DEVELOPMENT OF SOCIAL INTELLIGENCE THROUGH A PROPOSED CIVICS COURSE IN SENIOR HIGH SCHOOL

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CHAPTER I

INTRODUCTION

The problem presented in this study is one of development of social intelligence in the individual by means of Civics instruction in the Senior High School, this instruction being based upon the newer educational philosophy and following the general education trend. The author does not assume that Civics is the only means to be used in this development, but rather that it is a basic means, and one best suited to the development in the individual of social intelligence. In reading this thesis one must keep in mind the fact that it is the result of an analysis and synthesis of educational philosophy, and that as such it is offered solely as the author's own point of view.

The present day community, of which the individual is a part, is one that provides infinitely varied social patterns of individual growth and development. This community is the result of an ever changing society, presenting new situations and new problems, the solution of which requires an understanding of the underlying principles of social, economic, and political life.

To say that the present is a period of transition, a period of rapid change, which has developed a society that is constantly changing may seem to be a mere commonplace. In a rapidly changing world every age seems to be an age of transition. In a certain sense this is true, but only in the sense that any age, being influenced by the past and

influencing the future is transitional between what has gone before and what comes after. Any change -- even rapid change -- may proceed for a time without disturbing the basic social life to any extent. But a time may come when changes appear that presage a radically new order. The American people today are living in a society which is basically affected by transition. The very foundations of the social order are being transformed, and long-cherished doctrines are being frankly questioned or repudiated.[1]

This newer community, in this changing society, is one in which there is a change from the "individualism," which emphasizes the individual merely as an individual, to a "newer individualism" in which the individual is an active member of a new and changed society: a society which is passing through a transition that has affected its basic principles; a society in which the changes are so rapid that it is practically impossible to predict what form, or pattern, tomorrow's changes will bring. The old society, in which home and school were fixed institutions, life was simple and wants were easily satisfied, has changed into a rapidly moving, ever changing society, where nothing is permanent or fixed, life is complex, and wants are seemingly never satisfied.

However, it is not the swift changes about which one needs to be concerned, for the high school student of today is quite accustomed to witnessing swift and often unexpected changes; but it is the need of providing opportunity for him to adjust himself into a functioning member of this kaleidoscopic world in which he finds himself.[2] In providing

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1. Counts, George S., The Social Foundations of Education, "The Trend of the Age," New York: Charles Scribner's Sons, 1934, pp. 486-487.
2. Brooks, Wendall S., "The High Schools Kaleidoscopic World," Education, Vol. 56, January 1936, pp. 614-617.

This opportunity the educator must realize that this changing society has evolved a new individualism. Hodge[3] expresses it as:

> A new individualism of a different sort — a demand that persons be permitted to develop according to their separate patterns to the limit of their native abilities; a demand for self expression and integration of personality, for equality of opportunity in education and in social and economic life. It may be looked upon as a revival of the fundamental principles of American democracy as applied to a new and changing social situation.

This transition of society from the philosophy of individualism to the new emphasis on group goals and cooperative action has made necessary a shift in educational thinking from the purely individualistic view to the welfare and progress of society.

> In the last analysis, between the welfare and progress of the individual and the welfare and progress of society, there exists a perfect harmony which education should seek. We need to formulate a fundamental principle for use as a guiding philosophy in settling conflicts... Free public education is a long term investment that the state may be a better place in which to live and in which to make a living.[4]

If a social intelligence is to be developed in the individual members of this changing society, an intelligence which will make possible the individual adjustment necessary to meet effectively the needs of modern life, it must be based on group goals to be achieved through cooperative action. This implies that education must concern itself with the welfare and progress of the individual, only as the welfare and progress of the individual contribute to the welfare and progress of the society in which the individual lives. Goals are easy to set up but not so easy to attain. The Committee on Social and Economic Goals, in attempting to define the society that America is seeking, listed ten

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3. Hodge, Paul Hartman, "Vitalizing Civics in the Senior High School," Education, Vol. 56, January 1936, pp. 596-601.
4. "Establishing the Social and Civic View," National Educational Journal, March 1937, p. 74.

goals which can be realized only through united effort. These are given as: hereditary strength; physical security; participating in an evolving culture; an active flexible personality, suitable occupation; economic security; mental security; equality of opportunity; freedom; and fair play.[5] Salisbury, commenting upon vitalizing goals says:[6]

> Whether we approach the problems of our present social order with the political philosophy of a 'rugged individualist' or a collectivist, the material with which we have to work is in both cases the same — the human individual. Our society can be no better than the individuals of which it is composed. A democratic society, more than any other, requires well integrated and well disciplined individuals if it hopes to maintain a proper and adequate degree of harmony through its structure... We no longer have the frontier, that great natural educative environment which placed so great a premium upon the qualities of character and self-control. But no thinking person questions the necessity in American life for disciplined individuals. In frontier days there was not a great deal that could be done about the environment and whether the individual survived or perished depended upon what he did for himself. Nowadays our environment is subject to social control.

A fine theory of education has been developed, which provides for individual needs due to individual differences, but in practice we too frequently fail to place any responsibility upon the individual. This changing society needs, even demands, a responsible individual. If the theory and practice of education go hand in hand, then a body of information will be built up which turns the emphasis inward, enabling the individual to use it as a functioning factor in helping him become a happy individual as well as a desirable citizen. This body of knowledge has as its major objective the fundamental and accepted principles of psychology and sociology as they apply to individuals — focusing responsibility upon the individual, emphasizing what is native and what is acquired in the

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5. Ibid., p. 74.
6. Salisbury, W. Seward, "Vitalizing the Social Studies in the High School," Education, vol. 56, January 1936, p. 618.

human organism. This major objective may be said to be based upon a four-fold classification of human desires:

> First, for security; second, for social position, or recognition; third, for intimate response; and fourth, for a new experience. How the urge for security is perhaps the most important drive throughout the normal individual's life; how social position, or recognition, is active in all of us, some wishing to be famous, powerful, or notorious, while others desire to be fashionable, proper, or respected; how the urge for intimate response finds its satisfaction in home life, or in such careers as that of social service or medicine; how the desire for new experiences cause us to look for adventure, thrills, or romance.[7]

In this major objective, emphasis should be placed upon the importance of the individual doing things for himself. As everyday literature is full of psychological terminology, this objective should provide training in fundamentals of psychology; a psychology popularized for the individual. Childs expresses the problem as follows:[8]

> What the future will hold no one can surely foretell, but we know enough about the probable effects of present tendencies to predict what some of the crucial problems that lie ahead are likely to be. Our education is less than adequate if it does not develop individuals equipped with sufficient insight into present social tendencies to enable them to frame far-reaching purposes with regard to those tendencies. No mumbling that 'education is its own end,' or that we must follow the initiative of children can excuse us, if through the indulgence of superficial interests of children, we fail to lead them to a realistic understanding of themselves and the nature of the world in which they live. Our immediate and ultimate aim is to produce the individual who can manage his own experiences, make his own judgments, develop his own beliefs and ideals. To do this he must have freedom in school to initiate and participate in worth while activities of sensed present meaning. We are concerned, however, that he do this intelligently and cooperatively.

It is this uncertainty in the world, with its varied problems needing to be understood and solved, that calls for the development of a socially intelligent individual.

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7. Ibid., p. 620
8. Childs, John L., "Education and the Philosophy of Experimentation," Progressive Education, November 1931, p. 541.

These newer trends and developments in society call for new aims and objectives. These newer aims and objectives should be evolved in the light of general principles. Sexson[9] states that:

> All life is a process of growth, and the school if it is to serve child life effectively must embody that essential characteristic of life. It must also be comprehensive, touching life at all angles, and it must be developed around the child, both as a present and as a future member of society, as the central point of interest. Since we live in a democratic social order, our school curriculum must be based upon, and must exemplify democratic principles and processes in the method of development, in content, and in its application in teaching procedure.

If these principles are to be followed, the individual should have opportunity to participate in a continuous, progressive, and coordinated series of experiences. These experiences should be in keeping with present day philosophy of education. The individual participating in these experiences as a vital and meaningful part of his every day life will be enabled to organize more fully, integrate, and interpret all his life experiences; and to achieve thereby a fuller and richer life because of a better adjustment to the changing world about him.

