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Suggestions for junior high school teachers in utilizing the visit of the Freedom Train as an experience in teaching social studies.

Mildred Tibbits
University of Louisville

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UNIVERSITY OF LOUISVILLE

SUGGESTIONS FOR JUNIOR HIGH SCHOOL TEACHERS IN UTILIZING THE VISIT OF
THE FREEDOM TRAIN AS AN EXPERIENCE IN TEACHING SOCIAL STUDIES.

A Professional Paper Submitted
to the Faculty of the Graduate School
of the University of Louisville

In Partial Fulfillment of the Requirements
for the Degree of Master in Education

Department of Education

by

Mildred Tibbits

1948



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NAME OF STUDENT: Mildred Tibbits

TITLE OF PROFESSIONAL PAPER: SUGGESTIONS FOR JUNIOR HIGH SCHOOL TEACHERS
IN UTILIZING THE VISIT OF THE FREEDOM TRAIN AS AN EXPERIENCE IN TEACHING
SOCIAL STUDIES.

APPROVED BY READING COMMITTEE COMPOSED OF THE FOLLOWING MEMBERS:

W. F. Coslow

Robert G. Warner

J. J. Oppenheimer

NAME OF DIRECTOR: _____

DATE: Aug., 17, 1948

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Part I

A Personal Rededication of Teachers to the American Ideal

Today, we in America are being alerted from many directions by leadership crying a warning to us that these are critical times through which we are passing. We are constantly being reminded of the herculean task of bridging the gap between our practical inventiveness and our moral sense and social organization. We are warned that the supreme test of our civilization is now ! But, too many of us stand guilty of the charge that Pollyanna-like we take the attitude that democracy is wonderful, that it has been assured us as our birthright, and that all we have to do is to sit-tight and reap its benefits.

To combat this general condition of apathy, a citizens' movement grew up from a proposal made by Attorney General Tom C. Clark to send a Freedom Train to all parts of the United States. It was hoped that this train bearing many of the most precious symbols of our freedom, would serve as a dramatic device to focus attention on a re-examination of "Our Heritage of Freedom".

Appropriately enough this train started from Independence Hall in Philadelphia on Constitution Day, 1947. Its plea for a personal rededication to the fundamental concepts of the democratic way of life should have particular meaning for teachers. A personal rededication of teachers would bring forth an heroic effort capable of engendering a citizenship ----- at once creative, dynamic and capable of seeing new horizons of human relationships.

Part II

A Look at the New Curriculum Guide for Junior High School
Social Studies, Louisville Public Schools.

"Louisville needs an educational program in its high schools which will prepare better for democratic social living and help each pupil to develop his capacities to the highest possible level." (1)

"Louisville secondary schools have not gone very far in seeking to modify social living through the social studies. Much greater concern for the immediate problems of pupils, school citizenship, and community life will be necessary if a contribution is to be made in this direction. Learning activities will have to be more varied as to type. In addition to verbal and intellectual experiences, pupils must plan cooperatively, assist one another on projects of common concern, evaluate the results of their efforts and in other ways face real situations." (2)

Indictments like the ones above coupled with a professional humility and the fact that a new Tentative Course of Study for the Social Studies, (3) a twelve grade program, was distributed for consideration this year, has led me to a searching re-evaluation of what is a good learning situation for a boy or girl in one of my social studies classes at Highland Junior High School in Louisville, Kentucky. In the final analysis, the efficacy of any course of study depends largely on the school administrator and the individual teacher to whom it is issued.

The new Course of Study is the result of the combined study of teachers and administrators during the 1946-47 school term; whipped into shape by their Production Committee under the supervision of Dr. John A. Dotson, Director of the Division of Curriculum and Research, and his staff.

The Production Committee was faced with the task of trying to blend into a component whole the best principles and practices of Louisville teachers in the social science field. The Committee hoped to produce a

-
- (1) George A. Works, Survey Report of the Louisville Public Schools (Louisville, Kentucky, City of Louisville, 1943), p. 330.
 (2) Ibid., p. 366.
 (3) Curriculum Bulletin, No. 8. (Louisville Public Schools, 1947).

curriculum guide so flexible that it would be welcomed by all teachers. As a result of this middle-of-the-road position, it is likely that no one is particularly pleased with the result. It is, however, an initial step in the right direction toward needed curricular revision.

An examination of the Junior High School Program reveals each of the three grades to have a dominant theme, and suggested topic-units:

Grade VII, Theme: The Young Citizen in an Interdependent World.

