The Orient in Elementary School Social Studies

Judith Rogers

Follow this and additional works at: https://digitalcommons.cwu.edu/etd

Part of the Curriculum and Instruction Commons, and the Elementary Education Commons
THE ORIENT IN ELEMENTARY SCHOOL
SOCIAL STUDIES

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Judith Rogers
May 1970
APPROVED FOR THE GRADUATE FACULTY

J. Wesley Crum, COMMITTEE CHAIRMAN

James Monasmith

Lloyd M. Gabriel
ACKNOWLEDGMENTS

The writer wishes to express appreciation to Dr. J. Wesley Crum for his patience and guidance, and to give a special thanks to her family and friends for their understanding and encouragement throughout the writing of this thesis.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION TO THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>PURPOSE OF THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>IMPORTANCE OF THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>LIMITATIONS OF THE STUDY</td>
<td>2</td>
</tr>
<tr>
<td>DEFINITION OF TERMS</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum guide</td>
<td>3</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>3</td>
</tr>
<tr>
<td>New social studies programs</td>
<td>3</td>
</tr>
<tr>
<td>Orient</td>
<td>3</td>
</tr>
<tr>
<td>Oriental studies</td>
<td>4</td>
</tr>
<tr>
<td>Social studies</td>
<td>4</td>
</tr>
<tr>
<td>Textbook</td>
<td>4</td>
</tr>
<tr>
<td>ORGANIZATION OF THE REMAINDER OF THE THESIS</td>
<td>4</td>
</tr>
<tr>
<td>II. THE METHODS EMPLOYED AND MATERIALS USED</td>
<td>6</td>
</tr>
<tr>
<td>THE METHODS EMPLOYED</td>
<td>6</td>
</tr>
<tr>
<td>MATERIALS USED</td>
<td>6</td>
</tr>
<tr>
<td>III. REVIEW OF THE LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>THE NEED FOR NEW SOCIAL STUDIES</td>
<td>9</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>20</td>
</tr>
<tr>
<td>IV. RESULTS OF AN ANALYSIS OF CURRICULUM GUIDES, TEXTBOOKS AND NEW SOCIAL STUDIES PROGRAM MATERIALS</td>
<td>22</td>
</tr>
<tr>
<td>CURRICULUM GUIDES</td>
<td>23</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Washington State Curriculum Guide--1957</td>
<td>23</td>
</tr>
<tr>
<td>King County Social Studies Curriculum Guide</td>
<td>28</td>
</tr>
<tr>
<td>Shoreline Public Schools Curriculum Guide</td>
<td>32</td>
</tr>
<tr>
<td>Bellevue Schools Social Studies Curriculum Guide</td>
<td>34</td>
</tr>
<tr>
<td>Thurston County and Olympia Schools Elementary Social Studies Guide</td>
<td>35</td>
</tr>
<tr>
<td>Guidelines for the Social Studies, School Union No. 40, New Hampshire</td>
<td>35</td>
</tr>
<tr>
<td>Cincinnati Public Schools Curriculum Bulletin</td>
<td>36</td>
</tr>
<tr>
<td>Snoqualmie Valley School District No. 410</td>
<td>38</td>
</tr>
<tr>
<td>TEXTBOOKS</td>
<td>38</td>
</tr>
<tr>
<td>The Tieg-Adams Series</td>
<td>38</td>
</tr>
<tr>
<td>The Follett Social Studies Program</td>
<td>40</td>
</tr>
<tr>
<td>The New Scott Foresman Social Studies Program</td>
<td>41</td>
</tr>
<tr>
<td>Japan, Home of the Sun</td>
<td>42</td>
</tr>
<tr>
<td>NEW PROGRAM PROJECTS</td>
<td>43</td>
</tr>
<tr>
<td>The Greater Cleveland Social Science Program</td>
<td>43</td>
</tr>
<tr>
<td>The Hilda Taba Social Studies Curriculum</td>
<td>45</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION TO THE STUDY

An increasing general interest in the Orient and the establishment by Central Washington State College of (1) a Southeast Asian Studies Program on campus, and (2) a Summer Term in Tokyo and Tour of the Orient Study-Travel Program overseas generated a desire for a study of the Oriental studies content in the social studies programs of elementary schools in Washington.

PURPOSE OF THE STUDY

It was the purpose of this investigation (1) to make a study of the Oriental Studies content suggested in textbooks, curriculum guides, and "new social studies programs" used extensively in elementary schools in the state of Washington, and (2) to develop suggested Oriental Studies content for elementary schools, with particular grade level specifications, keeping in mind the changing social structures of our society.

IMPORTANCE OF THE STUDY

This study was considered to be an important one due to the following factors:

1. The increasing general interest in the Orient
2. The increasing importance of the Orient in world affairs

3. Washington's proximity to the Orient

4. Washington's Oriental population

5. Seattle being an important gateway to the Orient

6. The shrinking world

7. Several Washington cities have "sister cities" in the Orient

8. Central Washington State College has established two programs involving Oriental Studies

9. The increasing need for racial awareness and tolerance

10. The fact that Japan was one of the United States' leading trade partners

11. No systematic study of the Oriental studies content in social studies programs in elementary schools of Washington could be located

12. UNESCO has designated 1970 as International Education Year

LIMITATIONS OF THE STUDY

This investigation was concerned only with social studies programs in grades kindergarten through six of elementary schools of the state of Washington. The data was obtained chiefly from textbooks, selected curriculum
guides, and "new social studies programs" materials most frequently used in Washington. No systematic, normative survey of actual practices was made.

DEFINITION OF TERMS

Curriculum guide. The official guide book, course of study, or outline of suggested content and/or activities for a classroom was interpreted as being a curriculum guide. Such guides may have been developed on a local district, intermediate (county) district, state or national level.

Elementary schools. For the purpose of this investigation, elementary school was defined as grades kindergarten through six, regardless of the organizational patterns used by the individual local school districts.

New social studies programs. The term "new social studies programs" was used to designate the recommended programs in social studies that have resulted from recognized formal attempts to update and shift the emphasis of social studies instruction. Such programs typically have resulted from funded developmental projects headed by nationally recognized leaders in the field of social science education.

Orient. The Orient was considered to be Southern
Asia, Southeastern Asia, Eastern Asia, and the nearby island land areas. The area commonly known as the Middle East was excluded.

**Oriental studies.** Any study of the Oriental countries, peoples, or cultures was included in the term Oriental studies.

**Social studies.** The content of social studies was once limited to history, but, for the purpose of this study, also included economics, anthropology, social psychology, political science, geography and sociology.

**Textbook.** Books that have been published in a graded series with the objective of placing a copy in the hands of each student and supplemental books that would be used extensively in the classroom were included in the term textbook.

**ORGANIZATION OF THE REMAINDER OF THE THESIS**

The remaining chapters of the thesis were organized about different aspects of the study in such a way as to facilitate the understanding of the material.

Chapter 2 dealt with the methods employed and the materials used. The relevant literature was reviewed in Chapter 3. Chapter 4 presented and discussed data obtained from a study of curriculum guides, textbooks and "new social studies program" materials. The entire study
was summarized and a proposed outline for Oriental Studies content for elementary school Social Studies programs was presented in Chapter 5.
CHAPTER II

THE METHODS EMPLOYED AND MATERIALS USED

THE METHODS EMPLOYED

Information about the current national picture in elementary school social studies education was obtained from representative selected curriculum guides, current periodical literature, textbook series and selected "new social studies program" materials. Additional information was gained from selected elementary schools.

