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The development of guidelines for the organization of the fifth grade social studies curriculum

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THE DEVELOPMENT OF GUIDELINES FOR THE ORGANIZATION OF THE
FIFTH GRADE SOCIAL STUDIES CURRICULUM

A Thesis
Presented to
the Faculty of the Department of Education
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Alberta Evelyn Martone
June 1956

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Pupils, teachers, supervisors, administrators, parents, and other citizens have always needed to work together for better educational programs in their communities. Curriculum planning and improvement in our complex and changing world have been a necessity and a cooperative responsibility.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to develop guidelines for use by the curriculum study groups of the Modesto City Schools in their re-organization of the fifth grade social studies curriculum. Developmental characteristics and needs of the intermediate grade child were studied, and the changes in our society which make curriculum study a necessity were reported. With these two important factors in mind, the objectives of the social studies program were outlined. The administration involved in the organization of the curriculum study was suggested, and possible units for the fifth grade social studies program were selected. Unit organization and the selection of materials to be used in these units were studied.

There is a constant need for curriculum improvement, and this fact was brought out in the writings by Moffatt and Howell.

Elementary education is constantly faced with problems that are inherent in the process of educating future citizens. The need for improving the curriculum of the elementary school is an ever-present problem. The nature of our society demands that we constantly evaluate what is offered in the elementary program. Continuous provision should be made for meeting the continually changing interests, needs, and maturity of children.¹

For this reason, the staff of the Modesto City Schools has been continually seeking to improve the curriculum of its schools. They have realized that the making of the curriculum is a continuous process since it must reflect social trends and improved educational methods. Furthermore, the staff of the Modesto City Schools believed that an over-all framework or pattern of organization was needed to guide the selection of the social studies learning experiences. Michaelis stated that:

Past experiences have indicated that the unplanned curriculum is wasteful of both the teacher's and the children's time and energy. The other extreme is the rigidly planned program which leads to the neglect of children's needs and failure to adapt to community conditions.²

C.M.M.W.

¹Maurice P. Moffatt and Hazel W. Howell, Elementary Social Studies Instruction (New York: Longmans, Green and Company, 1952), p. 14.

²John U. Michaelis, Social Studies for Children in a Democracy (New York: Prentice-Hall, Inc., 1950), p. 139.

Understanding this, the staff of the Modesto City Schools believed that the desirable situation was one in which a framework was set up, and the teachers selected within the framework and made adaptations to meet the children's needs and interests as they arose. The teachers, administrators, and supervisors set out to develop such a framework for the social studies, science, and health areas. It was decided, through cooperative planning, that these three areas should be consolidated into one guide. In order to work effectively, the areas were to be developed and organized separately but opportunities pointed out for the teaching of these areas in an integrated manner whenever it proved logical to do so. The science part of the guide had been completed and is continually being revised after teacher use and evaluation. The health part of the guide was in the process of being written, and plans were being studied for the re-organization of the social studies curriculum. With that in mind, the purpose of this study was to develop the guidelines to be used in determining the re-organization of the fifth grade part of the social studies curriculum for the Modesto City Schools.

Importance of the study. Curriculum study has been of utmost importance in the social studies area because as Moffatt and Howell pointed out:

A social studies program on the elementary school level must be flexible and sensitive to the changes in society. Constant evaluation and continuous revision are essential to produce a suitable program for meeting all the needs of children in a democratic population. Research and experimentation are direct avenues for guiding a realistic and worthwhile program. The program should be considered as a guide in the learning process designed to assist child growth. Furthermore, it consists largely of experiences geared to prepare the pupil for effective citizenship, which is useful, happy and democratic living.³

Without well-informed, active, honest, and loyal citizens the American way of life cannot survive. Schools are and must continue to be dedicated to the preservation and extension of democratic ideals and to the development of the highest type of democratic behavior on the part of each child. The discharge of this responsibility requires an educational program that will develop each child's personality to the fullest and at the same time will bring growth in the competencies essential to democratic living. Since education for democratic citizenship presents without doubt the greatest challenge and gravest responsibility ever faced by educators in America, there is a need to work toward the goal of effective social studies learnings in the curriculum. Elementary schools must endeavor to meet this responsibility through educational programs that are based upon the values and characteristics of American democracy and are geared to the nature and needs of

³Moffatt and Howell, op. cit., p. 17.

children. In this study an attempt was made to re-organize effectively the social studies program for the purpose of giving sound direction to the social studies learning experiences.

II. DEFINITIONS OF TERMS USED

Curriculum. Curriculum is interpreted as meaning all the experiences of the learner under the jurisdiction of the school. This interpretation of the word "curriculum" is based upon the definitions given by leading authorities in the field. Krug defines the curriculum as "all the experiences of the learner that are under the control of the school."⁴ According to Spears, the curriculum includes "all the activities of the children that are carried forward under the direction of the teachers."⁵

Social studies. Social studies will be used to mean "the knowledge, activities, and skills required of

⁴Edward A. Krug, Curriculum Planning (New York: Harper and Brothers, 1950), p. 9.

⁵Harold Spears, The Teacher and Curriculum Planning (Boston: D. C. Heath and Company, 1951), p. 9.

an individual to be effective as a person and as a member of groups."⁶

Administration. The term "administration" is to apply to the methods or procedures used as a basis for the curriculum study and is to include the persons who are engaged in the study.

Guidelines and framework. The terms "guidelines" and "framework" are used interchangeably to mean a "guide in the development of an educational program in a specific situation."⁷

Unit. For the purpose of this study, a unit is used to denote an organized body of contents and activities designed to facilitate pupil learning.

⁶Teaching Guide Social Studies, Kindergarten Through Grade Six, Curriculum Bulletin 300 (San Francisco, California: San Francisco Public Schools, 1951), p. 11.

⁷The Social Studies Program for the Public Schools of California (Sacramento, California: State Department of Education, 1948), p. 1.

CHAPTER II

BASES FOR CURRICULUM STUDY AS ESTABLISHED BY RECOGNIZED AUTHORITIES

There are many approaches to the problem of curriculum study. After surveying the literature on the subject, this investigator decided to adopt two bases from which to develop this social studies curriculum study. The first basis was the developmental characteristics and needs of the child at this age, and the second basis was an analysis of our present-day society.

I. DEVELOPMENTAL CHARACTERISTICS AND NEEDS OF THE INTERMEDIATE GRADE CHILD AS REVEALED IN EDUCATIONAL LITERATURE

Literature on the developmental characteristics and needs of the intermediate grade child. It was the purpose of this section to study the literature on the developmental characteristics and needs of the intermediate grade child, as programs of instruction must be geared to these developmental characteristics and needs. This fact is brought out when Jersild states that:

Education must be geared to the course of human development. What we try to accomplish through education at any growth level should be in keeping with

the individual's capacities and potentialities at any level. Findings with respect to growth and behavior should serve as guides to practice.¹

Child growth characteristics should be used as a basis for studying a given group and individuals that make up the group. Michaelis warns that in setting forth general growth characteristics, it must be remembered that each child has his own growth pattern, that growth is continuous and gradual, that growth characteristics overlap, and that the rates at which different children develop vary considerably.² At the same time, it must be remembered that

. . . because pupils in American society are being exposed to relatively the same cultural influences, they tend to be passing through similar stages of development at similar ages.³

At the intermediate level, the whole child is still developing continuously and gradually in line with his own growth pattern. Individual differences are on the increase, and there is much overlapping of growth characteristics between grades. The child in the intermediate grades has

¹Arthur T. Jersild, Child Development and the Curriculum (New York: Teachers College, Columbia University, 1946), p. 8.

²John U. Michaelis, Social Studies for Children in a Democracy (New York: Prentice-Hall, Inc., 1950), pp. 56-57.

³Helen McCracken Carpenter (ed.), Skills in Social Studies. Twenty-Fourth Yearbook (Washington, D.C.: National Council for the Social Studies, 1954), p. 20.

a great amount of energy, and his growth in height and weight is normally slow and steady. Real competence in activities that require eye-hand coordination and manipulative skill is now evident. At this age the child is showing considerable growth in his physical ability, and in curriculum planning provision needs to be made for this increased ability.

In addition to growth in physical ability, the child at this age is showing considerable growth on the intellectual level. According to Michaelis, this growth is marked "by active curiosity, wide interests, the making of varied collections, increased facility, improved reading ability, rich creative work, and growth in social concepts."⁴ In the area of collections, Strang states that often the collections themselves are unimportant "but the process of collecting serves the need of the child and can contribute to the systematic and discriminating habits of mind."⁵ The collecting habit often starts a hobby which is both wholesome and enjoyable and which will carry over into later life.

⁴Michaelis, op. cit., p. 67.

⁵Ruth Strang, An Introduction to Child Study (New York: The Macmillan Company, 1951), p. 499.

According to Michaelis' statement, social attitudes are assuming increasing importance in the intermediate grades, although they are in the process of continuous development at all levels. Wholesome attitudes toward oneself and other people should be a major concern, and this includes an understanding of oneself and of other people. So far, conclusions can be drawn as to three developmental characteristics and needs of the intermediate child. First, there is a need for physical activity; secondly, there is a need to start collections or other worthwhile hobbies; and, thirdly, there is a need to develop a wholesome attitude together with an understanding and concern for oneself and for others.

In addition to the above needs, it was stated that a child at this age has an active curiosity and at the same time his interests are expanding and becoming diversified. Provision for and encouragement of this active curiosity and these growing interests must be made. There is also a need for the child to develop and use his creative powers, as creativeness makes it possible for the child to express clearly his own ideas.

At this age, the child needs security within the group. In the child's early years, this need is satisfied by the family to which he belongs, and gradually he feels the need of establishing other relationships.

It becomes increasingly important to him to attain a position of respect among other children while maintaining his family position. Achieving a sense of belongingness assures him that he is necessary to the group and that he has the ability to contribute what the group demands of him.⁶

The child develops team spirit, class spirit, and group loyalties at this age and needs to achieve status with his age-mates. The child wants to become a vital part of a group, and as the National Council for the Social Studies states, the "influence of the peer-group becomes increasingly powerful."⁷ The child at this age needs "to gain and hold the affection, confidence, and esteem of his age mates of both sexes. This will gradually work toward security in larger social groups."⁸

Each learner at this age "seeks goals and satisfactions."⁹ In other words, each child seeks to achieve and to gain recognition from this achievement. The child needs to have an opportunity for expression to provide

⁶Cecil V. Millard, Child Growth and Development in the Elementary School Years (Boston: D. C. Heath and Company, 1951), p. 209.

⁷Carpenter, op. cit., p. 23.

⁸Faculty of the University School, How Children Develop (Columbus, Ohio: Ohio State University, 1949), p. 32.

⁹Florence B. Stratmeyer, Guides to a Curriculum for Modern Living (New York: Teachers College, Columbia University, 1952), p. 5.

adequate means for stimulating experiences so that the child does not need to cultivate deviational activity in order to free himself from boredom. This means that the child needs active participation in its many phases. According to the leading authorities in the field, these are the developmental characteristics and needs of the intermediate grade child.

Summary on the developmental characteristics and needs of the intermediate grade child as revealed in educational literature. Each child is different and is really "a custom job, but at the same time every child has common needs. In meeting these common needs, one will be most likely to meet the individual needs of the pupils."¹⁰ These common developmental characteristics and needs of the intermediate grade child are as follows:

1. Need to have provision for growth in physical ability.
2. Need to have provision made for his improved reading ability.
3. Need to develop a wholesome and enjoyable hobby.
4. Need to develop wholesome attitudes, an understanding and concern for oneself and for others.

¹⁰Helen Heffernan, "Each Child is a Custom Job," Childhood Education, 30:109-112, November, 1953.

5. Need to have active curiosity provided for and encouraged.
6. Need to have wide interests provided for and encouraged.
7. Need to develop and use one's creative powers.
8. Need for security within the group.
9. Need for active participation.
10. Need to seek goals and satisfactions.

These developmental characteristics and needs of the intermediate grade child are one basis on which the investigator's curriculum study in the social studies field will be based.

II. CHANGES IN OUR AMERICAN SOCIETY AS REVEALED IN EDUCATIONAL LITERATURE

Literature on the changes in our American society.

It was the purpose of this section to investigate what the leading authorities felt were the changes in our American society that make continuous curriculum improvement necessary in the social studies program. This study was then related to the developmental characteristics and needs of the child at this age in order to arrive at the social studies objectives.

In studying our American society, Krug states that:

Education has become the symbol of hope and confidence in the future of mankind. In almost every discussion of the problems we face . . . someone . . . observes that education can lead the way to a better world. Although education goes on in all aspects of human living, most societies have set up for its specific application the institutions we call schools. These institutions use a variety of means to promote what the society considers desirable learnings. To the sum total of the means so employed we apply the term "curriculum." In other words, curriculum becomes the instrumentality by which the schools seek to translate our hopes for education into concrete reality.¹¹

Working with the social studies curriculum then becomes a matter of crucial importance not only for teachers but for all who live in the society which sets up the school. Continuous curriculum planning is desirable at any time, but it is a matter of crucial necessity for those of us living in the present world.

There are urgent needs in our society and they must be related to the purposes and activities of our schools. According to Krug, these needs are as follows:

1. The need for reducing or eliminating entirely the lag between mechanical and social progress which is an underlying factor in the major social problems of our times.
2. The need for helping human beings achieve greater success in living with themselves, in facing and solving personal problems, and in developing those resources and strengths to which we give the name of mental health.

¹¹Edward A. Krug, Curriculum Planning (New York: Harper and Brothers, 1950), p. 1.

3. The need to develop more active and interested participation on the part of all citizens in the problems and concerns of their local neighborhoods and communities.

4. The need to realize more fully the promises and possibilities of democracy as a way of life in all areas of human life--personal, political, spiritual, economic, and social.

5. The need to establish permanent peace among the nations of the world.¹²

Krug believes that for these reasons curriculum planning must not wait but that it is one of the most practical activities in which human beings can expend their energy, money, intelligence, and skill.

The major purpose of education is to induct children and youth into the accepted ways of the culture and to provide them with the insights and skills necessary to improve that culture. This fact is emphasized when the American Association for Supervision and Curriculum Development states that

. . . since the school's curriculum should be derived from an analysis of society and from the student's personal-social needs . . . the curriculum will change as the major currents of society change.¹³

The origin of the underlying changes in the American

¹²Ibid., p. 2.

¹³Action for Curriculum Improvement. 1951 Yearbook of the Association for Supervision and Curriculum Development (Washington, D.C.: National Education Association, 1951), p. 19.

society are very difficult to determine. Some changes in our American society seem to come from technological change while others seem to stem from the conditions arising largely out of social change. These changes probably have multiple roots and do not stem from one change alone. For discussion purposes, however, the Association for Supervision and Curriculum Development feels that these changes in our society can be grouped into three main categories and that they are as follows:

I. Conditions related to technological developments.

- A. Children and youth increasingly are deprived of a functional participating role in society.
- B. In each succeeding generation, more persons work for somebody else. Each person needs to see a relationship between his work and the way he and his family live.
- C. Communication in its various forms has created a delicate balance between regions and peoples.

II. Conditions arising largely out of social change.

- A. Direct and specific moral responsibility is becoming increasingly difficult to assign.
- B. Divisive forces confusing to youth operate on community life in increasing numbers and strength.
- C. Society tends to become stratified on the basis of age differences, each with its own set of values and purposes, and with little reason or opportunity for one age level to communicate with another.

III. Conditions within education itself.

- A. Available materials of instruction are increasing at a rapid rate in numbers and in kind.
- B. The expanding role of the school has added new functions to the job of the teacher.
- C. Education should utilize the increased qualifications and enhanced abilities of teachers.¹⁴

Groups doing curriculum study should not think of curriculum study as an upheaval or a revolution because it is nothing of the kind. Curriculum improvement should be a sound and steady process of continuous study which is constructed carefully and thoughtfully in the light of the changes in the American society and the needs and interests of the children involved. Other leading authorities in the field stress that we must understand our society and its values in order to have an effective guide in determining the curriculum for today's children. Stratemeyer summarizes the phases of society that influence the curriculum as follows: "(1) Our society is a democracy, (2) Our society is machine-powered, (3) Our society is scientific and changing, and (4) Our society is interdependent with other societies."¹⁵

¹⁴ibid., pp. 20-34.

¹⁵Stratemeyer, op. cit., pp. 3-4.

The curriculum is essentially a means rather than an end. It can be called the content through which the educational objectives are achieved. The curriculum must lay the basic groundwork for the civilization of the succeeding generation. According to Wesley, "the curriculum consists of those elements that are considered most essential to the preservation of society."¹⁶ The curriculum must change and eliminate those elements that have become useless; it must alter its emphasis to fit the new social conditions, and it must add those elements that have become an important part of the society in which it functions. The changes in the American society that influence curriculum improvement listed by Wesley are as follows:

1. The transition from an agrarian to an industrial society.
2. The growth of the urban population.
3. The increasing mobility of the population.
4. The meeting of diverse people and cultures.
5. The increasing interdependence.
6. The changing or weakening of ethical standards.
7. The decrease in the functions of the family.

¹⁶ Edgar Bruce Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1942), p. 31.

8. The enlargement of the community.
9. The popularizing of knowledge.
10. The vast increase in the school population.¹⁷

As the aims of our society differ so will our social studies' objectives. The formulation of objectives for the school's social studies program requires a careful scrutiny of our democratic society to determine what the real values are. Lee lists these changes in our society as follows:

1. The functions of our political government have multiplied.
2. Tenancy has swept over our free land.
3. There is a call for conservation.
4. Corporate ownership overshadows individual ownership.
5. Local economies are tied into national economy.
6. Family economy is disintegrating.
7. The functions of the government touch all branches of life and economy.
8. The growth of public functions is cumulative.
9. A sharp line divides public and private economy.
10. The scientific method dissolves old social dogmas.
11. The course of foreign relations change involving commercial expansion.

¹⁷Ibid., p. 33.

