglects to consider the fact that our civilization is a constantly changing one. No progress is possible under such a plan, and present evils are not only perpetuated but are accepted as a matter of course.

224-225 Bining, Mohr, and McPeely, op. cit., pp. 61, 155.
2. That the chief function of the school should be to seek the reconstruction of society. How complete this reconstruction should actually be, however, is the main source of controversy. It is rather generally held that the school should recognize that social ideals and institutions are constantly changing and that the success of the reconstruction of society depends upon the speed and skill with which its members learn to effect the necessary changes. Most modern educators believe that the school must help to develop this program of reconstruction. Practically all, moreover, recognize that the school is only one of a number of institutions with educational responsibility.

If we accept the second viewpoint, it is evident that the pupil must acquire a real understanding of his social environment, past and present.226

Following this, it is further assumed that this central concept of early American democracy needs to be redefined and reinterpreted in terms of new social and economic conditions.227

Position III

The authors recognize the issue without taking a position.

Another outstanding objective in the social studies grows out of the fact that our complex society is dynamic—ever changing. The pupil, therefore, must be so trained and educated that he will be able to adjust himself to changes that may occur in the future.228

Teaching the Social Studies

Edgar Dawson

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

History offers one of the most hopeful means of teaching young citizens respect for trained leadership.229

The purpose of a separate course in American History is to teach the truth about our country. This all children should know.230

226-228Ibid., pp. 2, 271, 7.
The writer believes that the United States is a great experiment in democracy where the problems of the future of western civilization will be worked out, and that many of our leaders have devoted their lives to the solution of these problems. Those who think with him will also agree that the best way to inculcate patriotism is to teach impartially the general story of the struggle against special privilege which runs through the history of mankind, and to fit American History into this story with absolute truth. There seems to be no convincing argument in favor of isolating American History and teaching it separate from the history of mankind. What is true patriotism after all but natural affection for the land on which one lives and loyal cooperation with one's neighbors in the efforts to solve the problems of life.231

Position II

The social studies program should be used as an instrument to build a new social order.

The author has no references that apply to this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Methods of Instruction in the Social Studies

Ernest Horn

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

The author has no references to support this position.

Position II

The social studies program should be used as an instrument to build a new social order.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

231 Ibid., p. 294.
No authoritative and complete description of the goals and instruments of American society is as yet available. Meanwhile, the schools must run. Those responsible for their operation must, with such co-operation as they can secure, make the best decisions they can, however tentative they may be. Various committees have made substantial progress in the accomplishment of this task. Educators have, moreover, many related problems that are distinctively professional: the determination of the special province of the school in developing public opinion, the decision as to what and how much social education the school ought to undertake, the making of curricula and their adaption to different levels of development, the selection of instructional equipment, the adoption of efficient methods, and the appraisal of results.232

The school is historically and inevitably a source of social control—in purpose, in the machinery set up to realize its purpose, and in its results.233

Teaching of History in Elementary and Secondary Schools

Henry Johnson

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

In the third place, the idea of change must be emphasized. Development is change, and a changing social world can be made intelligible only by reference to antecedent changes. It is, perhaps, here that history makes its most luminous contribution and reaches its deepest significance, for it is here that the modern conception of progress comes into view.234

If history in tracing social development can make clear the nature of social progress, may progress not be taken in hand consciously and consciously assisted?235

Position II

The social studies program should be used as an instrument to build a new social order.

The author has no references to support this position.

232-233 Horn, op. cit., pp. 87, 119.
Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Teaching the Social Studies
Edgar Bruce Wesley

Position I

The social studies program should attempt to perpetuate the existing cultural heritage.

Since the curriculum is the refinement of fundamentals, its function is clear. It must lay the basic groundwork for the civilization of the succeeding generation.\(^{236}\)

It seems reasonably clear that the school curriculum must reflect the social environment in which it exists. There may be a number of lags, but eventually the curriculum incorporates the apparently enduring elements of the social setting. The question of the necessity or desirability of curricular changes would seem therefore to depend upon the rate and extent of social change.\(^{237}\)

The preservation of the social heritage is of fundamental importance, but if the schools are too cautious and follow too far in the rear of the procession of advancing knowledge, they will fail to preserve even the heritage.\(^{238}\)

The schools must, sooner or later, reflect the beliefs, aspirations, and hopes of the society that maintains them.\(^{239}\)

It does emphasize the fact that schools are publicly supported agencies for accomplishing the purposes of a whole society. It therefore seems improbable that they can either run far ahead of or lag far behind popular wishes.\(^{240}\)

Position II

The social studies program should be used as an instrument to build a new social order.

The author has no references to support this position.

\(^{236-240}\) Wesely, op. cit., pp. 77, 78, 151-152, 162, 162.
Position III

The author recognizes the issue without taking a position.

All admit that social changes occur, but there is considerable difference of opinion as to their significance for the schools. \(^2\)

 ISSUE X

Should the training program for teachers in the social studies emphasize knowledge of content and scholarliness, or should the program emphasize methodology and the well-rounded personality?

Organizing the Social Studies in Secondary Schools
Arthur C. Bining, Walter H. Mohr, and Richard H. McFeely

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

The authors have no references to support this position.

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The authors have no references to support this position.

Position III

The authors recognize the issue without taking a position.