Grade VIII, Theme: The Young Citizen and His American Heritage.

Grade IX, Theme: The Young Citizen in a Democratic Society.

Representative source units have been developed and distributed for grades seven and nine, but grade eight has been left in outline form as to recommended divisions for study of subject-matter only. This is probably the weakest section of the work done by the committees in their one-year deliberation. There being no adopted texts, and an acute shortage of time, it was released for publication in this subject matter stage in the belief that the progressive teacher would weave it into experience units designed to achieve the aims of the course, and the traditionally minded teacher would welcome a framework so specific.

In an interview, July 9, 1948, Mr. Robert Allen made the statement that a very large part of the research done by the Production Committees went into a statement of purposes and objectives. This is as it should be, for learning is based on purposes in much the

(1) Robert Allen, Acting Assistant in Curriculum, Division of Curriculum and Research, Louisville Public Schools.

same way that a building is constructed on a foundation. The course of study corresponds to the blueprint stage of building. In each case it may look good on a piece of paper, but it takes materials, know-how, careful planning and many workmen before the vision of the architect takes form.

Method is not discussed, except briefly on page 189, in the new Junior High School Course of Study, but it is clearly implied; first, (1) in the Credo, then in the statement of purposes for junior high school social studies, (2) then in the statement of purposes for each of the three grades, and finally in the statement of objectives for each unit. If success in teaching is to be measured by how well these purposes are translated into changed pupil behavior, the advantage of experience units over the chronological and highly formal organization of subject-matter is, at once, obvious.

(1) See pp. 20-22, Appendix of this paper.

(2) Ibid., p. 23.

Part III

"The Freedom Train" as an Experience Unit, and How It Might Develop
in Highland Junior High School, Louisville, Kentucky.

Educators and laymen alike agree that the training of character is by far the most important of educative experiences ----- they likewise agree that democracy is the major commitment of the American people. With educators, the point of difference is in how objectives can best be achieved. They disagree as to whether there is a type of learning and teaching which is indigenous to democracy. My thesis is that democracy should not be considered as a separate subject in the curriculum which is to be taught as such. Democracy is a process, a way of life, which is best learned by practice in living it under conditions which are real to the learner.

The Traditional School of Thought believes that the authoritarian teacher-pupil relationship, and all that it implies, is the best method of passing on to the child his cultural heritage.

The Progressive School of Thought feels the discordant note struck by trying to teach democracy in an authoritarian situation. It holds that if our schools are an "Arsenal for Democracy", the classroom must be a laboratory in democratic social living where pupils are free to seek an answer to problems of their own selection. This does not mean that either the teacher or the class is to be left to the mercy of immature pupil-purposes run rampant. The teacher should plan to make use of spontaneous and vivid learning purposes, as they appear, and at the same time to so manipulate the total learning situation that pupil interests and pupil maturity are considered and that socially desirable results may be expected to accrue. "No competent and responsible educational leader has ever said anywhere at any time that the pupil is to do what he wants to do. It has been said, however, that the pupil should

want what he does, if he is to learn." (1)

If child behavior is to be altered by the school, "the learner must identify himself with the learning experience so that the learning outcomes become a part of his personality; so that the skills and abilities, attitudes and principles learned are woven into the already existing fabric of his knowledges and abilities. The things which have been learned are integrated into a dynamic personality. They are truly part of him and not something memorized for the sake of repetition on demand. They will not remain dormant but will enter into subsequent behavior." (2)

This principle is reiterated again and again by Dewey and his students when they say, "Learning is the reorganization of experience." and by Kilpatrick and his students when they say, "We learn what we live."

It is not essential that the units suggested for study in each grade of the curriculum guide be studied in chronological order. (3)
In fact, it is not likely that they will be when the experience curriculum----- sometimes called the personal-problems-of-living curriculum ----- is followed. The omission of certain areas of recommended subject-matter is no longer the cardinal sin in the experience curriculum, because, in a functional learning situation, the pupil uses experiences, subject-matter and other materials when and as needed in problem solving. It is sensible, however, for the social

(1) William H. Burton, The Guidance of Learning Activities (New York, D. Appleton-Century Co., 1944), p. 101

(2) Ibid., p. 10.