The Committee of Seven,[10] in its report, presents this challenge:

> Our common schools must be dedicated primarily to educating men and women so that they may work and live together more successfully in and through the institutions of a civilization that must be constantly adapted to changing conditions. Failure of citizens to understand many of our current problems and their tragic inability to cooperate in the solution of them constitutes one cause that has led to breakdown in our current civilization... A common school system rededicated to the original social purposes which warranted tax support by all the citizens of the state, must aim mainly at the fullest possible development of a social rather than a selfish personality. It will seek to

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9. Sexson, John A., "A Practical Program for the Social Studies," The Social Studies, February 1937, p. 54.
10. Committee of Seven, Report of the Carnegie Foundation for the Advancement of Teaching, State Higher Education in California, June, 1932.

develop an enlightened citizenship rather than an enlightened selfishness.

In the matter of specific objectives, Beard[11] says:

> These purposes are individual and social of necessity. They are individual because all instruction, even when carried on in the form of mass production, is directed to individuals, and the immediate results, whatever they be, are to be found in the mind, spirit and conduct of individuals. These purposes are also social, for the individual must live his life in society and certain social arrangements are indispensible to individual life. The position taken by the Commission is that the fundamental purpose of instruction in the social studies is the creation of rich many-sided personalities, equipped with practical knowledge and inspired by ideals so that they can make their way and fulfill their mission in a changing society which is part of a world complex... A scheme of objectives therefore, will set forth a conception of the good life for the individual and a conception of the social relations deemed indispensible to the good life, at a given time and place.

When the various factors dominant in the recent period of depression are thoughtfully considered, we are impressed with the helplessness of the individual in coping with the social forces. No one, high or low, seems to escape. Counts[12] expresses this fact when he sees in modern society a collectivism of disaster. He says:

> When a great economic storm sweeps through modern society, none can fully escape its impact. To be sure the power of the storm will be felt very unevenly by the different economic classes. Yet no one can remain secure... Even the members of the plutocracy must regard their condition as precarious. Economic values, being a product of the functioning of society, are beyond the control of the individual. Whether men wish it or not, they live today in a world in which they must share increasingly both prosperity and adversity.

In this changing world education faces a tremendous task, for there is evolving, or has evolved, a new democracy. A new democracy born out

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11. Beard, Charles A., The Nature of the Social Sciences, Report of the Commission on the Social Studies, American Historical Association, pp. 178-179.
12. Counts, op. cit., p. 506

of "chaos, confusion and bewilderment" resulting from a change from the old individualism to collectivism, from a society which was loosely and none too well organized, to a close, compact, and well integrated society. The whole social structure is faced with a new challenge — a challenge for the development of an intelligence which will enable this "helpless" individual of past economic disasters to meet the changing conditions and better adjust himself to a new political and economic order. Quoting Counts again:[13]

> The central responsibility of public education in this situation is to bring the mentality of the American people into accord with their surroundings, to prepare them for life under profoundly altered circumstances, to encourage them to discard dispositions and maxims derived from the individualistic economy, and to refurnish their minds with a stock of knowledges, attitudes, and ideas capable of functioning effectively and harmoniously in the new reality.

It is in the attempt to meet this challenge that the problem of development of social intelligence in a senior high school course in civics, following the general education trend, is presented in this study.

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13. Counts, op. cit., pp. 507-8.

CHAPTER II

DEFINITIONS OF TERMS

If there is to be a development of social intelligence through a course in senior high school Civics following the general education trend, it will be necessary to analyse the specific concepts implied in the terms used. Certain implications as applied to the changing social order, of which individuals are a part, and in and through which individuals must function, will also be involved.

The acceptance of the primary aim of American education as the education of American citizens in common understandings and cooperations necessary to the preservation and the enrichment of the democratic way of life, and the "creation of rich, many sided personalities," is implied in this study. In furthering this aim, an understanding of general education as a development of desired attitudes that are based upon right habits of thinking, as accuracy, open-mindedness, and honest judgment, which will result in proper adjustments to life experiences, will be accepted.

General Education is interpreted by Wriston[14] as follows:

> General Education should be useful to all who possess it, at all times, and in all situations of life; the essence of permanence it may possess lies not in the facts acquired but in the disciplines exercised; it should prepare

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14. Wriston, Henry M., General Education: Its Nature, Scope and Essential Elements - Wm. S. Gray (Editor), University of Chicago Press, 1934, Chap. I, p. 1.

> one for a state, not of static, but of changing equilibrium with one's surroundings; and it should permit and point the way to continuous and rigorous readjustment of one to one's environment.

General Education is a means of understanding life, and provides youth with the techniques that will enable him to continue learning throughout life independent of instruction. It replaces the traditional secondary educational curriculum of the departmental type with one of the integrating type, and substitutes subject matter goals with pupil goals. General Education which, after all, meets the universal needs more nearly than any other type, is thus made available to all. Education is not completed at any one point, but is continuous. It requires some skill in the use of learning and an evaluation of learning.

There are four basic types of general learning implied in the general education trend. These are: Precisions, Appreciations, Opinionation (or Hypothesis), and Reflective Synthesis. These basic types as defined by Wriston[15] are re-stated here in summary: (1) Precisions, that is, exactnesses, certainty of facts, concrete or fundamental. As basic in general education, Precisions require the learning with exactitude whatever concrete or fundamental learnings seem necessary. This being based upon the assumption that the habits, ideals, and appreciations formed by and through these precisions will reflect the nature of the learnings from whence they came and operate in various life experiences.
(2) Appreciations, emotion responses, recognizing the necessity for the recognition of the interplay between the emotions and feelings, on the one hand, and the more strictly intellectual powers on the other.

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15. Ibid., pp. 1-16.

Emotions seem to be the products of the awareness of the individuals in their environment. As the environment takes on added meaning, this "awareness" becomes sharpened and differentiated, resulting in the refinement of the emotions whose direction of development depends somewhat upon the particular nature of the environment. (3) Opinionation, or Hypothesis, construction of coherent thoughts from available data, with the realization that the data of one time and place are different from the data of another time and place. Opinionation is the manner in which the ideas are combined and related to form valid inferences which lead to the establishment of workable hypotheses which, when submitted to all relevant facts, result in valid judgments. It involves those related thought processes necessary to the solution of the difficulties as they arise in experience. (4) Reflective Synthesis — this is the latest and most difficult. The pupil acquires many patterns of thought. If he is to become an integrated individual, it is necessary that he put all these patterns together so that they do not conflict. These patterns help to make the world in which we live meaningful. This represents the highest degree of intellectual abilities necessary for dealing with abstractions and with synoptic views which integrate concepts of broad significance.

Frank,[16] in commenting on general education today, states that:

> The general education for today must start with the science of today and elaborate the conceptional frame-work that will be the core of such education. But this is not an intellectual task, it is primarily a task of creative imagination, to interpret the human meaning of this new climate of opinion and their emotional significance rather than the abstractions and quantitative results of scientific investigation. For this larger task of

16. Frank, Lawrence K., "General Education Today," Social Frontier, April, 1937, p. 209.

> general education, wherein ideas and beliefs and insights are to be communicated with an emotional tone, we must employ actual and esthetic experiences as the chief instruments of general education. Only through living and the vicarious experience of art, can we communicate meaning and insights and develop new sensibilities. The most crucial areas for general education are concerned with human relations, in truth we are not merely concerned with an educational program, but with a program for the organization of our future culture.

The culture referred to by Frank, is constituted essentially of awareness, sensitivities, and values that are reflections (in personality) of the way man conceives the universe, his place therein, his relation to others, and his conception of self. Quoting again from Frank:[17]

> For such a program we must learn to assess the efficacy of our educational procedures not by subject-matter examinations, object tests, or skills in the use of techniques, but rather by the individual's conduct of life as revealed in daily behavior and human relations. Only in so far as there is an alteration in sensibilities, in personality make-up, and expression, can we hope for any substantial gains in meeting social, economic, political and international problems.

The objectives of general education are summarized by Prescott[18] as follows:

> (1) The development of clear thinking leading to intelligent action; (2) the development of clear, convincing and persuasive expression as the medium of expressing thought; (3) the development of an imagination sensitive to the effects of literature, music and the plastic arts; (4) the knowledge and understanding of the history of the past and the environment of the present in those respects that vitally affect intelligent activity in our present day world.