A new role for the teacher is obvious. Education must now be conceived of as something more than classroom instruction. The teacher is no longer considered merely as the agency for transmitting the knowledge, skills, and rules of conduct that have been developed in the past; he becomes, rather, a guide and director of the pupil's activities. \(^2\)


Teaching the Social Studies
Edgar Dawson

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

It is therefore perfectly practicable, even within the limits of the ordinary four-year college course, for one who wishes to teach the social studies to devote at least one third of his time in college to a pursuit of the subjects which relate to his chosen vocation.243

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

Far too much humbug has been written about "the best methods of teaching civics, government, and political science. There is no best method, no ideal method, in this or in any other subject.244

What we ought to do is to acquaint every teacher with all possible methods, showing him the merits and disadvantages of each as experience has demonstrated them, and then leaving him to fit the method to the day's work--always with encouragement, however, to keep trying different methods and even his own modifications of them.245

With due recognition of the danger of such a generalization, it may be said that five years after graduation from the high school ought to be regarded as the minimum time of preparation for a teacher of the social studies.246

As a general proposition, it may be said that all courses in the science and art of education overlap so widely that one who has studied under several different professors,

carefully selected, and has chosen his courses with the view to philosophy, history, and psychology of education, will have been introduced to most subjects and points of view that he has time to absorb.  

There are three elements in the training of the teacher: general intelligence and information, professional intelligence and information, and professional skill.  

**Methods of Instruction in the Social Studies**

*Ernest Horn*

**Position I**

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

Nevertheless, there has been too little emphasis on the importance of scholarship in the social studies as a part of the essential qualification of those who direct instruction in this field.

It is not uncommon to find supervisors who insist that a teacher should have adequate scholarship in the fields in which he teaches but who do not see that it is even more important that they themselves have a scholarly grasp of the subjects they supervise.

**Position II**

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The author has no references to support this position.

**Position III**

The author recognizes the issue without taking a position.

The particular method or methods to be used in any teaching situation must be determined partly by the nature of the students and partly by the nature of the subject matter to be taught.

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2h7-2h8 *Ibid.,* pp. 373, 374.

2h9-251 Horn, *op. cit.,* pp. 37, 37, 6.
Consider first the dependence of method upon subject matter. That method is a function of the thing to be taught is shown in every aspect of learning: in interest, in understanding, in thinking, and in providing for retention and growth.\textsuperscript{252}

It is possible, of course, to become so obsessed with the methodology used to arrive at the truth in the social studies and to spend so much time upon it that very little is learned about the truth itself. Methods of research, like methods of teaching, can readily be formalized and degenerate into a cult.\textsuperscript{253}

There is one aspect of the problem, however, that deserves mention. A survey of the literature on teaching and teacher training during the last thirty or forty years shows two general and divergent trends of thought. Among the members of academic faculties, on the one hand, there is at least a minority—perhaps a majority—who manifest an antipathy toward courses in methods, a misconception of the nature and purposes of these courses, and a lack of both interest in and understanding of the needs and conditions in public schools. Among members of faculties of education, on the other hand, are to be found those who display an equally strong antipathy toward the content fields, a misconception of their purposes, and an inadequate understanding of their subject matter. The debates between these two hostile camps are marked more by emotion and prejudice than by critical thought and openmindedness. As a result, prospective teachers are baffled and harassed. Fortunately, this deplorable condition is being alleviated in many institutions where a broad view of the values and limitations of the various aspects of teacher training have resulted in co-ordinating the facilities of the institution for the development of qualified teachers of the social studies.\textsuperscript{254}

In short, methods are instrumental and must be chosen and appraised in view of the ends to be reached and in the light of conditioning circumstances. Otherwise, method becomes a cult, an empty and ritualistic exercise, without vitality and without significance.\textsuperscript{255}

\textsuperscript{252-255}Ibid., pp. 7, 27-28, 34-35, 38.
Teaching of History in Elementary and Secondary Schools
Henry Johnson

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

The author has no references that apply to this position.

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

The author has no references that apply to this position.

Teaching the Social Studies
Edgar Bruce Wesley

Position I

The training program for teachers in the social studies should emphasize knowledge of content and scholarliness.

The first step toward becoming a teacher is to become a student. The social studies teacher undertakes to keep abreast of the wide and ever-widening field of social scholarship. 256

Therefore the social studies teacher must be, first of all, a serious and competent student of the social sciences, for he cannot hope to interpret a complex world when he himself has only a meager insight into its complexities. 257

The history, organization, literature, and status of each of the social sciences is therefore a matter of prime importance to him. 258

256-258 Wesley, op. cit., pp. 11, 14, 40.
In the first place, the teacher is a serious student of the social sciences. All agree in urging the necessity of broad, basic courses in history, political science, economics, sociology, and geography. Courses in anthropology, psychology, natural sciences, and languages are also highly desirable. In other words, the social studies teacher needs as broad and as thorough a preparation in the content fields as time will allow.

Within the social studies, the prospective teacher should be aware of the strong probability that he might be called upon to teach any of the social studies, history (any field,) civics or government, sociology, economics, geography, or problems of democracy. This situation indicates the desirability of a broad preparation.

Position II

The training program for teachers in the social studies should emphasize methodology and the well-rounded personality.

The author has no references to support this position.

Position III

The author recognizes the issue without taking a position.

Competence in teaching requires not only basic and fundamental training but persistent and prolonged effort throughout one's professional career.

In the second place, the teacher needs to have an appreciation of methods in the social sciences because they constitute the ideal standard by which to measure the effectiveness of methods of teaching the social studies.

The best method of teaching history, then, is the one in which the student most nearly approaches the work of the historian. The best method of teaching geography is the one which most nearly parallels the activities of a geographer.