(3) This is especially true since promotions are to be made on an annual basis.

studies teacher to study the setting in which he will teach and to plan for the emergence and likely development of pupil purposes. This pre-planning is a necessity if overlapping and untouched areas of pupil development are to be avoided. The curriculum guide should be used to provide for continuity of experience without allowing it to dominate the situation.

(1)

An experience unit is developed as it is studied. It cannot be described until after it has taken place or as it is taking place. It must be tailored to fit the group with which it is planned. Identical learning situations would not occur, even in the same school during the same term of school.

The several steps in the development of an experience unit may be considered here, briefly:

First, the teacher should make an analysis of the overall situation in which the interaction between a pupil and his environment will take place. Questions such as the following will need to be considered:

1. Location and size of school
2. Administrative policies
3. Faculty
4. Socio-economic status of student body
5. Organizations, inside and outside school, which influence learning
6. Equipment available for classroom use, etc.

Second, the teacher should study the group to find answers to such questions as:

1. Range of ability within the group
2. Past experiences which will bear on present learning situation
3. Democratic ideals or lack of them
4. Prejudices, etc.

Third, is the initiation of a unit for study. The teacher so encourages interaction between the learner and his environment that

(1) For a Summary of Purpose, Process and Result Desired in Fostering Pupil Participation, see page 24 in Appendix to this paper.

the pupil is challenged to action and so finds purpose. Through teacher-pupil planning a tentative and provisional plan of action through which the purpose is to be achieved is set up. Planning will continue as the experience develops.

Fourth, is the "doing" part of the experience. The pupil living in a democratic situation, actually practices problem solving under democratic conditions. Individuals have different interests and abilities which may be used in problem solving. The members of the group learn to respect each other for those differences. It is not far from this appreciation within the group to a broader interpretation which will develop respect for the contributions of racial groups and other minority groups within our own country and then on a world-wide scope. This growth in understanding and appreciation of human relationships is developmental and goes on simultaneously with other learning activity.

If, in the classroom situation, a pupil has been thwarted as an individual, if his development has been blocked by a feeling of not belonging to the group because of race, creed or socio-economic status, or if, through constant failure to contribute anything, he becomes convinced that he is a "dumb-bell", the pupil pays in suffering and stunted growth----- society pays by losing the contributions which he might have made to a dynamic democracy.

It is important for an individual to know what he believes, but it is far more important for him to practice what he believes. This period in which the group carries out its own plan based on its own purpose is the most integrating period of unitary learning. A series of evaluations are constantly underway and the learner accepts to act on the knowledges, skills and attitudes which have seemed important to him.

The remainder of this section of my paper is a consideration of how an experience unit in social studies, based on the visit of the Freedom Train, might develop in Highland Junior High School, Louisville, Kentucky. (1) First, I have attempted to picture the school background and other environmental background of the student body. This is followed by a description of how the unit was initiated in social studies groups in the school, some preliminary planning, and a few suggested leads into large units for grades seven, eight and nine.

(1) Some Criteria for Evaluating Units and for Selecting Experiences of High Educative Quality are listed in the Appendix of this paper, pp. 25-26.

The student body of Highland Junior High School is composed of approximately 800, white boys and girls, who, with very few exceptions come from homes well-above or far-above the average in socio-economic status. Statistics collected and compiled during the 1946-47 school term reveal that junior high school is not terminal education for this group. The study shows that approximately ninety-five per cent of those who graduate from Highland also graduate from senior high school and that seventy-one percent of the Highland graduates go on to some college.⁽¹⁾

Generally speaking, the boys and girls are a lively, thoroughly likeable, well-bred group of young people. Some are timid and shy, but more of them are self-reliant or even aggressive. The Student Council, the School Patrol, and the Girls Service Club are the school organizations which give valuable training in group activity and provide a normal outlet for the general tendency to self-assertion which is a powerful force during the adolescent period.

The student body is generous in its response to organized charity, but is somewhat smug in its attitude toward individuals less fortunate than themselves, even in their own school. The snobbery of social clubs ----- outside the school ----- is felt to some extent in the school.

Churches---- Protestant, Catholic and Jewish---- exert a powerful influence on conduct, and are acting as leavening agents in the cre-

(1) Statistics from an unpublished study made by Sam V. Noe, Principal Halleck Hall, Louisville, Kentucky.

ation of a spirit of tolerance, if not of actual brotherhood. The most evident intolerance is toward the negro as a member of an inferior race ----- without much capacity for improvement.