12. The world outlook is clouded.

13. Surpluses call for new policies.¹⁸

Education is never a separate process apart from the society in which it serves for "education, always finds its central purpose, its guiding principles, in the particular social order in which it develops and functions."¹⁹ The obligations and responsibilities of our schools are defined largely in terms of the changing conditions of our American way of life and in terms of the world order that is emerging so the social studies program must come face to face with the problems of our contemporary civilization. Social studies programs at the various levels and in the different communities may be expected to vary in their means and methods; however, they should have two things in common-- they should be based on the problems and characteristics of the modern world and should be based on the developmental characteristics and needs of the children.

In planning curriculum, Quillen and Hanna forcibly pointed out that school people must understand the basic

¹⁸J. Murray Lee and Dorris May Lee, The Child and His Curriculum (New York: D. Appleton-Century Company, 1950), p. 7.

¹⁹Newton Edwards, "Education as a Social Instrument," The School Review, 59:394, October, 1951.

aspects of our contemporary American way of life. These basic aspects are as follows:

1. The widespread employment of the scientific method of thought has produced revolutionary inventions and resulted in the development of a machine technology.

2. The widespread employment of the machine in the production of goods has produced a specialized, interdependent, and increasingly centralized economy, made possible not only by factory production but also by great advances in transportation and communication which have so reduced space in terms of travel and communication time that the whole world is rapidly becoming a single interdependent unity.

3. Factory production has caused a concentration of population in cities, thus producing a shift from a rural, handicraft culture to an urban, industrialized culture with increased complexity in human relationships and in the problems of daily living.

4. Relationships in modern urban culture have shifted, to a large extent, from the face-to-face (primary) associations of the earlier rural environment to person-to-group and group-to-group (secondary) relationships in which intimacy of acquaintanceship and warmth in personal relations are being replaced by increasing anonymity and impersonality; thus, the individual often feels isolated and alone in the midst of great masses of humanity.

5. Science and invention have accelerated change in most areas of modern culture. The rate of change, however, has been most pronounced in the material aspects of the environment, while change in social organization and control has often been resisted strongly.

6. Since modern culture is specialized and interdependent over broad areas and the major relationships are secondary, interest groups have organized on a mass basis.

7. The hope for peace, prosperity, and happiness in the modern world is that man will be able and willing to solve his problems and make necessary changes through the use of reason and democratic action. In a complex culture marked by limited opportunities for learning through direct experiences, formal education must assume a heavy responsibility for developing competence in critical thinking and democratic processes.²⁰

The above characteristics of our modern society influence the task of the school. A knowledge of these changes is not sufficient because change must be in some direction. Hence, in order to develop the necessary competences for effective living in our contemporary culture, there is an universal agreement that in the United States the change should be in the direction of a fuller realization of democratic values.

The American Association of School Administrators in their Thirty-First Yearbook contend that educational objectives including the social studies objectives find one of their sources in an analysis of society. They list the following factors from which problems grow in our society which in turn influence our American school curriculum: "(1) technological growth, (2) international situation,

²⁰I. James Quillen and Lavone M. Hanna, Education for Social Competence (Chicago: Scott, Foresman and Company, 1948), pp. 19-20.

(3) finds of science, (4) nature or rural and urban life, and (5) people and nations in conflict."²¹

According to the leading authorities, these are the changes in our American society that need to be taken into consideration in any curriculum study. These changes in our American society are not the only basis for curriculum improvement, but they must be used in conjunction with the developmental characteristics and needs of children.

Understandings of our changing society on which this thesis will be based. After investigating and examining the changes in society which influence this social studies curriculum improvement study as set forth by leading authorities in the field, this investigator based the understandings of our changing society on a consolidation of ideas gained from these experts. The understandings are as follows, but the order of their listing has no significance as to their importance:

1. There has been a transition from a rural self-employed society to an urban industrialized society.
2. Mobility of our population has increased.

²¹American Association of School Administrators, American School Curriculum. Thirty-First Yearbook (Washington, D.C.: National Education Association of the United States, 1953), p. 56.

3. Mechanical progress has been at a faster pace than has social progress.
4. In this machine age, the world is becoming a single interdependent unity and world peace must be established.
5. The functions of the family have decreased.
6. Society has become stratified on the basis of age differences.
7. Moral responsibility has become more difficult to determine.
8. The school population has increased tremendously.
9. There is an increased need for each person to fulfill his civic responsibilities to his government in order for the government to improve the society in which it functions.
10. Conservation has become a necessity.

These understandings were adopted for the express purpose of giving direction to the study of the school's curriculum or more specifically to the study of the fifth grade social studies curriculum in the Modesto City Schools.

Table I was developed to show the frequency with which recognized writers agreed upon the changes in society which need to be taken into consideration in a curriculum study. It is also designed to show a comparison of this investigator's understandings of society with that of the leading authorities in the field.

TABLE I

A COMPARISON OF THIS THESIS' UNDERSTANDINGS OF OUR CHANGING SOCIETY WITH THE UNDERSTANDINGS AS ESTABLISHED BY RECOGNIZED AUTHORITIES

Understandings accepted for this study	Association for Super- vision and Curriculum Improvement	Krug	Stratemeyer	Wesley	Lee	Quillen and Hanna	American Association of School Administrators
1. There has been a transition from a rural self-employed society to an urban indus- trialized society. X	X	X		X	X	X	X
2. Mobility of our population has increased.				X			
3. Mechanical progress has been at a faster pace than has social progress. X	X	X			X	X	X
4. In the machine age, the world is becom- ing a single inter- dependent unity and world peace must be established. X	X	X		X	X	X	X

TABLE I (continued)

Understandings accepted for this study	Association for Super- vision and Curriculum Improvement				Lee Quillen and and Lee Hanna		American Association of School Administrators
	Krug	Stratmeyer	Wesley				
5. The functions of the family have decreased.	X	X		X			
6. Society has be- come stratified on the basis of age differences.		X					
7. Moral responsibil- ity has become more difficult to determine.		X		X			
8. The school popula- tion has increased tremendously.				X			
9. There is an increased need for each person to fulfill his civic responsibil- ities to his government.	X	X	X	X	X	X	
10. Conservation has become a necessity.		X	X		X		

III. SOCIAL STUDIES OBJECTIVES FOR THIS CURRICULUM STUDY

Social Studies objectives derived from the developmental characteristics and needs of children and the changes in our American society. Groups involved in curriculum study must adopt workable and clearly-stated objectives to provide a purpose, a focus, or a basis for their work. Authorities state that the purpose of these guiding principles is to bring about a better teaching and a better learning situation, and these objectives are formulated to serve as a means rather than as an end product. In light of this statement, it was the purpose of this section to arrive at social studies objectives for this fifth grade study that were based on the developmental characteristics and needs of the child at this age and from an analysis of our present-day American society.

In order to proceed in a logical sequence, this investigator decided to take the understandings of our changing society arrived at in the previous section and to relate these to the developmental characteristics and needs of the child at this age. From this relationship, the social studies objectives for this curriculum study were determined.

Many of the understandings of our changing society have a direct bearing upon one another. The first

understanding of our changing society adopted by this investigator was that there has been a transition from a rural self-employed society to an urban industrialized society. At the same time the mobility of our population has increased and the functions of the family have decreased. Since our society is becoming highly industrialized, conservation is a necessity. Along this same line of thought, two more understandings of our present-day society must be mentioned at this point. These are that mechanical progress has been at a faster pace than has social progress and that moral responsibility is becoming more difficult to determine. In America then today, we have an urban industrialized society which is mobile. In this society, conservation must be practiced, moral responsibility is harder to determine, and the social progress has not kept pace with the mechanical progress. Throughout all of this, the family functions have decreased.

The relationship between these understandings of our present-day society and the developmental characteristics and needs of the child at this age can be readily seen. In relation to these understandings, the child has a need for security within the group and he needs to seek goals and satisfactions. In the rural self-employed society, the home met these needs. The child also has a need to

develop a wholesome and enjoyable hobby since industrialized society provides people with leisure time.

With these changes in our American society and the needs of the child at this age in mind, one objective for the social studies curriculum is to develop democratic group-action skills as it is now a necessity for people to learn to live together in a complex industrialized society. Another objective for the social studies program is to develop within each child the ability to enjoy wholesome recreational and intellectual interests. At the same time, the social studies program must develop within each member of society the desire and ability to conserve our resources because in our present-day society this is a necessity.

Another understanding of our American society is that there is an increased need for each person to fulfill his civic responsibility to his government in order for the government to improve the society in which it functions. There is a basic relationship between this understanding and the need for the child to develop wholesome attitudes and an understanding and concern for oneself and for others. There is also a definite relationship between this basic understanding and the following needs of the child at this age: the need to develop and use one's creative powers and the need for active participation. These needs of the

child must be met so that he in turn can meet the increased need in society for each person to fulfill his civic responsibility. From this relationship, several social studies objectives are apparent. One objective is to see that each child learns to become a participating citizen who meets his civic responsibility. Another social studies objective in this same area is to develop each child into a democratic person with attitudes that are consistent with democratic values, such as cooperation, open-mindedness, social concern, self-respect, and creativeness. In order for each child to fulfill the civic needs of society, the social studies curriculum must teach each child the skills involved in problem-solving and critical thinking. Another objective for the social studies program is to develop within each child an appreciation, interest, and understanding of the world and its peoples and the need for world peace.

The fact that society has become stratified on the basis of age differences is another understanding of our present-day society. This understanding of our society has a direct bearing on the need of the child to have his active curiosity provided for and encouraged. At the same time, the child has a need to have his wide interests provided for and encouraged. In encouraging active curiosity and

wide interests, the child can be challenged to find out about other people, and this will widen his interest to other age groups. This understanding of our society today and this need of the child could be met by a previously mentioned objective for the social studies program. This objective was to develop within each child an appreciation, interest, and understanding of the world and its people and the need for world peace. A similar objective is worthy of our consideration here, and that is the objective to learn to live with others in the basic social institutions of the family, school, church, community, state, nation, and world. In addition, these two objectives would provide for the basic understanding of our society that in this machine age the world is becoming a single interdependent unity and world peace must be established.

Because our school population is increasing tremendously, it becomes even more important for the school curriculum to meet the needs of society and the needs of each child. There are two developmental characteristics and needs of the child at this age that are met through the objectives of the social studies program already set forth. These are the need for each child to have his growth in physical ability provided for and the need to have provision made for the child's improved reading ability.

Throughout all the understandings of our present-day society and the developmental characteristics and needs of the child at this age, there are found bases for two additional social studies objectives. One objective is to develop within each child a wholesome personality, and the other objective is to develop skills and techniques in the use of materials for each child.

From an understanding of the changes in our present-day American society and the developmental characteristics and needs of this age child, the following are the main objectives for this social studies curriculum study:

1. To conserve resources.
2. To become a participating citizen who meets his civic responsibility.
3. To become a democratic person with attitudes consistent with democratic values such as cooperation, open-mindedness, social concern, self-respect, and creativeness.
4. To develop a wholesome personality.
5. To develop democratic group-action skills.
6. To gain skill in problem-solving and critical thinking.
7. To develop skills and techniques in the use of materials.
8. To gain an appreciation, interest, and understanding of the world and its peoples and the need for world peace.
9. To enjoy wholesome recreation and intellectual interests.

10. To learn to live with others in the basic social institutions of the family, school, church, community, state, nation, and world.

Evaluating the social studies objectives adopted for this study by using the social studies objectives revealed in educational literature as the criteria. It was the purpose of this section to make certain that the objectives for the social studies curriculum study adopted by this investigator were in line with the objectives as set forth by the leading authorities in the field. The social studies objectives are set forth here in order that a comparison may be made.

Michaelis made an analysis of forty-four courses of study and found the major goals of the social studies in these to have been as follows:

1. Become a democratic person, guided by democratic values in human relationships and appreciative of the sacrifices made for democracy in its evolution here and throughout the world.
2. Develop social attitudes consistent with democratic values, such as cooperative, open-mindedness, social concern, self-respect, creativeness.
3. Develop democratic group-action skills and social competency in inter-group situations.
4. Acquire functional information, concepts, and basic understandings of how man interacts with his physical and social environment in the satisfaction of human needs.
5. Gain insight into spiritual, economic, and political values as forces in human behavior and human relationships.

6. Understand basic social functions and social processes as they operate at home and in cultures throughout the world.

7. Gain skill in critical thinking and problem-solving as these skills function in human relationships.

8. Develop skills and techniques in the use of materials of instruction in the social studies.

9. Gain appreciation and understanding of the contributions of cultures, groups, and individuals to the advancement of civilization.

10. Develop an enduring interest in human problems coupled with a sense of responsibility to act courageously and with integrity in ways conducive to social progress.²²

Moffatt and Howell list similar aims for the social studies program although their listing is not as extensive as Michaelis'. The objectives that they present are as follows:

1. To strengthen and enrich the child's personality by the application of democratic values as a guide to his behavior.

2. To learn to live with others in the basic social institutions of the family, school, church, community, state, nation, and world.

3. To learn to practice good citizenship in our American democratic society.

4. To analyze the society in which one lives and recognize the socio-economic problems arising out of the industrial civilization and world interdependence.

²²John U. Michaelis, "Developing Common Goals in the Social Studies," California Journal of Education, 15:193-98, February, 1947.

5. To learn democratic processes and techniques in solving one's problems.²³

Other leading authorities approach the aims of the social studies program in a different manner. The National Council for the Social Studies feels that since the primary function of the social studies is to develop in children and youth the characteristics of behavior essential to a broader realization of democratic ideals, it is necessary that these ideals be understood and appreciated. For that reason, the Council states the basic American democratic ideals and the aims of the social studies program are to give each child opportunities to realize these ideals.

These basic ideals are as follows:

1. A respect for the infinite value of the individual and a recognition of his sacred worth. From this ideal comes the concept of the dignity of every individual and mutual respect between all individuals.

2. A belief in equality of opportunity for each individual to develop and use his potentialities. The ideal of human equality has no validity without equality of opportunity.

3. The team method of solving common problems and promoting common concerns. From this ideal has come our political methods and our ways of working together cooperatively in groups.

4. A faith in the use of reason. A belief that the typical individual can make sound judgments within the range of his experience and be self-dependent and self-directing.

²³Maurice P. Koffatt and Hazel W. Howell, Elementary Social Studies Instruction (New York: Longmans, Green and Company, 1958), p. 11.

5. Hope for the future--a faith that if we do work together and use our reason, we can solve our problems and continue in the future to improve our way of life as we have in the past.²⁴

The California State Department of Education lists similar objectives for the social studies program in a bulletin that it issued. These objectives are:

1. Instruction in the social studies should help children to understand the world in which they live so that they may adjust themselves happily and successfully to it, to achieve and make satisfactory human relations in it, and to contribute to the moving stream of civilization by their participation in the progressive improvement of the society of which they are a part.

2. Civic literacy is the price of maintaining a democracy. Children are born into a complex world. The school must provide the experiences through which the child will come to understand the world and his place in it. If democracy is to survive, its citizens must understand the institutions of democratic living, the problems related to the production and distribution of goods, the historic background from which our present society has evolved.

3. Good citizenship implies more than an understanding of the world of men and affairs. It means active interest in and a genuine opposition to all forms of political, social, and economic injustice. It means faith in human nature, in democracy, in the ability of mankind to meet and to solve problems through the processes of intelligent cooperation. It is such faith that will provide the impelling drive for effective citizenship.

4. Civic literacy and social concern are coupled with certain skills, habits, and attitudes essential to effective group living; the child comes to the

²⁴ Jack Allen (ed), The Teacher of the Social Studies (Washington, D.C.: National Council for the Social Studies, 1952), p. 8.

attitudes, appreciation, and understandings necessary for participation in constructive social life by actually living in a social situation in a classroom that is itself a democracy. When confronted by challenging problems children develop independence, grow in power to meet situations, learn to choose wisely, to think and act responsibly, to co-operate, to respect the rights of others, to be tolerant, to challenge dubious or unsupported statements, to acquire the other characteristics essential to effective citizenship in a democratic society.²⁵

Wesley states the objectives of the social studies program in a clear concise manner. His list is as follows:

1. To read social studies materials with understanding.
2. To understand and learn pertinent information.
3. To develop desirable traits of character.
4. To develop a wholesome personality.
5. To acquire the habit of courtesy.
6. To cooperate cheerfully and effectively.
7. To contribute to the happiness of the home.
8. To participate in group activities.
9. To understand the interdependence of people.
10. To appreciate the services of others.
11. To assume responsibility.
12. To choose and prepare for a vocation.
13. To become a judicious consumer.

²⁵The Social Studies Program for the Public Schools of California (Sacramento, California: State Department of Education, 1948), p. 4.

14. To become a participating citizen.
15. To meet civic responsibility.
16. To understand social organization and processes.
17. To exercise critical faculties.
18. To tolerate others and their beliefs.
19. To conserve resources.
20. To respect all nationalities, races and groups.
21. To promote world fellowship.
22. To uphold and promote democracy.
23. To enjoy wholesome recreation.
24. To cultivate intellectual interests.
25. To appreciate esthetic products.²⁶

Krag cites the purposes of the social studies program under the headings of understandings, attitudes, and skills:

I. Understandings.

- A. Of the democratic faith and its meaning for human welfare and happiness.
- B. Of the application of democratic faith in the development of the American heritage.
- C. Of the forces which have made for world interdependence and the need for world organization.
- D. Of the historical and geographic reasons for the behavior of regional and national groups.

²⁶Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools (Boston: D. C. Heath and Company, 1946), p. 114.

- E. Of the local community and its problems, and the need for wide participation in community concerns by all citizens.
- F. Of the significance in social problems of the mental health and emotional balance of individual human beings.

II. Attitudes.

- A. That all human beings regardless of race, national origin, color, or any matter over which they have no control are entitled to equal rights to life, liberty, and the pursuit of happiness.
- B. That we concern ourselves with achieving and improving human welfare and democratic liberty everywhere in the world.
- C. That all citizens should participate actively in working toward the solution of community problems for social betterment.
- D. That reflective group thinking can serve as an approach toward the solution of social progress. Such thinking on a group basis is necessary to bring about an informed and enlightened public opinion.