MATERIALS USED

The following curriculum guides were selected as being representative of the ones being used in Washington, either for the purpose of determining teaching-learning strategies, or as references in curriculum development activities:

5. Bellevue School District Social Studies Programs, 1964 (8)

6. Thurston County and Olympia Schools Elementary Social Studies Guide, 1960 (42)

The following out-of-state curriculum guides were included as being representative of recent trends in social studies education:


2. Cincinnati Public Schools Curriculum Bulletin, 1962 (10)

The textbook series included in this study were selected because of their wide use in schools of Washington and/or because they were recommended by social studies and curriculum specialists as being outstanding. The following series were investigated:

1. Tiegs-Adams Series, Ginn and Company (43)

2. The Follett Social Studies Program (20a, b, c, d, e, f, g, h, i)

3. Scott Foresman Social Studies Program (37a, b, c, d, e)

One individual text, Japan, Home of the Sun, was also selected for investigation (11).

The following new program projects were selected for study inasmuch as they were being used extensively as guides to elementary school social studies curriculum
development activities in Washington and because they were mentioned most frequently by social studies leaders in the area:

1. Greater Cleveland Social Science Program (13)
2. Hilda Taba Social Studies Curriculum (41)
3. Minnesota Project Social Studies (29)

Several resource units were included in the curriculum guide section of the study inasmuch as they were the outgrowth of curriculum development projects and were representative of the detailed guides that had been produced for teachers' use. The units selected were as follows:

1. Families in Japan (6)
2. Living in Japan (30)
3. The Tokyo Plain (15)

Also included was a resource unit by Schaub, one of the teachers who participated in the 1969 Summer Term in Tokyo and Tour of the Orient Study-Travel Program sponsored by Central Washington State College.
CHAPTER III

REVIEW OF THE LITERATURE

The literature contained considerable material concerned directly or indirectly with Oriental Studies in the elementary school. Most of the material included dealt with the changing state of social affairs in America and the need for the changing of social studies curriculum within the elementary schools.

THE NEED FOR NEW SOCIAL STUDIES

Elementary programs in social studies were recommended by the Washington Education Association as early as 1892, by the American Historical Association Committee of Seven in 1895 and 1899, by another committee of the Association in 1908, and by yearbooks of the National Society for the Study of Education in 1902-1903 (2:158):

From the depression emerged such curriculum movements as intercultural education and such teaching strategies as the use of problem solving techniques.

In the immediate aftermath of World War II came vicarious attention to the movement for international education; a movement that, by the middle and latter 1950's was directing a considerable portion of its energy toward the study of the non-western world (2:100).

One of the strongest motivating forces stimulating curriculum change was the fact that America was in a most revolutionary period of time. The values systems were
being challenged, and leaders were finding that more attention had to be paid to the education of young children (2:158).

Saylor and Alexander stated that we must analyze social organizations, values, conditions and expectations as a basic element in curriculum planning (34).

The whole structure and character of the educational program of the school will be determined by the dominant social forces at work in a society at any given time.

Hence the fundamental obligation of the school as a social instrumentality is to achieve the goals that the citizens have in mind as they establish and operate the schools. These aims in general terms comprehend the transmission of the culture of the society and its values, beliefs, ideals, traditions, aspirations and modes of behavior so that not only will these unique characteristics of a social group as well as the integrity of the society itself be perpetuated, but the conditions of the life of the social group will be emphasized. Perpetuation and improvement are both posited as responsibilities of the school. The Young must be prepared for membership in the society and one of the tasks, at least in the United States, of each generation, is to direct its own development, and to enhance the culture of the nation (34:84).

The same authors further stated that:

Technological advances in the production of goods, in commerce and in travel, the tremendous increase in population and the use of interplanetary space have brought about new patterns of relationships among the nations of the world, and have greatly increased the need for cooperation. Travel to and in foreign countries is increasing yearly. Business is conducted on an international scope. Common market arrangements have a profound effect on trade among nations, awareness of the development of other countries grows, exchange of students is extensive and a network of Television stations may bring a common program simultaneously to all the people of a continent and already realized, to the world. Another significant fact about the international situation is the widespread effort of
underdeveloped nations and of disadvantaged peoples throughout the world to improve their status economically, educationally, socially and politically.

Are American children being properly schooled to live in this new, closely knit world of interdependent peoples of many nationalities (34:112)?

While the social studies curriculums were becoming increasingly more aged, and increasingly more inappropriate for that generation, critics of these curriculums pointed accusingly at the elementary school social studies programs and insisted that they lacked depth and suffered from unnecessary restrictions of a provincial emphasis and structured academic sequence. However, there was a definite lack of adequate guidelines for the development of better curriculums for the elementary schools (5:93).

Jarolimek indicated that:

Selecting the subject matter which will be emphasized in social studies involved many choices because one has the entire expanse of recorded human history from which to select topics for study. The range of possibilities is so great that it includes enough material for several lifetimes of study (24:42).

Estavan felt that not every change suggested for the social studies was an improvement. He believed there can be no improvement in the social studies programs unless all proposals were adequately reviewed and related to the total program (16:283-334).

He stated:

There can be no improvement without some kind of change. When far reaching upheavals are occurring in every sector of society; not to modify the social
studies is tantamount to falling farther behind. One has to run to maintain the same relative position (16:285).

For most of this century, the social studies curriculum has defied the Heraclean dictum 'There is nothing permanent except change'. Until Project Social Studies, there was very little change, although the voluminous writings on social studies education were reminiscent of Winnie the Pooh's song (38:667).

Since the "Needed: Revolution in the Social Studies" called for by Keller, among others, nearly every phase of the social studies curriculum has been examined, with most of the history and social science professional associations providing aid and encouragement.

Curriculum developers in the public schools had been faced with tremendous problems. Social studies curriculums were continuing to age and become increasingly inappropriate for children and adults. To further complicate the task, textbooks were still being published which contained, for the most part, the same concepts and activities which were being attacked in professional literature (5:93).

Critics of the social studies curriculum contend that elementary school social studies lack depth and are severely restricted by the home, family and school sequence of the primary grades, and that children are unduly sheltered from intelligent study of the world, are poorly taught in geography and are subjected to a partisan presentation of United States history. And yet, no clear direction is evident to guide the development of a better curriculum, for suggested remedies include a reintroduction of a disciplines approach in the elementary schools, the inclusion of new studies such as economics, the encompassing of topics new to the elementary level, such as communism, and the reorganization of the curriculum in line with
one particular social science approach such as anthropology, economics, and so on (5:93).

A review of curriculum bulletins indicated that many schools in many areas were not waiting for final publications of reports and data from experimental projects, but instead were proceeding with their own revisions, which were distinctly similar to the ideas which were being developed in the specific programs.

There are noticeable efforts to provide for more adequate study of peoples and cultures of the world beyond the United States and Western Europe. Both elementary and secondary programs are affected (22:308).

Primary grade programs are being given more depth of content, while the expanding environment plan continues to be generally used to establish grade level themes, the topics of family, school and community are frequently treated on a "round the world" basis. A more mature consideration of the immediate environment is recommended (22:308).

A number of major curriculum projects operating under foundations, universities, or the United States Office of Education, have made efforts to reorganize and restructure the social studies. Several professional organizations have also tried to improve social studies instruction at public school level.

The schools were ready to have the social studies curriculum deal with Man, rather than men.

A mankind curriculum offers students an opportunity, at all grade levels, to take a good look at the culturally different lives of people remote in time or area. The primary objective of this was for the student's
own well-being. It offered him an opportunity to better understand himself and his own nature and therefore to relate to other persons with a greater degree of empathy in a heterogeneous world (23:28).

To guide the planning of this type of curriculum for elementary schools, three suggestions were offered by Gearing:

1. What aspects of human behavior especially puzzle and preoccupy many children during these years?

2. Given this preoccupation, what studies of animal behavior might help the child, through comparison to "see" that it is rules, rules in general, that puzzle him?