Superior socio-economic advantages have not produced a group without wide variation in P.L.R. (probable learning rate). For instructional purposes the student body is grouped into homogenous classes. I.Q.'s usually range from a low somewhere in the sixties to a high of 165 or 170. Grouping is determined largely by I.Q. ratings, but teacher judgment and other considerations are allowed to enter into group placement. (1)

A good learning situation at Highland is comparatively easy to bring about by a teacher with enough scholarship, energy, enthusiasm, judgment, creative imagination, initiative, understanding of and genuine love for the individual members of a class. Discipline problems, as such, seldom arise. With very few exceptions, pupils participate because they are eager to do so and not because of compulsion or fear. It does not take long to bring about a feeling of well-being and a sense of belonging in most of the classes.

Highland parents are interested in their school, and cooperate with the school in any undertaking. Because of sanctions in the home, however, a value much too high is placed on report card grades.

The guidance and health programs and visiting teacher service have had capable direction and support. Highland has been most fortunate in the leadership of its principals. The faculty, generally speaking, is a

(1) I would not like to have to defend homogenous grouping.

very capable one. Common goals and mutual helpfulness within the Social Studies Department is traditional. Dissension, however, has, at times, threatened to keep the Highland Faculty from ever achieving greatness.

It is worthy of note that graduates of the school seem invariably to feel a strong sense of loyalty to Highland Junior High. I have sometimes been surprised to find out how long this loyalty remains. It seems that no matter what he may do after leaving Highland, he looks back on his three years there with a fondness not quite equalled for any other school.

The physical plant is attractive and in good condition, though the lighting is inadequate. Classroom space is now at a premium----- several more classrooms would have to be added to solve the problem of floating classes. Social studies classrooms are each equipped with maps, globes, charts, filing cabinets, built-in bookcases, blackboards, bulletin boards and movable tablet arm chairs. Collections of books from the school library, also from the public library, are available for classroom use. (1)

The school owns and keeps in good repair for classroom use, the following audio-visual equipment:

- a) One 16 mm sound motion picture projector, with its own portable tripod screen
- b) One combination 35 mm filmstrip and 2" x 2" slide projector, with a smaller tripod screen for use with it
- c) One wire recorder
- d) One record and transcription player.

At present, two classrooms are equipped with blackout curtains. The auditorium has a new public address system. It has blackout curtains,

(1) Loans from the school library are usually made on a day-by-day basis. Loans from the Public Library are usually for six weeks.

a projection room and a large permanent projection screen. The stage is equipped with spotlights, colored reflectors, etc.

Social studies teachers at Highland use many films and other visual materials in trying to make the past live, and in vitalizing present day problems. They have felt a need for the following additional equipment, listed in the order of relative importance:

- a) Blackout curtains for all social studies classrooms
- b) A new opaque projector. The old one is useless.
- c) A second 16 mm sound projector with its own portable screen
- d) Maps and charts more recent than some of those now in use
- e) More reference materials which may be kept permanently in the social studies laboratory
- f) Small classroom radios.

Last June a unit was initiated at Highland which will probably carry over into the next school term. All during the school year, interest in the Freedom Train had continued to grow. Its arrival in Louisville was eagerly awaited. Pictures were collected and displayed throughout the year, but actual planning for a Freedom Train unit of work was delayed until nearer the time for the arrival of the train. When we finally learned that the date set for the visit, July 31 and August 1, would be during the vacation period, we had less than two weeks of school remaining in the term. With all the details incidental to closing a term of school and the fact that before the groups met again in the fall term of school a reorganization of classes would have been made and possibly teachers would have been changed, the Social Studies Department decided to allow classes to initiate units and plan what they would do, if they had had time to do it, and then when they returned in the fall, after having seen the Freedom Train, they would proceed with

their plans.

Enthusiasm was built up to such a peak in the few days before graduation, that the graduating 9A's were requesting Highland to ask the various senior high schools to allow them to come back to see the assembly program which they had planned as a climax for their units of work on the Freedom Train.

How did this enthusiasm develop? First: The file of bulletin board material on the Freedom Train had been growing all year. We decided to begin by re-examining it. It contained such materials as:

1. Clippings from magazines and newspapers about the Freedom Train and its visits
2. Reproductions or facsimilies of many famous documents
3. Pictures of flags
Official Freedom Train postcards
Postcards of historic scenes and shrines
Pictures of famous persons (living and dead)
4. Commemorative postage stamps
5. Poems about Freedom, Liberty, United Nations, War, Peace, Brotherhood, etc.
6. Materials purchased from the American Heritage Foundation.