The summary of the objectives of general education, as given above, carries with it the implication that general education must be applicable

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17. Ibid., p. 210
18. Prescott, Henry W., General Education; Its Nature, Scope and Essential Elements - W. S. Gray (Editor), University of Chicago Press, 1934, Chap. II, p. 21.

to our present fundamental conception of life, and must be typical of the development of all the powers of the individual in an even and balanced fashion. These objectives must influence the individual to continue learning, and his training must lead to a socially dynamic type of citizenship.

Social intelligence as used in this study is an intelligence that makes possible individual adjustment to a changing society. It is an intelligence developed through the carrying out of the objectives in general education.

The term social intelligence signifies an intelligence whereby the individual becomes an active, intelligent member of society, capable of adjustment and development into an expanding personality, which is not only self-developing, but helps to enrich and improve the existing society. The individual is socially intelligent if he can develop valid inferences which result finally in valid judgments; if he has developed ability to work and live successfully as a functioning member of society. That intelligence which Beard means when he speaks of personalities that are

> ... informed about a wide range of affairs, both immediate and remote. They are aware of personal and social responsibilities. They know that environment can be changed within limits by individual and social action. 19

The socially intelligent develops an understanding of the current problems, social, economic, political, and because of this understanding is better able to be a real contributor to the solution of the problems.

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19. Beard, Charles A., A Charter for the Social Sciences, Part I, Report of the Commission on the Social Studies, American Historical Association, p. 97.

Bear,[20] in a discussion of Education in a Democratic Society, treats the problem from the standpoint of the development of an intelligence which he calls social. He says:

> In a democratic society the schools are far more than agencies for the training of the type of citizen desired by government. In the first place the static attitude toward government is out of place, for in a democracy government is regarded as the agent of all the people to serve them in their political needs and to be responsive to their will. With the spread of the democratic concept this attitude has been applied to other institutions and human relations at large. This concept of institutions as the agents implies that the supreme values reside in man.

Thus man in this democratic attitude shall have opportunity for the development of his potentialities and enjoyment of basic satisfactions.

Social intelligence is that element or factor which gives freedom for development in his environment, changing or otherwise, and a sharing in the "good life." To continue Bear's development of what this study calls social intelligence we find that

> ... since in a democracy the individual has no prearranged place to fill in society, the school has the difficult task of preparing him so he can make a place in which living will be satisfying and his best contribution to the general good be made. 21

The individual in this democratic society needs to be intelligent about social problems and become a thinking, active member of that society.

Social intelligence, then, is that developed intelligence which enables the individual, in the social order in which he finds himself, to understand problems, think them through clearly, cooperate actively, and function intelligently.

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20. Bear, Robert M., Social Functions of Education, Education in a Democratic Society, p. 314.
21. Ibid., p. 315

The term Civics as used in this study includes knowledges, precisions, appreciations, and judgments in helping in the solution of everyday living problems; in studying political problems, and in the determination of a functioning citizenship. This broader interpretation of the term Civics is taken rather than the narrower term Political Science, which is that division of social study which is concerned only with government: government in its geographical units, forms, sources of authority, powers, purposes, functions, operations, and conditionalities.

Civics as here treated accepts all the elements of political science, but in addition treats the problem of life in its various phases, and in all of its relationships, all of which must function through government. Civics as here used studies everyday living problems: social, economic, industrial, tries to understand political problems in all their various applications: federal, state, and local, as well as international implications. The careful study of the functional factors involved seeks a functioning citizenship that is both individual and cooperative.

CHAPTER III

IMPORTANCE OF CIVICS IN DEVELOPING SOCIAL INTELLIGENCE

If one is to arrive at a social intelligence which makes possible an active, intelligent member of society, capable of adjustment, thereby developing the individual into an expanding personality, a personality which is enriching and improving to existing society as well as self-developing, teaching must be vitalized. This vitalized teaching for social intelligence can best be accomplished in Civics, using the term as defined in Chapter II of this study, and vitalized Civics must be such instruction and activity which will grip the pupil as being challenging and worth while in his own life.

According to Bolton,[22] just ordinary activity is not sufficient. He says:

> It is not mere external muscular "activity" that is sought. Just a "popping up" of classroom procedure, so that there is visible evidence of action, is not necessarily an evidence of a vitalized class exercise. Education needs more activity from the shoulders up than from gesticulating hands and basketball type of action. Genuine vitalized school procedure means quiet thoughtfulness, not only during a class period but also during preparation periods.

Because Civics, as conceived in this study, treats the various relationships of life, with its problems in all their numerous phases, and not just its political phase, it is admirably suited to develop that type

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22. Bolton, Frederick E., "Vitalising Secondary Education," Education, Vol. 56, January 1936, p. 577.

of intelligence defined as social. Because modern society functions more and more through government, our democratic government of today shows a tendency to dominate the individual, as an individual, and also as a member of the group. This injection of government into the very life of the individual makes it even more imperative that the individual be intelligent socially. If government does not endure and function, society cannot endure and function; and if society does not endure, government sinks with it. It is in this close relationship existing between society and government that Civics teaching can be made to function.

If government can endure and function only if society endures and functions, then a careful study of the problems which confront the individual and the possible solution of these problems would seem to be an essential part of education for developing social intelligence in this changing society in which the individual of today lives.

Beard says the primary business of education in effecting the promises of American democracy is:

> ... to guard, cherish, advance, and make available in the life of coming generations the funded and growing wisdom, knowledge, and aspirations of the race. This involves the dissemination of knowledge, the liberation of minds, the development of skills, the promotion of free inquiries, the encouragement of the creative, or the inventive spirit, and the establishment of wholesome attitudes toward order and change,--all useful in the good life of each person, in the practical arts, and in the maintenance and improvement of American society, as OUR society, in the world of nations. 23

The whole philosophy and practice of democracy must be realized in any attempt to educate the individual in this changing society, a

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23. Beard, Charles A., The Unique Function of Education in American Democracy, Education Policies Commission, 1937, p. 78.

society that is more than politics.

> It embraces all culture. And democracy implies the widest possible diffusion of culture and all the means essential to the good life. Committed by its historical and immediate obligations to cherishing and advancing the funded wisdom, knowledge, and aspirations of the race, education carries responsibilities which outrun the fortunes of annual, biennial or quadrennial elections, the ups and downs of parties, the twists and turns of public opinion. In a literal sense education is rooted in eternity, despite its proper affiliation with temporal events. It is concerned with all the humane interests which shape society, government, and public policies, and gives richness to individual life.[24]

In realizing this whole philosophy and practice of democracy, education

> ... cherishes and inculcates its moral values, disseminates knowledge necessary to its functioning, spreads information relevant to its institutions and economy, keeps alive the creative and sustaining spirit without which the letter is dead.[25]

However, the solution of specific problems of democracy devolves upon society, and if the solutions are to be right solutions, then the individual members of that society must be socially intelligent.

Civics then becomes a real force in the vitalized high school which endeavors to train for more abundant individual and social living. Civics thus vitalized becomes a real factor in the development of social intelligence. It means a better understanding of our social, or group living — "our past group living, our present group living, and as much as may be our future group living."[26] Most of us maintain the idea that there should be a reaching beyond more understanding. We should extend our thinking out in the direction of conscious control. In other words,

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24. Ibid., p. 118
25. Ibid., p. 89
26. Marshall, Leon C., "Patterns Underlying the Details of Human Living," Social Education, Vol. 1, March 1937, p. 158.

our Civics course will be in a sense a sort of social engineering, developing an appreciation of what is required for good living together today, and better living together tomorrow. Social intelligence founded on a knowledge of the past, and an appreciation of the present, gives thought to the future; for only by so doing can man hope to direct, take part in, and adjust to the future.

The realization of the democratic ideal is essentially a part of any Civics course.

> That ideal does not picture definitely the political arrangements which will serve it at any given time in the future, nor is it expressed in final form in the government institutions now existing in this country. But its spirit is one of the vital forces which contributed to the moulding of these institutions and finds partial expression through them.[27]

Thus, if a course in Civics follows the general education trend — that knowledge which is useful to all who possess it, at all times and in all situations of life — is developed; if precisions are developed which give a better understanding through the use of learnings gained by exactitude, giving basic habits, ideals, and appreciations which will function through the various life experiences; if use is made of emotional responses (appreciation) as factors in individual "awareness" of environment, making possible better adjustments; if the individual learns to make valid inferences that develop into valid judgments, then there will have been developed a social intelligence which functions for the individual, and the individual becomes a better member of the society in which he lives.