3. What studies of human behavior in some small culturally strange community would, through comparison, help the child to see the particular nature of the rules that puzzle him and would help him to recognize the man-made nature of the rules in general (23:30)?

Probably a mankind curriculum is the only content in which the emerging variety of ethnic studies can thrive, as they must. Happily, all men are, in fact, man (23:30).

According to Brown:

One of the major problems confronting international education is to find ways by which efficiency of exploitation of the world's resources, can be reconciled with the fulfillment of personality within different cultural frameworks. Only as this problem is met will there be available to the world the contributions of various cultures whose experiments in living open up new avenues for the life enrichment of all of us (9:212).

Ward has indicated that:

... the first question clearly is whether our frame of reference need include other peoples at all. We have been more or less brought up to believe that the bonds of community responsibility and obligation
run only to the frontiers. Should we extend our vision to include all the peoples of our planet? Or are all such phrases as "the family of man" simply the banal rhetoric of ceremonial occasions? This is where our inquiry must start, for, if there is no community, then subsidiary questions—about time, scales and methods and reasonable expectations—are not of much concern. We can follow our instincts, do well for ourselves at home, let others look after themselves, and survive or succumb in the process (45:19).

The earth's population was almost three and one half billion in 1970. Over half of this population was in the countries of the Orient. Most of these countries have had continuous civilizations which have developed for more than three thousand years. In spite of this, until the last decade, an American could finish high school and college without ever having learned much about Oriental peoples and cultures.

However, the curriculum in America in 1970 was changing rapidly for a variety of reasons. The whole world was becoming technologically smaller, through such means as missiles, transportation vehicles and a variety of media. Television had made the world visible to everyone (34).

In a Social Education Keynote article, Fersh stated:

In the Asian society, the family is the society . . . A better understanding of Asian peoples and cultures can help us to gain the kinds of perpectives which we urgently need. Hopefully other people will follow our example in recognizing the interrelatedness of the human family. At the moment, however, few of them have our strength to effect changes in the world (19:787).
Ward supported this position as follows:

In short, we have become a single human community. Most of the energies of our society tend toward unity, energy of science and technological change, the energy of curiosity and research, of self interest and economics. The energy in many ways, the most violent of them all—the energy in potential aggression and destruction. We have become neighbors in terms of inescapable physical proximity and instant communication. We are neighbors in facets of our industrialization, and in the pattern of our urbanization. Above all, we are neighbors in the rush of total destruction (44:14).

Bauer believes children must learn where places are and care about who lives there (7:84). In order to achieve this, there must be a carefully structured order and sequence of learning experiences, in each unit of every year's work, kindergarten through twelfth grade.

Fairleigh and others have stated that:

The basic screening question for the new social studies seems to be "How does the content of the course contribute to the effective preparation of American youth to understand the world in which their future is interlocked and to achieve the highest goals and values of the democratic way of life (18:61).

Doll supported this statement as follows:

In curriculum development in the social studies, increased interest is being shown in the contributions of the behavioral sciences at the expense of the old standbys—history, geography and civics. Cultural anthropology, sociology, economics, political science and social psychology are now contributing to the social studies program at least as much at elementary school level as at secondary school level. Now geography is appearing in the high-school curriculum with a more rational interrelationship of geography and history being established in the elementary schools. Cultures of the world at last, especially those of Africa, Asia, and Latin America are receiving broader treatment (12:120).
The social studies have been in the midst of a genuine revolution. The traditional curriculum all but ignored the non-western world, the behavioral sciences, and placed too much emphasis on factual content.

The Hilda Taba Plan was financed by a four year grant from the United States Office of Education for the purpose of developing a social studies curriculum for grades one through eight.

That curriculum was to be organized around three major objectives:

1. To develop a number of specific thinking skills.

2. To acquire, understand and use important elements of knowledge.

3. To form desired attitudes and values and to examine attitudes and values already held (21:156).

During development of this program, it was considered important that students maintain the ethnic and cultural identity of the community. Textbooks formerly used in the classroom, for the most part, assumed the non-existence of other ethnic groups and cultural values.

The various people of the globe must understand and appreciate their differences in order to survive. People and their cultures all have the same basic needs, but we may use different methods to achieve the ends necessary for the fulfillment of these needs (21:154-163).

Social studies textbooks generally have presented an unrealistic picture of the world. For the most part,
elementary school social studies textbooks have not reflected the changes in various countries.

The latest text revisions have tried to place the most emphasis on the eight world powers, with special attention to five main check points:

1. Appeal
2. Interest
3. Difficulty level
4. Realism
5. Depth (33:96)

In answer to the question, "To what extent should the world outside the United States be studied, in Social Studies courses"? Kenworthy replies:

In the past, we have postponed any study of the world outside the United States of America, to at least the sixth grade, and neglected large parts of the world in our secondary school programs. This was understandable in the past, but it cannot be defended in today's world. Boys and girls need to be introduced early to the entire world, and our programs in the social studies at the secondary level need to be extended to include non-western as well as western history (27:483).

Kenworthy's proposal for an elementary school social studies curriculum, based on the new course of study for Fairlawn, New York, schools, suggested that four years of the elementary school social studies program be devoted to a study of the United States and the three years be concerned with other parts of the world (27:483-510).
The proposal was outlined as follows:

Kenworthy's Proposal for a Social Studies Curriculum, Kindergarten through Six

<table>
<thead>
<tr>
<th>Grade</th>
<th>Basic Theme</th>
<th>Applies Locally and to Selected Parts of U.S.A.</th>
<th>Applies to Selected Parts of the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>Individual and Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Individual and family locally and in U.S.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>1</td>
<td>Individual and family in selected parts of the world</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Individual and family locally and in U.S.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3-4</td>
<td>Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The local community and selected communities in U.S.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Selected communities of the world</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5-6</td>
<td>Countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The U.S. today and yesterday, postholing certain periods in our history in the second half of the year</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Selected countries of the world to be studied in depth</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

(27:510)
This chapter has presented a brief review of the literature available about the changing social structure of society in relation to elementary school social studies education.

The literature indicated that the social studies curriculum has been a sorely neglected one, and only recently has been under direct fire from administrators, educators and professional organizations.

It has appeared that the non-western world received very little attention in elementary school social studies. Many of the authors felt that this was an inexcusable state of affairs in a modern world.

These same administrators, educators and professional organizations seemed to be deeply concerned about how to develop new and more relevant programs for the elementary school social studies.

The literature also indicated there were many curriculum revisions taking place and many entirely new programs and experimental projects being developed with the non-western world being given a prominent place in the programs. Federal participation in education has provided funds for some of the experimental projects.

The literature also included a proposal by Kenworthy, which emphasized the need for a social studies
program devoted to the study of both the United States and other parts of the world.
CHAPTER IV

RESULTS OF AN ANALYSIS OF CURRICULUM GUIDES, TEXTBOOKS AND NEW SOCIAL STUDIES PROGRAM MATERIALS

Selected elementary school social studies curriculum guides, textbooks and new programs were studied in order to determine the content that dealt directly or indirectly with the Orient.

Curriculum guides from the State of Washington, both the old and the new, and guides from the districts of Kent, Shoreline, Bellevue, and Olympia schools were selected as being representative.

Curriculum guides from New Hampshire and Cincinnati schools were selected as being representative of programs in other states and because they were used by various districts in Washington as references for development of local programs.