There is a third reason why the teacher should have a keen appreciation of methods in the social sciences. The present

\[259-261\text{Ibid.}, \text{pp. } 40, 381, 383, 7, 40, 40.\]
tendency in teaching is to emphasize larger concepts, generalizations, interpretations, organization, and principles rather than detailed facts. Permanent values seem to inhere in relationships and processes rather than in detailed facts. The teacher who agrees with this trend may find himself in the position of minimizing facts without having any very clear or adequate conception of what should be substituted. 265

In other words, an understanding of the methods of the social sciences may not only strengthen classroom methods; it may furnish the central core of significance. By learning how the social scientist works, the social studies teacher secures an understanding of how social knowledge grows, how social theory evolves, and how human values are ascertained. 266

While methods do not function apart from pupils and content they constitute a separate entity for study and very properly require the attention of prospective teachers. 267

The social studies teacher must pursue a course of training that differs from that of other teachers. 268

The teaching combinations that he normally has are somewhat different from those of other teachers. 269

The social studies teacher is expected to meet a high standard of scholarship in the subject content and in those education subjects that are designed to promote his skill as a teacher. 270

While enormous emphasis should be placed upon the subject content, the education courses should not be minimized or neglected. The social studies teacher will have need of every principle, method, technique, and device that he is resourceful enough to use. 271

Those who are fond of belittling method, and their name is legion, insist that it has no existence apart from subject matter. Such critics seldom add that it also has no existence apart from teacher and pupil. What they mean, of course, is that method cannot function unless it functions through something, but neither can it function unless it functions through someone and for someone. It seems rather arbitrary to select for emphasis only one of the three necessary factors. All such statements concerning method are rather pointless, and are apparently the result of the failure to distinguish between a literal and an ideational reality. 272

The next chapter will present a discussion of the newer books, then the older books, with a comparison of the positions of the two eras of methods texts published for use in the social studies.
CHAPTER X
DISCUSSION AND COMPARISON OF THE MODERN AND OLDER SOCIAL STUDIES METHODS TEXTBOOKS

The last two chapters contained a detailed presentation of the quotations from the authors of all of the social studies methods textbooks. The writer used the method of content analysis to assemble the data, so all of the quotations were placed under the three separate identifying positions of each issue.

This chapter will present the implications of the analysis of the newer texts, the older texts, and then a comparison of the texts written during the two distinct eras.

Results of the Analysis of the Modern Textbooks, 1945-1960.

In considering the results of the analysis of the eight newer textbooks, the writer will assess the meaning of the various quotations by the method of inspection to determine the stand taken by the different authors on each of the issues. The writer will not form his sole judgment on the basis of the numbers of quotations on each side of an issue. The decision will be made rather on the force of the arguments presented.

The writer does refer the reader, however, to Tables 1 and 2 on pages 287 and 288 in order that the reader may better understand the results of the content analysis. These tables present all of the responses of each textbook under the appropriate position and show the total responses for each issue.

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TABLE 1

RESPONSES OF AUTHORS, 1945-1960, TO ISSUES I THROUGH V

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<tr>
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RESPONSES OF AUTHORS, 1945-1960, TO ISSUES VI THROUGH X

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<td>POS. II</td>
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<tr>
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<tr>
<td>Wesley and Wronski</td>
<td>0</td>
<td>0</td>
<td>4</td>
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</table>

**TOTAL**

|        | 30 | 4 | 37 | 7 | 7 | 14 | 16 | 5 | 23 | 40 | 0 | 10 | 18 | 0 | 18 |
Results of the Analysis of Issue I

Should the social studies program be subject-centered with the curriculum constructed around logically organized disciplines, or should the program be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines?

As one can see in Table 1, the authors of four of the texts definitely chose Position II which favors the experience-centered curriculum. One text had equal responses for all three positions, and one text had equal responses for Positions I and II. Only two texts had responses favoring Position I which favored a curriculum embracing the logically organized disciplines.

There seems to be no doubt that the authors feel that integration of the disciplines of the social studies is worth-while, and they reflect the growing trend in the outlook of secondary educators as was presented in the background of Issue I in Chapter III. There are reasons for the authors' taking this position. Hunt and Metcalf, for example, present the strongest case for Position II. These particular authors have taken the reflective position, and this position demands a searching look at all social science areas for possible solutions to the many problems that cut across the subject matter lines of the various social science disciplines. The investigation of these problems for data by students in the social studies classes then cannot be limited to a single approach or to a single social science discipline.

If one looks at the direct quotations of these authors, however, there is much eclecticism shown in their views. One author,
Earl Johnson, does admit that there is no suitable answer to the issue at the present time, and he is the only author to take the position that there still must be more research given to the problem. Johnson also points out that there should be a way to combine the best elements of both of these positions.

Since all of the textbooks except one written by Quillen and Hanna devote some space to the teaching of the different disciplines in the social studies, these authors recognize that the social studies are taught as separate subjects in many schools today and that there still is little likelihood that these curricula will be changed soon to the experience-centered plan. The quotations also show that the authors stress varying facets of the problem, and this would lead this writer to believe that a clear cut answer to the issue has not been formulated. The trend, however, toward integration of the social science disciplines is apparent, and these authors are educators who are in a position to influence the thinking in the area of the social studies.

Results of the Analysis of Issue II

Should the social studies program, through a study of the whole span of history, give the students an integrated view of the basic, persistent and crucial problems of man which would serve as a perspective to the present and future, or should the program emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in his daily life?

While seeing integration as valuable, the authors overwhelmingly approve the study of the whole span of history by students for an understanding of the major problems of man.
Only two texts written by Hunt and Metcalf, and Samford and Cottle took Position II, but even these two texts enumerated advantages inherent in Position I. The remaining six texts took Position I, although several of them saw advantages in Position II.

These texts favor the approach of the Commission on the Social Studies in their **Conclusions and Recommendations of the Commission** which stated the following:

The social sciences take as their province the entire range of human history, from the earliest times down to the latest moment, and the widest reaches of contemporary society, from the life and customs of the most remote peoples to the social practices and cultural possessions of the immediate neighborhood.