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27. Bear, op. cit., p. 317.

CHAPTER IV

GOALS SET UP IN DEVELOPMENT OF SOCIAL INTELLIGENCE

In setting up goals for the development of social intelligence it is necessary to keep in mind a fundamental factor in general education -- the development of desirable attitudes -- based upon habits of thinking, of accuracy, of intelligent honesty, open-mindedness and suspended judgment; of looking for the true cause and effect relationships and habits of critical analysis in regard to problems of citizenship in day-to-day living of the individual. This involves group personality factors, the development of which will train and make for competence in the individual to meet the problems of the society in which he lives.

In the matter of training for social intelligence three essential elements may be noted: (1) individual, personal, and intellectual activities and abilities; (2) the social problems in reference to which social intelligence is called into play, that is, current life problems; and (3) the information essential to any effective attempt at the solution of social problems.[28] These essential elements coincide very closely with the program which the Progressive Education Movement seeks to solve -- the adjustment of the individual student to life. If the

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28. Emry, June, Restated from Relating Fields of Knowledge to Training for Social Intelligence, a Thesis, 1936., pp. 52-54.

student comes out merely a smug acceptant of society as it is, then his education has been unsuccessful; but if he leaves the school "feeling" his ability and responsibility for changing society, then his schooling has been successful. He must recognize that today life itself serves as the "when" in education and that schooling is no longer terminated with graduation, but is a continuous process with the socially intelligent individual.

In answer to the question "What preparation for getting along with his fellows should the young American have?" Johnston says:[29] "To knowledge and abilities add a third category — attitudes — probably more significant than either of the other two." Continuing, he enumerates five things the socially intelligent young American should know:

> (1) He should know that progress in the sense of human welfare, or even the continuance of what we call civilization is not inevitable, but depends upon the intelligence we bring to bear on the solution of the problems that face us. He needs an abiding sense of the past in its relation to the present. He needs to know that civilizations quite as advanced as ours (when the starting point is considered), quite as vigorous, quite as hopeful have vanished into nothingness not once but many times. (2) He needs to know that the progress of of science and industry and organization has vastly changed the terms in which our social problems are expressed. (3) He needs to know that antiquity alone is not an index of efficiency or desirability. Unquestionably some of the principles our forefathers enumerated have abiding significance, but here the young American needs to exercise discrimination. These customs of an earlier day were set up to "promote general welfare." Their continuance should be determined by the same criterion. In social and economic solutions there is need of the same inventiveness, the same boldness of imagination as that which has remade our material world. (4) The young American needs to know the realities of political organization. He needs to see

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29. Johnston, E. G., "What Should an American Graduate Know?", Junior-Senior High School Clearing House, December, 1934, p. 210.

some of the interplay of forces in his community, in his state, in his nation. (6) He should know that the problems which confront us are essentially social and economic."

The primary goal to be set up in the development of social intelligence is the development of capacities of the individual. One of the first capabilities is the ability to reason through a problem. This ability is just as important as knowledge factors, and is in reality the ability to think. The importance of this ability is emphasized by Whitehead [30] when he says:

> Culture is activity of thought, and receptiveness of beauty and human feeling. Scraps of information have nothing to do with it. A merely well informed man is the most useless bore on God's earth.

Again in the words of Bode:[31]

> The concern is not with the strengthening of mental faculties, nor with the acquisition and organization of information, nor yet with the formation of S — R bonds, for the power to think is the educational heaven; if we seek it persistently, then other things will be added unto us.

Cubberly says:[32]

> The real purpose of education aside from the learning of a few facts, and the mastery of certain abilities that are found to be of use in later life, is to train young people how to analyze a problem and find out things for themselves; to form in them good working habits; to show them how to concentrate and to study effectively and independently; to teach them how to gather facts and marshall them to form a conclusion; and to awaken in them motives for work beyond what the school requires. The most important element in good teaching is the development of good habits of study and the ability to do independent thinking.

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30. Whitehead, A. N., The Aims of Education and Other Essays, p. 1.
31. Bode, B. H., Conflicting Psychologies of Learning, pp. 273-274.
32. Cubberly, E. W., The Principal and His School, p. 401.

> To think, not what to think, is the good curriculum's objectives for the child.[33]

A second factor in the development of capabilities, as a primary goal, is the use of the four main areas of individual capacities or abilities: precisions, hypothesis, appreciations, and synthesis. In the use of the area of precision, absolute accuracy in performing certain skills is developed as a necessary factor in getting valid results. This should enable the individual to acquire habits of observation and analysis. Such precision results in the ability to seek out elements for examination and recognition of their significance. Development of precisions in thinking, which is a quality more concerned with the how of acquiring knowledge than with the knowledge itself, is necessary in the development of capabilities. Again, in the area of hypothesis the ability to draw a valid inference, on the one hand, which will lead to valid judgments on the other, is developed. In the realm of hypothesis, reflective thinking becomes the primary element in arriving at valid judgments. Dewey[34] recognizes five steps in reflective thinking: (1) recognition of the problem; (2) observation, nature, elements, significance and locale of the problem; (3) setting up suggested solutions; (4) using memory, imagination and experience, and examining their implications to choose among these solutions; (5) experiment and observation to prove the validity of the solution.

The greatest hope of a democratic society lies in the development

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33. Department of Superintendence, Character Education, Tenth Year Book, p. 191.
34. Dewey, John, Summarized from How To Think, A restatement of the Relations of Reflective Thinking to the Educative Process, Chap. VII.

of valid inferences resulting finally in valid judgments. In opinionation the sources for drawing valid inferences are (1) information -- some specialized, some scattered, some generalized, and some organized; and (2) attitudes toward types of action, toward ideals and emotionalized beliefs. In the area of appreciation are the factors within the appreciative self, such as knowledges, biases, emotional sensitivity, beliefs of social origin, of family origin, past experience, and the factors of objects of appreciation, such as, social responsibility: significance for society in general, significance for the individual and its relationship to ideals of progress and advancing civilization. Herein the individual is taught to perceive the values of the object. An appreciation comes finally through the ability to perceive. In the realm of synthesis the individual acquires a great many patterns of thought, and these patterns are put together into a harmonious whole. Synthesis is a creative activity, in which new relationships are apprehended. Here reflection is of the highest intellectual activity type -- "mental gymnastics" -- in which abilities are developed, making possible the dealing with abstractions, which bring concepts of broad significance.

Some intellectual factors which illustrate what is meant by reflective synthesis are given by Dewey and are as follows:[35]

(1) The application of learned principles in solving present day problems.

(2) Ability to apply knowledge of a subject in solving problems in other fields.

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35. Ibid., Chap. VII.

(3) Ability to predict new changes or results to follow from the establishment of facts, beliefs, hypotheses, etcetera.

(4) Ability to draw conclusions as to the success of proposed plans, hypotheses, or principles.

(5) Ability to draw inferences from related fields of thought.

(6) Ability to analyze new theories, plans, hypotheses, principles, or methods, for their possible application to the improvement or betterment of life situations, or for their detrimental effect for society.

(7) Ability to anticipate results of the application of new theories, hypotheses, etcetera, in life situations.

(8) Ability to draw together and utilize opinionation from many sources, understand their implications, and apply them in understanding life.