III. Skills and/or abilities.

- A. The ability to take part in group discussion.
- B. The ability to take part in group planning.
- C. The ability to think effectively on social problems.
- D. The ability to search out and use valid adequate sources of information.
- E. The ability to evaluate ideas and opinions on controversial problems offered by and through radio, movies, newspapers, periodicals, books, etc., in a manner which will contribute to the general welfare.²⁷

²⁷Krug, op. cit., pp. 114-15.

These are the social studies objectives as set forth by the leading authorities in the field. They were presented here for the express purpose of making sure the social studies objectives adopted for this curriculum study were in line with the thinking of the outstanding writers in the field.

Table II was developed to show the frequency with which the recognized writers in the field agreed with the social studies objectives adopted for this curriculum study.

TABLE II

A COMPARISON OF THIS THESIS' SOCIAL STUDIES OBJECTIVES WITH THE
OBJECTIVES AS ESTABLISHED BY RECOGNIZED AUTHORITIES

Social Studies objectives accepted for this study	Michaelis	Moffatt and Howell	National Council for the Social Studies	State De- partment of Education	Wesley Krug
1. To conserve resources.	X				X
2. To become a par- ticipating citizen who meets his civic responsibility.	X	X	X	X	X
3. To become a demo- cratic person with attitudes consistent with democratic values.	X	X	X	X	X
4. To develop a whole- some personality.		X	X	X	X
5. To develop demo- cratic group-action skills.	X	X	X	X	X

TABLE II (continued)

Social Studies objectives accepted for this study	Michaelis	Moffatt and Howell	National Council for the Social Studies	State De- partment of Education	Wesley	Krug
6. To gain skill in problem-solving and critical thinking.	X	X	X	X		
7. To develop skills and techniques in the use of materials.	X				X	X
8. To gain an appre- ciation, interest, and understanding of the world and its peoples and the need for world peace.	X	X	X	X	X	X
9. To enjoy wholesome recreational and intellectual interests.	X				X	
10. To learn to live with others in the basic social institutions.	X	X	X	X	X	X

CHAPTER III

GUIDELINES FOR THE ORGANIZATION OF THE FIFTH GRADE SOCIAL STUDIES CURRICULUM AS REVEALED IN EDUCATIONAL LITERATURE

Much has been written in regard to the organization of curriculum studies, but only a summary will be given here for the purpose of arriving at conclusions relative to the problem at hand.

I. LITERATURE ON THE ADMINISTRATION INVOLVED IN CURRICULUM STUDY

It was the purpose of this section to analyze the administration involved and the guidelines suggested for the administration's participation in the curriculum study as outlined by the leading authorities in the field. In other words, it was necessary to determine who the authorities felt were the people to do the curriculum work and in what ways these people were to contribute to the program of curriculum improvement.

Literature on the over-all administration involved in curriculum study. The administration of any program is a very important phase of that program. Herrick states that "curriculum development is essentially the result of

cooperative effort and by its very nature must draw upon many kinds of competencies."¹ The Association for Supervision and Curriculum Development in their 1951 Yearbook substantiates this earlier statement when they report that "organization for school improvement is a process of systematizing and arranging for the effective employment of human and material resources toward the attainment of specific objectives."² Curriculum improvement depends upon the change that can be evoked in the individuals involved in carrying forth the educational program. It is desirable to organize the curriculum study to involve specific groups of people, and at the same time consideration has to be given to their interests, their background of experience and the role they play in the educational program.

Krug points out that five groups of people are involved in curriculum planning. He cites these groups as being: "(1) state-wide leadership groups; (2) local

¹Virgil E. Herrick, "The Concept of Curriculum Design," Toward Improved Curriculum Theory. 1949 Yearbook of the Association for Supervision and Curriculum Development (Washington, D. C.: 1949), p. 37.

²Association for Supervision and Curriculum Development, Action for Curriculum Improvement. 1951 Yearbook (Washington, D.C.: National Education Association, 1951), p. 105.

leadership groups; (3) classroom teachers; (4) lay people; (5) children and youth in school."³ All of these groups are needed in the job of curriculum development because each has a definite contribution to make. No one group is left out, but at the same time all groups do not play an equal part in the task because they are not equally fitted to do so. The main problem is to organize the program so that each group makes its contribution in the area where it is best fitted to do so.

Literature on the state leadership groups. The state leadership groups are interpreted to be the staff of the state department of education, members of state-wide curriculum committees, consultants drawn from staffs of universities and teachers' colleges, and anyone else who works with education on a state-wide basis. Since the state-wide group is the only group that can carry on educational planning in all areas within the state and because of their position to assume leadership, this group is of utmost importance. The state leadership groups have as their responsibility the improvement of education for all of the children living in that state.

³Edward A. Krug, Curriculum Planning (New York: Harper and Brothers, 1950), p. 8.

Krug emphasizes that "the first and most important job of this group is to provide help to the local communities in their study of educational purposes."⁴ This group suggests possibilities, raises questions, and indicates possible lines of direction to the local group. In various states, the state leadership groups have prepared and distributed guides for curriculum planning which have helped the local groups in their task. The state groups have suggested sequences from kindergarten through the secondary schools for the instructional field. Supervisors from the state department and consultants from the universities and teachers' college have served the local groups by acting as consultants in local meetings and as resource people in helping to adapt the over-all objectives into the local school's program. The local groups call upon the consultants because of their vast education and experience and because they can inject interest into the curriculum study.

In calling on these consultants from the outside, some authorities feel that precautions have to be taken. They feel that it is necessary to engage a consultant who can fill the specific need of the local community.

⁴Ibid., p. 10.

Secondly, it is necessary for the local community to explain to the consultant the purpose for which he has been engaged. If the consultant is to help the local group in a long-range study, it is necessary for him to become acquainted with the local situation. The consultant is never put in a position where he has to evaluate some feature of the local school's program as this is not his purpose in serving with the local group.

Krug feels that

. . . resource units and other preplanning aids should be issued by state leadership groups for two purposes; (1) to illustrate types of aids; (2) to provide needed aids quickly on important and pressing problems.⁵

Wesley agrees that while it is the duty of the teacher to prepare some of her own units, she cannot be expected to write all of them and that the state groups along with others have to help in this situation by providing units.⁶ If county supervisors are not available, then the state groups have to help the local teachers incorporate the new developments into their teaching. Where there are city and

⁵Ibid., p. 12.

⁶Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools (Boston: D. C. Heath and Company, 1946), p. 169.

county supervisors, the state groups guide them to help the classroom teachers in using resource units and carrying on pupil-teacher planning. The state groups influence lay people by presenting and discussing curriculum problems in state-wide lay organizational meetings.

Literature on local leadership groups. The local leadership group is interpreted to include the county or city superintendent of schools, the building principals, the supervisory and coordinating staff, and the expert classroom teachers who are willing to assume committee leadership roles. The local group must lay the groundwork for the state groups to come in and help in the local situations. Local leadership has the important task of developing the objectives for their school's program. It is true that they often call upon help from the state leadership groups, but it is also the local group's function to formulate these objectives even though they have outside help. This is a necessity since all schools must adapt themselves to the community in which they serve.

The local group must decide how to organize for the best use of their teachers and laymen. This group points out to the school board needs involved in curriculum planning. This includes such items as released time for teacher participation and the hiring of consultants to help

in the program. The local group bridges the gap between the state groups and the teachers in securing resource units and other teaching aids from the state. Then too the local group informs the state leadership of the local needs and plans. After the study has been made and improvements set forth, it is necessary for the local groups to put them into effect, to continually evaluate their programs, and to make the necessary changes.

City and county superintendents have to lead the way in the local curriculum improvement programs. In a small school system, the superintendent himself must take the leadership role; however, in the larger systems he may have to delegate the actual leadership to an assistant superintendent, a curriculum director, a coordinator, or some person on his staff who is qualified to coordinate and direct the program. The person in charge must have sufficient administrative authority to organize and operate the curriculum study.

Since supervisors possess special skill and knowledge, they must take a leadership role in group discussions and group planning, assist in the resource unit groups, and help the teachers to work the curriculum improvements into their teaching.

The building principals are key people in the local curriculum improvement programs. It is up to the building principal to encourage his classroom teachers to participate in the curriculum study. It may be necessary for the principal to relieve the participating teachers of as many outside duties as he can in order that they will have the time and energy to take part in the curriculum study. It is up to the principal, once the curriculum study is completed, to see that the teachers have an understanding and the know-how to proceed in putting the improved program into effect. The principal is responsible for the in-service training of his own teachers.

The building principals are very important in the curriculum development because they are directly charged with the responsibility for the success of the instructional program in the elementary schools.⁷

Literature on the classroom teachers. The classroom teachers are the third group of people involved in the curriculum planning. Wesley and Adams state that "the teachers have gradually assumed the major share of curriculum making."⁸ Spears re-emphasizes this point when he

⁷National Elementary Principal, The Curriculum Building of an Adequate Program. Twenty-eighth Yearbook (Washington, D.C.: National Education Association, 1949), p. 167.

⁸Wesley and Adams, op. cit., p. 131.

explains that "the teacher is the heart of the curriculum program."⁹ He sets forth the importance of the classroom teachers in curriculum planning when he states that in most school systems this fact is recognized in such practices as these:

1. Teachers participate in curriculum change.
2. A maximum number of teachers participate in such study programs.
3. New developments that are inaugurated were within the readiness-range of the teachers.
4. Instructional experimentation on the part of the teachers is encouraged and supervised by the administration.
5. Supervision of instruction has as its focal point the importance of instruction in the classroom in question rather than the weaknesses of that teacher.
6. Teachers are active in the selection of instructional materials.
7. Curriculum planning is not a telling program, a handing-down program with administrators on the giving and the teachers on the receiving.¹⁰

Lee and Lee point out that "since the teacher is the center of curriculum development, the curriculum program is

⁹Harold Spears, The Teacher and Curriculum Planning (New York: Prentice-Hall, Inc., 1951), p. 104.

¹⁰Ibid.

essentially a training-in-service program."¹¹ Every teacher should at some time participate in the work of a committee dealing with some phase of the curriculum program. Since it is so important that the teachers work in the curriculum improvement program, there is a tendency to overburden the teachers. They possess a professional attitude, but at the same time the teachers should not be overburdened as this destroys teacher morale. In order to develop and maintain the teacher morale, Krug feels there are ten guidelines necessary. He states these as being:

1. Start the program with an emphasis on real problems of teaching and school life. Of course, the ideal situation is for the teachers to bring up the problems themselves.

2. Don't dawdle over philosophy or objectives. Agree rapidly on some short formulation of philosophy or objectives, a working statement for immediate use. It doesn't have to be the last word on the subject. It can always be revised later as circumstances demand, but it provides a basis for getting to work.

3. Place stress on materials and activities used in classroom teaching. The emphasis should be, not on what a teacher can do a year from now when the "new" curriculum has been "installed," but rather on what can be done tomorrow or next week even within the existing framework. For this purpose, resource unit writing has great practical value.

4. Don't give at "subject matter." Curriculum workers being no different from other human beings, sometimes resort to devil words to make or carry out their points.

¹¹J. Murray Lee and Dorris May Lee, The Child and His Curriculum (New York: D. Appleton-Century Company, 1950), p. 182.

5. Emphasize needed changes and improvements in content of instruction. The declining prestige of course of study writing as an activity in curriculum development has led to some neglect of the content side of curriculums and to an emphasis on the so-called intangibles, such as human relations and group processes. While these items are very important, they carry a connotation of unreality to many teachers and administrators. We have a twofold job along this line: one, to introduce into our curriculum the significant content needed for modern living; the other, to examine critically our present content to see what dead wood can be cleared out.

6. Avoid sweeping demands for structural reorganization. It has led to the idea that a "new" curriculum is something radically different from what we've been doing all along, and to the idea that until we can install the "new" there really isn't much we can do to improve the "old." It has put some people on the defensive by the implied assumption that everything up to now has been all wrong.

7. Recognize and build on individual differences in teachers.

8. Utilize as much as possible diversified tools of instruction and learning activities.

9. Recognize and provide for the emotional needs involved in group processes. The curriculum director must take pains to recognize and emphasize the contributions of all the teachers so that all may feel they have an opportunity to belong. We must encourage everybody to participate in some form or another. Unless a teacher does something or says something in the process, he cannot gain participation. Without participation, he cannot gain status or belongingness. The problem, furthermore, is not only to encourage people to do or say something, but to manage the stage setting so that these contributions are given adequate recognition.

10. Recognize the time problem and try to make provision for it. Curriculum work must be provided for as an integral part of the teacher's responsibility, not as something extra.¹²

¹²Krug, op. cit., pp. 219-25.

There are several approaches to the problem of whether teacher participation shall be voluntary or required. Krug states that the best approach is to have teacher participation on a voluntary basis. Perhaps fewer teachers will participate, but those who do will possess a greater drive and enthusiasm. A good program, enthusiastically participated in by a few teachers, will improve rather than tear down faculty morale.¹³

Among the values listed by classroom teachers from the experience of working together in curriculum planning are these:

1. Conserving time and energy by bringing together the experiences of the group in the way of suggestions for procedures, valuable reference, and ways of evaluating.

2. Gaining knowledge of ways of directing classroom activities to allow for varying needs, interests, and capabilities of pupils.

3. Becoming acquainted early with change which encourages experimentation in its use and is likely to insure success.

4. The feeling of security that comes from planning with the group.¹⁴

¹³Ibid., p. 213.

¹⁴American Association of School Administrators, American School Curriculum. Thirty-First Yearbook (Washington, D.C.: National Education Association of the United States, 1953), p. 242.

Spears follows this same line of thought when he states that:

Teachers must receive classroom returns upon their investment of time and energy in committee work At the end of the work period there must be something that can be done in the classrooms, something that promises better classrooms than were there prior to the undertaking. Teachers should expect no less.¹⁵

The teachers play a significant part in many activities involved in the curriculum program; however, their most important role is to do their best possible job of teaching. It is in this teaching-learning situation that the curriculum comes to life. This point is re-emphasized by the American Association of School Administrators:

Over-all curriculum planning, involving the selection of policies and patterns, should be done by joint action. Teaching guides and materials may be provided by many workers, but ultimately one person--the classroom teacher--must accept the responsibility for directing the learning of the children. The teacher is the connecting link between the child and the curriculum; the curriculum is the link between the child and the educational philosophy of the school.¹⁶

Literature on lay people. The lay people are the fourth group of people engaged in curriculum planning. "Participation by lay citizens in curriculum planning and program operation is the key to public confidence,

¹⁵Spears, op. cit., pp. 89-90.

¹⁶American Association of School Administrators, op. cit., p. 219.

understanding and support."¹⁷ Spears states that:

In the continued improvement of the school program, it is not a matter of telling parents and school patrons what we are doing; it is a matter of including them in what we are doing.¹⁸

Since the schools belong to the public, the citizens of the community share in clarifying and stating the educational aims of the school. In planning, the educators carry the main load for developing specific techniques for carrying out the aims of the program since this is a professional activity. Some citizens are helpful in this planning because of their education, interests, and background of experiences. In the evaluation of the school's program, the laymen are in a good position to help. Laymen have served as resource people in a variety of ways, and this is an important phase since it helps put the educational program into action. For best results, the lay people are brought into the curriculum work from the very start and not just at the end of the project to give their stamp of approval.

At times it has been difficult to arouse the laymen's interest in school problems; however, it is the

¹⁷Ibid., p. 220.

¹⁸Spears, op. cit., p. 96.

responsibility of the local leadership group to awaken this interest.

The salvation of American education (or of American life generally) depends on widespread and effective interest in education on the part of people who are not professional educators Since widespread and effective interest in education can come about through discussion and participation. Viewed in these terms, lay participation in curriculum planning becomes not a form of administrative window dressing or a new kind of public relations, but a vital necessity to the healthy functioning of American democratic life.¹⁹

Krug outlines the essentials of a good working curriculum study program involving lay participation in the following way:

1. Use of dramatic techniques--to arouse lay interest in education and to promote general awareness of the meaning of educational problems. These involve the use of good motion pictures and recordings, good speakers, and good examples of discussion techniques such as forums and panels . . .

2. Clear communication of the facts. The school has an obligation to provide information service. Group process depends on study, and study depends on adequate information. One of the best ways is to publish a news letter of some kind to go to all people of the community . . .

3. Avoidance of irritating jargon and negative symbols. The school system should have somebody around who is sensitive to the emotional significance of words and other symbols. . . . Sometimes our jargon not only makes us ridiculous but stirs up needless controversy as well. The more successful we are in talking about educational problems in plain U. S. English, the better off we'll all be. And this doesn't mean talking down to people, either.²⁰

¹⁹Krug, op. cit., p. 17.

²⁰Ibid., pp. 249-50.

Literature on children and youth. Children and youth are the fifth group involved in curriculum planning. They take part with the other groups in determining the basic needs and clarifying the purposes of the schools. The children and youth take an active part in the pupil-teacher planning to set the environment for good learning experiences, and they work with the other groups and help to set up the features of the all-school program.

Literature on the group processes involved. It is necessary in curriculum development to involve all five of these groups of people if the process is to succeed. The effectiveness of the group process among these five groups determines to a large extent the degree to which the improved practices set forth by the curriculum study take place in the school program.

Gold pointed out a significant fact concerning curriculum improvement when he said that "changing the curriculum is primarily a matter of changing people and change in individuals depends on changes accepted by the groups of which they are members."²¹ It is necessary for the curriculum groups to involve as many people as possible in their study to work toward effective group processes.

²¹Milton J. Gold, "The Workshop, The Group and the Curriculum," Educational Leadership, 12:389, April, 1955.

Guidelines for group processes are suggested by several authorities. Gold emphasizes these guidelines in his discussion of group processes:

1. Time. Group leaders have recognized that social and working relationships among people depend upon the opportunity to spend considerable time with each other. They also recognize the need to limit the number of new personal contacts of people once they get to know each other well.