The main function of the social sciences is the acquisition of accurate knowledge of, and informed insight into, man and society...¹

These authors also take into consideration the position of many of the critics that historical evidence cannot be neglected.

This writer does believe, however, that there is a certain eclectic position shown by the authors. The authors emphasize the study of contemporary problems and in this connection they recommend the inclusion of the historical backgrounds of the problem. This position is noticeable in the quotations that deal with the problems raised in the treatment of the other social sciences, particularly economics, political science, and sociology which present problems from the contemporary scene.

¹*Conclusions and Recommendations of the Commission, op. cit.*, pp. 6-7.
The authors leave no doubt that most problems cannot and should not be solved without an adequate presentation of the historical background.

Results of the Analysis of Issue III

Should the social studies program place primary emphasis on intellectual development and intellectual activities concerned with subject matter, or should the program emphasize developing social skills with activities based on pupil needs and interests?

Six texts chose Position II in this issue while Earl Johnson and Wesley and Wronski chose Position I. The stand taken by the majority of the authors then is that the primary emphasis in the social studies program should be placed on developing social skills with the activities based on pupil's needs and interests.

The findings on this particular issue agree with the majority of writers in the field of secondary school education, who feel that meeting the needs and interests of the child is perhaps the greatest service the school can give to the public. If one reads the quotations that were presented earlier on this issue, however, it can be noted that several of the authors do not neglect intellectual development completely. The emphasis is on solving problems that arise in meeting the needs and interests of children, but this does not necessarily mean a de-emphasis on intellectual activities.

The argument within this issue hasn't been resolved by any particular author, but quotations from several reveal that they believe that one must need to learn, and meeting this need is as
important as meeting the need to develop social skills. The writer concludes that, in general, the authors do not reject the goal of intellectual development but that they place a greater emphasis on the development of social skills.

Results of the Analysis of Issue IV

Should the social studies program emphasize individual judgments and solutions to problems, or should the program emphasize group solutions to problems and conformity to group decisions?

The quotations used in the treatment of the background for this issue in Chapter IV indicated that the critics were fearful that the schools were emphasizing group decisions and conformity rather than individualism and individual solutions. "Individualism" rather than "groupism" was the preference of the critics.

Only two texts, one by Moffatt and the other by Samford and Cottle, reveal that they lean more strongly toward the group theme. Six texts take the theme of individualism as their major point of emphasis.

It would seem to this writer, that the natural response to this issue should be found within Position I, the development of individual judgments and individual solutions. The authors of secondary education texts have for years stressed the importance of meeting individual needs. One of these needs must be that a student should learn to think for himself and make a wise decision for himself in problem solving.
There seems to be no indication within the social studies authors' minds that there is a need for some conformity, but it does not take the direction that has been so aptly pointed out by William H. Whyte, Jr., and others about the problems of conformity to the group in industry. The "organization man" is, in most cases, expected to conform to some of the rigid but unwritten laws concerning how to get along with the boss, other employees, and one's family responsibilities to that particular corporation. Being a good "group" man is essential for the advancement of many to higher positions.

Several of these authors have pointed out in their social studies texts that there is room for the minority position within the group, and that that position must be respected. This is one of the fundamental lessons within a civics course, and there does not seem to be any effort on the authors' part in any of these books to discard the "minority rights" position.

If the critics continue their attack on the schools on the basis of there being too much "groupism," they will probably be expending much more energy in this attack than is warranted by a survey of these authors of the social studies who represent the field where these ideas are usually most prominent. The critics might well examine the lapse of time from school days' ideas to the inculcation of other ideas by institutions other than the schools when the students join the ranks of those who are employed and are directed
by managerial or labor rules. The theme of "groupism" might more
easily be found there than in the schools.

Results of the Analysis of Issue V

Should the social studies program provide for an examination
of all controversial issues, or should the program place a re­
striction or limit upon the handling of some issues?

As the background treatment of this issue has revealed, the
teaching of controversial issues is a difficult proposition for the
teacher under the best of circumstances. The results of the analysis,
while showing that the responses in general favor the teaching of
all controversial issues, does reveal that several of the authors
express important reservations.

Four texts support the first position of teaching all con­
troversial issues. Three of the books' authors, Hunt and Metcalf,
Earl Johnson, and Wesley and Wranski, take rather strong stands on
this position, while one author, Moffatt, expresses a slight pref­
ference for the position. Three books would place a limit on the
teaching of all issues, those being written by Bining and Bining,
Gross and Zeleny, and Samford and Cottle. Quillen and Hanna recog­
nize the issue but do not take a stand.

All of these authors who take Position II reveal from their
quotations that they are quite willing to accept the limitations on
teaching controversial issues observed by the Junior Town Meeting
League's pamphlet quoted above in Chapter V. As sensible as these
limitations are, it seems to this writer that these authors are not willing to suggest ways of improving the teaching of controversial issues.

The four books that support the teaching of all controversial issues, except Moffatt, do so with a strong stand in favor of teaching these controversies. Hunt and Metcalf, particularly, suggest several intelligent ways for the handling of controversy which would "pull no punches" in the classrooms.

The writer would suggest that the treatment of this issue by the authors needs a great deal of study and improvement if the content of the social studies is going to be of concern and meaning to students in the secondary schools.

Results of the Analysis of Issue VI

Should the social studies program be required of all students, or should the program be an elective for all students?

Interestingly enough, the background treatment for this issue pointed out that many of the secondary educators have not taken a stand on this issue. These educators hold that the schools, locally, should work out requirements without interference from the "experts.