Social intelligence is not so much concerned with a great number of separate patterns of response, but rather with the intelligence of the individual in his right responses to his environment in the proper solution of life's problems. The knowledge which helps to produce such right responses, thus preparing the individual to properly adjust himself as a group member to his environment, forms the basis for social intelligence. Thus a second goal is set up in the development of social intelligence: <u>the choice and use of social problems</u>. Those particular problems people find themselves faced with in their living together. They include current life problems carefully considered from all standpoints without bias; problems which necessitate the maintaining of a judicial attitude, the careful weighing of evidence, and the suspension of judgment until all the evidence is in. They are of a wide range dealing with recent social

trends, industrial movements, economic problems, political life, wealth, transportation, etcetera. These social problems in their major divisions, from which we might choose and use in the development of social intelligence, are restated here from the list given by the President's Research Committee on Social Trends:[36] (1) Euthenics; (2) Population; (3) National Wealth; (4) Labor Problems; (5) Problems of Leisure; (6) Populace as Consumers; (7) Problems of Crime and Punishment; (8) Social Work and Public Welfare; (9) Government Problems; (10) Education; (11) Communication and Transportation; (12) Art; (13) Economic Organization. These major problems would be broken up into minor divisions, and from these minor problems the instructional units would be developed into real social learnings. This goal would aim to present, through these learnings, a comprehensive view of all social problems, showing relationships, and by a careful analysis tying them in with the individual's experiences. In this way there would be created abilities invaluable to the individual in his solution of life's problems in the setting in which he finds himself.

The third goal set up in the development of social intelligence is the gathering of functional concepts and principles from the field of Civics. From a dynamic point of view, a concept is an idea by which one identifies and classifies. Good concepts are those which enable a person to classify things or events without mistakes. He acquires them by hearing the word or other symbol for the class in question, connected either with many representative samples of things, or events which belong to that class, or with a statement of the combination of characteristics

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36. President's Research Committee on Social Trends, Recent Social Trends in the United States, (a Report), McGraw-Hill Book Co., New York, 1933, Vols. I and II.

which entitles a thing or event to membership in that class.[37] A simple classification of concepts recognizes four kinds: objects, qualities, feelings, and relations.[38] A concept is what a thing means to the individual based upon his knowledge and experience. It is meaningful and useful. A functional concept is the way one feels; that is, the nature of a thing, and awareness or feeling in regard to that thing. Education for social intelligence must necessarily be concerned with functional matters. In this way the nature of the concept, or problem studied, and what it means to the individual, will build up backgrounds for social intelligence. Certain functional concepts and principles from the Civics field should be selected. All the advantages of vicarious experiences should be capitalized, but with reference to definite criteria.

Rugg[39] states in this connection that:

> Rather than knowledge for its own sake, or for the doubtful mind-training value, these studies should seek to throw light on civic activities and problems of all citizens of today. Real understanding of the social structure we call government is demanded. Real appreciation of the characteristics of citizenship, loyalty, patriotism, service, justice, leadership, must be sought. Every item that can serve such objectives must be taught. A functional point of view is seemingly demanded. Mind sets, dispositions, attitudes, should be promoted that will serve as emotional drives to inculcate the development of abilities acquired of good citizens.

It is necessary for the individual to study and investigate the fundamental implications of social life. In this way functional concepts will be built up, based upon the individual's knowledge and experience.

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38. Symonds, Percival M., Education and the Psychology of Thinking, p. 187.
39. Rugg, Earl V., "Ideals for the Future Development of the Social Studies," National Educational Proceedings, No. 73, p. 481.

which he can utilize in cooperatively living the good life. Psychologically this utilization of functional concepts is important to the individual. The formation of functional concepts in Civics is an act of generalization, since the concept is "generalized" out of the various situations, or experiences, in the life of the individual. This process involves differentiation and generalization, both being essential in the learning or thinking process.[40]

Whether clear thinking results from the utilization of these three goals, which have been set up for the development of social intelligence, depends upon the type of teaching personality and not so much upon the character of the teaching materials. The teacher's attitude toward the pupil will also be a determining factor in the "thinking" situation. If these goals as set up are really to function for the pupil, he must be considered as a "personality," a personality whose right it is to have guidance in thinking through actual current social situations. Thinking through a social situation involves three fundamental questions: What are the facts? What do they mean? What can and should be done about it? Another factor to be considered in the teacher's responsibility for the student's experience in clear thinking has to do with the teacher's understanding of the nature of society and the function of education in such a society. The teacher is constantly confronted with the task of the "re-thinking" of our human experiences. Emerson said, "Not in his goals, but in his transitions, man is great." So the socially intelligent person will have been taught to cooperate in bringing about these

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40. Symonds, op. cit., pp. 24 and 109.

transitions. Pierce[41] aptly emphasizes this when he says:

> Preparation for participation in dynamic social living will result in more widespread respect for, and intelligent cooperation with, a choice group of leaders who are properly referred to as social inventors — the sociological Edisons — who are bringing light to bear upon darkened or befogged areas of human relationships.

This chapter began with a statement of the fundamental factor in general education that must be kept in mind in setting up goals for development of social intelligence — the development of desirable attitudes. This study has tried to show how desirable attitudes may be developed through the building up of distinct concepts, the possession of which, when clearly differentiated from each other, with sharply outlined meaning, becomes one of the greatest aids in effective thinking.[42] That kind of thinking is essential to the socially intelligent. Since the development of desirable attitudes is so essential, let us examine some of the attitudes the socially intelligent individual should have.

He should have an attitude of scientific objectivity toward the baffling social problems which confront him. He should assume an attitude of dispassionate "viewing" in the social and economic realm. He should evidence tolerance for points of view which differ from his own. He should manifest an intelligent attitude in attacking social problems. He should have a desire to work for the common good — a cooperative attitude. This attitude is based more than anything else on a realization that in the second quarter of the twentieth century our world is

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41. Pierce, W. C., "Clear Thinking Through the Use of Social Studies," California Journal of Secondary Education, January 1936, pp. 57-68.
42. Symonds, op. cit., p. 212.

so closely related, that for the overwhelming majority of us, our personal welfare is inextricably tied up with the promotion of the general welfare. We need today a declaration of "inter-dependence." Again he should show an attitude of responsibility. A high sense of responsibility is an indispensable accompaniment of power. He needs to manifest a respect for personality and an eagerness to protect minorities and dissenters from the despotism of a majority group.[43]

As a means of developing in the individual these attitudes and abilities which will help make him socially intelligent, Chapter V will outline a proposed procedure in Civics teaching, following the philosophy of the goals as set up in this chapter.

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43. Note: Attitudes are here summarized from an article by E. G. Johnston, "What Should be the Attitudes of Young Americans?" Junior-Senior Clearing House, December 1934, p. 210.

CHAPTER V

PROPOSED PROGRAM WITH COURSE AND METHODS USED

The following proposed program for use in a senior high school civics course is presented, with suggested course and methods used, as a means of making civics instruction function in such a way as to develop social intelligence.

The course as presented is based upon a careful study of the general education trend and the newer educational philosophy, coupled with many years of classroom experience in the social sciences. Through observation of various communities and community problems, with the reactions of numerous students in these communities, the writer came to the conclusion that something constructive could be accomplished through a definitely organized approach in the teaching of civics. The program as outlined has been worked out over a period of seven years and has been followed in actual classroom procedure for three years by the writer. During each of the past three years, five classes, averaging thirty-three to the class, have used the course. As herein presented it is simply a brief digest of the complete course as used.

In developing this proposed course it is presupposed that a well organized social science series has been a part of the individual's

instruction in his three years in the junior high school.[44] With this assumption a background has been built up; geographical, social, political, economic, and historical factors are not entirely new to the student when he begins his study of civics in the eleventh year. He will be better able to see relationships, and if the material is properly presented, he will realize that civics is simply opening up new avenues which lead to a better understanding of problems as they confront him.

The course as presented here is not entirely new. Teachers in the social sciences watched for many years the laboratory method of instruction used by so-called progressive schools in the teaching of the natural sciences and the manual arts, and began to experiment in the teaching of history, civics, economics, and other subjects. As they adapted various phases of the laboratory method to the social sciences, it began to meet with great favor. As used in social science, it combines all of the best methods that have been developed in the past, and at the same time takes advantage of individual differences.

In the course here presented three main features of the laboratory method are used: (1) the unit, or project, as a stimulus; (2) the laboratory method as a working basis; and, (3) definite supervision and direction by the teacher.

In the development of the course, following the first of these

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44. Rugg, Harold, The Rugg Social Science Series.
Vol. I -An Introduction to American Civilization) 7th Grade
Vol. II -Changing Civilization in the Modern World)
Vol. III-A History of American Civilization)
Vol. IV -A History of American Government and Culture) 8th Grade
Vol. V -An Introduction to Problems of American Culture)
Vol. VI -Changing Governments and Changing Cultures) 9th Grade

three features, the material is carefully organized into units. Morrison defines units of learning as:[45]

> ... the larger significant movements in human history which go far to explain the society in which he (the student) lives, and which develop in him a reasoning attitude toward the social world of today, in the place of an attitude of passive acceptance.