Several resource units were included in the curriculum guides of the study, inasmuch as they were the outgrowth of curriculum development projects and were representative of the detailed guides that had been produced for teacher use. The units selected were as follows:

1. Families in Japan
2. Living in Japan
3. The Tokyo Plain
4. Life of the Japanese

Textbook series published by Ginn and Company, Follett, Scott Foresman, and Field Educational Publications were included in this study, because of their wide use in schools of Washington and/or because they were recommended by social studies and curriculum specialists as being outstanding. Social studies series published by Allyn and Bacon, Rambeau and Rambeau, D. C. Heath, Laidlaw Brothers, Macmillan, and Silver Burdett were examined but not reviewed in this thesis, due to the fact that they made no significant new contributions to the study.

The following new programs projects were selected for study inasmuch as they were being used extensively as guides to elementary school social studies curriculum development activities in Washington and because they were mentioned most frequently by social studies leaders in the area:

1. Greater Cleveland Social Science Program
2. Hilda Taba Social Studies Curriculum
3. Minnesota Project Social Studies

CURRICULUM GUIDES

Washington State Curriculum Guide--1957. In the 1957 edition of the Washington State Curriculum Guide, the following developmental content was included:
Grade 1--From Home to Neighborhood
Grade 2--Our Neighborhood
Grade 3--Our Community and its History
Grade 4--Geography of the Globe and Type Regions of the World
Grade 5--Washington State and United States Geography and History, and United States Possessions
Grade 6--Our Western Hemisphere Neighbors

The content for each grade level was as follows:

The first and second grades are introduced to the mechanics of daily living in the home, school and community involving primary human relationships, rural and urban patterns of living and exchange of goods and services. This understanding is broadened through maturation for several years. In the third grade an introduction to time perspective (tracing beginnings of and changes in the local community) is given. There is also an introduction to the concept of other cultures through the Indian way of life. In the fourth grade this is enlarged to basic global skills, geographical and climatic conditions as they affect the different ways of life found in selected type regions of the world.

Fifth grade pupils are ready to embark on a detailed study of our state and country. This further enlarges upon the understandings which are social studies goals in grades one through four. It synthesizes the pupils' understandings into a wider concept of their roles in the home, school, community, state, and nation. This continues in the sixth grade to include our American neighbors . . . (3).

Although no specific mention of Oriental content was made in this curriculum guide, several areas were included which could lend themselves to the inclusion of Oriental studies content, if the teacher so desired.

In grade two we find mention of a study of cultural
centers, which included as a topic churches and other religions, and in grade four the study of world geography, which included as subtopics oceans, land masses, hemispheres, and continents, changing patterns of global communication and transportation, and type regions of the world, as well as suggested comparisons of life in two: fishing communities of the world, manufacturing areas of the world, and seaports of the world (3).

In grade five a brief allusion to Japanese currents was made, as well as the inclusion, again, of a reference to communications.

Among the major objectives for the social studies listed in the Washington State Curriculum Guide, were the following, which had either direct or indirect bearing on Oriental studies:

To help each child:

1. Increase personal pride and faith in our American heritage and encourage ethical practices in local, state, national, and international living.

2. Gain awareness of, and respect for, the worth of each individual.

3. Recognize problems of society, and the necessity for man to play a creative role in adjusting when beneficial, to a continuously changing environment.

4. Know and understand natural, human, and social resources, and the need for their wise use.

5. Appreciate past accomplishments and cultural contributions as revealed in the study of history and its geographical setting.

6. Acquire knowledge of geography and skill in use of that knowledge.
7. Develop readiness for new social studies concepts (3).

The World We Live In: The 1970 Guidelines for the Social Studies in the State of Washington. It was interesting to compare the more provincial attitude of the outdated guide with the 1970 Guidelines for the Social Studies in the State of Washington. The problem of defining and designing a social studies program suitable for the world of the 1970's was a difficult one. The World We Live In helped provide one of the answers to that problem. This document was not a completely detailed prescription of programs and courses, but rather a document which tried to give sound direction to social studies curriculum development.

Three elements form the Guidelines' theoretical framework:

1. Knowledge
2. Thinking
3. Social Action

Students of programs which have incorporated these three elements were able to know what was happening and what to do about it.

In order for social action to be a legitimate part of the curriculum, it must have at least four conditions:

1. It should focus on a problem for which there is no one obvious answer.
2. It should grow out of a thorough and critical examination of the issue. Students must know what they are doing and why.

3. It should be freely chosen by the student. His choice must stem from conviction that action is necessary. Awareness of the alternatives available to him, and acceptance of the consequences stemming from his choice.

4. It should be supported by the school. Social action should be viewed as an integral part of the curriculum (31:6).

Purposes of the social studies program as outlined by the 1970 Guidelines were:

1. The social studies program should develop the ability to make a critical analysis of enduring social issues through the application of the social sciences in an interdisciplinary manner.

2. The social studies program should develop the academic and social skills necessary for the development of a positive self-concept, the fulfillment of civic responsibility, and the growth of social identity.

3. The social studies program should develop responsible divergent thinking.

4. The social studies program should enable the individual to develop his own values rationally.

Content of the social studies program as outlined by the 1970 Guidelines were:

5. The content selected should be based on general concepts and methods of investigation derived largely from the social sciences and organized around enduring and pervasive school issues.

6. The content selected should be representative of man's experience, cultures, activities, and beliefs.

7. The content selected should be consistent with the current knowledge, theories and interpretations commonly accepted by the appropriate social science disciplines.
8. The content selected for use in the curriculum should have a direct relationship to the concerns of the students.

9. The content selected for use in the classroom and the learning experience sequence should be planned and modified with regard for the impact on the total K-12 program (31:6).

Strategies of the social studies program as outlined by the 1970 Guidelines were:

10. Instructional strategies should establish learning objectives that describe desired student competencies in specific terms.

11. Instructional strategies should engage the student directly and actively in the learning process.

12. Instructional strategies should emphasize the individualization of expectations, methods and evaluation.

13. Instructional strategies should rely on a broad range of instructional materials and media.

14. Instructional strategies should use evaluation procedures that are systematic, comprehensive and in accord with the stated purposes of the program.

15. Instructional strategies should insure opportunities for students to observe and participate in the affairs of the community.

16. Social studies programs should receive vigorous support from the community and the school administration (31:6).

This document offers a fresh attempt to aid curriculum planners in the development of a relevant course of study.

King County Social Studies Curriculum Guide. There was no longer a King County School District which was responsible for the development of a county curriculum.
guide, but rather an Intermediate District, Number 110, which encompassed all of King County as well as Bainbridge Island, in Kitsap County.

In a telephone conversation with Mrs. Spear of the offices of Intermediate District Number 110, the investigator was informed that the old King County Social Studies Curriculum Guide is hopelessly outdated, and would not be suitable for inclusion in this study (40).

The Guide to Curriculum in the Social Studies—Kent, Washington. Many of the Seattle area schools have developed individual elementary school curriculum guides. The Kent School District is one of these. It developed The Guide to Curriculum in the Social Studies.

In the foreword of this curriculum guide was found the following statement:

Probably no other subjects in the public schools teach as much about the American way of life as do the various social sciences, often referred to as social studies. Concepts, methods of learning, and basic factual material that students acquire will prepare them to function as intelligent participating citizens in a democracy. Two concepts are refined and enlarged in a continuum over the years: The values of the American social system and the heritage of the American people. Two methods of learning are stressed: Analytical thinking and the continuous spirit of inquiry or discovery. Both prepare students for the accelerated pace of dynamic contemporary society. Most of all social studies teaches students the basic dignity and worth of the individual human being in a democratic society (47).

Some of the relevant generalizations included were as follows:
Kindergarten:
1. Homes and families are different in many ways.
2. Rules are the result of people trying to live together.
3. It is necessary for man to get along with other people.
4. In the school community, every child and adult has certain rights and responsibilities.
5. Man's observance of the various holidays is significant to his heritage.

Grade One:
1. Man has a universal need for and varied use of water.
2. Man has many needs which influence his interpersonal relationships.
3. In comparing the Japanese family with the American family, we find both cultural similarities and differences.