The majority of the social studies texts have recognized the issue, discussed it, perhaps have leaned toward Position I, but they have not taken a definite stand on the issue. Only two authors, Earl Johnson and Moffatt, definitely favor Position I. This means then, that the authors dealing with the teaching of the social studies
are not willing either to recommend strongly requirements for secondary students or recommend the elective system.

All of the authors reveal in their books that they recognize certain subjects are taught almost universally in this country, particularly the course, American history. They all acknowledge the importance to the student for the pursuit of economic, political, social, and historical problems. And they all agree that the child should be exposed in his secondary school years to the social studies.

The refusal of the authors to take a stand on this issue would, as this writer sees it, reflect the attitude of the many "experts" in not trying to dictate requirements to local authorities.

**Results of the Analysis of Issue VII**

Should the social studies program consist of different courses for children of differing abilities, or should the program be the same for all students?

The results of the analysis reveal an unwillingness to take a stand on the issue of having students segregated by ability or having students in the same courses. Five of the texts recognize the issue, with only Gross and Zeleny slightly favoring Position II. Moffatt is quite ambivalent in his responses, while Earl Johnson suggests that segregation will have to be taken into serious consideration by all educators. Samford and Cottle do not recognize the issue.

The quotations found for this issue generally show that the problem contained within the issue is an important one, but that the
research done on the issue has not been completed, and that the research findings to date are not pointing clearly in any one direction.

The writer feels that these authors are willing to let time decide the issue as experiments grow in homogenous grouping, rather than set down any long range solutions to the problems within their texts. This attitude is certainly reflected in the analysis, when it was found that six books would not take a stand on the issue.

Results of the Analysis of Issue VIII

Should the social studies program assume major responsibilities for citizenship training, or should the program perform an unique function in citizenship training but not assume the major responsibility for such training?

The eclecticism shown from the responses and positions of the authors reveal that the job of teaching citizenship is not only that of the social studies teacher.

There is no doubt, however, that the responses clearly indicate that the authors believe that the material and the content of the social studies leads the teacher to accept the major responsibilities involved in citizenship training.

The writer would suggest that this degree of eclecticism is shown by the authors for one important reason. The teacher of the social studies realizes that many concepts he deals with are important for the consideration of citizenship training, but without all the teachers in the school being aware of their responsibilities
toward citizenship training, the battle for responsible citizenship could well be lost if the whole school staff does not cooperate with the social studies teacher.

Results of the Analysis of Issue IX

Should the social studies program attempt to perpetuate the existing cultural heritage, or should the program be used as an instrument to build a new social order?

Many of the critics have been positive that the schools are being used by many to change the direction in social thought in America. Chapter VII clearly points out the thinking of these critics.

The analysis of this issue rather overwhelmingly substantiates Position I which points out that the social studies program should attempt to perpetuate the existing cultural heritage. The writer could not find one substantial quotation from any of the authors that reflected the second position about building a new social order.

There is no doubt in the minds of many educators that the area of the social studies might well be the first place that considerations for building a new social order originate. The study of history, political science, economics, and sociology are all natural for this type of a consideration. The authors of these texts in the social studies give clear and succinct statements. They all see that the recognition of change is important in all of the disciplines, but the student must learn to reinterpret this change for
himself. The posing of interesting problems in social studies content will certainly get the pupils to uncover and study all facets of our social organization.

The writer believes that the social studies methods textbooks clearly indicate that there should be an examination of the social order, but any change cannot be directed by the school or the social studies program.

Results of the Analysis of Issue X

Should the training of teachers in the social studies emphasize knowledge of content and scholarliness, or should the program emphasize methodology and the well-rounded personality?

In this last issue the social studies authors do not take any strong stands on the issue except for Gross and Zeleny who completely accept Position I. Three texts merely recognize and describe the issue, while four texts lean slightly toward the first position.

The reason for the authors' of seven books avoiding a position on this issue would be, as the writer interprets it, the importance of method in transmitting the content of the disciplines to the students. If one re-reads the quotations furnished for this issue, this point becomes apparent.

There is not much sense in the social studies teacher's having a thorough grounding and scholarly ability in the disciplines of the social sciences without having an idea of the importance of the methodology in teaching these various disciplines. The teaching would be rather ineffective if one had no notion or knowledge of what to do in the classroom.
This writer believes that the authors recognize both sides of this issue, and they will not take a strong stand either way because of the importance of knowledge of subject matter and knowledge of method.

Results of the Analysis of the Older Textbooks, 1920-1945.

Once again the writer would like to point out that the same procedure that was used in the analysis of the newer texts will be used in the analysis of the older texts. The writer refers the reader to Tables 3 and 4 on pages 302 and 303 to better understand the results of the content analysis.

Results of the Analysis of Issue I

Should the social studies program be subject-centered with the curriculum constructed around logically organized disciplines, or should the program be experience-centered with the curriculum organized around the broad problems of the culture which integrate the social studies disciplines?

Even though the responses to this issue indicate the acceptance of Position I which accepts the subject-centered curriculum, a close look at Table 3 reveals that only three books take this position. Two books clearly support Position II—the experience-centered curriculum.

The writer believes that this analysis shows the acceptance of the newer trend toward education by the two more recent of the older texts, but reflects also the conservative subject-centered approach of the three older texts.

The three authors that accept Position I have made it clear in the content of their books, however, that the good teacher of one
### TABLE 3
RESPONSES OF AUTHORS, 1920-1945, TO ISSUES I THROUGH V

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### TABLE 4
RESPONSES OF AUTHORS, 1920-1945, TO ISSUES VI THROUGH X

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<td>Wesley</td>
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<td>11</td>
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</table>
of the disciplines certainly brings in elements of other disciplines to make sense out of any particular point. This, the writer believes, has naturally been the way a master teacher has always taught.