Based upon this interpretation the units in civics are fairly well defined, and each one is presented in the form of purposes to be studied and interpreted. Keeping in mind the fact that this is an attempt to develop socially intelligent citizens, these units must necessarily present a unified whole.

The larger divisions of these units as used are presented here in brief outline only:[46]

Unit I - Man's Social Development
- A. Purpose
  1. To point out that social arrangements and living conditions are not fixed but changing.
  2. To reconstruct (mentally) the probable stages of social development through which humanity has passed from the earliest times to the present.

Unit II - Government as a Social Institution
- A. Purpose
  1. To study government as a social institution
     - a. By explaining the nature of cooperation with some of its activities,
     - b. By showing the individual's relationship to the group, and
     - c. By explaining human needs with the resulting institutions and how they function.

Unit III - The Basis of the State
- A. Purpose
  1. To study the physical, historical, and theoretical basis of the state.

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45. Morrison, H. C., The Practice of Teaching in Secondary Schools.

46. A full and complete unit outline for two typical units will be found in the Appendix.

Unit IV - Types and Forms of Government

A. Purpose

1. To study the various types of government and the nature of governmental forms.

Unit V - Powers of Government

A. Purpose

1. To study the distribution of powers according to forms of government.
2. To study the distribution of powers according to units and functions of government.

Unit VI - Historical Background of the United States Constitution

A. Purpose

1. To study the historical antecedents of the Constitution
   a. English Institutions
   b. Colonial Unions
   c. Declaration of Independence
   d. Articles of Confederation

Unit VII - The Constitutional Convention

A. Purpose

1. To study the purpose, problems and achievement of the Convention.

Unit VIII- Legislative Department of Government

A. Purpose

1. To study the legislative department of the federal government
2. To study the powers of Congress.

Unit IX - The State Legislature

A. Purpose

1. To study the structure, methods, and powers of the state legislature.
2. To study additional state legislative agents and legislation by voters.

Unit X - Executive Office of the Federal Government

A. Purpose

1. To study the executive office of the United States Government.
2. To study the powers and duties of the President.

Unit XI - Executive Department of the Federal Government

A. Purpose

1. To study the organization and work of the President's Cabinet.
2. To study the need for and work of the National Boards and Commissions.

Unit XII - State Executive Department
A. Purpose
1. To study the office of the Governor, his duties and powers.
2. To study the County as an administrative unit of the state.
3. To study the city government.

Unit XIII- The National Judiciary
A. Purpose
1. To study the national courts and the kinds of law that they apply.
2. To study the Supreme Court and its decisions concerning the constitutionality of our laws.

Unit XIV - The State and Local Judiciary
A. Purpose
1. To study the state judiciary.
2. To study the local judiciary.
3. To study civil and criminal procedure.

Unit XV - The United States and Its Dependencies
A. Purpose
1. To study the territories and other dependencies.
2. To note relations between the United States and our various dependencies from standpoint of fact and theory.

Unit XVI - Individual Rights and Citizenship
A. Purpose
1. To explain the legal status of the different kinds of persons.
2. To show that there are certain individual rights that are beyond the reach of government.
3. To develop briefly the historical background of the idea of individual rights.
4. To study the problems of citizenship as affected by Immigration, Naturalization, and Americanization.

Unit XVII- Public Finance
A. Purpose
1. To study Public Finance under the following four heads:
a. Expenditures
b. Indebtedness
c. Taxation
d. Budget

Unit XIX - Foreign Policy

A. Purpose

1. To study our traditional policy toward other nations.
2. To note our present foreign problems and proposed solutions.
3. To study the efforts, machinery and methods that look toward the abolishment of war.

Unit XX - Leisure Recreation and Education

A. Purpose

1. To study the problems of leisure and the activities of national, state, and local governments in furnishing the facilities for recreation.
2. To make a brief study of education, its growth, cost, administration, and influence upon public opinion in a democracy.

Following the careful presentation of a unit to the class, with sufficient time given for explanation of purposes, the clearing up of terms used, and instruction as to procedure, the class becomes in reality a "laboratory," each student proceeding in his study of the problems presented in his own way. The "laboratory" is equipped with all the available material and aids, such as reference books (complete sets of at least two standard texts),[47] encyclopaedias, dictionaries, magazines, newspapers, charts, maps, and visual and radio aid material. This method of procedure requires that all this material be available in the classroom at all times. Groups of from three to five students may be organized to work out various phases of the Unit,[48] or individuals may carry out through special investigation and report topics in which they are especially interested. Many students take keen interest in making charts

47. Sufficient copies, one for each student, of the following books were provided: (1) Young and Wright, Unified American Government, (2) Magruder, American Government.
48. The movable type of desk is used in the experiment.

and original diagrams; others who have any ability at all, prepare original cartoons on topics of the day. These group conferences and special reports may then be carried on through to panel or forum discussions in which the entire class participates.

As the study of these Units proceed, current civics discussion is carried out through a study of day-to-day problems as found in the daily news and also as summarized in a weekly publication — the American Observer [49] — (enough copies being supplied for each student). These current civics studies are definitely tied in with the Unit study and emphasis is placed on relationships. In this way the pupil is constantly confronted with the necessity for intelligent interpretations of events in the light of past experiences and future implications.

The "laboratory" should be equipped with a bulletin board, preferably extending the full width of the room. (In the writer's experience this full width bulletin board placed on the rear wall of the classroom has been an invaluable aid in development of social intelligence). This bulletin board should be kept by the students themselves, different groups assigned for a definite period, being responsible for the arrangement of material, composed of news clippings, pictures, cartoons, etcetera. This material is furnished by the students in each class. Students, who at the beginning of the term expressed themselves as never reading the newspapers, or caring about what is happening in the world about them, have after a week on bulletin board assignment, been enthusiastic followers of the news, and have become quite adept at interpretations of trends

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49. The American Observer, Civic Education Service, Walter E. Meyer (Editor), 744 Jackson Place, N.W., Washington, D. C.

and policies. Also this current civics study, not as a definite assignment at a specified time, but as a part of his daily life, has been valuable in showing relationships. The student finds, at first to his astonishment, that what he studies in his unit material is constantly related to what he finds in the news of the day. It is here that the teacher can help him in developing his relationships and build up his ability to make valid inferences that grow into valid judgments. Thus his study of the problems in civics becomes a live present day problem and a part of the daily action in the community in which he lives.

The third feature of the proposed plan has to do with supervision. Much has been written about so-called supervised study and many "sins" have been committed in its name. Supervised study should not be confused with directed study. The following quotation from Barnes expresses this difference:[50]

> Directed study refers to the guidance of the pupil toward the proper objectives and ideals and to the materials that will help him to attain them. Directed study is accomplished through the study guide sheets. Supervised study is the work of the teacher in the supervision of individual pupils who are studying silently at their desks. The study sheets are like the blue print plans in the building of a house, while the supervisor of study corresponds to a construction supervisor. The guide sheets provide the plan and the teacher aids the pupil in carrying out these plans. The student must be taught how to think, how to organize, and how to apply. It is better to be able to think one's way back into the right way after straying from it. Hall-Quest in stating the purpose of supervised study says that "it seeks not to prepare pupils for high school or college graduation but for coping with problems in a world of intense competition, where superior achievement depends on initiative, clear thinking and confidence in one's ability to organize experience for new adjustments."

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50. Barnes, Charles C., Education Progress Bulletin, Vol. VIII, No. 1, Houghton Mifflin Company, 1929.

In this plan teacher supervision is designed to bring out the individual pupil's abilities; to teach him to think for himself; to develop in him the powers of analysis, and an appreciation of his individual responsibility in the task at hand. The teacher in his supervision must ever be on the alert to make as many contacts as possible between the actual life of his pupils in his class and the points developed in the units of study. If this is done, then the study will not be simply a task assigned to be completed for a mark or grade; but will have a real significance to the pupil, because he sees the practical relationships between his problem study and community problems.