Grade Two:
1. As population grows, there are many ways of communicating.
2. Man's observance of the various holidays is significant to his heritage.

Grade Three:
1. People depend upon foreign trade for a variety of foods which are prepared for market in many ways.
2. Man uses a variety of materials and manufacturing tools in providing the types of clothing he needs.
3. There are many means of transportation throughout the world.
4. When people of varied cultural backgrounds find themselves together in the same natural environment, they face change and conflict.
5. People's changing needs are based on resources, specialization, technological progress, and availability of products and markets.

**Grade Four:**

1. The way of living is affected by natural environment in which man lives.

2. The interaction between natural and cultural environment influences the way people live.

3. People improve and change their transportation systems and industries to meet new needs and solve new problems.

4. The interaction between the people and their environment in various regions of the world is alike in some ways and different in other ways.

5. Government is necessary and is found in several levels of cultural complexity in all types of regions throughout the world.

**Grade Five:**

1. Changes have occurred from time to time in the history of our country as each group of people have brought new experiences to their natural environment, culture and economy.

2. In the growth and development of a nation, differences in graphic and cultural environments create sectional interests resulting in conflicts which need to be settled.

**Grade Six:**

1. In trying to understand the behavior of people, we have many ways of examining this behavior which had led to specialists whom we call:

   a. geographer
   
   b. political scientist
   
   c. anthropologist
   
   d. historian
2. Cultures evolve through technological change or cultural diffusion.

3. The land forms and natural features of the earth affect the way in which a people live and the way in which they use their resources.


This was an extremely interesting program, with much emphasis placed on the Orient.

Shoreline Public Schools Curriculum Guide. In the Shoreline Public Schools Curriculum Guide were listed the following specific objectives for the social studies program:

1. To develop an understanding of similarities among peoples.

2. To foster a feeling of friendliness toward all peoples.

3. To discover major contributions other countries have made to our way of living in Seattle.

4. To expand concepts of time, space, and distance.

5. To begin the independent use of such social studies materials as reference books, maps, globes, charts, and other visual aids.

6. To begin to develop geographic and historic concepts.

7. To recognize that living conditions of people are influenced by environment.

8. To expand a knowledge of basic economic understandings (39:E-108).
Also included were the basic understandings expected as outcomes of the elementary school social studies program. Those considered relevant were:

1. Being aware of the various ethnic groups which came to Seattle: English, Scandinavian, Chinese, Japanese, etc.

2. Appreciate the contributions of these ethnic groups to Seattle.

Learning about present day Seattle:

1. Understanding the growth and expansion of the city.

2. Recognizing the various ethnic groups in the city today and their contribution to life in the city.

3. Knowing the importance of the seaport and airport as gateways to other parts of the world.

4. Realizing the occupations and industries that exist in the city.

Child life in other lands: Orient, Hawaii, Scandinavia, Mexico:

1. Knowing the location of these areas on the globe.

2. Recognizing how climate affects life in these areas.

3. Understanding how children in these areas live: homes, food, clothing, occupations, recreations, customs, holidays, schools, language, transportation, special places of interest.

4. Recognizing the contributions of these areas to the culture of the world.

5. Being aware of the relationship of these areas to Seattle.

6. Recognizing the similarities and differences in the cultures of the various areas studied.

7. Realizing the interdependence of peoples of various areas.
Economic understandings:

1. Recognizing that the basic economic problem confronting all people is the conflict between unlimited wants and limited resources.

2. Understanding that economic activities center on the process of converting resources into goods and services that satisfy human wants.

3. Knowing that people use money as a medium of exchange.

4. Recognizing that in our economy consumers' demands determine what goods and services an economy produces.

5. Realizing how foreign trade contributes to the economic well being of the areas involved (39:E-108).

Specific mention of units or topics related to Oriental studies were included in grades kindergarten, two, three, four, five and six, with particular emphasis on Oriental studies being made in grade three, with a study of "Child Life in Other Lands." This was an impressive guide with direction toward Oriental studies achieved through a study of child life.

Bellevue Schools Social Studies Curriculum Guide.

In the Bellevue Schools Social Studies Curriculum Guide, no specific mention of Oriental studies was made until grade seven. However, in an entirely different publication of the district, which contained individual social studies programs for each grade level, a unit entitled "Families Around the World," a study of a Japanese family was included for first grade (8).
Thurston County and Olympia Schools Elementary Social Studies Guide. In the Thurston County and Olympia Schools Elementary Social Studies Guide, no specific reference was made to an Oriental study content. However, there was reference made to the development of world awareness in the primary grades, and geography of the globe in grade four (42).

Guidelines for the Social Studies, School Union No. 40, New Hampshire. In Guidelines for the Social Studies was found a great deal of reference to the Asian studies materials, particularly in the primary grades, as well as in grade four with extensive units.

The objectives for the primary grades were:

1. The development of self-discipline with an awareness of the rights and needs of others.

2. An understanding of the roles of those who help others.

3. Beginning development of civic pride and good citizenship.

4. An understanding of our basic economic needs and our interdependence in supplying these needs.

5. Beginning understandings of the needs and interrelationships of local, distant and world communities.

6. An understanding of ways man has used, adapted to, or overcome his environment.

The objectives for grade four were:

1. A reinforced and increased understanding of other countries, other peoples.
2. An understanding of some of the Old World Background of this nation and an appreciation of the factors involved that make us what we are.

The objective for grade five was:

1. Continued understanding in greater depth of the elements of man's environment in the Western Hemisphere and their influence upon him and how he lives; his occupations, needs, culture, and political diversions. The development of skills in applying these understandings to later studies of other regions.

The objectives for grade six were:

1. An understanding of the ways of life of early people and the factors leading to the development of civilization.

2. An appreciation of the contributions of early civilizations basic to our own civilization.

3. A reinforced and increased understanding of the ways man has learned to adapt to or overcome his environment.

4. A recognition of the necessity for man to consider the rights of others so that all may survive.

5. An understanding of other people, that they think and act as they do because of their backgrounds, and that the United States has a role in leadership in improving civilization and safeguarding freedom (36).

Topics covered were Asiatic Cultures: Chinese, Japanese and East Indian, and Blended Cultures.

Cincinnati Public Schools Curriculum Bulletin. The goals for the primary grades as outlined in the Cincinnati Public Schools Curriculum Bulletin were as follows:

1. To accept himself realistically and strive to improve himself.

2. Appreciate the dignity and worth of every individual.
3. Understand that he is a member of many groups--family, school, community, state and nation.

4. Appreciate his country and the principles on which it is built.

5. Understand that work is necessary and makes life worthwhile.

6. Understand that many people supply us with food, clothing and shelter.

7. Understand that each person has responsibilities which he must meet.

8. Understand that people seek to improve their ways of living (10:198).

Units related indirectly to Oriental social studies were included in grade one, land travel; grade two, air and space travel; and directly in grade three with units about boats and harbors, communication and homes, and here and there (10:199).

The goals for the intermediate grades were:

1. Understand and appreciate our national heritage and the democratic principles upon which our nation is founded.

2. Understand and accept responsibilities of citizenship.

3. Acquire some basic geographic understandings.

4. Understand how man satisfies his needs in a variety of environments.

5. Understand the increasing interdependence among men and nations.

6. Understand that man lives in a continually changing world.

7. Understand and appreciate oneself, family and all peoples, past and present.
8. Understand how each one can develop the ability to live richly (10:102).

Units indirectly related to Oriental studies were included in grade four by a study of climate (10:103), grade five by a study of culture through the advances in technology (many people have contributed to our culture), and in grade six, in units directly related to Oriental studies, by a study of other places and times (10:104), communication between nations (10:103-104), and the shrinking world (10:105).