The writer believes that even in this earlier period there was a trend appearing in the texts radiating the newer acceptance of the experience-centered curriculum.

Results of the Analysis of Issue II

Should the social studies program, through a study of the whole span of history, give the students an integrated view of the basic, persistent and crucial problems of man which should serve as a perspective to the present and future, or should the program emphasize contemporary history for the purpose of meeting immediate personal social needs encountered in his daily life?

Following the acceptance of the subject-centered curriculum in Issue I, the authors definitely feel that the teaching of the whole span of history is important. Only one author, Wesley, gives just slight approval to Position I.

Notwithstanding Wesley, there is a clear indication that the authors see the concept as an important one. With history as the leader of the social studies, and an all important social science at the time, it is not unusual for these authors to have this attitude; no other was prominent during the earlier period. The quotations certainly bear out this result, showing that the older traditionalist thinking still prevailed in this earlier period.

Results of the Analysis of Issue III

Should the social studies program place primary emphasis on intellectual development and intellectual activities
concerned with subject matter, or should the program emphasize developing social skills with activities based on pupil needs and interests?

The position in intellectualism has been approved by the authors of these older texts, but not without a dissenting voice raised by Bining, Mohr, and McFeeley.

In looking over the total responses it is noticeable that there are a number of quotations under the position of developing social skills based on the needs and interests. And, as one reads these quotations of all of the authors, it is obvious that these authors certainly recognized the importance of this emerging position.

The writer would conclude that the authors, even though recognizing the social skills, put their emphasis on the intellectual development of the student by meeting all needs within the program that embraced the logically organized disciplines.

Results of the Analysis of Issue IV

Should the social studies program emphasize individual judgments and solutions to problems, or should the program emphasize group solutions to problems and conformity to group decisions.

The results of the analysis of Issue IV might seem meager, but at this time in our history there hadn't been a great amount of time spent on the concept of "groupism."

Naturally, then, the responses would be more in line with the well worn "individualistic" theme. Bining, Mohr, and McFeeley
have emphasized cooperativeness, but this is about as close to group work as any of the authors, except for Dawson, are ready to admit.

Since two texts did not even recognize the issue, and there were only nine total responses, this writer does not think that this issue was of much importance in the earlier period.

Results of the Analysis of Issue V

Should the social studies program provide for an examination of all controversial issues, or should the program place a restriction or limit upon the handling of some issues?

Only three texts used the term "controversial" in responses found in the analysis, but the responses were again quite limited. However, two texts written by Horn and Wesley do present a fairly strong case for teaching all controversial issues.

Perhaps the earlier authors weren't so concerned with this issue because history provided the frame of reference for the social studies curriculum. With some of the other social sciences just starting to become important, the limited responses provided probably, at best, what was known about this issue at the time.

Dawson's one response does nicely sum up the earlier attitude of those who were willing to deal with the controversial: "It means that pupils should spend their time with the truth and not with rumors, distorted opinions, and unverified reports." 2

Results of the Analysis of Issue VI

Should the social studies program be required of all students, or should the program be an elective for all students?

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2Dawson, op. cit., p. 272.
The older texts, except for the two written by Horn and Wesley, wanted certain subjects within the social studies field required of all. These subjects varied from author to author, but the number of responses indicate their willingness to recommend requirements.

Wesley's responses fell into Position III which indicates that he recognized the issue only without taking a stand. Horn didn't deal with the issue because his book was primarily geared to methodology.

The other three texts recommended certain subjects for all, and this writer believes that this was due to the fact that many children were at least required to take history during this earlier period. These authors were not going to give up one of the mainstays of the curriculum by allowing it to be elected.

Results of the Analysis of Issue VII

Should the social studies program consist of different courses for students of differing abilities, or should the program be the same for all students?

At the time of the publication of these five older texts, some experimentation had already taken place with the grouping of children by ability in the classrooms. Then, as now, there certainly wasn't and isn't a complete solution to the problem created in this issue. The responses indicate that all but Henry Johnson recognized the issue, but were willing to take a strong stand for Position I, which called for the grouping of students by their abilities.
The total responses were so small that this writer would imply that these authors, as the later ones, were just not willing to over-commit themselves to a position without enough data from research.

Results of the Analysis of Issue VIII

Should the social studies program assume major responsibilities for citizenship training, or should the program perform an unique function in citizenship training but not assume the major responsibility for such training?

Bining, Mohr, and McFeeley were the only authors to offer a number of responses that one might try to evaluate in looking at this issue. They had several statements that just recognized the issue, but their two responses to Position I leaves little doubt as to the role the social studies should play in citizenship training.

Dawson only slightly favors Position I with one response while the other three older texts offered no responses at all for this issue.

The writer might make the assumption here that the authors believed that the social studies should probably take the leadership in training citizens, as Bining, Mohr, and McFeeley point out, but that all teachers of other subjects should assume their appropriate responsibilities in this important task.

Results of the Analysis of Issue IX

Should the social studies program attempt to perpetuate the existing cultural heritage, or should the program be used as an instrument to build a new social order?
Three of the authors took Position I—that the schools should perpetuate the existing cultural heritage. Horn describes the issue, but does not take a stand. Bining, Mohr, and McFeeley evenly divide their responses between Positions I and II.

As the treatment of the backgrounds for this issue suggested, the problem has been an historical one for many centuries. Henry Johnson and Dawson wrote their books in the 1920's, so the issue as an important educational problem probably wasn't before the public's eyes at the time.

After 1934, when the reconstructionist position had gained a reputation, we find that Wesley was not influenced by this movement, nor was Horn. Bining, Mohr, and McFeeley come as close to accepting the premise that the schools should build a new social order as any of the authors. A glance at the quotations of these authors will confirm the above statement. But, these authors did not completely accept the second position, so in reality they are taking an eclectic position of this issue.