2. Participation. There is recognition of the need of meeting the basic needs that individuals have as members of a group. They have a need to feel that they "belong," that they are making a contribution to the group, that they are respected by a group and that the group is accomplishing worth-while results.

3. Limits. Groups have to recognize their own limitations in order to avoid frustration that may succeed in breaking down the ties that bind members together.

4. Learning by Doing. Persons learn to use effective group procedures by making actual use of those procedures in situations where assistance is available. Emphasis is placed on achieving consensus as a basis for moving ahead.

5. The Individual and the Group. Just as the group provides the background for the individual, the individual stands out as a figure from the group background. An effective group is marked by the general acceptance of group goals by all individuals but especially by the freedom of the individual to express himself, to be heard by the group, to be respected by it, and to be able to secure modification of group objectives.²²

Alexander states that four elements are essential in intelligent group planning for the purpose of curriculum

²²Ibid., pp. 390-92.

improvement. These essentials are:

1. Leadership must be present. This leadership had to be able to suggest adequate alternative choices. The leaders were persons whose experiences were sufficiently broad and whose relationships with the group were sufficiently good that they could direct group thinking to decisions based on intelligent consideration of a maximum number of appropriate possibilities.

2. Group decisions had to be concerned with common goals. Those who worked with representative councils were increasingly concerned (1) that goals chosen emerge from the groups represented rather than the representatives and (2) that goals chosen at the system and school levels liberate, rather than restrict or prescribe, goal-seeking activities of pupil-teacher groups.

3. Adequate and effective communication of ideas of others. The planning group regarded as its own most persistent goal this matter of maintaining full expression and understanding within the group.

4. The process of curriculum planning could not have been carried on without the services of persons possessing certain specialized abilities. Whether these persons operate within the pupil-teacher, school, or system planning groups their claims to leadership must rest on the possession of expertness. The leader must have sufficient understanding of the basic factors underlying curriculum planning to serve as a resource person where ever they are involved. These factors are: (1) child growth and development, (2) social aims of education, and (3) educational facilities and practices.²³

Effective leadership in the group processes is necessary in all phases of the curriculum study. In order

²³Herrick, op. cit., pp. 106-107.

to develop and maintain good leadership in the curriculum planning, the Association for Supervision and Curriculum Development suggests these guiding principles:

1. Leadership belongs to all in a democratic group. It is not a prerogative of a status or of tenure. Every person is a potential leader depending upon the situation, the ability he possesses and the merit of his contribution. Every person's contribution has value.

2. The collective intelligence of the group, utilizing the method of consensus, is a better guide for action than the judgment of any one individual. There need be no conflict between the welfare of the individual and the welfare of the group.

3. Leader-follower roles may interchange as the group moves toward solution of problems and the resolving of conflicts.

4. Opportunities for development of pupil leadership grow out of every aspect of the school program . . .

5. Participation in curriculum improvement activities provides opportunities for teachers to exert leadership and to develop leadership competencies.

6. Selection by the group of its representatives and its leaders is essential in democratic curriculum organization.

7. Improvement of the curriculum usually depends on the quality of administrative and supervisory leadership in the situation.

8. Status leaders often can make their greatest contribution by serving as consultants and guides. They should help provide the educational leadership and the climate which will be conducive to personal growth and curriculum improvement.

9. The key to development of lay leadership is increased lay participation.

10. Parent study groups, community councils, citizens' committees and parent-teacher associations can provide lay leadership for curriculum improvement.

11. The school faculty should take the initiative to enlist, develop and use lay leadership in the school program.²⁴

By consulting the leading authorities in the field of curriculum, this investigator has been helped to understand the administration involved along with the guidelines for their participation in a curriculum improvement program.

Summary of the educational literature on the administration involved in curriculum study. It was the purpose of this section to arrive at some conclusions as to the administration involved in curriculum development and the guidelines necessary for their successful participation.

According to the educational literature on the subject, the following is a summary of the administration involved in curriculum development and the guidelines to be used:

I. Groups involved in the administration of curriculum development and their responsibilities.

A. State-wide leadership groups.

1. State-wide leadership groups include anyone who works in education on a state-wide basis.
2. State-wide leadership groups should help in these ways:

²⁴Association for Supervision and Curriculum Development, op. cit., pp. 186-87.

- a) Assume state-wide leadership roles because they are responsible for education in the entire state.
- b) Aid local leadership groups in their study of educational purposes.
- c) Suggest possible courses of action to local groups.
- d) Prepare and distribute guides for curriculum planning.
- e) Suggest sequences to the program.
- f) Act as consultants and resource people to the local group.
- g) Issue resource units and other pre-planning aids.
- h) Present and discuss curriculum problems in state-wide lay organizational meetings.

B. Local leadership groups.

1. Local leadership groups include county or city superintendent of schools, the building principals, the supervisory and coordinating staff, and the master teachers who are willing to assume committee leadership roles.
2. Local leadership groups should help in these ways:
 - a) Develop the objectives for the school's program.
 - b) Decide how to organize for the best use of the teachers and lay people.
 - c) Show the school board the needs involved in curriculum development.
 - d) Aid in securing resource units and other teaching aids from the state.

e) Inform the state leadership groups of the local needs and plans.

f) Put newly-developed curriculum into effect, evaluate it and make the necessary changes.

C. Classroom teachers.

1. Assume the major share of curriculum making.

2. Put new curriculum into practice.

D. Lay people.

1. Share in clarifying and stating the educational aims of the school.

2. Aid in evaluation of the new curriculum.

3. Serve as resource people.

E. Children and youth in the school.

1. Aid in determining the basic needs and clarifying the purposes of the schools.

2. Help the teacher plan in putting the curriculum into action.

II. Guidelines established for curriculum development.

A. Curriculum development is a cooperative endeavor.

B. All groups do not play an equal part in curriculum development, but each group should contribute in the area where it is best qualified to do so.

C. Effective group processes must be used, and effective leadership must be furnished.

D. Group decisions must be concerned with common goals.

E. Groups have to recognize their own limitations.

- F. Adequate and effective communication of ideas of others is necessary.
- G. Members of the group must have time to become well-acquainted.
- H. Every member must feel that he belongs to the group and contributes to its functions.
- I. The school faculty should take the initiative to enlist and interest the lay people in the curriculum development program.
- J. Lay people must be brought into the planning from the very start.
- K. Start the program with an emphasis on real problems.
- L. Don't waste time over the philosophy of objectives.
- M. Place stress on materials and activities used in classroom.
- N. Emphasize needed changes and improvements in content of instruction.
- O. Avoid sweeping demands for structural reorganization.
- P. Recognize the time problem and try to make provision for it.

II. LITERATURE ON THE SELECTION OF UNITS FOR THE SOCIAL STUDIES PROGRAM

The purpose of this section was to consider the social studies content or units that were suggested for the fifth grade study by leading authorities in the field. The content or units for the fifth grade social studies program had to be considered because the content was essential in the

development of understandings, attitudes, skills, and appreciations which were directed toward the realization of the goals of the social studies program.

Literature on the selection of units for the social studies program. Before concentrating on the selection of units for the social studies program, it was the desire of this investigator to find evidence supporting the unit approach. Michaelis made a comprehensive study of the separate-subject versus the unified social studies program.

After this extensive study, Michaelis states that in his judgment the unified approaches such as the comprehensive social studies units were far superior to the other types of social studies programs.²⁵ The comprehensive social studies unit combines history, geography, civics, and content from other fields into one broad field of study. In addition to this, attempts are made to relate each unit to other areas in the curriculum such as science, language, art, music, and health. In this type of unit, attempts are made to develop basic concepts needed in democratic living and at the same time to give attention to the needs and interests of children.

²⁵John U. Michaelis, Social Studies for Children in a Democracy (New York: Prentice-Hall, Inc., 1950), p. 17.

Basic to the selection of the units for the fifth grade social studies program is a complete understanding of the purposes of the unit. The California State Department of Education states the purposes of the social studies unit to be:

1. To challenge interest.
2. To stimulate curiosity.
3. To afford opportunity for problem-solving.
4. To stimulate creative expression in fine and industrial arts, music, rhythmic bodily expression, writing, and the like.
5. To necessitate use of skills of learning such as reading, arithmetic, oral and written expression, penmanship, spelling, and the like.
6. To cut across many fields of knowledge such as history, geography, science, literature, and the like.
7. To provide opportunity for individual and group enterprises.
8. To stimulate children to live democratically.²⁶

The authorities point out that the social studies learnings should start with the child's immediate environment and proceed outward to our country and our world. A statement of sequence is needed to serve as a guide for the teacher in the selection of significant areas of experience, to prevent unnecessary overlapping and duplication, to

²⁶The Elementary School Program in California
(Sacramento, California: State Department of Education,
1945), p. 7.

avoid the omission of some important areas, to give an overall direction to the entire program, and to provide a basis upon which materials of instruction can be selected for the school system.

Provisions have to be made for the learning experiences of the child to proceed in a continuous manner. Within the particular areas, teachers are given a great deal of latitude to meet the needs and interests of the children they are teaching at that time. Leonard re-emphasizes this point when he states that "there must be planning; there must be order and organization, there must be continuity; but at the same time, there must be flexibility."²⁷

The sequence of social studies learnings is very important to the learner. Michaelis states that in order to plan and evaluate the sequence of a given program the following questions should serve as a guideline:

1. Does the sequence promote the development of democratic behavior at each level?
2. Is the sequence related to the maturity of children at the various levels?
3. Does the sequence promote continuity of learning?

²⁷The Social Studies Program for the Public Schools of California, op. cit., p. 8.

4. Does the sequence permit adaptations to local school and community needs?
5. Does the sequence provide for rich and varied experiences so that comprehensiveness and balance are maintained?
6. Are experiences at each level related to past experiences of the learner?
7. Do experiences at each level lead on to a richer, broader, and deeper experience?
8. Is it possible to revise and improve the sequence in light of research, experience of teachers, and changing needs and conditions?
9. Are suggested units feasible and practical in terms of children's needs, teacher's backgrounds, and available instructional resources?
10. Are significant life situations considered at recurring levels?²⁸

These guidelines serve the teachers in preparing a proper sequence for the social studies program.

A framework for the social studies units is necessary to furnish a continuity for the social studies learnings. Each unit selected has to be related to the previous unit and to lead into the following unit for the purpose of giving continuity and an upgrading feature to the program. Michaelis emphasizes this point when he states that

²⁸Michaelis, op. cit., pp. 135-36.

. . . a good framework provides for continuity of learning. Basic concepts, attitudes, problem-solving skills, and other social learnings are broadened and deepened each year as the child grows and develops.²⁹

In relation to content, the California State Department of Education provides a framework for California schools to use as a basis for their social studies programs. They recommend the following framework for the social studies in grade five:

The United States

1. Colonization and settlement.

2. Geographic studies, including the physical features, natural resources and conservation needs of our country.

3. American period in California with emphasis on geographic environment.³⁰

In addition to the framework, the following units or areas of experience are recommended for grade five by the California State Department of Education:

1. The Colonial Period on the Eastern Seaboard.

A. The period of discovery, exploration, and early settlement; contrast with studies in fourth grade on the discovery, exploration, and early settlements in Mexico and California.

B. Life in contrasting colonies; effect of geographic environment on life in the colonies; way of life in a typical colony; how the colonists satisfied their basic human needs.

²⁹Ibid., p. 141.

³⁰The Social Studies Program for the Public Schools of California, op. cit., p. 10.

2. The Westward Movement and Pioneer Life.

- A. The development of the Appalachian region: Daniel Boone and the early pioneers, routes to the West by land and sea, the work of Lewis and Clarke, life of the people en route to the West, the covered wagon, relation of pioneers to primitive people, prodigality in the use of natural resources, life in a pioneer home, contrasting settlements in the West; the railroads and the development of the West.
- B. The westward movement still going on; new frontier in science and invention, in social pioneering.

3. California.

- A. The settlements in California prior to the discovery of gold; the gold rush; events in California following the discovery of gold; the effect of the discovery of gold on the population; development of industries and life in California from the period of the discovery of gold to the present; the effect of the discovery of gold in California upon the United States and the world.
- B. Activities of the people of California today as they satisfy basic human needs for food, clothing, shelter, transportation, communication, the arts, education, recreation, government, and religion.
- C. Contrasting modes of life in cities, small communities, and the open country.
- D. The geographic features; agricultural areas and crops produced; industrial areas and products; mining areas. Need for conservation of resources; soil, forests, oil and minerals, wild life, natural beauty.
- E. The effect of invention and technological change on life in California.³¹

³¹Ibid., pp. 17-18.

Michaelis made a comprehensive study of one hundred and twenty-one courses of study developed since 1944 in cities and states throughout the country. The following list of units and topics were found to be included in the fifth grade courses of study:

Early American life and life in different regions of the United States are emphasized. The range of units included Colonial Living, Pioneer Life, the Westward Movement, Regions of the United States, European Backgrounds, Industries, Development of the United States, Neighbors to the South, Canada, Western Hemisphere, United States Possessions, Our State, North America, Alaska, Hawaii, Europe, South American Countries, Asia, Transportation, Communication, the Air Age, Contributions of Famous People, and Current Events.³²

Lee and Lee also made a study of various courses of study and found the following social studies units being taught in the fifth grade:

1. Adaptation of life to environmental influences in the United States.
2. Effects of invention and discoveries upon our living.
3. Colonial Life and Times.
4. Pioneer Life in America.
5. The United States and Canada.
6. How European People began to travel and discovered a new world.
7. How the American family has become more and more interdependent since colonial times.

³²Michaelis, op. cit., p. 20.

8. How the early American people lived, worked, and built up a nation, an experiment in democracy.

9. How environmental conditions determine the industries of people, fisheries, mining, and forestry.

10. How man has learned to travel and transport goods.

11. Our housing needs and how we have learned to care for them.

12. How the production and exchange of goods influences our nation as a community.

13. How the individual discharges his responsibility to others.

14. How various agencies aid the individual in the protection and maintenance of health.

15. How varying conditions affect recreation.

16. How our community expresses the arts.

17. How our community seeks to make learning possible.³³

In Lee and Lee's survey, the United States is the most mentioned general subject. The units involved in the study of the United States mentioned are: discovery and exploration of the United States, colonial life, pioneer life, inventions and discoveries, and America of today. The list of social studies units or topics presented by Michaelis includes the same major units in the study of the United States that are found in the listing by Lee and Lee. The

³³Lee and Lee, op. cit., pp. 302-308.

Michaelis list does add the westward movement to the study of the United States. In addition to the units based on the study of the United States, Michaelis found units on the western hemisphere, Asia, and Europe mentioned in the courses of study that he surveyed.

Wesley reports the findings of two different committees of the National Education Association. These committees have compiled the topics for the various grade levels in the social studies program as they had found them in the various schools selected for their study. These summarized lists include these social studies topics:

1. Colonial heroes.
2. The revolution.
3. The great west.
4. The early republic.
5. The United States, 1783-1877.³⁴

This listing of social studies topics to be studied in the fifth grade agreed with the lists as presented by Lee and Lee and Michaelis with the exception that Wesley's list added the study of the revolution.

³⁴Edgar Bruce Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1942), pp. 210-16.

In a later study made by Wesley with the help of Adams, the United States topic was found to be the main subject covered by the social studies program in the fifth grade. To the study of the United States was added the topics of Alaska, Hawaii, Philippine Islands, and Puerto Rico. The complete list of topics for the fifth grade social studies program as presented by Wesley and Adams was as follows:

1. How has our region of the United States developed?
2. Guiding children to obtain a better understanding of how people carry on the basic functions of human living in a community.
3. Living in city, county, state, nation, and continent.
4. American history series.
5. Geography: Earth, United States, Canada, Mexico, and South America.
6. History: colonies, growth of the United States, slavery, inventions, leaders of today.
7. Our nation a community.
8. How people from many European lands worked together to build a new nation in America.
9. How man works today in the United States of America.
10. Beginnings of the United States.
11. Group living in the northeastern region of the United States.
12. Group living in the south.

13. Group living in the north central states.
14. Influence of the Mississippi River.
15. The inland waterway: the Mississippi.
16. The west.
17. A trip to Alaska.
18. Hawaii.
19. Philippine Islands.
20. Puerto Rico.
21. Effect of transportation upon the development of the United States.
22. Role of science and inventions in the United States.
23. Lumbering in the development of the United States.³⁵

The social studies topics for the fifth grade study as presented by leading authorities in the field were compared with the list of topics recommended by the California State Department of Education. In this comparison, the United States study was the main topic suggested for the fifth grade study. In addition, the other topics mentioned most by the leading authorities were the various countries of the western hemisphere. The California State Department of Education recommends that this topic be taken

³⁵Wesley and Adams, op. cit., pp. 180-87.

up in the sixth grade.³⁶

Summary of the educational literature on the selection of units for the social studies program. It was the purpose of this section to arrive at conclusions as to the selection of units for the social studies program.

According to the educational literature on the subject, the units that were suggested the most number of times by the leading authorities were the following.

1. Colonial life.
2. Pioneer life.
3. Westward movement.
4. Science and invention.
5. Modern United States.

These units are all a part of the study of the United States.

This investigator felt that it was necessary to rule out all studies that did not pertain to the study of the United States because they did not appear in the framework suggested by the California State Department of Education. Schools in California need to work within the framework for the social studies program suggested by the State Department of Education.

³⁶The Social Studies Program for the Public Schools of California, op. cit., p. 10.

III. LITERATURE ON THE ORGANIZATION OF UNITS FOR THE SOCIAL STUDIES PROGRAM

The purpose of this section was to study the organization of the units for the social studies program as set forth by the leading authorities in the field. The reason for this study was to arrive at some definite conclusions concerning the organization of the social studies units.