Snoqualmie Valley School District No. 410. There was no elementary school social studies curriculum guide for Snoqualmie Valley School District No. 410. A local social studies curriculum committee, comprised of teachers and administrators, was studying several new social studies texts to determine a district textbook adoption, but there were no plans for the development of a local curriculum guide.

TEXTBOOKS

Since the recent barrage of criticism against outdated social studies programs and materials and inadequate textbooks, many leading book companies have published what they consider to be more relevant texts.

The Tiegs-Adams Series. Emphasis has been placed on people in the new editions of the Tiegs-Adams Series,
published by Ginn and Company. This series tried to bring the child closer to cultures other than his own, and to help him to see that the problems of our times are social problems, problems that can be solved only by people.

The series consisted of the following texts:

1. Your School and Home--Primer (43a)
2. Your School and Neighborhood--Book one (43b)
3. Your Neighborhood and the World--Book two (43c)
4. Your Towns and Cities--Book three (43d)
5. Your People and Mine--Book four (43e)
6. Your Country and Mine--Book five (43f)
7. Understanding Your Country and Canada--Book five alternate (43g)
8. Your World and Mine--Book six (43h)
9. Understanding Latin America--Book six alternate (43i)

In Your Towns and Cities, the third book, a unit is included that introduces the students to the contributions of immigrant groups to our cities, and investigates the land and culture of Thailand. The unit is entitled "Getting to Know Thailand" (43d).

In book six, Your World and Mine, emphasis is placed on the fact that our own civilization of the West began in the Near East and that the culture of the East contributed throughout history to the development of our Western culture. New chapters on Japan and Southeast Asia
have been included, with special emphasis on trade in the development of civilization (43h).

Annotated teachers' editions for grades three and higher were available, as was a map skills program.

The Follett Social Studies Program. The authors of the Follett Social Studies Program felt that the objectives listed below must guide the selection of facts, the building of skills, and the development of understandings and attitudes (17:1):

1. An understanding of the relationship of people and places.
2. An understanding of human environment.
3. An understanding of heritage.
4. Encouragement to accept individual responsibility for solving problems (17:1).

This series consisted of the following texts:

1. Exploring with Friends--Grade one (20a)
2. Exploring Our Needs--Grade two (20b)
3. Exploring World Communities--Grade three (20c)
4. Exploring Regions Near and Far--Grade four (20d)
5. Exploring with American Heroes--Grade four or five (20e)
6. Exploring Regions of the United States (20f), and Exploring Regions of the Western Hemisphere--Grade five (20g)
7. Exploring Regions of the Eastern Hemisphere
In grade one, Exploring with Friends contains a unit entitled "Exploring Japan" (20a).

Exploring World Communities, the grade three book, includes a unit entitled "Visiting Distant Cities" (20c).

The grade four text, Exploring Regions Near and Far, included different kinds of communities in our country in relation to similar communities around the world (20d).

In the grade six text, Exploring Regions of the Eastern Hemisphere, the growth of civilization from past to present was stressed, as were the contributions of past civilizations to us. The geography, historical development, economic importance and political significance of the nations of Europe, Asia and Africa were included (20h).

The New Scott Foresman Social Studies Program. Incorporated in the New Scott Foresman Social Studies Program were the following three principles:

1. A multidisciplinary approach
2. A conceptually structured approach
3. An inquiry-oriented approach

The series included the following texts:

1. K/Study Prints—Kindergarten (37a)
2. Family Studies—Book one (37b)
3. **Local Studies**—Book two (37c)
4. **Metropolitan Studies**—Book three (37d)
5. **Regional Studies**—Book four (37e)

At the kindergarten level, concepts were found which included the location of homes all over the world and international family needs (37a).

The grade one text, **Family Studies**, included a section devoted to a study of other lands (37b).

The grade three text, **Metropolitan Studies**, included Bangkok, Thailand, as a study of other lands (37d).

In book four, **Regional Studies**, a unit was included about Japan, which focused on agriculture, manufacture, and transportation (37e).

**Japan, Home of the Sun.** Field Educational Publications' new text, **Japan, Home of the Sun**, was a delightful study of Japan and its culture. This text was designed specifically for fourth grade and was selected by the American Institute of Graphic Arts as one of the twelve outstanding elementary textbooks of the year (11).

Units included in **Japan, Home of the Sun**, were:
1. An Island Nation
2. Out of the Past
3. A Way of Life
4. Communications and Travel
5. Earning a Living
6. Having Fun
7. Enjoying Beauty
8. Looking Ahead

The text also included special features such as maps, graphs, pronunciation charts and a time line of events in Japan and the United States.

NEW PROGRAM PROJECTS

The Greater Cleveland Social Science Program. The Greater Cleveland Social Science Program was a continuing project for grades kindergarten through nine, in its seventh year of development, under the direction of the Educational Research Council of America. Classroom testing had been conducted on a massive scale in kindergarten through sixth grade. This program had been used by 100,000 students per year in various school districts (14).

Its primary objective was to provide a planned curriculum that tended to unify the disciplines and organize the study of basic concepts, and provide learning experiences that were logical, sequential and cumulative for achievement of basic skills and understandings.

The principles of the Greater Cleveland Program were as follows:

1. Social science, like any other serious subject, comprises a body of knowledge to which all citizens should be exposed in the course of their school years.
2. The body of knowledge is contained and classified in certain disciplines: political science, economics, anthropology, sociology, history, geography, and certain aspects of philosophy and psychology; the social science program should therefore pay constant attention to all these disciplines.

3. Since the most important aspects of social science are conceptual, emphasis should be on concepts, skills, methods and structure—not merely on rote learning or memorization of facts.

4. The conceptual approach, being designed to enable the student to investigate, understand and make decisions, when faced with many combinations of facts, must be used in conjunction with inquiry and problem solving techniques.

5. In order to provide each student with adequate opportunity of exposure to the disciplines and their concepts and methods, the social science program should be planned, sequential and cumulative, from kindergarten through grade twelve; the prevailing pattern of haphazard and uncoordinated courses in social studies must be discarded.

6. Social science in the school must be concerned with values, both normative and relative, and although this concern is shared by all subject matter fields and their teachers, social science must pay critical attention to the values that govern behavior in our own society.

7. The special contribution of social science education is to provide students with a basis on which to form prudent judgments throughout their lives; that is, to apply their value system realistically and effectively (13:1-2).

At the kindergarten level was found a study of children of other lands, one of which was Japan. Grade four included a study of society in transition and types of religious beliefs as compared with American families.

Grade five included a study of the civilizations of China. A study of the family in China, the cultural
and religious differences of those in the family and reconstruction of past societies was also made.

The grade six program included Japan and China as regions of Western Culture. The family in Japan was stressed.

The basic GCSSP has taken shape and proved generally satisfactory and effective, but although it is flexible and offers optional materials and activities, it does not in itself provide for complete individualization of instruction. Furthermore, it does not cater adequately to some twenty-five percent of pupils who have learning difficulties resulting from either poor reading skills or disadvantaged backgrounds.

Consequently, a further program is being developed to cater to these two groups and in due course, to provide maximum individualization of instruction (13:2-3).

The Hilda Taba Social Studies Curriculum. The Hilda Taba Social Studies Curriculum, for grades one through eight, was originally known as the Contra Costa County Social Studies Curriculum. It has been extensively revised and upgraded, through a grant from the United States Department of Health, Education and Welfare, Office of Education; and more assistance has been provided by the Joint Council on Economic Education and the Northern California Council on Economic Education.
It was considered to be a total curriculum and provides:

1. Definition of objectives (including behavioral objectives stated in observable terms).

2. Selection of content on the basis of specific criteria.

3. Suggested teaching strategies to attain objectives through classroom use of content.

4. Opportunity for incremental learning through sequenced learning activities.

5. Opportunity to examine attitudes and values.


7. Both inductive and deductive approaches to learning and teaching.

8. References to different kinds of media (1).

Major features of this curriculum were:

1. Systematic practice for children: in forming concepts, inferences and generalizations; in hypothesizing and applying generalizations; in examining their own attitudes and values and those of others; in developing academic and social skills.