There are certain dangers in this supervision and also criticisms against it. However, most of the criticisms have been made against poor and inadequate planning rather than against the plan of supervision. Again quoting from Barnes:[51]

> Supervised study has frequently fallen into disrepute because it was launched without sufficient preparation. Some of the dangers that the supervisor should avoid are: (1) Giving police surveillance instead of the helpful aid that the teacher should give. (2) Answering questions instead of directing pupils to find their own answers. (3) Making himself a nuisance by passing around the class asking such questions as, "Are you getting along all right?", "Is there anything I can do for you?", etcetera. (4) The wide-open method designated as a study recitation.

However, with careful planning and attention to the fundamental factor in the general education trend — the development of desirable attitudes — coupled with an adherence to the goals set up for the development of social intelligence, the teacher can avoid these dangers and accomplish for the individual that which is so essential in his educational advancement.

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51. Ibid., page 11.

A printed manual, or "work-book," is not a part of this proposed course. The pupil is expected to develop and organize his own work-book. He is required to keep a note book in which the mimeographed units and work sheet material are filed. This book is for his own use and not for purposes of checking. As a means of checking progress, the pupil prepares and hands in work sheet material, a specified amount of required, and extra, or special work if he desires. After this work sheet material is checked by the teacher, and suggestions are made (these suggestions are discussed with the pupil), then it is returned to the pupil for filing in his work-book. These work sheets and the units then become a ready reference for future use.

The pupil is constantly reminded that he is learning to solve problems; that he is learning how to learn; that facts as facts will be forgotten, but the ability to sort out and use information is building up abilities which will help him solve his every day problems <u>now</u> as well as in the future. Beard says:[52]

> A knowledge of how to acquire knowledge is a permanent possession which can be used throughout life. The acquisition of such knowledge can be promoted by discipline in the methods of attaining access to information — the use of encyclopaedias, authorities, documents, sources, statistical collections. Even in the lower grades it is possible to awaken and stimulate this latent capacity. Any teacher can ask, How do we know the truth about this simple situation? and then answer it by reference to authoritative materials. All the way through the schools the process may be followed, ever sharpening the mind by increasing the complexity of the situations about which questions are asked and of the materials necessary to correct answers, rising steadily in the complexity and abstraction of subjects considered.

In this method of procedure the pupil is an active member of society, learning to adjust himself and to develop ability to work and

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52. Beard, <u>op. cit.</u>, pp. 99-100.

live in harmony with his small group. Such abilities as he develops here makes for a better understanding, for better habits of right thinking; and thus enables him to be a real contributor to the solution of his own problems and the problems of society. Because of this he is a socially intelligent member of a constantly changing society. He is a dynamic, functioning citizen, and as such he contributes to a more dynamic and a better functioning society.

These main units, in the proposed course, are outlined in such a way as to show just how closely related are individual, society and government, and through this unified approach he becomes interested in further development of subject matter. As he proceeds in this development, he builds up a unified conception of the government in relation to the individual, and a realization of his responsibility as a citizen for intelligent understanding of fundamental principles and policies which will enable him to solve his civic problems in a better manner.

CHAPTER VI

CONCLUSIONS

It has been stated that the problem presented in this study is one of the development of social intelligence in the individual, this development to be more fully accomplished by means of a Civics course, designed and taught, with this objective in mind. In working out this problem the writer has taken into consideration the fact that the individual lives in a community which is the result of an ever changing society, constantly presenting him with varied and complex problems, which he must help solve if he is to live the "good life." It seems fairly obvious that our changing world is seeking a re-interpretation of life values. Coohran[53] expresses this aptly when she says:

> The scattered mosaic of efficient citizenship must be reassembled by skillful hands and patient understanding minds. When we can define wealth in terms of well rounded personalities reflecting poise, grace, charm, and sincerity; desirable, capable, efficient citizens who neither shirk nor spurn duty; understanding neighbors; loyal members of society; tested, trusted, treasured friends; honest business; faithful service; dignity of labor; and loyalty to the royal in the individual, we can appreciate the significance of an adequately defined program of social science. When we can eliminate from society the power of money as an ideal, we can re-evaluate success as the possible achievement of power to stop fretting over the things that can't be done or helped, and go to the things that can be done. Successful citizenship is indicated in one's loyalty to his employer and co-workers; in

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53. Coohran, A. Janeen, "Has Social Science a Place in the High School," The Social Studies, March 1937, p. 110.

> continuous preparation for more efficient work; in the fact that he doesn't expect good pay for poor service; and in his refusal to slander even his enemies.

New problems are constantly appearing in this re-interpretation of life values. The solution of these problems requires an understanding of the fundamental principles of social, economic, and political life; so the course as outlined has attempted to provide the means whereby that understanding can be accomplished.

In order to determine any definite achievement, in any course, some kind of testing is necessary. Unfortunately modern testing and modern objectives do not always fit together. If in the goals, or objectives, skills and habits alone are considered, testing can easily be done, but if in addition concepts, attitudes, appreciations, and ideals are taken into account, testing becomes more complex and not so easily accomplished. However, certain standard tests designed to reveal attitudes, aptitudes, abilities, and achievements can be used to advantage, supplemented by teacher-constructed objective tests and subjective estimates. Evaluations may also be made through careful consideration of the results of tests, and observation and rating of participants in curricular and extra-curricular activities. The teacher should also consider personality development and determine efficiency level. The writer feels that, although a definite satisfactory measure of accomplishment -- which includes all of the above -- is impossible, much of real value has been gained for the individual and the community through the use of this course.

When the student has been taught to develop clear thinking which leads to intelligent action; when his imagination has become sensitive to the finer things about him; when he has a knowledge and understanding

of the past and a "feeling" of the environment of the present, then he is a better citizen and more capable of becoming a "participating" citizen in a changing social order.

In formulating criteria for the evaluation of the proposed course as to results, it is necessary to re-state here the three goals set up for the development of social intelligence: (1) The development of capabilities of the individual -- the ability to reason through a problem, and the use of the four main areas of individual capabilities and abilities, precisions, hypotheses, appreciations, and synthesis. (2) The choice of and use of social problems -- those particular problems people find themselves faced with in their living together. (3) The gathering of functional concepts and principles from the field of civics.

With this re-statement of goals and the statement of difficulties arising out of the inability to measure adequately the results, the writer has come to the following conclusions as to the effectiveness of the proposed course in developing social intelligence:

(1) The individual, as a member of an ever-changing society, gains an understanding of the fundamentals of government by a study of his government through a unified approach, which helps him to cope with those problems which confront him as a participating citizen.

(2) Not only has he gained information and knowledge, but he has acquired habits and developed abilities helping him to make valid inferences which enable him to make valid judgments.

(3) Through his study under this plan he has learned to seek out the relationships which are essentially a part of his development of social intelligence.

(4) He has acquired an interest in the events happening about him, and learned to interpret them in the light of his knowledge and understanding of the underlying principles of the social, economic, and political life.

(5) As he has learned to define, analyze, and classify certain elements in the social, economic, and political life of the nation's past, he is able to interpret present trends into solutions that are helpful to individual and community.

(6) He has learned to find out things for himself. "It isn't so much the FACT you learn that counts; but the fact that you learn HOW to learn."

(7) With the proper use of the Civics "laboratory" the pupil has become an independent thinking individual, actively participating in the group of which he is a member, instead of just one of a group.

(8) He has learned, as a participating member, how to work with his fellows, how to give and take, how to assume and use responsibility -- all essential factors to be considered in the future citizen.

(9) The plan places the individual in an environment of "living" his work and "feeling" that he is an integral part of it. Thus he is more likely to work up to his capacity and thereby develop his abilities.

(10) The pupil has been taught to change satisfactorily certain undesirable attitudes, and as a result has been able to see the need of becoming a socially intelligent individual.

(11) A conclusion of paramount importance is one regarding the teacher element. If the individual is to become socially intelligent, he must be guided by a socially intelligent teacher. The teacher must

reflect the objectives of the course. He must be tolerant, progressive, and hopeful. He must be constantly alive and alert to the current situation. He must be able to inspire, challenge, and encourage individual participation to the highest possible level of ability. Above all he must be one who can teach and who knows where he is going and why.