Literature on the organization of units. The organization of the units for the social studies program is of utmost importance since its chief function is to provide help to teachers and other school workers in developing rich social studies learnings with children. The unit provides concrete and practical help for the teacher in her planning in that it is focused upon the child and his needs.

The unit plan does not take the place of daily planning, but does serve as a rich storehouse of ideas, activities and materials which may be used to facilitate planning for a particular group of children.³⁷

The organization or framework of the units should provide a general approach to the development of social studies learning experiences that are considered to be the most valuable for children. Unplanned programs are a waste

³⁷Michaelis, op. cit., p. 149.

of both the teacher's and the student's time and energy.

The organization patterns of units differ somewhat from one school system to another; however, Huggett and Millard stated that certain elements are typical of resource units.

These features are:

1. A statement of the significance of the area of living covered by the unit to the whole social scene and of the challenge of that area to the work of the school.

2. A list of suggestive questions which indicate some of the real concerns of pupils in this area of living.

3. A summary of the general types of behavior which represent adequate adjustment in this area and which constitute the objectives toward which the work of pupils is directed.

4. Some exposition of the scope of the unit, either indicated by a listing of possible areas of exploration, or made evident through the organization of the experiences of the unit or shown in the table of contents.

5. An extensive list of possible experiences of activities which might contribute to the solving of problems in this area and which would tend to result in the type of behavior desired.

6. A list of suggestions as to methods and available instruments for the evaluation of growth toward the desired types of behavior.

7. A list of materials that might be used in the development of unit-books, magazines, films, records, excursions, speakers and the like.³⁸

³⁸Albert J. Huggett and Cecil V. Millard, Growth and Learning in the Elementary Schools (Boston: D. C. Heath and Company, 1946), p. 109.

The American Association of School Administrators recommends a similar organizational pattern to the one presented above. Their plan follows this outline pattern:

1. An introduction provides an overview of the central problem or topic of the unit and an indication of the reasons for its study. The significance of the unit in relation to the total school program or a specific course of study is usually stressed.

2. A statement of objectives or learning outcomes of a rather comprehensive nature is usually developed under three divisions--understandings, attitudes, and skills. . . .

3. An outline of the content, or of the problem to be considered, is included. The intent of this part is to give an indication of the range of material which may be included in the unit rather than to present a logical teaching outline.

4. A list of suggested activities of considerable length is developed. The activities are self-contained in the sense that all pertinent information needed to use the suggestions with a class are included. Frequently the activities are divided into three groups; those for introducing the unit, those for working on the unit, and those for culminating the unit.

5. Evaluation materials also form a useful part of the resource unit.

6. A bibliography of useful books, pamphlets, and visual aids comprises another portion of the resource unit.³⁹

The general form of this organizational pattern for a social studies unit agrees with the one presented by Huggett and Millard.

³⁹American Association of School Administrators, op. cit., pp. 73-4.

The Educational Policies Commission set forth an organizational plan for social studies units that goes into more detail in specific areas. They have also called attention to a section whose purpose is to help the teacher integrate other subject areas with the social studies learning situations. In addition, this listing includes suggestions for teacher-planning and helps for guiding the daily learning experiences of the children. Another feature of this plan which is not included in the other patterns studied is the sample teaching plans or quotations from logs or diaries. The unit outline as presented by the Educational Policies Commission is as follows:

1. Growth and development characteristics of children of the ages for which material is planned.
2. The relation of this resource bulletin to other work.
3. Important objectives in terms of (a) understandings, (b) attitudes, and (c) skills.
4. Samples of the range of experiences which may be used.
5. Lists of possible activities for pupils under such headings as: orientation, research, construction, experimentation, creative work, review applications, culminations, self-appraisals.
6. Important concepts and information in science, social studies, language, arts, mathematics, which would probably be needed in carrying out the suggested activities.
7. Suggestions for teacher-pupil planning and helps for the teacher in guiding learning experiences day-by-day.

8. A few sample teaching plans developed by other teachers in the school system for this same grade . . . quotations from logs or diaries of those who have successfully guided children through units of work in this general area.

9. Suggestions as to how the teacher, or the children, or both, might evaluate the progress made toward the objectives.

10. Lists of instructional materials available in the community libraries, in the central instructional aids bureau, and in the individual school.⁴⁰

This organization outline for the unit is in more detail and provides more features than are afforded by the other outlines. The point that had to be decided was to what extent are these features necessary in the outline of a unit. If they are useful to the teacher using the unit, they should be included; however, if they do not directly aid the teacher, they should be omitted.

Michaelis presents a well-organized unit outline although he makes no mention of the section on the significance of the area and its relationship to the total program. The outline that he presents is as follows:

1. The Title. The title of the unit describes the major area of experience that is included in the unit. Titles are expressed as themes, problems, and topics.

2. Analysis of Content. This section gives an overview of the key ideas and information needed as a background for developing experiences in the unit.

⁴⁰Educational Policies Commission, Education for All Children (Washington, D.C.: Educational Policies Commission, 1948), pp. 119-20.

3. Purposes. The purposes of the unit are usually included under such headings as attitudes, understandings, concepts, and skills. Some units present both teacher's purposes and pupils' purposes. Some units state purposes as behaviors to be developed while others simply give a brief statement of anticipated outcomes.

4. Initiation or Approach. This section states specific ways in which the unit can be initiated. The initiation is planned to start the unit on a series of significant experiences. Needs, problems, questions, and desires are stimulated in such a manner that each child is challenged and interested.

5. Problems and Experiences. This section gives problems, acts, and related materials that may be used in the unit.

6. Culminating Activities. This section suggests such activities for concluding or summarizing the unit as a program, playlet, exhibit, or pageant.

7. Evaluation. This section suggests procedures and devices that can be used to evaluate learnings throughout the unit.

8. Instructional Resources. This section lists references for children, references for the teacher, community resources, audio-visual materials, plans for construction, poems, songs, experiments, and so forth.⁴¹

The unit outline for the social studies as presented by Michaelis is similar to the outlines presented by Haggett and Millard, the Association for Supervision and Curriculum Development and the Educational Policies Commission. The unit outline as suggested by the Educational Policies Commission does contain some features that Michaelis does not mention.

⁴¹Michaelis, op. cit., pp. 149-50.

Moffatt and Howell present a structure for the social studies unit which corresponds to the unit outlines as suggested by the other leading authorities. The Moffatt and Howell structural plan features the integration section as recommended by the Educational Policies Commission. The unit structure as suggested by Moffatt and Howell is as follows:

1. The Title. This signifies the theme or topic as framed for the particular learning level.
2. The Objectives or Purposes. Some units have broad objectives whereas others may classify them as teacher's and children's purposes. The headings for desired outcomes are: knowledges and understandings, attitudes and appreciations, skills and abilities, and behavior changes.
3. Approach or Initiation. This is the departure on a journey of rich learning experiences . . .
4. Outline of Content. This section contains the structure of information for developing experiences in the unit of work, varying according to the depth of the unit. . . .
5. Activities and Problems. This section lists those desirable activities and problems that are pertinent to the unit.
6. Correlations and Integration. This section may be included in some arrangements to focus the teacher's attention upon such related areas as mathematics, science, English, music, art, and so on.
7. Audio-Visual Materials. This section has become important with the many aids available to learning.
8. Summarization. This section includes those final activities that are most essential to effective learning.

9. Evaluation. . . .

10. Bibliography. The bibliography contains instructional materials that are most valuable for teaching the unit. The listings include teacher's references, children's references, general sources, and special topic selections for reading. Sometimes this section might include audio-visual materials and other sources for expanding learning.⁴²

Some unit structures are long and detailed while others are brief and general. Some are divided into ten steps while others are divided into fewer steps. Basically the structures seemed to cover about the same divisions. Wesley and Adams stress this line of thought when they state that "a unit either contains or indicates all the contents and activities which are thought to be necessary to achieve the objectives."⁴³ Wesley and Adams recommend the following steps in the unit outline:

1. The setting, which is a statement of the formula used in selecting the unit, the names of the preceding and following units, thus showing the overall plan and the continuity of the whole series.

2. Objectives, preferably few and realistic.

3. Fairly full outline of contents.

4. Activities for pupils.

5. Bibliographies for teacher and pupils.

⁴²Maurice P. Moffatt and Hazel W. Howell, Elementary Social Studies Instruction (New York: Longmans, Green and Company, 1952), pp. 166-67.

⁴³Wesley and Adams, op. cit., p. 169.

6. Visual and auditory aids.

7. Culmination.

8. Evaluation.⁴⁴

The purpose of the organization of the unit is to prepare and aid the teacher to provide worth-while social studies learnings for the children in her classroom. Structures for these units differ somewhat, but the general plan basically covers the same items. Krug presents the following structure for the organization of a unit:

1. Significance of the area. The purpose of this section is to tie a particular resource unit back into the overall framework of educational philosophy--the task of the school.

2. Possible learning outcomes in the area. This is the place for the listing of detailed objectives. The threefold division of objectives into understandings, attitudes, and skills seems adequate for most purposes.

3. Content outline (suggested problems) in the area. The purpose of this section is to establish the further definition and the scope of the area covered in a particular resource unit. This purpose may be accomplished either by a straight content, or structural, outline or by a listing of major problems, questions, or issues.

4. Suggested activities. It has been customary to speak of activities as introductory, developmental, and culminating.

5. Suggested materials.

6. Suggested evaluation procedures.⁴⁵

⁴⁴Ibid., pp. 168-69.

⁴⁵Krug, op. cit., pp. 166-77.

Summary of the literature on the organization of units. It was the purpose of this section to arrive at some conclusions from the writers in the field on organization of units for the fifth grade social studies program.

Only one authority cited feels that the growth and development is a necessary feature of the unit structure for the social studies program. All agree that the unit pattern needs an introduction to include such items as an overview of the topic, the significance of the area, and its relationship to the total school program. Huggett and Millard suggest that this be accomplished with a list of suggestive questions covering all of the major areas of living. Michaelis feels that an analysis of content should be one section and the suggestive problems or questions that would be set forth by the children should occupy a separate section in the framework.

In the section on objectives, everyone of the authorities report that this is a necessary feature although there was some variance in the way they suggest that the objectives should be stated. The American Association of School Principals recommends that the objectives should be stated in a comprehensive manner and should be developed under three headings--understandings, attitudes, and skills. The Educational Policies Commission and Krug agree with these

three headings for the purpose of stating the objectives. Moffatt and Howell report the headings for the broad objectives in a slightly different way by giving them four categories--knowledges and understandings, attitudes and appreciations, skills and abilities, and behavior changes. Moffatt and Howell and Michaelis suggest that the objectives should include both children's and teacher's purposes.

All but one authority list the outline of the content as being one of the features of the unit organization. This authority, the Educational Policies Commission, lists the samples of the range of experiences which may be used and important concepts and information in social studies. These two categories constitute a similarity to the outline of content recommended in the other organizations of units.

In the area of suggested activities, there is general agreement as to this being one of the categories, although there is considerable difference in the terminology used. Basic to most of the discussions is the fact that the writers feel this area of suggested activities should be developed to considerable length since it represents the workable ideas. Michaelis, Moffatt and Howell, and Krug report that these activities should be divided into three groups; the activities for the introduction and approach of the unit, the problems and experience activities for the

purpose of carrying on the unit, and the culminating activities.

The Educational Policies Commission and Moffatt and Howell are the only two authorities that suggest the possibilities for correlations and integrations occupying a separate division in the unit structure. The Educational Policies Commission is the only cited authority to include suggestions for teacher-pupil planning and sample teaching plans as sections to be in the unit organization. Evaluation and Bibliography are the two features of the unit plan that are recommended by all the authorities cited.

Table III shows that the majority of the authorities cited recommend the following sections be included in the organization of the unit for the social studies program:

1. Significance of area and its relationship to the other units and the total school program.
2. Objectives or purposes in the terms of understandings, skills, and attitudes.
3. Outline of content.
4. Suggestive activities in these three areas: introductory or initiating activities, carrying on the unit activities and the culminating activities.
5. Evaluation.
6. Bibliography of instructional materials.

TABLE III

AN ANALYSIS OF THE FEATURES OF THE SOCIAL STUDIES UNIT STRUCTURE AS
RECOMMENDED BY RECOGNIZED AUTHORITIES

Features of the Social Studies Unit Structure	American Association of School Administrators	Krug	Wesley and Adams	Michaelis	Moffatt and Howell	Ruggett and Millard	Educa- tional Policies Commission
1. Growth and development character- istics of the child.							X
2. Introduction and signif- icance of area.	X	X	X	X	X	X	X
3. Objectives.	X	X	X	X	X	X	X
4. Outline of content.	X	X	X	X	X	X	X
5. Suggested activities.	X	X	X	X	X	X	X

TABLE III (continued)

Features of the Social Studies Unit Structure	American Association of School Administrators	Krug	Wesley and Adams	Michaelis	Moffatt and Howell	Huggett and Millard	Educa- tional Policies Commission
6. Correlations and Integra- tions					X		X
7. Suggestions for Teacher- pupil Planning.							X
8. Sample Teaching Plans.							X
9. Evaluation.	X	X	X	X	X	X	X
10. Bibliography of Instruc- tional Materials.	X	X	X	X	X	X	X

IV. LITERATURE ON THE SELECTION OF MATERIALS TO BE USED IN THE SOCIAL STUDIES UNITS

In this section it was the intent of this investigator to determine guidelines for the selection of instructional materials to be used in the social studies units. There were two phases involved in determining these guidelines; and they were, first, to determine the types of instructional resources to use and, secondly, to determine the method for the selection of these instructional materials.

Literature on the types of instructional resources to be used. Instructional materials are an important feature of the social studies. Michaelis emphasizes this point when he states, "Materials of instruction are vital components of learning experiences in the social studies."⁴⁶ When a variety of instructional materials are used effectively, a good learning environment for the child is created. A rich learning environment offers the child many experiences for effective social studies learnings. This fact is stressed by the Association for Supervision and Curriculum Development in their statement,

⁴⁶Michaelis, op. cit., p. 201.

. . . the best learning environment is the one which stimulates the individual to reach constantly for new horizons, new understandings, new experiences; to ask questions as eagerly at forty as at four.⁴⁷

It was necessary to determine what instructional materials should be used in a balanced social studies unit or program. Michaelis reports the following types of instructional resources should be used in the social studies program:

1. Community resources--field trips, resource visitors, persons to interview, field studies, service projects, and surveys.
2. Audio-visual materials--models, specimens, objects, pictures, filmstrips, slides, motion pictures, recordings, radio, maps, globes, charts, graphs, and diagrams.
3. Construction, dramatic representation, and creative expression through art, music, and literature.
4. Reading materials--textbooks, references, encyclopedias, magazines, pamphlets and newspapers.⁴⁸

Instructional resources are to be used to enrich the curriculum for the child in order that maximum social studies learnings may take place. Krug, in his survey of instructional materials, did not add any sources to Michaelis' list, and Krug agrees with Michaelis' four main

⁴⁷Association for Supervision and Curriculum Development, Creating A Good Environment of Learning. 1954 Yearbook (Washington, D.C.: National Education Association, 1954), p. 275.

⁴⁸Michaelis, op. cit., p. 201.

headings in the listing of the resources.⁴⁹ Wesley and Adams did add workbooks to the list of reading materials, and they add blackboards and bulletin boards to the audio-visual sources as presented by Michaelis.⁵⁰ Lee and Lee add the opaque projection materials and duplicated work to Michaelis' types of audio-visual materials.⁵¹ The American Association of School Principals augment Michaelis' list with the medium of television. In addition, many school systems are now using the tape recorder as a valuable instructional resource.

Since instructional materials are to enrich the classroom experiences for the child, one can see that the teacher has a wide variety of materials to use for this purpose. Gwynn states that lists of instructional materials have proved that a veritable mine of curricular materials lies within the reach of every classroom teacher who wishes to enrich his work.⁵²

⁴⁹Krug, op. cit., p. 184.

⁵⁰Wesley and Adams, op. cit., pp. 224 and 231.

⁵¹Lee and Lee, op. cit., pp. 241 and 250.

⁵²J. Minor Gwynn, Curriculum Principles and Social Trends (New York: The Macmillan Company, 1947), p. 481.

Literature on the guidelines for the selection of instructional aids. The next problem was to determine guidelines for the selection of instructional aids. The American Association of School Principals emphasizes that one should use only those teaching materials which contribute effectively to a carefully planned learning situation.⁵³ Michaelis brings out this same idea when he points out:

Materials of instruction should be used to achieve specific purposes. They must be selected and used so that maximum learning is possible for children. Only those that contribute to the solution of problems and the achievement of purposes of a given group of children are appropriate for that group. The time allotted to the social studies is too short to bring in extraneous gadgets, devices, books, or other materials that do not contribute to the purposes of the program. If the goals of the social studies are to be achieved, considerable attention must be given to the selection and use of instructional materials.⁵⁴

Since materials of instruction should be used to achieve specific purposes, guidelines for their selection are of utmost importance. Michaelis lists the following basic guidelines for the selection of instructional materials.

⁵³American Association of School Administrators, op. cit., p. 199.

⁵⁴Michaelis, op. cit., p. 203.

1. What specific purposes can be achieved by using this resource?

2. Can growth in the child's insight into democratic behavior and group processes be secured by using this resource?

3. What attitudes, appreciations, and interests may be modified?

4. What concepts, understandings, and functional information can children develop through its use?

5. Will the social functions be made more meaningful?

6. Can communicative ability, research skills, and problem-solving ability be strengthened?⁵⁵

In further discussion of this topic, Michaelis points out additional criteria to be used in the selection of various types of materials for the social studies program. These suggestions are:

1. A range of material wide enough to cover the individual levels of maturity within the class should be chosen.

2. Significance and authenticity of content are essential.

3. Physical features such as format, printing, sound, photography, and organization of maps, motion pictures, and charts must be satisfactory.

4. Time, effort, and expense involved in using the instructional resource must be considered.⁵⁶

This problem of selection of instructional aids to use in the social studies program is a crucial one because

⁵⁵Ibid.