Second: For perspective, we saw and discussed the film, Land of Liberty, and six film strips on Our American Heritage. These were all requisitioned from the Board of Education Film Library.

Most of the pupils had bought copies (two cents each) of the publication put out by the American Heritage Foundation, listing and very briefly explaining each exhibit. After an examination of the highlights of the display, a concensus was reached almost at once. They wanted to enact plays or stage a pageant for an assembly program or programs.

They realized that to keep from floundering, they would have to divide the work into smaller units for study. Classes agreed that if the play or pageant were being staged at once, they would use a large frame for living pictures and provide a narrative to tie the scenes together, but they reserved the right to decide definitely after the visit of the Freedom Train.

Further group discussion brought out these suggestions for how the scenes might be introduced and connected:

1. In the background, show the Freedom Train. A long line of people are waiting to get on it. They are talking -----
2. A reader might stand on one side of a frame in which the living pictures would be displayed. He would read a poem or some kind of description which would tie the scenes together as part of Our Heritage of Freedom.
3. The Goddess of Liberty might be in the dark background, high above the frame for the living pictures. When a picture is shown depicting intolerance or treachery, the spotlight might show the torch of freedom growing dim as it is held aloft.
4. A "Man on the Street" radio interviewer might interview someone who had just visited the Freedom Train. Living pictures would illustrate their interview.
5. Some boys talking about not wanting to go to see the "Old Freedom Train" might change their minds after realizing what they had missed. The living pictures would teach them what they would miss.
6. Some boys might think it smart to steal a couple of documents as souvenirs ----- but would change their minds.
7. One of **the** scenes might be about Raising the Flag on Iwo Jima. The narrator might be one of the marines who did it, or their commanding officer.
8. A contest might be held to select the boy who could best impersonate Abe Lincoln giving the Gettysburg Address and let him repeat the address as the narrator. The scene in the frame might show Gettysburg Cemetery.
9. The scenes might all be tied together with "mood music" or with songs popular in the day in which the scene is laid.

10. Another suggestion for the Goddess of Liberty was that she should be the narrator. It was agreed that she would stand statue-like, holding the Torch of Freedom, but that her voice would be either someone near her or might come from the projection room in the rear of the auditorium.

Titles for the Pageant were also suggested:

1. What So Proudly We Hail -----
2. Flag Makers.
3. The American Heritage.
4. Liberty Bell.
5. Freedom Train.
6. America Marches Past.
7. The Rights We Defend.
8. Freedom Is Everybody's Job.
9. Sparks from the Forge of Freedom.
10. Spirit of '76.

One group of graduating Ninth Graders got far enough into the unit to divide itself into committees of two each. Each committee then selected a scene which it wished to present. They spent one library period in thinking, reading, looking for pictures, conferences, etc. Knowing it to be their last regular class period in Highland Junior High, several of the committees handed in brief reports of their plans. Perhaps the following is the best of those submitted:

CHRISTOPHER COLUMBUS

Prologue-

Christopher Columbus was born in Italy,
 And everyday as a child, he watched the rolling sea.
 Now people of that day, were sure the earth was flat.
 "Oh, No", said Chris, "that cannot be,
 I shall soon disprove that."

He asked the Good Queen Isabella
 To help finance his plan;
 And with three ships he did set sail
 For a new route to an old land.

Yes, in the year 1492,
 Columbus sailed the ocean blue.
 And when the shore, he did espy,
 On knees, he thanked the Lord on High.

Curtain is drawn. The scene is one of Columbus and his crew planting the flag of Spain in the New World.

Columbus: We'll put right here the flag of Spain,
 Here on this new found soil,
 To remind those coming after us
 Of our struggles and our toil.

The leaven of this planning for the Visit of the Freedom Train to Louisville is almost certain to carry over into the next term of school. Pupils will probably collect pictures and clippings, buy booklets, and even view the exhibits on the Freedom Train with the idea of their utility in working up their assembly program when they return to school in September. Some will be impressed by the art displayed in arranging the exhibits on the train. All will notice and be impressed by the simplicity and uncrowded appearance of the exhibits. Boys will be particularly impressed by arrangements for the safety of the precious cargo. Some, as Boy Scouts, may have helped the police in some way at the time of the visit. Girls will comment on the handsome young Marines on duty, but they will express disappointment at the woodenness of expression with which the Marines performed their duties. (Van Johnson would have put on his best smile.) I have no doubt but that some 2" x 2" slides or perhaps some rolls of moving pictures will be added to the collections of some of our amateur photographers. If so, they are sure to be generously shared with the classes.