**Results of the Analysis of Issue X**

Should the training program for teachers in the social studies emphasize knowledge of content and scholarliness, or should the program emphasize methodology and the well-rounded personality?

These earlier authors fall in to line with the later authors in only slightly recognizing Position I on this issue. Most of their responses indicated that they recognized the problem, but that they did not want to take a firm stand.
This writer believes that even at that time that these authors believed that both knowledge and methodology must play their own important parts in the classroom.

**Comparison of the Modern and Older Textbooks**

The writer believes that Table 5 on page 311 will help the reader interpret the total responses of both the older and the newer textbooks.

As one can see by studying Table 5, the newer and older authors agree on seven of the ten issues. There is essential agreement on the teaching of the whole span of history in Issue II; the emphasizing of individual judgments in Issue IV; the examining of all controversial issues in Issue V; the social studies' program's being required of all in Issue VI; the social studies' assuming major responsibilities for citizenship training in Issue VIII; the program's perpetuating the existing cultural heritage in Issue IX; and the training program of teachers' emphasizing knowledge of content and scholarliness in Issue X. Some additional observations, however, must be made about the results of the responses to these issues.

There is considerable agreement among the authors of both groups as to their stand on Issue II. Both groups responded heavily in favor of the position which stated that the whole span of history must be studied. One group, the earlier one, did not respond heavily at all for the consideration of emphasizing contemporary history for the meeting of the immediate needs of the child. This
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<td>Authors from 1945-1960</td>
<td>30</td>
<td>4</td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>Authors from 1920-1945</td>
<td>25</td>
<td>0</td>
<td>14</td>
<td>10</td>
</tr>
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</table>
group, obviously, believed that contemporary history had its place after the study of past history. This one point is the notable exception to the agreement on Issue II. The newer authors had many more responses for the second position on contemporary history.

Even though there was agreement on Issue IV between the two groups, this writer feels that Position I, which was chosen and reflects the attitude of individuality, was of little concern to the earlier group. There were few responses at all from this group in comparison to the newer authors. The later authors, however, have had to work with both the concepts of individuality and groupism, and there should be more responses registered by this group. The interesting facet that this writer finds is the acceptance by both groups of the concept of individual judgments and solutions to problems.

Issue V provided another area for agreement by the two groups. Both of the groups responded to Position I which would allow the teaching of all controversial issues. This issue doesn't seem to concern the social studies groups as much as it does the general secondary educators, however. The writer feels that probably these two groups have had to deal with content that is controversial so often, that to get to the "truth" of problems, all factors must be considered.

The older group definitely responded to the idea that social studies subjects should be required of all in Issue VI. The newer group, while favoring Position I, definitely responded to Position III
which only recognized the existence of the issue. This writer believes that the degree of difference in these responses would be reflected by the time period involved. During the earlier period, history at least, was a definite requirement for all, so the older authors would probably see no reason not to have this subject, with the addition of civics, required for all. The later group obviously leans toward a general social studies requirement, but in deference to local administrators and school boards, they would prefer that requirements be set locally.

Both groups recognized Issue VIII, but they failed to take a very strong stand on the position that the social studies should assume major responsibilities for citizenship training. The quotations seem clearly to point out that both groups feel that the social studies must take the leadership on the problem of citizenship training, but every other teacher has this phase of education as his responsibility also.

Perpetuation of the cultural heritage was an overwhelmingly favorite position for both groups in Issue IX. One book out of the group of older books wasn't in complete agreement with Position I or Position II, so the responses from this book were much more eclectic. Both of the groups took the position that the schools must show changes in interpretation of the social studies, but they do not then direct further change without the consent of the public.
Issue X shows us that both groups definitely leaned toward Position I which emphasized knowledge of content and scholarliness instead of methodology. The authors of both groups, however, showed us quite clearly through their responses to Position III that they recognize an important issue here, but the stand must be an eclectic one. The quotations clearly indicate that the authors of both groups have found that knowledge of content without an idea of methodology in the classroom could well be disastrous.

Issue I on the subject-centered or experience-centered curriculum, Issue III on intellectual activities or social activities, and Issue VII on the different or same courses for all students provided areas of disagreement between the two groups of authors.

On Issue I, the later authors accept Position II which upheld the experienced-centered curriculum, and the earlier authors accepted Position I—the subject-centered curriculum. This writer believes that the disagreement comes mainly from the time span involved. If the reader will notice the writer's comments above in this chapter, there is still quite a bit of eclecticism shown by the responses under each of the two positions, and there are also several responses to the third position which just recognizes the issue. The older authors were more geared to the subject-centered curriculum, and by their having a more traditional philosophy, the experience-centered curriculum was foreign to their thinking.
Once again, the historical span would have a great deal to do with the two groups' difference on Issue III. The newer group accepted the emphasis of developing social skills, while the older group emphasized intellectual activities. There is a wider degree of difference on this issue than on any of the others, and this would seem to indicate, for the older group at least, an acceptance of scholarly activity in a field as a prime prerequisite for a school curriculum. The newer group seems to be following along with the thinking of the general secondary school educators that social activities are of prime importance in the school curriculum.

Whether to group students by their abilities or not caused the last of the basic disagreements between the two groups. The older authors recognized the issue, but really failed to take a strong stand for Position I which would group students by ability. The newer group also failed to take much more than an eclectic stand as their responses for both Positions I and II were the same. The writer has previously pointed out that both groups' quotations show that the groups are not willing to take strong stands for either position because of the lack of research on the problem.