The writer feels that a careful following of the approach here presented has resulted (1) in the individual capabilities being developed. The development of the ability to reason through a problem, if not in its entirety, at least he has developed good habits of study that will enable him to think for himself in his future problems as a citizen. (2) In the choice of and use of selected social problems the individual has gained an insight into trends and a knowledge of current life problems considered from all standpoints, without bias, and has learned to see relationships, weigh evidence, and arrive at conclusions with a fair degree of efficiency. (3) He also has developed concepts from the field of Civics that should function in the development of proper abilities required for good citizenship.

As "no man liveth unto himself" and as "man can not live by bread alone," it is apparent that it is necessary to emphasize the human element in our teaching, but that human element must be visualized as an understanding, intelligent, functioning element, capable of such adjustment to environment as will provide for real true democratic living in a modern changing world. It is impossible to hope to accomplish this unless the child of today is prepared, by some such method as suggested, to assume some measure of responsibility as a citizen and actually participate in activities involving the understanding of social, economic,

and political problems.

It is in an earnest effort to meet student felt needs and create in the individual a desire to acquire social intelligence that this proposed method of teaching Civics is presented.

APPENDIX

TYPICAL UNIT OUTLINES

Unit II - Government as a Social Institution.

A. Purpose:

1. To study government as a social institution.
   a. By explaining the nature of cooperation, with some of its activities.
   b. By showing the individual's relationship to the group.
   c. By explaining human needs, with the resulting institutions and how they function.

B. Assignment: Young and Wright, Unified American Government, Chapters I and II.

I. The Individual and the Group.

A. Cooperation, or team work.
   1. Individual dependent upon others.
   2. High degree of cooperation necessary.
   3. Failure to cooperate is serious.

B. Association a social process.
   1. Neither the individual, nor the group can be considered as separate units.
   2. Individuals belong to many social groups.
   3. Relation of the individual to the group.

C. Social control.
   1. Nature.
   2. Benefits.
   3. Methods
      a. custom or usage.
      b. Education and public opinion.
      c. Law and punishment.
      d. Sentiment, sympathy, rewards, praise.
      e. Advertising, propaganda, satire, threats.

D. Individual control.
   1. Self-control exercised under a sense of duty.

II. Development of Social Institutions.
  A. Human wants and resulting institutions.
    1. Human needs -- health, wealth, knowledge, sociability, beauty, and righteousness.
    2. Satisfaction of these leads to social institutions -- family, church, school, state.
  B. Changing character of institutions.
  C. Family.
    1. Functions.
    2. Forms.
    3. Importance.
  D. Church and Religion.
    1. Ancient.
    2. Medieval.
    3. Modern.
  E. The School and Education.
    1. Importance of acquired knowledge.
    2. Intelligence and the learning process
    3. Source and purpose of education
  F. The State -- political institutions
    1. Came into existence to serve a basic permanent human need -- preservation of order and promotion of general welfare.
  G. Economic Institutions.
    1. Private property.
    2. Business Association.
    3. Markets.
    4. Employers and employees associations.

WORKSHEET

Required:

A. Prepare a brief statement giving political position or significance of names and terms posted on bulletin board.

B. Write out definition of words in "word study" lists, Young and Wright, pages 11 and 24. (Be prepared to use and explain use of each word).

C. Write out answers to questions on the text -- p. 11, Nos. 1, 2, 3, and p. 24, Nos. 6, 7, 8, and 10.

D. Prepare a newspaper clipping, picture or cartoon, mount on paper and write a brief discussion.

Special:

B. Write a 300 to 500 word composition on any one of the following:

1. Education and Public Opinion as a method of social control.
2. Relation of the Individual to the Group.
3. The Family -- functions, forms, and importance.

UNIT XVI - Individual Rights and Citizenship.

A. Purpose.

1. To explain the legal status of the different kinds of persons.
2. To show that there are certain individual rights that are beyond the reach of government.
3. To develop briefly the historical background of the idea of individual rights.
4. To study the problems of citizenship as affected by Immigration, Naturalization, and Americanization.

B. Assignment: Magruder, Chapters 15, 30, and 31.
Young and Wright, Chapters 27 and 39.

I. Historical Background in the Development of Individual Liberty under Government.
A. Man in state of nature was free because he was unrestrained by government.
B. Man under early governments was not free.
C. Greek and Roman Governments.
D. Development of Anglo-Saxon liberties.
1. The origin of Parliament and principle of representation.
2. Magna Carta.
3. Bill of Rights.
4. American adaptations.
a. Mayflower Compact.
b. Colonial charters.
c. Legislatives assemblies.
d. Declaration of Independence.
e. Constitutions.

II. Nature and Scope of Individual Liberty.
A. Conflicting ideas of individual sphere of activity.
B. Need for an "umpire" -- political power called "sovereignty"
C. Sovereignty -- the foundation of personal liberty.
D. The individual is free to do as he "pleases," just so what he "pleases" does not come in conflict with the general good.

III. Conflict between government and individual over the scope and character of Civil Rights.
  A. During the Revolutionary period and immediately thereafter.
    1. Officials of the Crown and the people.
    2. Colonial organizations and the people.
    3. Whigs and Tories.
    4. Federalists and Anti-Federalists.
  B. During Peace times.
    1. Government officials and military officers.
    2. Diplomatic relations -- slander -- vidation of statute law.
    3. The individual citizen and his right of speech.
  C. During times of war.
    1. Sedition -- early Alien and Sedition Acts.
    2. Traitorious interference with military policy.

IV. Kinds of Liberty.
  A. Civil Liberty -- protected in the Constitution.
    1. Involves:
      a. Personal rights -- such as religious opinions and its expression; assembly and petition; fair trial in criminal matters.
      b. Property rights -- lands and property rights protected.
  B. Political Liberty.
    1. Popular participation in political affairs.
    2. Historical developmunt.
    3. Democratic government -- protection of individual liberty.
    4. Public and private law.

V. Civil Rights.
  A. Define.
  B. Constitutional guarantee to the citizen of certain Civil Rights.
    1.
    2.
    3.
    4.
  C. Civil Rights beyond control of Congress and the States.
    1.
    2.
    3.
    4.
  D. Civil Rights beyond the control of Congress.
    1.
  E. Civil Rights beyond the control of the States.
    1.
    2.
    3.
  F. Civil Rights beyond the control of the State Legislatures.
    1.
  G. Effect of custom upon individual liberty.
  H. Equality before the law

VI. Classes of People in the United States.
- A. Citizens.
- B. Aliens.
- C. Wards or Nationals.
- D. Stateless persons.

VII. Rights and Privileges of Citizens.
- A. Citizenship — civic liberty a right.
- B. Suffrage — a privilege.

VIII. Kinds of citizens.
- A. Two kinds with reference to methods of acquisition
  - 1.
  - 2.
- B. Two kinds with reference to political divisions
  - 1.
  - 2.

IX. Duties of Citizens.
- A. To understand governmental institutions.
- B. To vote regularly.
- C. To render loyal service in paying taxes.
- D. Serving as an efficient member of a posse, or of a jury, or in army and navy in defense of country.
- E. Rendering obedience to law and constitutional authority.

X. Immigration.
- A. Right of Congress to control.
- B. Periods of
  - 1. Original settlers.
  - 2. Early.
  - 3. Recent.
- C. Exclusion of undesirable classes.
- D. Exclusion of Racial groups.
- E. Exclusion by limited quotas.
- F. Non-quota immigrants.
- G. Effects.
- H. Assimilation.
  - 1. General principles.
  - 2. Reasons for our success.
  - 3. Necessity of assimilation.
- I. Deportation of aliens.

XI. Naturalization.
- A. Collective.
  - 1. Annexation
  - 2. Act of Congress.
  - 3. (give examples)
- B. Individual.
  - 1. Declaration of intention.
  - 2. Statement of residence and other qualifications.
  - 3. Certificate of citizenship.

XII. Americanization.
- A. The task is to help grow a new American political and social soul in the immigrant.
- B. A process largely of education.

WORKSHEET

Required:

A. Write answers to questions:
   1. Magruder -- pp. 358-359, Nos. 4,5,8, and 16.
   2. Young and Wright -- p. 384, Nos. 2,5,6, and 7.

B. Write about a 300 word discussion of any ONE of the following:

   1. Regard for Private Property.
   2. Privileges and Duties of Citizenship.
   3. Effects of Immigration in the U.S.

Special:

C. Write a brief review of any TWO of the following references:

   (Note: In the regular work sheet here would follow about twenty selected references).

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