When classes are resumed in the fall, it should not take long to repeat some of this preliminary planning. A coordinating committee will have to be appointed, if each group decides to take part in the program. There should be wide coverage in the scenes depicted, but if more than one group wants to work on the same unit, I see no objection. The Coordinating Committee can see that there is not a duplication of scenes. The length of time required to complete a unit will not impede progress in presenting the pageant. Neither will it make it difficult for the Committee to select a date for the performance. These scenes need not be considered culminating activities in a terminal sense. The one most essential point is that the group reconstructing the experience must know and feel what they are trying to communicate.

In guiding classes in the selection of a unit for study, care must be taken to see that the unit selected presents a real challenge to the group. As stated before, scope and sequence may be held in line, to some extent, by the new Curriculum Guide.

Examples of leads into larger units:

An examination of either the Original Draft of the United States Constitution or of the United Nations Charter would lead into a unit of, at least, two month's duration. Here emphasis should be on how the document came into being and how it serves us today.

A study of the parchment copy of the Bill of Rights or of the Declaration of Independence might lead into a study of groups paying lip-service to democracy. It is very likely that it would lead into a study of the issues of the 1948 presidential election.

A group electing to study Francis Scott Key's manuscript copy of The Star Spangled Banner might be led into a study of patriotic music in general and how it could be used in staging their pageant.

The study of John Peter Zenger and Freedom of the Press might be a lead into a study of Freedom of the Press in the world, today.

Study of the copy of the Bay Psalm Book might lead into a study of Religious Freedom or it might lead into a study of communication.

A study of one of the flags displayed on the Freedom Train might lead into a fairly exhaustive study of many flags. As the unit progressed, evaluation might be aided if the group planned to get out a mimeographed booklet about flags and their use or about the American Flag and Its Use.

These are a few examples of units which could be used to make the symbols of freedom live. They would live because teacher-pupil planning had translated pupil-purpose into understanding.

Achievement of educative purposes through the democratic process of interaction in a group situation has the advantage over other plans in that it prepares the learner by developing his judgment, his perseverance, his initiative and through it his capacity for creative citizenship in a democratic society. The moral law underlying the democratic way of life is sure to assert itself to a mind capable of critical thinking.

Part IV

In Retrospect.

In Retrospect:

If the teacher has an overarching idea of what constitutes creative citizenship in a democratic world, and if he dedicates his whole personal and professional life to realizing the ideal, he and those with whom he comes in contact will grow (each according to his own individual capacity) in understanding:

That the "Deep Desire" of mankind for freedom and recognition of individual worth is as old as mankind, and that it knows no boundary line

That democracy is a way of life bequeathed us by our forefathers, that its price was dear, and that we hold it in trust for future generations

That so far in the history of man's upward climb, the democratic experiment in government has come nearest to elevating individual personality and development

That our achievement in the democratic way of life does not match our ideals, and that only by constantly striving toward that ideal will we be enabled to see new horizons of human relationships

That mistakes (in this upward climb) have been inevitable----- mistakes of ignorance, greed, cruelty and selfishness----- but that in striving to understand these mistakes, the present generation can, if it will, gain victory from the defeat of past generations and cooperatively help in building the world we want to live in

That goodwill is a mighty power, far stronger than its opposite

That if we do not profit from the mistakes as well as the advances made by our forefathers, we will not need to ask for whom the bell is tolling !

Appendix

THE PLACE OF SOCIAL STUDIES IN THE LOUISVILLE PUBLIC SCHOOLS

Copied from : Louisville, Kentucky Public School Curriculum Bulletin, No. 8, published in 1947, pp. 1-3.

Early in the social studies curriculum study program the teachers of Louisville evidenced their conviction that the social studies course must justify itself by the measure in which it meets the needs of children and young people, by its ability to provide opportunities for growth and development in the direction of competent citizenship, individual self-realization, and happy, successful relations with their fellow men.

Accordingly, the Production Committee took as its first job the task of determining these needs and stating them in straight-forward language. As a result of extensive study, it was discovered that all of these needs could be grouped under four areas in which children and youth need to grow and develop: the physical, the intellectual, the emotional, and the social. It was found, also, that the social studies program can provide many opportunities for significant development in all of these areas except the physical. Therefore, the place of social studies in the curriculum of the Louisville schools is based on its ability to provide many opportunities for growth and development in the intellectual, emotional, and social areas.