2. Selected content on three levels: concepts, generalizations, and factual data, each of which serves important functions.

3. Depth as opposed to coverage: selection of factual content based on appropriateness to the development of selected concepts and generalizations.

4. Spiral development: return encounters with major concepts and generalizations at increasingly abstract levels from year to year provided the opportunity for cumulative learning.

5. Teaching strategies: specific strategies to use in teaching for the development of knowledge, attitudes, thinking and academic skills.
6. Completeness: these curriculum guides either contain or suggest where to obtain materials needed to implement a total curriculum (1).

In grade three, a study of Communities Around the World was found. A detailed study of four communities around the world was made, one of which was the study of a Thai villager.

Minnesota Project Social Studies. The Minnesota Project Social Studies outlined a kindergarten through grade twelve social studies program that provided for increased emphasis on the non-western world, the behavioral sciences and the inquiry method of teaching and learning.

The kindergarten course was designed to follow the typical kindergarten unit, which introduced children to their school, and served as an introduction to the other primary courses in the curriculum. It introduced children to the world of many peoples, whom they study in more detail in later years. It presents many geographic concepts which were reviewed and more fully developed during the rest of the elementary school program (29:1).

In grades one and two, the focus of the program is families around the world. Children study families from different societies, including a family from a non-western culture at each grade level, through comparisons with their own families.
The authors made the following statement:

The family is being used as a vehicle to teach a series of important social science concepts related to the culture, social organization, social process and site. The families studies have been selected carefully to point up cultural diversity, to help children recognize uniqueness of culture, to show that culture is learned, to teach children about norms and values, and to emphasize cultural universals and the psychic unity of mankind. The selection of families with very different structures and role differentiations will help to emphasize the variability of human behavior. The study of these families should also teach ideas about structure, role, role differentiation and function. Despite the diversity, children will notice cultural universality. They will note that all people have to satisfy certain basic needs, but that they satisfy them differently. They will learn that all societies have families and some ways of socializing children (29:3).

In grade one was found a unit about the Japanese family. Most of the unit dealt with the family in a village on a flood plain on one of the Japanese Islands.

In grade three, the focus was on communities around the world. The community was used as the vehicle to teach the social science concepts of culture, social organization, social process and site.

The focus of the fourth grade course was the same as grade three, but with an economic emphasis.

In grade five, the study shifted from the study of communities to the study of how people with different cultures use the same land.

The grade six course of study emphasized the history of the United States, and topics were chosen which were considered to be appropriate to the interest level of
## APPENDIX 1

### The Social Sciences Disciplines in the Minnesota Project Social Studies Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>History</th>
<th>Geography</th>
<th>Anthropology</th>
<th>Sociology and Soc. Psych.</th>
<th>Economics</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>--</td>
<td>Major Focus*</td>
<td>Culture concept used.</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Imp't in unit on Home of Many Peoples.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Incidental but units on early Indians of Minnesota and on early Hopi Indians</td>
<td>Part of each unit.</td>
<td>Major Focus (concepts and content)</td>
<td>Study of own family by way of contrast with others</td>
<td>Very incidental.</td>
<td>Building background needed for trade and specialization</td>
</tr>
<tr>
<td>2</td>
<td>Incidental but unit on each unit Early Bostonian Family</td>
<td>Part of each unit.</td>
<td>Major Focus on (concepts and content)</td>
<td>Concepts taught</td>
<td>Concepts needed for more thorough study (e.g. specialization, trade, money)</td>
<td></td>
</tr>
</tbody>
</table>

(29:50)

1Material taken directly from source.
<table>
<thead>
<tr>
<th>Grade</th>
<th>History</th>
<th>Geography</th>
<th>Anthropology</th>
<th>Sociology and Soc. Psych.</th>
<th>Economics</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Incidental but unit on each unit Early Mining Community</td>
<td>Part of each unit on (concepts and content)</td>
<td>Major Focus</td>
<td>Important in study of own and contrasting communities in U.S.</td>
<td>Incidental, study of some concepts needed later</td>
<td>Intro. of ideas of law and government in each unit. Particularly heavy focus in unit on mining community</td>
</tr>
<tr>
<td>4</td>
<td>Incidental in one unit</td>
<td>Part of each unit</td>
<td>Important in two units: community in India and Trobriand Islanders.</td>
<td>--</td>
<td>Major Focus (on concepts and content)</td>
<td>Incidental in two units</td>
</tr>
<tr>
<td>5</td>
<td>Historical aspects in each of geog. case studies</td>
<td>MAJOR FOCUS</td>
<td>Use of culture concept</td>
<td>Use of culture concept</td>
<td>Incidental</td>
<td>Incidental</td>
</tr>
<tr>
<td>6</td>
<td>MAJOR FOCUS</td>
<td>Incidental Imp't in unit on westward movement</td>
<td>Use of culture concept. Also important focus in units one and seven</td>
<td>Incidental</td>
<td>Incidental</td>
<td>Incidental but attention to pol. system of Indians</td>
</tr>
</tbody>
</table>

(29:50-51)
the students. They were felt to be particularly useful in developing ideas about culture, cultural use of the environment, culture contact, culture change and cultural diversity (29:20).

Other New Programs Social Studies Projects examined but not reviewed in this thesis, due to the fact that they made no significant new contributions to the study, which had content or concepts either directly or indirectly related to the Orient were:

1. Science Research Associates New Program
2. Washington University Elementary School Social Studies Curriculum Project
3. The Intergroup Relations Curriculum: A Program for Elementary School Education (Lincoln Filne Center for Citizenship and Public Affairs)
4. Man: A Course of Study

RESOURCE UNITS

"Families in Japan." One of the resource units that were examined was "Families in Japan," a first grade level unit.

Some of the objectives of this program were:

1. To develop a meaningful unit of study at the first grade level which will aid in the realization of the following goals:

   a. Help children compare the various patterns of family functioning in a foreign culture with those of their own environment.
b. Help children recognize similar and different patterns of family functioning in cultures different from their own.

c. Help children acquire skills, attitudes, and knowledge which will cumulatively enhance their abilities to make accurate and effective interpretations of their physical and social world.

2. To introduce at appropriate grade levels content which will enable children to approach an understanding of the basic principles and generalizations of sociology, economics, history, political science and geography, which apply to functions of the family in all societies.

3. To lay a content foundation upon which children can continue to build their understanding of principles and generalizations of the social sciences.

"Families in Japan" was a resource unit four to six weeks long, from which the teacher can select activities, content, materials and bibliography for both teacher and students. (6).

"Living in Japan." "Living in Japan" was an elementary grades resource unit which focused its study on land, life and work of the Japanese people (30).

"The Tokyo Plain." "The Tokyo Plain" was a resource unit developed for grade five. It was an excellent, extensive unit about the two main industrial and agricultural areas of Japan. It was a thorough cultural unit, which examined many phases of Japanese life.

Its main topics were as follows:

1. The Kanto Plain, an agricultural center
2. Industrial and trade center
3. High population density
4. Political center
5. Cultural center
6. Tokyo
7. Modern areas of Japan
8. Scene of conflict between tradition and innovation
9. Modern industrial development (15)

"Life of the Japanese." "Life of the Japanese," a third grade unit by Schaub, a Central Washington State College student who participated in the 1969 Summer Term in Tokyo and Tour of the Orient Study-Travel Program, was also worthy of mention. This unit, done as an individual study project, included the following generalizations:

1. The Japanese shelter, clothing and food have developed through time as an adaptation to geographical location.
2. Family life in Japan is slowly changing.
3. Festivals are related to historical and religious concepts.