⁵⁶Ibid., pp. 216-17.

of the multitude of materials or diverse types that are available. Good teaching does involve the use of a wide variety of carefully selected materials. The American Association of School Administrators recommends that the

Selections should be made not only upon the quality of the material itself, but also upon the following characteristics of the learner: (a) interests and activities, (b) reading ability; (c) achievement level; and (d) mental, physical, and emotional maturity.⁵⁷

In addition to this type of an evaluation of the materials of instruction, the American Association of School Administrators states that there are general criteria for the selection of instructional materials and these are as follows:

1. The instructional materials should be in harmony with a stated philosophy of education as developed by educators, laymen, and students.
2. The instructional materials should be in keeping with the specific, desired learnings.
3. The instructional materials should be in accord with the latest research on efficient methods of learning and the ways in which human beings grow and develop.
4. The instructional materials should be accurate in factual content.⁵⁸

⁵⁷American Association of School Administrators, op. cit., p. 199.

⁵⁸Ibid., p. 191.

In any teaching situation, one of the most important functions of the teacher is to organize and make available to the learner a large amount of resources or materials appropriate for the learning desired. Wesley feels that effective instructional materials must meet the following conditions:

1. The materials must provide for repetition because repetition is a device for insuring fuller and more adequate understanding of whatever is presented. All programs should provide for progressive growth in all the materials.

2. The materials must be flexible. The teacher must have a choice of materials.

3. The materials must provide for pupils of varying ability. This can be done by indicating minimum essentials and enrichment materials or providing several levels of difficulty from which the student can choose the appropriate level.

4. The materials must provide a proper balance between direct and indirect experiences.

5. The program must provide for the utilization of the resources of the community.⁵⁹

Guidelines for the selection of instructional materials are important because of the wide variety of materials available.

Summary on the types of instructional resources to be used and the guidelines for the selection of the instructional aids. It was the intent of the investigator to reach

⁵⁹Wesley, op. cit., p. 157.

some conclusions from the educational literature as to both the types of instructional resources to be used and the guidelines for the selection of the instructional materials.

The following is a composite list from the educational literature as to the types of instructional materials that should be included in a balanced social studies unit:

1. Community resources--field trips, resource visitors, persons to interview, field studies, service projects, and surveys.
2. Audio-visual materials--models, specimens, objects, pictures, filmstrips, slides, motion pictures, recordings, radio, maps, globes, charts, graphs, diagrams, television, tape recorder, blackboards, bulletin boards, opaque projector, and duplicated work.
3. Construction, dramatic representation, and creative expression through art, music, and literature.
4. Reading materials--textbooks, references, encyclopedias, magazines, pamphlets, newspapers, and workbooks.

Some authorities feel that the instructional materials should be divided into materials for the teacher and materials for student use.

According to the educational literature, guidelines for the selection of instructional materials should include:

1. Materials of instruction must contribute to the solution of problems and the achievement of purposes of a given group of children.

2. Materials of instruction should be significant and authentic.
3. Physical features of the materials of instruction must be satisfactory.
4. Materials of instruction must cover a wide range in order to meet the needs of pupils of varying ability.
5. Time, effort, and expense involved in using the instructional materials must be taken into consideration.
6. The materials must provide a proper balance between direct and indirect experiences.
7. Instructional materials should be in accord with the latest research on efficient methods of learning and the ways in which human beings grow and develop.
8. Materials of instruction should provide for repetition.

It is necessary to keep these guidelines in mind when selecting instructional materials which will add to the effectiveness of the teaching-learning situation.

CHAPTER IV

THE QUESTIONNAIRE AND ITS USE

In order to determine the courses of study to be reviewed for this fifth grade social studies curriculum study, it was necessary to decide upon a technique of attack.

I. THE QUESTIONNAIRE

Plans for the questionnaire. The purpose of this section is to describe the questionnaire and the plans for its development. The consensus of opinion among the leading authorities in the curriculum field seemed to be that a direct and simply-stated type of an objective questionnaire would be the most suitable approach. This approach necessitated an objective questionnaire with emphasis on brevity of reply and attractiveness to secure the necessary returns. It was thought that the questionnaire should be accompanied with an explanatory letter.

Construction of the questionnaire. The preparatory questionnaire and letter of transmittal were constructed for approval by the thesis committee. After receiving their approval, the final authorized questionnaire and the letter of transmittal, as shown in the Appendix, pages 180 and 181 were then ready for distribution.

Distribution of the questionnaire. The names and addresses of four leading authorities in the social studies field were suggested by the thesis committee. These authorities were: Dr. Paul R. Hanna of Stanford University, Helen Heffernan of the California State Department of Education, Dr. John U. Michaelis of the University of California, and Dr. Edgar Bruce Wesley formerly of the University of Minnesota. The questionnaire and the letter of transmittal were then typed and sent in self-addressed stamped envelopes to these four authorities.

II. THE USE OF THE QUESTIONNAIRE

Tabulation of the results. When the completed questionnaires were returned, the information was tabulated as shown in Table IV and Table V, page 105. Since Dr. Wesley was writing the Centennial history of education for the National Education Association, he asked A. Norman Cruikshanks of California State Polytechnic College to answer the questionnaire for him. Miss Heffernan did not answer the part of the questionnaire that dealt with the Social Studies Curriculums developed by the other states.

Interpreting the returns. The Los Angeles County and the San Francisco Social Studies Courses of Study were the California Social Studies Courses of Study that were

TABLE IV

ANALYSIS OF THE QUESTIONNAIRES CONCERNED WITH
CALIFORNIA COURSES OF STUDY

Social Studies
Curriculums
developed by
California schools
recommended for
review

Cruikshanks Hanna Heffernan Michaelis

1. Burbank				X
2. Colusa County			X	
3. Contra Costa			X	
4. Fresno				X
5. Long Beach		X	X	X
6. Los Angeles County	X	X	X	X
7. Oakland				X
8. Pasadena				X
9. Sacramento			X	

TABLE IV (continued)

Social Studies
Curriculums
developed by
California schools
recommended for
review

Cruikshanks Henna Heffernan Michaelis

10. San Diego County		X	X	
11. San Francisco	X	X	X	X
12. San Luis Obispo County	X			
13. Santa Barbara			X	X
14. Santa Clara		X		
15. Santa Monica				X
16. Sonoma County			X	
17. Ventura County			X	X
18. Yolo County			X	X

TABLE V

ANALYSIS OF THE QUESTIONNAIRES CONCERNED WITH COURSES OF
STUDY OTHER THAN THOSE OF CALIFORNIA

Social Studies
Curriculums
Developed by
other states
recommended
for review

Cruikshanks

Hanna

Michaelis

-
- | | | | |
|----------------------------------|---|---|---|
| 1. Alabama State | | | X |
| 2. Arlington County,
Virginia | | X | |
| 3. Cincinnati,
Ohio | | | X |
| 4. Cleveland,
Ohio | X | | |
| 5. Denver,
Colorado | X | | X |
| 6. Glenco,
Illinois | | | X |
| 7. Kansas City | | | X |
-
-

TABLE V (continued)

Social Studies Curriculums Developed by other states recommended for review			
	Cruikshanks	Hanna	Michaelis
8. Minneapolis, Minnesota			X
9. Newton, Massachusetts			X
10. New York City, New York			X
11. New York, New York			X
12. Pennsylvania State		X	X
13. Philadelphia, Pennsylvania		X	X
14. Portland, Oregon			X

recommended for review by all four of the authorities. Three of the four authorities recommended the Long Beach and the Santa Barbara, California Social Studies Courses of Study for review. Other California Courses of Study were recommended by one or two of the authorities. Since it was necessary to limit the number of courses of study for review purposes, it seemed best to study only those California Courses of Study which were recommended by three or more of the authorities. The majority of the cited authorities recommended the following California Courses of Study be reviewed for this thesis: San Francisco, Long Beach, Los Angeles, and Santa Barbara.

Since only three of the four authorities cited answered the part of the questionnaire that dealt with the Social Studies Curriculums developed by the other states, two authorities were considered a majority in this case. Two out of the three authorities recommended that the following Social Studies Courses of Study, developed by other states, be reviewed for this study: Denver, Pennsylvania State, and Philadelphia City. Since this was a majority of the authorities that answered the questionnaire on the Social Studies Curriculums developed by the other states, these three courses of study were considered to be the ones recommended for consideration in this thesis.

Using the questionnaire as the basis for decision, the California Courses of Study recommended for review in this thesis were: San Francisco, Long Beach, Los Angeles, and Santa Barbara. At the same time, the results of the questionnaire show that the Denver, Pennsylvania State, and Philadelphia City Courses of Study were the courses of study, developed by other states, that were recommended for review in this thesis.

CHAPTER V

GUIDELINES FOR THE ORGANIZATION OF THE FIFTH GRADE SOCIAL STUDIES CURRICULUM AS FOUND IN COURSES OF STUDY

Courses of Study for the Fifth Grade Social Studies Program were reviewed for the purpose of arriving at conclusions relative to the problem at hand.

I. ADMINISTRATION INVOLVED IN THE DEVELOPMENT OF THE COURSES OF STUDY REVIEWED

It was the purpose of this section to analyze the courses of study recommended for review in Chapter IV and arrive at guidelines for the administration involved in the development of these courses of study. In other words, it was necessary to determine who the people were who wrote these courses of study and in what way they contributed to the process.

Administration involved in the development of the Pennsylvania State Course of Study. The Pennsylvania State Course of Study reveals the curriculum development program in Pennsylvania is a program of cooperation. It is also noted that this tentative course of study was developed because the school system involved had felt the need for a basic study of its educational program and a more

comprehensive long-range plan for curriculum development.

The Pennsylvania State Course of Study had its beginnings in area meetings. These area meetings were held at the teachers' colleges and were for administrators and supervisors to set up the necessary machinery for local participation in curriculum development in as many localities as was possible. The next fall a second series of area meetings was held in the key cities, and their purpose was to revitalize and redirect participation. More than a thousand curriculum groups, with group-appointed chairmen and group-selected local problems, studied ways of improving their own elementary schools. A monthly newsletter reported the local projects to all administrators and chairmen. A public relations program was maintained, and representatives of lay groups were invited to Harrisburg to consider and make recommendations on the problem of interest areas in relation to the elementary program.

Yearly meetings were held at Harrisburg to which editorial representation of companies publishing textbooks, children's books, encyclopedias, maps, and tests were invited. "As a result of these meetings, plans were drawn up whereby more productive use of the research resources, the professional services and the professional materials of

the educational publisher could be made."¹ Yearly meetings were held to which representatives were invited from forty state-wide organizations, such as: education, veteran, labor, health, professional, industrial, church, farm, business, and civil organizations. At these meetings discussions were centered around the nature of the revision program, how certain aspects of education could be made more functional, and services which could be rendered by the various organizations.

All of this laid the groundwork for the organization of the State Production Committee. This committee was made up of classroom teachers, principals, supervisors, superintendents, college faculty members, and members of the Department of Public Instruction. All of the previously-mentioned groups made reports and submitted them to this State Production Committee. The local school boards in all cases cooperated and freed committee members from local duties for an average of fifteen days. In this way, the Course of Study for the State of Pennsylvania was developed.

¹Elementary Course of Study, Bulletin No. 233-B (Harrisburg, Pennsylvania: Department of Public Instruction, 1949), p. vii.

Administration involved in the development of the Philadelphia City Course of Study. The Philadelphia City Course of Study was developed under the direction of the Curriculum Office, which is directly responsible for improvement of instruction and teacher education. The Superintendent of Schools had one assistant to the superintendent and four associates, one of whom was the administrative head of the Curriculum Office. The permanent personnel of the Curriculum Office includes the Associate Superintendent, two major assistants, an editorial assistant, four supervisors of child study activities, two senior secretaries, and eight secretaries. The administrative arrangement of the Philadelphia Public Schools made provision for the assignment of personnel to various offices on a temporary basis, and at the same time consultant service from nearby colleges was employed.

To assist with the work in the elementary schools, the Board of Education authorized each of the seven districts in the school system to maintain three positions as collaborating teacher. The assignment to these positions was on a temporary basis, and the teachers assigned were jointly responsible to their respective district superintendents and to the Curriculum Office. Their primary task was to assist in maintaining effective communication between

teachers and principals on the one hand and the central curriculum planning committee on the other.

The choice of curriculum projects in the Philadelphia Public Schools was and is today made through conferences between members of the Curriculum Office and school officials such as the other associate superintendents, department heads, principals, directors, and district superintendents or between the Curriculum Office and committees of teachers and principals. In 1943 a Curriculum Planning Committee for the Social Studies in the Elementary Schools was organized with a personnel of forty members. More than one hundred teachers, principals, and supervisors shared directly in the work of the committee. A major part of the work of these committees was done during school hours with substitute service provided for the teacher members when it was necessary. The Curriculum Office was authorized to hold committee meetings during out-of-school hours and to maintain a payroll for extra service for members of the committees.

This Social Studies Committee began its work by issuing letters, bulletins, and monographs which helped move the program slowly toward the goal of using the comprehensive social studies guide when it was issued. This program operated in a two-way process with ideas and descriptions of

work under way coming from the schools to the committee to be used in the building of new plans and materials to be returned to the schools. The main objective of this committee was the preparation and distribution of a teaching guide or course of study. The steps related to this work covered a period of about five years. It was the aim of this group to take the steps carefully in order that these years would constitute a period of in-service education for the entire personnel concerned with the social studies program. In other words, the new ideas going into the course of study were being incorporated gradually in the classroom teaching even before the tentative guide was published.

Administration involved in the development of the Denver Course of Study. The present Denver Course of Study had its beginning in the spring of 1951 when the Executive Boards of the Committee of Instruction in the Denver Public Schools authorized the preparation of a social studies guide, kindergarten through grade twelve. This led to the organization of the Social Studies Committee. The aims of this Committee were:

To bring together the best thinking and practices that had developed in the Denver Public Schools over a period of years, to study programs in other cities of size and character comparable to Denver, to study

the literature in the field, to bring consultants in the social studies field to help in planning the program and finally, to involve a representative group in the preparation of the guide.²

At the end of the first year, a Parents' Advisory Council on Curriculum was formed, and this group sent representatives to the Social Studies Committee. These parents worked with the committee giving the parents' point of view and sharing leadership in working with parent-teacher groups in presenting and evaluating the guide as it developed.

The teacher membership in the Social Studies Committee shifted from time to time to permit adequate representation of the teachers in various parts of the city. The Social Studies Committee worked as a committee of the whole when it explored points of view, objectives, and content. It worked in subcommittees when it prepared questionnaires, gathered data, and recorded the findings. The actual writing of the guide was shared by members of the committee and by individuals invited to write specific units.

Progress in the production of the guide was slow in order to permit teachers in the field as full participation

²The Social Studies Program of the Denver Public Schools, Kindergarten Through Grade Twelve (Denver, Colorado: Denver Public Schools, 1954), p. iv.

as possible. A tentative statement of point of view, objectives, and criteria for the selection of content was presented for criticism to faculty members and to parent groups during the second year of the committee's work. Revision of this tentative statement was presented to both groups a year later. A questionnaire to discover the units and topics which were effective in stimulating interest among boys and girls and in meeting their needs was sent to teachers in the first year of study. This data plus data gathered during the critical study of the tentative statement of content contributed much to the final decisions of the committee on what to include in the guide. Materials and activities were considered the core of this guide.

Three authorities in the field of science were brought in to recommend content for the science units which were included in the sections of the social studies guide. Another committee considered child growth characteristics, and Dr. Alice Miel of Columbia University served as consultant to this committee. These child growth characteristics were considered in their relationship to curriculum building as a way of meeting individual and group needs. The new program was introduced gradually since the units were prepared for the guide and finished a few at a time. The committee desired that the introduction of these new units

be slow and that there be a gradual growth rather than a sudden shift into the new curriculum.

Administration involved in the development of the Santa Barbara Course of Study. The Santa Barbara Social Studies Course of Study had its beginning when the County Superintendent of Schools and the City Superintendent of Schools of Santa Barbara felt the need for a basic study of the educational program of the region and a more comprehensive planning of the educational services. At that time, they decided to engage the assistance of the members of the faculty of the School of Education of Stanford University to help the local Curriculum Office.

It was decided that the curriculum development work should begin with a modification of the institute program. An effort was made to center the entire institute session around discussions based on the fact that education must serve the needs of modern society and for that reason there is a continuous need for curriculum improvement. The first year was devoted to helping the teachers see the broader educational issues, understand the basic considerations which are operative in educational planning, and think in terms of the educational needs of students and of our society. In other words, the concern for the first year was the development of the understandings which serve as

the basis for the development of a new curriculum.

The teachers were involved in the curriculum planning from the start because it was felt that there should be continuous growth among the teachers and that this could be accomplished if they participated in the study and planning activities of the curriculum improvement program. The first year's activities then were directed to the study of the social, psychological, and philosophical bases of educational thinking for the purposes of building basic understandings among the members of the staff. This was accomplished through institute sessions and study groups.

It was not until the close of the first year of study that any official committees were formed. Leadership in these committees came from the teachers themselves, and the committees' purposes were to consider the philosophy and aims of education and to formulate the scope and sequence framework.

The next step was to have the committees determine a list of illustrative problems that grew out of the scope and sequence. The elementary teachers thought through and listed the problems, activities, and instructional materials suggested to them by each of the nine items of the scope. The teachers met in small work groups to discuss possible experiences that children might have within such

a scope and sequence framework. That summer a small group worked at Stanford compiling, revising, and enriching the problems, activities, and materials submitted by the total elementary teaching staff during the year.

The third year was devoted to the production of materials, as it was felt that teachers could not modify their manner of teaching to any great extent until they had some concrete materials to use. Three volumes of curriculum materials, covering the primary, intermediate, and upper elementary school levels were issued to the teachers in a tentative mimeographed and unedited form. Individual teachers were asked to write resource units.

During the following year, the three bulletins of Curriculum Materials were revised according to the contributions and criticisms from all of the teachers. During this time other committees were developing visual aids for the program and experimenting with the program by using demonstration teaching based on the materials.