The next chapter will present a summary of the conclusions and recommendations by the writer.
CHAPTER XI

CONCLUSIONS AND RECOMMENDATIONS

Since Chapter I brought together the data that the analysis revealed and a comparison of the newer and older social studies methods textbooks was made, this final chapter will bring together the major findings of the study and suggest areas for further study.

Major Findings

This study had its inception in the conclusion that public education in the United States, and particularly social studies education, was the topic of a great debate. It was pointed out that there were also major differences of opinion about education between the critics of education and the professional secondary educators.

The major findings of this study reveal that there are degrees of agreement and disagreement between the professional social studies educators and the critics, and also there are degrees of agreement and difference between the educators themselves. The major points of agreement and disagreement will be listed below.

Major Points of Agreement and Disagreement between the Critics and the Social Studies Authors

1. It was found that the older social studies authors agreed with the critics on a subject-centered curriculum. The newer social studies authors accepted the experienced-centered curriculum, so these authors were at odds with both the critics and the older social studies authors.
2. It was found that both groups of social studies authors agreed with the critics that the whole span of history should be emphasized in the program rather than a peculiar emphasis on contemporary history.

3. It was found that the older group of social studies authors agreed with the critics that emphasis on intellectual development and activities within subject matter should have primary consideration in the program. The newer social studies authors disagreed with both the critics and the older social studies group in emphasizing the development of social skills based on student activities related to their needs and interests.

4. It was found that both groups of social studies authors agreed with the critics that the major emphasis of the social studies program be on individuals' making their own judgments and solving their own problems without conforming to the decisions of the group.

5. It was found that both social studies groups agreed with the critics that all controversial topics should be handled in the program without restricting or limiting the discussion of these issues.

6. It was found that both groups agreed with the critics that the social studies program be required of all students. The newer group, however, failed to make a very strong case for their position, and the writer believes that a fairer evaluation of this group would be to point out that they recognize the issue and would probably differ somewhat with the older group and the critics.
7. It was found that the older group of social studies authors leaned somewhat toward the argument for grouping students by ability, but they certainly didn't take a very strong or positive stand. This older group might agree slightly with the critics' position in this issue. The newer group of social studies authors had equal responses for the two positions, so they did not agree or disagree because they maintained an eclectic position.

8. It was found that both the newer and the older social studies authors would certainly maintain that the social studies have to assume the leadership in citizenship training, so their position might agree with the critics. These two groups, however, do not take a strong stand on this issue, because they see citizenship training as part of the whole school function.

9. It was found that both social studies groups would agree with the critics that it is the program's job to perpetuate the cultural heritage rather than build a new social order.

10. It was found that the newer and older social studies groups were slightly in favor of the concept that knowledge and scholarliness are more important than methodology and a well-rounded personality in a teacher training program. They recognize this issue as important, but would not be as dogmatic in trying to separate the two viewpoints as would the critics.

Interestingly enough there are only two major points of difference noted in the findings above. The newer group of social studies
authors and the critics on the issues of the subject-centered or experience-centered curriculum and on the emphasis on intellectual or social activities in the program.

The writer would conclude that there are minor degrees of variance in the positions held by the three groups: the critics, the older social studies authors, and the newer social studies authors. Most of the differences are in taking an either/or position. The social studies authors tend to take a rather weak, or an eclectic position, rather than a definite position when questions about research are unanswered or there is no particular supporting data revealing significant factors leading to a definite point of view. The critics emphasize one point of view continuously regardless of the data available on the issues.

Suggestions for Further Study

This analysis was limited to only one major teaching area in the total sequence of secondary school education. This had the strength of providing some insight into the debate between the critics and the social studies professional educators. It is suggested that further research could be made using other secondary areas where these same issues or similar ones might be of fundamental concern. These areas could be English, math and science, since many disciplines go into the structure of their programs.

It would be useful to have these issues used in an analysis of the older and newer general secondary textbooks. A study such
as this might give us data on the positions that have been taken in the past by general secondary authors, and what positions might be emerging in the present books in the secondary field. Since the secondary authors generally affect more students totally, because of many college course requirements, it would be interesting to see if they agree with those authors who write about the teaching of the different subject fields in secondary education.

Another suggested area of study that this basic research might provide for is an analysis of the social studies teachers' responses to the issues. Based on a random sample, a large number of social studies teachers could be interviewed and questioned either nationally or by state. This type of a study should prove quite interesting in that these teachers are the products, generally, of secondary school training in the field of the social studies; they have been exposed to general secondary textbooks and social studies methods textbooks, and they are the group who are being criticized along with the college teachers. A test of their opinions and attitudes should further the research in finding, perhaps, somewhat more direction in what is going on in the field of secondary school education in the United States.
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UNPUBLISHED MATERIAL

I, Richard Charles Schettler, was born in Cory, Pennsylvania, August 8, 1921. I received by secondary school education at Culver Military Academy, Culver, Indiana, and my undergraduate training at Denison University, Granville, Ohio, which granted me the Bachelor of Arts degree in 1948. From Ohio State University I received the Bachelor of Science degree in 1951 and the Master of Arts degree in 1955.

From 1949 to 1952 I was employed by the Westinghouse Electric Corporation in Mansfield, Ohio, and from 1953 to 1955 I taught at Hilliards High School, Hilliards, Ohio. I also taught at the Ohio State University School during the fall quarter, 1955.

In January, 1956, I was appointed an assistant in the Department of Education at Ohio State University, and in October, 1956, I was appointed an instructor in the same department. I held this position for two years while working on my requirements for the Doctor of Philosophy degree.

In September, 1958, I was appointed an Assistant Professor in the School of Education at the University of Colorado, Boulder, Colorado. I held this position for two years, and in 1960 was appointed the Director of Student Teaching at the University of Colorado. At the present time, I still hold this position while completing the requirements for the Doctor of Philosophy degree.