These three divisions are made chiefly for purposes of classification and reference. Actually, at any particular moment and in any particular situation there is a whole child, an integrated organism, functioning in relation to his environment. We are in danger of losing sight of this whole child if we regard the intellectual, the emotional, and the social as three separate and distinct areas or processes. Actually, all the life processes of humans are interrelated to a considerable degree; maladjustment or arrested growth in one area frequently reveals itself in a modification or change in another area. The teacher's interest lies in the whole individual, and his task is to help the child or youth to grow in all areas, to aid him in using whatever potentialities and capacities he has for general adjustment.

- 1. The social studies program promotes intellectual development by providing opportunities for children and young people to

Grow in the ability to appraise the current scene critically

Weigh evidence, distinguish between fact and opinion, and formulate conclusions objectively

Investigate the nature of contemporary society

Acquire work habits and basic skills that will be of help in assembling, organizing, and utilizing knowledges, facts, and materials pertaining to their problems

Recognize the essential principles of democracy

Observe the continuity of history, the interaction of peoples and nations, and the place of our nation in the development of world history

Explore the relation of environment to civilization

Make value judgments and choices continuously

Gain some understanding of the forces which have gone into the making of the age in which we live

II. The social studies program promotes emotional growth by providing opportunities for children and young people to

Contribute to group enterprises

Establish and maintain a feeling of equality with their fellows

Plan and work with others under sympathetic guidance

Exercise initiative and judgment and evaluate their own work

Recognize that ethical codes and moral practices are outgrowths of religious, economic, and social experiences

Carry out their ideas in creative enterprises

Act on the learnings which seem worthwhile to them

Experience beauty in many forms

Develop a liking for school

III. The social studies program promotes social development by providing opportunities for children and young people to

Observe that the physical needs of food, clothing, shelter, and medical care are common to all mankind and that the degree to which these needs are met is determined largely by the physical and cultural environment

Discover that human values transcend other values in a democracy

Find that individual economic efficiency is a determining factor in providing the minimum essentials for good living

Sense the interdependence of peoples and nations and discover that all persons, all communities, and all nations are component parts of our world and are equal in worth, dignity, and sovereignty

Discriminate reasonably between socially desirable and socially undesirable behavior

Develop respect for the viewpoint and integrity of others

Develop an appreciation of the worth and dignity of the individual

Work cooperatively with others in planning and carrying out group projects

Observe that the history of democracy has been a continuous struggle to establish, maintain, and perfect that way of life designed to provide the freedom needed by individuals to develop to their fullest capacity

Cultivate those attitudes and appreciations which will motivate the individual to use his abilities for beneficial social ends; to participate actively and intelligently in citizenship; to accept the responsibilities as well as the privileges of democratic citizenship

Recognize that the world is a place of many races, cultures, creeds, and occupations, and that each has made recognizable contributions to the richness of our life

Develop interest in and good will toward civic affairs

THE OBJECTIVES OF THE JUNIOR HIGH SCHOOL SOCIAL STUDIES PROGRAM

Copied from: Louisville, Kentucky Public School Curriculum Bulletin, No. 8, published in 1947, p. 4.

In order to help the young citizen find his place in the world of organized social life, the junior high school social studies program should afford opportunities for him to

Use and develop the habits, skills, interests, and understandings acquired in the elementary grades

Acquire the information necessary for intelligent participation in democratic procedures

Experience the democratic process in the classroom

Contribute to cooperative enterprises

Make discriminating judgments in situations involving human relationships

Develop those attitudes and ideals which strengthen character and promote a high type of citizenship

Observe the benefits of freedom of speech and learn to distinguish between freedom and abuse

To take part in the basic procedure of democracy -- group discussion

Discover the interdependence of individuals, communities, nations and peoples

Discover that social, moral, and economic justice is to be esteemed above all things

Discover that disputes between individuals, groups, and nations can be settled amicably by means of arbitration, discussion and courtesy

Distinguish between propaganda and truth

Develop regard for law and duly constituted authority

Discover that citizenship entails obligations and responsibilities as well as rights and privileges

Recognize that many of the forces which have gone into the making of the age in which we live had their beginnings in the past

Observe that all races, religions, nationalities, occupations, and economic groups have made recognizable contributions to the richness of our life