At the close of the fifth year, some of the revision work was finished, but it was realized that a program of curriculum development was an on-going program. The studies in evaluation, writing of resource units, the use of demonstration days, and many of the specialized meetings continued after 1940.

The Santa Barbara group felt the need to involve the lay citizens of their county in their curriculum development program. This was brought out in the following statement taken from the Santa Barbara Course of Study:

Early in the development of the program the administrators and consultants realized the necessity of making it actually serve the needs of the community. Preliminary study and discussion had indicated to the teaching group the real demand for a program of education that was definitely a part of the environment of the children. Accordingly, those in charge of the curriculum planning explored the community for sources of information and help, and for community leaders who could make contributions.³

In this way, the laymen of the community were brought into the curriculum planning.

Administration involved in the development of the Los Angeles City Course of Study. Three tentative publications were developed by the Los Angeles City Schools and they were: Course of study for the Elementary Schools, Instructional Guide for Teachers of the Elementary Schools, and a Source Book of Materials for Elementary Schools. These were prepared by the elementary staff members and the Curriculum Division of the city system. The compilation of the research and the writing of the publications in their present form

³Santa Barbara County Program of Curriculum Development (Santa Barbara, California: The Schauer Printing Studio, Inc., 1942), p. 98.

was the responsibility of the curriculum consultant. Many teachers, administrators, and supervisors have served on the advisory and evaluation committees and, in addition, many have contributed important help in making oral and written suggestions. Effective leadership and communication were considered extremely important. The development of the Los Angeles Course of Study was a cooperative process and was started because of a felt need for curriculum improvement in the social studies area.

Administration involved in the development of the Long Beach Course of Study. Tentative teacher's guides and courses of study are developed in the Long Beach Public Schools when a divisional curriculum committee feels there is a need for such a guide. Then the divisional curriculum committee makes a recommendation to the general curriculum committee to establish a workshop in the area in which the committee feels a guide is needed to help teachers. If a workshop is approved by the General Curriculum Committee, teachers who are qualified and interested are selected through their respective supervisors and recommended to the Curriculum Office to be employed for a specific time during a vacation period. The Curriculum Office prepares a master schedule and offers to the Board of Education its recommendations. If the Board approves, it elects the recommended teachers

to serve for the specified time with regular pay. These teachers, in cooperation with the supervisor, develop the material in the workshop, and it is then sent to the Curriculum Office for editing and publication. Once a manuscript is ready for publication, it is submitted to the Board for final adoption. The Long Beach system believes curriculum development to be a cooperative endeavor in which both effective leadership and communication must be maintained. The curriculum development program proceeds at a slow pace and puts its main emphasis on materials and activities for the teachers to use. This is the general procedure by which the Long Beach curricular materials are developed.

Administration involved in the development of the San Francisco Course of Study. The San Francisco system has felt and feels that the improvement of the instructional program is a continuous process. The tentative Course of Study "represents the work of our own school people."⁴ The basis for planning the materials was found in the requests and ideas of nearly two hundred teachers and administrators

⁴Teaching Guide Social Studies, Kindergarten Through Grade Six, Curriculum Bulletin 300 (San Francisco, California: San Francisco Public Schools, 1951), p. 3.

who were interviewed during the school year of 1946-1947 by three of their group serving as curriculum assistants. The main ideas reflected in these teacher requests were as follows:

1. We want practical and definite help in how to plan and develop a unit of study.

2. We want help in meeting the wide range of abilities, needs, and interests of the pupils in our particular school.

3. We want help in choosing what to teach, grade by grade, so that the social studies experiences of our pupils will have breadth and depth as well as continuity.⁵

The committee groups tried to meet these requests by studying professional literature and the curricula of other school systems, as well as drawing upon the experiences of teachers and upon bulletins already in use.

The committee members were from the teaching, supervisory, and administrative groups, as well as the Parent-Teacher Association. Some teachers willingly took a leave from their regular teaching duties to work on this guide. Teachers served as assistants to the curriculum coordinator while other teachers took definite responsibilities for planning or evaluating sections of the Guide. A curriculum steering committee and a general social studies committee

⁵Ibid., p. 3.

served in an advisory capacity in the work. These committees were made up of teachers, supervisors, and administrators. The curriculum development is centered in the office of curriculum coordinator, and this office makes final clearance of both content and point of view with the committee groups mentioned above. In this way, the Teaching Guide for the San Francisco Public Schools was written.

Summary of the administration involved in the development of the courses of study reviewed. It was the purpose of this section to arrive at some conclusions as to the administration involved and the guidelines for their participation in the development of the courses of study reviewed.

The seven courses of study reviewed all revealed that the following guidelines were considered necessary for the administration involved in the development of these courses of study:

1. The curriculum development programs began with a local need or problem.
2. Curriculum development was a cooperative endeavor using the capabilities of all.
3. Effective communication had to be maintained throughout the entire program.
4. Courses of study were considered tentative.
5. The need for effective leadership was noted in all phases of the program.

Six of the seven courses of study reviewed felt these guidelines were needed for the administration involved in the development of their curriculum projects:

1. The curriculum development programs proceeded at a slow pace in order to involve as many teachers as possible and to allow all teachers to incorporate the new ideas into their teaching.
2. Materials and activities were the core of the curriculum development program, and these were placed in the hands of the teachers as soon as possible in order that they could begin to modify their teaching.
3. The curriculum development programs were under the direction of the local Curriculum Office.

Four of the seven courses of study reviewed revealed the following guidelines were considered necessary for the administration involved in the development of these courses of study:

1. Lay members of the community were involved in the curriculum development program.
2. Consultants from a nearby university or college were usually employed by the local group to guide them in their curriculum development program.

Only three of the seven courses of study reviewed stated that individual teachers were asked to write specific units and that substitute service was usually provided for the teachers involved as most committee work was carried on during school hours. The guideline that the state courses of study used participation of all local communities for

their development was mentioned in only one of the seven courses of study reviewed; however, it must be remembered that only three of these seven were state courses of study. Only one of the seven courses of study listed the following as a guideline: the formulation of a philosophy and objectives should not be time-consuming. At the same time, only one course of study revealed the guideline that the State Departments of Education provided leadership to the local groups.

It seemed logical to accept only those guidelines for the administration involved that were found in at least half of the courses of study taken into consideration. Using this as a basis, the following guidelines for the administration involved in the courses of study were adopted by this investigator:

1. The curriculum development programs began with a local need or problem.
2. Curriculum development was a cooperative endeavor using the capabilities of all.
3. Effective communication had to be maintained throughout the entire program.
4. Lay members of the community were involved in the curriculum development program.
5. The curriculum development programs proceeded at a slow pace in order to involve as many teachers as possible and to allow all teachers to incorporate the new ideas into their teaching.

6. Courses of study were considered tentative.
7. Consultants from a nearby university or college were employed by the local group to guide them in their curriculum development program.
8. The need for effective leadership was noted in all phases of the program.
9. Materials and activities were the core of the curriculum development program, and these were placed in the hands of the teachers as soon as possible in order that they could begin to modify their teaching.
10. The curriculum development programs were under the direction of the local Curriculum Office.

Table VI was developed to show a comparison of the guidelines considered necessary for the administration involved in the curriculum development programs.

II. SELECTION OF UNITS FOR THE SOCIAL STUDIES PROGRAM AS REVEALED IN THE COURSES OF STUDY REVIEWED

The purpose of this section was to study specific courses of study and to arrive at conclusions as to the content or units that were being taught in the fifth grade social studies programs.

Units for the fifth grade social studies program as set forth in the courses of study reviewed. It was the purpose of this section to point out the units recommended by the courses of study reviewed. Each course of study was taken into consideration separately and the units

TABLE VI

A COMPARISON OF THE GUIDELINES FOR THE ADMINISTRATION INVOLVED
IN THE DEVELOPMENT OF THE COURSES OF STUDY REVIEWED

Guidelines for the Administration Involved in the Development of the Courses of Study Reviewed	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
1. The curricu- lum develop- ment program began with a local need or problem.	X	X	X	X	X	X	X
2. Curriculum de- velopment was a cooperative endeavor using the capabilities of all.	X	X	X	X	X	X	X
3. Effective com- munication had to be maintained throughout the entire program.	X	X	X	X	X	X	X

TABLE VI (continued)

Guidelines for the Administration Involved in the Development of the Courses of Study Reviewed	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
4. Lay members of the community were involved in the curricu- lum development program.	X		X	X			X
5. The curriculum development pro- grams proceeded at a slow pace in order to involve as many teachers as poss- ible and to allow all teachers to incorporate the new ideas gradually into their teaching.	X	X	X	X		X	X

TABLE VI (continued)

Guidelines for the Administration Involved in the Development of the Courses of Study Reviewed	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
6. Courses of study were considered tentative.	X	X	X	X	X	X	X
7. Consultants from a nearby univer- sity or college were employed by the local group to guide them in their curriculum development program.	X	X	X	X			
8. The need for effective leader- ship was noted in all phases of the program.	X	X	X	X	X	X	X

TABLE VI (continued)

Guidelines for the Administration Involved in the Development of the Courses of Study Reviewed	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
9. Materials and activities were the core of the curriculum devel- opment program and these were placed in the hands of the teachers as soon as possible in order that they could begin to modify their teaching.		X	X	X	X	X	X
10. The curriculum development pro- grams were under the direction of the local Curricu- lum Office.		X	X	X	X	X	X

recommended for the fifth grade study listed.

According to the Pennsylvania State Course of Study, the idea of an ever-expanding community has been developed from the kindergarten through the fourth grade. The fifth grade child is then ready to gain a knowledge of his whole homeland and to fit his homeland into the initial world understanding attained in grade four. In order for the child to do this, he must study in the fifth grade the historical background of our nation, the natural backgrounds which have controlled and still do control to a great extent what we do and are in the United States and the advances in scientific and technological knowledge which have affected us. The units for the fifth grade social studies program as found in the Pennsylvania State Course of Study are:

1. How the trade and travel lead to discovery and exploration.
2. Why is the Northeastern part of our country called "The Changing Northeast?"
3. Why did people settle in the South and how have modern machines built a "New South?"
4. Why did people move into the agricultural interior and how did they develop this region?
5. Parts of our nation that may sometime become states.
6. Our common interests with Canada.

It was recommended that holidays and special days should be used to enhance the year's studies since the fifth grade studies the past and present of our nation.

The study of Life in our State and Nation is recommended by the Philadelphia City Course of Study for the fifth grade social studies program. The units suggested by the Philadelphia City Course of Study are:

1. People in Pennsylvania Live in Cities, Towns and on Farms.
2. Pennsylvania Today and in Colonial Times.
3. How Inventions Have Changed American Life.
4. The United States--A Nation of Neighbors from all Parts of the World.
5. The Sections of our Nation are Interdependent.
6. Life in American River Valleys.
7. Let's Make Democracy Work.
8. Spending a Vacation in the United States.
9. Our Nation's Resources Help the World.

The Denver Public Schools designate a required unit for each half grade and suggest other possible units. The required units for the fifth grade social studies program are:

1. How Our Country Began.
2. The United States Today.

The Santa Barbara County Course of Study recommends the fifth grade social studies program be based on the study of the United States and that this study be organized into three main units. These units are:

1. The Colonial Period on the Eastern Seaboard.
2. The Westward Movement and Pioneer Life.
3. Contemporary California.

The fifth grade social studies program is divided into the three areas of history, geography and citizenship in the Los Angeles City Course of Study. In the geography phase of the program, a regional study of the United States is recommended. In the history phase of the study, the following units are recommended for the study of the United States in the fifth grade:

1. Colonization and Settlement.
2. Westward to the Mississippi River.
3. Westward to the Pacific Ocean.
4. Later Frontiers--American Outposts.

Life in Contrasting Cultures is the theme for the fifth grade social studies program in the Long Beach Course of Study. The following units are recommended for this study:

1. Colonial Life in America.
2. Westward Movement.

3. Life in Early California.

The San Francisco Course of Study sets forth the study of the United States for the fifth grade social studies program. The United States study is called Contrasts of Community Living and is divided into two areas:

1. Contrasts of Living in Former Communities.
2. Contrasts of Living in Today's Communities.

Summary of the units for the fifth grade social studies program as recommended in the courses of study consulted. It was the purpose of this section to summarize and arrive at conclusions as to the units recommended by the courses of study which were reviewed by this investigator.

The Pennsylvania State Course of Study recommends the unit of the Discovery and Exploration Period for the fifth grade study. In addition, the past and present of the various regions of the United States is suggested for study while the other units listed are: Alaska, Hawaii, and Canada.

The Denver Course of Study designates the units, How Our Country Began and United States Today for the fifth grade social studies program. The Pennsylvania and the Denver Courses of Study recommend similar units although the titles for the units are different. Both courses of

study specify the past and present of the United States but, in addition, to this the Pennsylvania State Course of Study includes the study of Alaska, Hawaii, and Canada.

The Philadelphia City Course of Study follows the units concerning the past and present of the United States as listed by both the Pennsylvania State and Denver Courses of Study. The titles of these units are stated in different terminology but basically the same information is covered. In addition, however, the Philadelphia City Course of Study recommends for the fifth grade study a unit on Democracy and does not list the units on Alaska, Canada, and Hawaii that the Pennsylvania State Course of Study does.

Contemporary California is a unit suggested by the Santa Barbara Course of Study that the previous courses of study do not list for the fifth grade social studies program. The Santa Barbara Course of Study lists other units centered around the past of the United States but does not mention the study of modern United States or the study of Alaska, Hawaii, and Canada.

A unit on the American Outposts, as recommended by the Los Angeles Course of Study, is similar to the studies of Hawaii, Alaska, and Canada as set forth in the Pennsylvania State Course of Study. The other units suggested by the Los Angeles Course of Study are Colonization and Settlement, westward to the Mississippi River,

and Westward to the Pacific, and they are concerned with the past of the United States. In this respect, these units are similar to the ones suggested by the Pennsylvania State, Denver, Philadelphia City, and Santa Barbara Courses of Study.

The Long Beach Course of Study proposes the units of Colonial Life in America and Westward Movement which are basically studies concerned with the past of our United States. The San Francisco Course of Study recommends a similar unit when it lists the unit of Contrasts of Living in Former Communities, which deals with the past of the United States. This has shown that all the courses of study reviewed have proposed units based on the past history of the United States.

Life in Early California is recommended for study by the Long Beach Course of Study while the Santa Barbara Course of Study has advised a study of Contemporary California for the fifth grade social studies program. The San Francisco Course of Study suggests the Contrasts of Living in Today's Communities as a unit for the fifth grade study, and this is basically a study of modern United States which is listed by the Pennsylvania State, Denver, and Philadelphia City Courses of Study. Since the titles of the units listed in the courses of study reviewed vary

greatly, it was difficult to specifically show similarity of units found in these courses of study. It seemed logical to list the suggested units in Table VII under the most popular choices of titles. When another course of study recommended a title whose content seemed to be similar to the one listed, the unit was checked even though the course of study under consideration had stated the unit title in a somewhat different manner. Table VII shows that the following units were the ones most often recommended for the fifth grade social studies program by the courses of study reviewed:

1. Colonial Life on the Eastern Seaboard.
2. Westward Movement and Pioneer Life.
3. Modern United States.

III. ORGANIZATION OF THE SOCIAL STUDIES UNITS AS REVEALED IN THE COURSES OF STUDY REVIEWED

The purpose of this section was to study the organization of the units for the social studies program as found in the courses of study reviewed. The reason for this study was to arrive at some conclusions concerning the organization of the social studies units.

TABLE VII

A COMPARISON OF THE UNITS RECOMMENDED FOR THE FIFTH GRADE SOCIAL STUDIES PROGRAM BY THE COURSES OF STUDY REVIEWED

Units Suggested for the Fifth Grade Social Studies Program	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
1. Discovery and Exploration.	X	X	X				
2. Colonial Life on the Eastern Seaboard.	X	X	X	X	X	X	X
3. Westward Move- ment and Pioneer Life	X		X	X	X	X	X
4. Inventions and Discoveries.		X					
5. Modern United States.	X	X	X				X

TABLE VII (continued)

Units Suggested for the Fifth Grade Social Studies Program	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
6. Alaska and Hawaii.	X				X		
7. Canada.	X						
8. Democracy.		X					
9. Contemporary California.				X			
10. Life in Early California.						X	

Organization of the social studies units as revealed in the courses of study reviewed. The purpose of this section was to present the organizational patterns or frameworks for the social studies units as found in the reviewed courses of study.

The Pennsylvania State Course of Study states its function is to give the general unit areas for each grade. Within this framework, each school should develop its own organization, sequence, and much of its own content. It is felt that the general understandings, concepts, and activities should be common to schools within the state but the actual subject matter used to reach these understandings would vary widely throughout the state. The general organization for the units as recommended by the Pennsylvania State Course of Study is as follows:

1. Unit.
2. Points for emphasis.
3. Suggested problems for discussion and study.
4. Some appropriate activities.
5. Bibliography.

The Philadelphia Public Schools in its Social Studies Guide recommends the following framework for its units:

1. Title of unit.
2. Introduction.

3. Background for this unit.
4. Objectives for the unit.
5. Initiating the unit.
6. Developing the unit; problems, learning experiences, skills, and resources.
7. Providing a culminating activity.
8. Evaluating growth.

The organization for the social studies units as recommended by the Denver Course of Study is as follows:

1. Title of the unit.
2. Areas of living to be stressed in the unit.
3. Related problems.
4. Suggested objectives.
5. Possible experiences.
6. Possibilities for continuous evaluation.
7. Materials.
8. Culminating activities.

The units in the Santa Barbara Course of Study are organized in a scope and sequence manner. Nine basic functions of human beings are the items of the scope, and the units are divided into these basic functions of man and set up on this organizational pattern:

1. Basic function of man.
2. Integrating theme.
3. Problems (suggested).

4. Suggested activities.
5. Instructional materials.

The Los Angeles City Course of Study is set up in the following manner:

1. Aspect of study.
2. Suggestive basic concepts.
3. Possible questions.
4. Some suggested activities.
5. Audio-visual materials.
6. Pages and annotated bibliography.