Included in the content were:
1. Geography
2. Shelter
3. Clothing
4. Food
5. School and family life
6. Festivals (35:1-8)
SUMMARY

A review of curriculum guides, textbooks, and new programs indicated the changes called for by educators and professional organizations. These same new guides, textbooks and new program materials have shown that our younger students of elementary school age were able to handle exposure to the world as a whole, rather than conforming to the traditional studies of the local environment.

Most of the new textbooks, guides and new program materials included the people of the world, with a great deal of emphasis placed on the peoples of the Orient.
CHAPTER V

SUMMARY AND A PROPOSED OUTLINE FOR SOCIAL STUDIES IN THE ELEMENTARY SCHOOLS

SUMMARY

General trends in social studies education indicated that an attempt to swing the pendulum of methods and content from the former emphasis to a new one was being made. To a certain extent, courses of study were determined by the needs of boys and girls. The major emphasis was on the acquirement of attitudes, understandings and useful knowledge, and developing of skills, rather than amassing information and memorization. Emphasis was placed on the present and the future rather than the past, and more teacher-pupil planning was evident. Various methods were used and the students were involved in group oriented activities rather than teacher dominated situations. Social studies was being taught as a series of related subjects, rather than the old method of separation into distinct disciplines.

Many schools were involved in curriculum change, and were working toward a comprehensive, cumulative program.

The world conditions indicated the need for a
major change in the social studies curriculum. It was not possible to ignore the implications of world conditions for education of children and youth.

A review of the literature indicated that the area of the social studies had been a neglected one. Revisions in the elementary school social studies curriculums had begun during the 1960-1970 decade and were continuing in 1970.

A review of curriculum guides, textbooks, and new program materials indicated a response to the need for a change in the elementary school social studies curriculums. These same new guides, textbooks, and new programs indicated that schools were no longer bound by a provincial attitude and that children of elementary school age were able to handle exposure to the societies of the world rather than conforming to the traditional studies of the local environment. A dominant theme of these materials was the inclusion of all of the peoples of the world, with a great deal of emphasis placed on the peoples and cultures of the Orient. Previously, Oriental studies had been largely ignored until at least the seventh grade.

According to Kenworthy, the ideal social studies program would first concentrate on people, then communities. Using this foundation as a basis, the program would then turn to selected countries, and in later years,
the cultures of the world. Finally, the focus would be on problems, locally, nationally and globally (28).

A RECOMMENDED ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAM

In 1959 a California state-wide committee for the social studies made a lengthy report, which contained the following relevant, major generalizations for the social studies:

1. Man's comprehension of the present and his wisdom in planning for the future, depend upon his understanding of the events of the past and of the various forces and agencies in society that influence the present.

2. Change is a condition of human society; societies rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods in history.

3. Through all time and in all regions of the world, man has worked to meet common basic needs and to satisfy common human desires and aspirations.

4. People of all races, religions and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times.

5. Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group cooperation in meeting individual and societal needs.

6. The culture under which an individual is reared and the social groups to which he belongs exert great influence on his ways of perceiving, thinking, feeling and acting.

7. The basic substance of a society is rooted in its values; the nature of the values is the most
persistent and important problem faced by human beings.

8. All nations of the modern world are part of a global interdependent system of economic, social, cultural and political life.

9. Democracy is based on such beliefs as the integrity of man, the dignity of the individual, equality of opportunity, man's rationality, man's morality, man's ability to govern himself and to solve problems cooperatively.

10. All human beings are of one biological species within which occur negligible variations.

11. Environment affects man's way of living, and man, in turn, modifies his environment.

12. One of the factors affecting man's mode of life is his natural environment. Weather and climate and regional differences in land forms, soils, drainage and natural vegetation largely influence the relative density of population in the various regions of the world.

13. Because man must use natural resources to survive, the distribution and use of these resources affect where he lives on the earth's surface and to some extent how he lives. The level of his technology affects how he produces, exchanges, transports and consumes goods (28:47-48).

As has already been indicated, several proposals for a new social studies were found. Many of these new programs urged the inclusion of other countries of the world, in the early school years, with studies of the geography, cultures, products and peoples of these countries included as early as the kindergarten.

A proposal for social studies in the elementary schools, grades kindergarten through six, drawn in part from Kenworthy, would be as follows (28):
**Kindergarten**

The major emphasis of the social studies at the kindergarten level would be aimed toward the family at the local level, the neighborhood and the community, and the individual's function within the family, neighborhood and community. After this basic foundation had been accomplished, a minimal amount of the school year would be spent studying the United States of America and the world. This could be achieved by a study of a family in another part of the United States of America and a family in Canada.

**Grade One**

The major emphasis at the first grade level would be essentially the same as in the kindergarten program, with perhaps a little more time devoted to the local neighborhood and community than to the family. Again, a minimal amount of time would be spent on the United States of America and the world, through a study of a family in another part of the United States of America and Japan.

**Grade Two**

By grade two, the local family as a unit of study would be decreasing in importance, and more attention would be paid to the community, with the inclusion of the larger communities or cities. The minimal study of a family in another part of the United States of America
and a study of families in Mexico and other Latin American points would be included.

**Grade Three**

In grade three, a minor portion of time again would be spent on the local family, slightly more time on the community, and more time yet on the cities and regions of the United States of America and a comparative amount of time spent on the United States of America and the world. This could be achieved through a study of the early settlement of America, the Indians and the explorers that came to America from other countries.

**Grade Four**

A minimal amount of time would be spent on the local family, neighborhood and regions, with the major emphasis placed on the United States of America and the world. This would include a systematic study of the state in which the children lived. Comparison studies of families of the United States of America and families of China, Malaysia, and Thailand would be conducted. Points included would be geography, cultures, agriculture and products, and the basic needs of the people.

**Grade Five**

The course of study for grade five would be distinctly similar to grade four. Again, minimal time would
be spent on the local family, neighborhood, and regions, and greater emphasis placed on the United States of America and the world. Countries to be studied could be selected from the following: Japan, China, Thailand, India, the Philippines, or other Oriental countries. The procedure would remain the same, that is using the family as the vehicle for learning, but the countries selected would differ.

**Grade Six**

In grade six, the individual still earned some consideration, but the individual would be considered as he developed into the major life plans of the United States and the world. Included would be studies of cultures, religions, topography, economy, and education of selected portions of the United States of America and the world. The countries to be selected could be chosen from the previously mentioned ones, with the inclusion of the European countries and those sections of the world not previously studied.

This program, in chart form, is included on page 62.
### RECOMMENDED ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAM

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>The Family</th>
<th>The Neighborhood</th>
<th>Cities and Regions</th>
<th>The United States</th>
<th>The World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>4</td>
<td>3</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>One</td>
<td>3</td>
<td>4</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Two</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Three</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Four</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Five</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Six</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
By exposing the students to the entire world from their early school years, these students would be more able to see the cultures of the world in perspective. By beginning with the family, as was customary in a typical social studies program, children would be able to identify with other families of the world, through experiences with their own family groups. Comparisons would be made through the use of selected families of the United States of America and various countries of the world.
BIBLIOGRAPHY
BIBLIOGRAPHY


17. Exploring the Way We Live. The Past and Present. The Follett Educational Corporation, undated. (Brochure)


42. Thurston County and Olympia School District Number 111. Thurston County and Olympia School Elementary Social Studies Guide. Olympia: By the district, 1960.