"SUMMARY OF PURPOSE, PROCESS, AND RESULT DESIRED
IN FOSTERING PUPIL PARTICIPATION"

H. H. Giles, Teacher-Pupil Planning (New York, Harper and Bros., 1941),
p. 79.

PURPOSE	PROCESS	RESULT
Maximum development of all	By participation. At its best, agreement through understanding of all, not majority rule. Freedom and responsibility proportionate to need and ability	DEMOCRACY
Development of hypotheses based on evidence	By survey of actual background and needs to decide direction, limitations, choices, evaluations	SCIENTIFIC METHOD
Development of a pattern for living	By providing a natural learning situation and many avenues of learning and expression	CREATIVITY
Development of security through ideas, not things	By recognizing differences from year to year, group to group, person to person, and building on them and the expectation of further change --- no stopping point	CHANGE
To put first things first	Through choices based on actual interest	INDIVIDUALIZATION
Development based on interdependence -- only when all are well-off is anyone well-off	Through whole group thinking and working together	SOCIALIZATION
Development of a self-critical, self-improving society	Definition of the problem (half of the problem), constant use of criteria, self-evaluation	PROBLEM APPROACH

TOTAL - HARD THINKING
MORE DISCIPLINE
MORE DISCOVERY OF PROBLEM CASES
MORE DEVELOPMENT OF ALL

SOME CRITERIA FOR SELECTING EXPERIENCES OF HIGH EDUCATIVE QUALITY:

From: Thomas Hopkins, Interaction (Boston, D.C. Heath and Co., 1941), p. 218.

1. The experience must begin with and continue to grow out of the real felt needs of the pupils.
2. The experience must be managed by all of the learners concerned --- pupils, teachers, parents and others --- through a process of democratic interaction.
3. The experience must be unified through evolving purposes of pupils.
4. The experience must aid each individual to increase his power to make intelligent choices.
5. The experience must aid each individual to mature his experiences by making progressive improvements in the logic of such experiences.
6. The experience must increase the number and variety of interests with which each individual consciously shares with others.
7. The experience must help each individual build new and refine old meanings.
8. The experience must offer opportunity for each individual to use an ever-increasing variety of resources of learning.
9. The experience must aid each individual to use a variety of learning activities compatible with the variety of resources.
10. The experience must aid each individual creatively to reconstruct and expand his best past experience in the developing situation.
11. The experience must have some dominating properties which characterize it as a whole and which usually give it a name.
12. The experience must close with a satisfactory emotional tone for each participant.

(1)

CRITERIA FOR EVALUATING UNITS

Cite evidence that the unit:

1. Is closely related to the typical interests and needs likely to be found in the on-going life of the learners
2. Will bring learners into contact with aspects of life which are of both immediate and continuing social significance
3. Is appropriate to the maturity levels within the group; is challenging without being too difficult; will be revealing to pupils of their own unique capacities and limitations
4. Is possible within the available resources of the school, the immediate community, and the accessible environment (direct experience)
5. Will provide naturally for use of materials dealing with other places, other peoples, other times (vicarious experience)
6. Will provide naturally for a great variety of individual and cooperative group activities --- physical, mental, emotional and social
7. Will lead (as far as can ever be foretold) to socially desirable learning outcomes; understandings and insights, attitudes, appreciations and values, skills, behavior patterns which will very likely be used by citizens generally
8. Will stimulate (as far as can ever be foretold) critical thinking and an evaluation of the learner's own procedure in selecting purposes, in planning means of achieving them, in selecting materials and processes, in accepting outcomes
9. Will lead to desirable learning experiences
10. Is of such length as to be comprehensible as a unit by the level of maturity involved; that is, is of such length that the pupil can have insight into it
11. Is related to the general course of study goals and framework

(2)

SUPPLEMENTARY CRITERIA FOR EXPERIENCE UNITS

Cite evidence that the unit:

1. Is based upon a purpose which arose out of the on-going life of the learner and real to him; or one which is readily acceptable and real to the learner
2. Is organized as it develops; materials and experiences are selected as needed; ignores subject lines in area of general education
3. Is cooperatively controlled by the group of learners and the teacher with free participation by the pupils in all aspects; selecting and initiating planning, recurrent planning, organization and distribution of activities, determining and evaluating ends, evaluating on-going activities, choices of materials
4. Is aimed at developmental outcomes

(1) William H. Burton, Op. Cit., p. 303-304.

(2) Ibid., p. 304

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