The organization of the units for the social studies program used in the Long Beach Course of Study is detailed in comparison with the other courses of study's organizational patterns. Long Beach uses this type of an organization for their units:

1. Introduction.
2. Objectives.
 - a) In terms of anticipated growth of the child.
 - b) In terms of generalizations.
3. Suggested experiences.
 - a) Construction.
 - b) Dramatic representation.
 - c) Outline of content.
 - d) Communication.
 - e) Creative expression.
 - f) Appreciation.
 - g) Physical activity.

4. Overview.

- a) Initiation of unit.
- b) Subsequent activities.

5. Evaluation.

- a) Daily discussion.
- b) Oral questions.
- c) Dramatic representation.
- d) Written questions.
- e) Anecdotal record.
- f) Evaluation sheets.
- g) Skills.

6. Sources of information and material.

- a) Literature.
- b) Music.
- c) Audio-visual materials.

7. Bibliography.

- a) References for children.
- b) References for teachers.

8. Appendices.

- a) Glossary.
- b) Science concepts.
- c) Rhythm suggestions.

Six major social functions are elaborated and used to plan the breadth of the San Francisco Social Studies Guide. One additional step is taken in the San Francisco Teaching Guide to define the scope of the social studies. Attention is given to the social processes, and these processes are to be utilized in each unit as it develops with a given group of children. By giving attention to the social functions and the social processes, the San Francisco

Guide uses both content and ways of working together in defining the scope of the program. The organization of this Guide includes:

1. Suggested problems.
2. Content.
3. Desired factual outcomes.
4. Bibliography.

Summary of the organization of the social studies units as found in the courses of study reviewed. It was the purpose of this section to summarize and arrive at conclusions as to the pattern of organization of the social studies units as found in the courses of study which were reviewed by this investigator.

The seven courses of study reviewed all agree that the framework of the social studies unit must include the title of the unit and a bibliography. Six out of seven courses of study recommend the following features be included in a social studies unit:

1. Points for emphasis or content.
2. Suggested problems.
3. Suggested activities.

Four out of the seven suggest that objectives be included in the social studies unit framework. Evaluation, as a separate feature in the unit, is listed in only three of the

courses of study while the culminating activities and appendices are mentioned only once or twice.

It seemed logical to accept only those features of the social studies units that were found to be in at least half of the courses of study taken into consideration.

Using this as a basis, the following features for a social studies unit were adopted by this investigator:

1. Title of the unit.
2. Points for emphasis or content.
3. Objectives.
4. Suggested problems.
5. Suggested activities.
6. Bibliography.

Table VIII was developed to show a comparison of the features of the social studies units as found in the courses of study consulted.

IV. INSTRUCTIONAL MATERIALS LISTED IN THE SOCIAL STUDIES UNITS AS FOUND IN THE COURSES OF STUDY REVIEWED

It was the intent of the investigator to survey the instructional materials listed in the social studies units of the reviewed courses of study and to arrive at conclusions as to the types of materials found in these units.

TABLE VIII

A COMPARISON OF THE FEATURES OF THE SOCIAL STUDIES UNITS
AS FOUND IN THE COURSES OF STUDY CONSULTED

Features of the Social Studies Unit	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
1. Title of the Unit.	X	X	X	X	X	X	X
2. Points for emphasis or content.	X	X	X		X	X	X
3. Objectives.		X	X			X	X
4. Suggested problems.	X	X	X	X	X		X
5. Suggested activities.	X	X	X	X	X	X	

TABLE VIII (continued)

Features of the Social Studies Unit	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
6. Evaluation.		X	X			X	
7. Bibliography.	X	X	X	X	X	X	X
8. Culminating activities.		X	X				
9. Appendices.						X	

Instructional materials referred to in the courses of study reviewed. The aim of this section was to list the instructional materials as found in the courses of study reviewed.

The instructional materials are listed in the bibliography in the Pennsylvania State Course of Study. The list of materials is as follows:

I. Pictorial.

- A. Pictures.
- B. Photographs.
- C. Posters and paintings.
- D. Cartoons.
- E. Graphs, charts, and diagrams.
- F. Maps and globes.
- G. Booklets, textbooks, illustrations, magazines and newspapers.

II. Projected Aids.

- A. Stereographs.
- B. Slides.
- C. Opaque materials.
- D. Still films.
- E. Micro-projector.

III. Silent and sound motion pictures.

IV. Exhibits, specimens, and models.

V. Demonstrations or experiments.

- VI. Speakers and consultants.
- VII. Dramatic play, plays and pageants.
- VIII. Excursions.
- IX. Auditory aids.
 - A. Phonographs.
 - B. Radio transcriptions.
 - C. Radio.⁶

The instructional materials are listed under the heading of resources in the Philadelphia Public Schools Social Studies Guide. These resources are:

- I. Books.
- II. Visual aids.
 - A. Slides.
 - B. Motion pictures.
- III. Pictures.
- IV. Posters.
- V. Magazines.
- VI. Reference material.
- VII. Resource people.
- VIII. Plays.
- IX. Rhythms.

⁶Elementary Course of Study, op. cit., pp. 444-45.

X. Records.

XI. Interest Inventories.

XII. Places to visit.

XIII. Publications.

The Denver Course of Study lists its instructional materials in a somewhat different manner than the previously-mentioned courses of study list their materials. The Denver Course of Study lists its instructional materials in this way:

1. Books, periodicals, newspapers, materials furnished by commercial and government agencies.
2. Pictures, films, filmstrip and slides.
3. Records, recordings, radio and television programs.
4. Specimens, models and exhibits.
5. Maps, globes and charts.
6. Art and construction materials.⁷

In this listing, there is no division of materials according to teacher and student use.

The instructional materials as listed in the Santa Barbara Course of Study are grouped into teacher's materials and children's materials. These materials are listed in

⁷The Social Studies Program of the Denver Public Schools, Kindergarten Through Grade Twelve, op. cit., p. 8.

this manner:

I. Teacher's materials.

- A. Books for teachers.
- B. Booklets for teachers.
- C. Pamphlets and bulletins for teachers.
- D. Periodicals for teachers.
- E. Stories to read or tell to children.

II. Children's materials.

- A. Books for children.
- B. Booklets for children.
- C. Pamphlets and bulletins for children.
- D. Periodicals for children.
- E. Stories for children.
- F. Poems for children.
- G. Phonograph records for children.
- H. Folk dances, games and singing games for children.
- I. Pictures for children.
- J. Stereographs for children.
- K. Motion pictures for children.
- L. Community resources.
- M. Experimental demonstrations and construction materials.⁸

⁸Santa Barbara County Program of Curriculum Development, op. cit., pp. 152-64.

The instructional materials listed in the Santa Barbara Course of Study are extensive.

The Los Angeles City Course of Study classified the instructional materials it offers in the following manner:

1. Field trips.
2. Pictures.
3. Sharing experiences and information.
4. Exhibits.
5. Charts.
6. Listening to authorities.
7. Radio.
8. Social studies books.
9. Supplementary books.
10. Encyclopedias.
11. Maps.
12. Publications.
13. Study prints.
14. Photographs.
15. Still films.
16. Slides.
17. Stripfilms.
18. Stereographs.
19. Motion pictures.

20. Globes.

21. School journey.⁹

This course of study does not group its materials into large categories.

The instructional materials listed in the Long Beach life in America unit are:

1. Books.
2. Exhibits.
3. Filmstrips.
4. Motion Pictures.
5. Study prints.
6. Recordings and transcriptions.
7. Slides.
8. Stereographs.¹⁰

The units prepared by the Long Beach Schools all use the same classification of instructional materials.

A wide range of materials is recommended by the San Francisco Course of Study. The materials offered in the San Francisco Course of Study are arranged in the following groups:

⁹Instructional Guide for Teaching of Geography, History and Citizenship in Grade Five (Los Angeles, California: Los Angeles City Schools Districts Curriculum Division, 1947), p. 25.

¹⁰Life in Colonial America (Long Beach, California: Long Beach Public Schools, 1954), pp. 47-72.

1. Books, magazines and visual aids furnished by the San Francisco Public Schools.
2. Materials prepared by student groups with teacher direction.
3. Available and pertinent and accurate visual aids and reading materials procured by the teacher and pupils.
4. Resources of the school and public libraries.
5. Radio, phonograph and other auditory aids.
6. Community resources: cultural and environmental.
7. School, home, community actual group situations.¹¹

This type of material arrangement differs considerably from the ones found in the other courses of study reviewed.

Summary of instructional materials referred to in the courses of study reviewed. It was the purpose of this section to summarize and arrive at conclusions as to the instructional materials listed in the social studies units or courses of study for the social studies program reviewed. Table IX, pages 158 to 161, brings together in summary information needed in this study as it relates to the materials listed by the various courses of study.

All of the courses of study consulted agree that the following instructional materials should be listed in a social studies unit:

¹¹Teaching Guide Social Studies, Kindergarten Through Grade Six, op. cit., pp. 180-26.

1. Study prints or pictures.
2. Textbooks and supplementary books.
3. Motion pictures.

Slides are included in the instructional materials listed in six of the seven courses of study. Five out of the seven courses of study list the following items as instructional materials to be included in a social studies unit:

1. Magazines.
2. Filmstrips.
3. Stereographs.
4. Phonographs.
5. Exhibits, specimens, and models.
6. Speakers and consultants.
7. Excursions or field trips.

These instructional materials are listed by four of the seven courses of study in the social studies units:

1. Graphs, charts, and diagrams.
2. Maps and globes.
3. Radio transcriptions.
4. Radio.
5. Materials furnished by commercial and government agencies.

The other instructional materials were listed in only one, two, or three of the seven courses of study and since this is less than half of the courses of study taken

into consideration, it seemed best to exclude these items from the listing. Using this as a basis, the following instructional materials should be included in a social studies unit:

1. Study prints or pictures.
2. Graphs, charts, and diagrams.
3. Maps and globes.
4. Textbooks and supplementary books.
5. Magazines.
6. Slides.
7. Filmstrips.
8. Stereographs.
9. Motion pictures.
10. Exhibits, specimens, and models.
11. Speakers and consultants.
12. Excursions or field trips.
13. Phonographs.
14. Radio transcriptions.
15. Radio.
16. Materials furnished by commercial and government agencies.

Table IX was developed to show a comparison of the instructional materials listed in the courses of study reviewed and from this comparison the above conclusions were drawn.

TABLE IX

A COMPARISON OF THE INSTRUCTIONAL MATERIALS LISTED IN THE
COURSES OF STUDY REVIEWED

Instructional Materials Listed for the Social Studies Program	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
1. Study Prints or Pictures.	X	X	X	X	X	X	X
2. Posters and Paintings.	X	X					
3. Cartoons.	X						
4. Graphs, Charts, and Diagrams.	X		X		X		X
5. Maps and Globes.	X		X		X		X
6. Booklets.	X			X			X
7. Textbooks and Supplementary Books.	X	X	X	X	X	X	X

TABLE IX (continued)

Instructional Materials Listed for the Social Studies Program		Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
8.	Encyclopedias.		X			X		
9.	Illustrations.	X						
10.	Magazines.	X	X	X	X			X
11.	Slides.	X	X	X		X	X	X
12.	Filmstrips.	X		X		X	X	X
13.	Opaque Projector.	X						
14.	Stereographs.	X			X	X	X	X
15.	Motion Pictures.	X	X	X	X	X	X	X
16.	Exhibits, Spec- imens and Models.	X		X		X	X	X
17.	Demonstrations and Experiments.	X			X			

TABLE IX (continued)

Instructional Materials Listed for the Social Studies Program	Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
18. Speakers and Consultants.	X	X		X	X		X
19. Dramatic play and pageants.	X	X					
20. Excursions or Field Trips.	X	X		X	X		X
21. Phonographs.	X	X	X	X			X
22. Radio Trans- criptions.	X		X			X	X
23. Radio.	X		X		X		X
24. Sharing Experi- ences and Information.					X		
25. Materials Furnished by Commercial and Government Agencies.		X	X	X	X		

TABLE IX (continued)

Instructional Materials Listed for the Social Studies Program		Pennsyl- vania State	Philadel- phia City	Denver	Santa Barbara	Los Angeles	Long Beach	San Francisco
26.	Television.			X				
27.	Art and Con- struction Materials.			X	X			
28.	Stories to Read and Tell.		X		X			
29.	Poems		X		X			
30.	Photographs.	X				X		
31.	Newspapers.	X		X				
32.	Micro- Projector.	X						
33.	Interest Inventories.		X					

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present the conclusions drawn from the findings of this study and to make recommendations for further studies. The first four conclusions were presented in detail in the educational literature and mentioned continually but not specifically listed in the courses of study reviewed. Of the remaining conclusions, all but six were presented in the findings of both the educational literature studied and in the courses of study reviewed. These six recommendations accepted as conclusions were found in only the educational literature or only in the courses of study but not in both. In the opinion of the investigator, it seemed logical to accept these recommendations as conclusions because they appeared to be necessary guidelines for the local situation.

I. CONCLUSIONS

The conclusions of this study are presented below:

- I. Administration involved in curriculum development and guidelines for their participation.
 - A. Curriculum development should involve state-wide leadership groups, local-leadership groups, classroom teachers, lay members of the community, and the students.

- B. State-wide leadership groups should aid local groups in their over-all planning for curriculum development and serve as consultants.
- C. The local leadership group, which includes the superintendent, principals, supervisors, and master teachers needs to develop objectives and to decide how best to use all concerned in the curriculum development. This group also needs to work with the state-wide leadership groups, to point out to the school board the needs involved in curriculum development, and to help put the new curriculum into effect, evaluate it, and revise it.
- D. Classroom teachers need to be the key people in the curriculum development program and should be asked to write specific units.
- E. Lay members of the community should be asked to join in the curriculum development early and be encouraged to interpret the program back to the community.
- F. Students in the school take part in the curriculum improvement by their reactions to the program; thus they help to determine basic needs, clarify the purposes of the school and help the teacher put the curriculum into practice.*
- G. Curriculum development is a cooperative endeavor in which each group contributes in the area where it is best qualified to do so.
- H. In order to promote effective group processes, adequate communication needs to be maintained at all times.
- I. Each member of the group needs to have an opportunity to become well-acquainted with the other members and to feel that he belongs and can contribute to the group processes.*

*Found only in the educational literature studied.

- J. Effective leadership must be brought forth and maintained.
 - K. A curriculum development program should start with a local need or problem.
 - L. The formulation of a philosophy and objectives should not be allowed to consume too much time at the beginning of the program.*
 - M. Emphasis needs to be put upon materials and activities that can be used in the classroom. These should be put into the teacher's hands as soon as possible in order that curriculum development can be a gradual procedure.
 - N. Curriculum development programs should proceed at a slow pace in order that as many teachers as possible can participate in the program which can serve as an in-service type of training.
 - O. Sweeping changes in reorganization of the curriculum should be avoided.*
 - P. Consultants from universities, colleges or State Departments of Education should be employed by the local group to guide the local group in their curriculum development program.
 - Q. Courses of study should be first published in a tentative and unedited form and used by the teachers, evaluated, revised, and re-written.
- II. Units for the social studies program for the fifth grade.
- A. Colonial Life.
 - B. Pioneer Life.
 - C. Westward Movement.
 - D. Modern United States.

*Found only in the educational literature studied.

III. Organization for the social studies units.

- A. Title of the unit.
- B. Objectives.
- C. Outline of content.
- D. Suggestive problems.**
- E. Suggestive activities.
- F. Evaluation techniques.*
- G. Bibliography of instructional materials.

IV. Instructional materials for the social studies units.

- A. Reading materials.
 - 1. Textbooks and supplementary books.
 - 2. Magazines.
- B. Audio-Visual materials.
 - 1. Study prints and pictures.
 - 2. Graphs, charts, and diagrams.
 - 3. Maps and globes.
 - 4. Exhibits, specimens, and models.
 - 5. Slides and filmstrips.
 - 6. Phonographs.
 - 7. Motion pictures.
 - 8. Radio and radio transcription.

*Found only in the educational literature studied.

**Found only in the courses of study consulted.

C. Community resources.

1. Resource people.
2. Field trips or excursions.

II. RECOMMENDATIONS

The recommendations for further studies, which have grown out of the conclusions presented above, are:

1. That a study be made to determine the best techniques for helping teachers transfer from a subject-matter way of teaching to the unit method.
2. That a detailed study be made to find the best practical ways for involving teachers in curriculum improvement programs.
3. That a study be made of the most effective ways of orientating new teachers to the school's social studies curriculum.
4. That a study be made to determine the methods teachers feel help them the most in putting into practice the improved curriculum program.
5. That a study be made to determine the most effective techniques for inducing teachers to provide an enriched social studies program for the very able child.

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APPENDIX

July 26, 1955

Dr. Paul Hanna
Professor of Education
Stanford University
Stanford University, California

Dear Dr. Hanna:

The Development of Guidelines for the Organization of the Fifth Grade Social Studies Curriculum is the topic of my master's thesis. The work is being done in the School of Education at the College of the Pacific.

One of the first problems before me is to select, for study, the outstanding California curriculum units in social studies and the better social studies curriculum units from the other states. It is in this area of selection that I desire to consult the leading authorities in the field.

I would certainly appreciate your taking time from your busy schedule to complete the enclosed form and returning it to me in the enclosed self-addressed stamped envelope. Your response will help me in the selection of the social studies curriculum units to be studied for my thesis.

Sincerely,

(Mrs.) Alberta Martone

SOCIAL STUDIES CURRICULUMS

I would suggest that the following Social Studies
Curriculums, developed by California schools, be included
in your study: _____

I would suggest you study the following Social Studies
Curriculums developed by other states: _____

Additional Comments: _____

Date _____

(Signed) _____