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## DESIGN FOR A SOCIAL STUDIES PROGRAM\*

### 8

Two members of our ten-member team have discussed the roles the social sciences, geography, and history should play in a modern social studies program. My task is to demonstrate how a multidisciplinary and coordinated social studies program can be designed for a modern school.

Our team has developed a conviction that there is great merit in providing all children first with experiences that will help them discover the structure of the relationships that are woven into the warp and woof of the culture within which they live and participate. For the beginning school grades, we advocate a multidisciplinary, a holistic, a coordinated study of people living in societies we call communities. Every one of us lives simultaneously in all of these communities: the family, the school, the neighborhood, the local, the state, the regional, the national. Beyond the borders of the national community we see multinational regional communities emerging—communities such as the Inter-American, the Atlantic, and the Pacific.

We propose to move from the smaller and more intimate communities to the larger and more inclusive communities as the child progresses through the elementary school and expands his activities geographically and culturally. We believe that by careful programming we can introduce the pupil, through inquiry, to economic, geographic, historic, social, an-

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thropological, and political science generalizations underlying each of these enlarging communities of which he is a member.

From the beginning of our program, we deal with those component subject matters out of which the life of any community is composed. But as we study any one of these communities, we emphasize the unity of the social configuration, drawing out of context any of the separate disciplines only momentarily for a closer look. The child is helped psychologically to start his examination of human communities by studying and generalizing about total cultural patterns of intimate scale, rather than by concentrating on the separate class period or school year. This does not argue for the rejection or neglect of geography, history, or the several social sciences. Actually, the elementary school curriculum has been starved by failure to infuse the social studies program with sufficient generalizations and methods of inquiry from these basic disciplines. We are determined that these foundational social sciences, history, and geography must have a much greater place in the coordinated program than they have generally had in the past.

We shall now sketch in detail one design for a multidisciplinary social studies program in the elementary school and secondary school. Keep in mind that we insist there are alternative approaches to designing a social studies program. Our design is but one of such available for your study and consideration.

The model we shall demonstrate may be somewhat familiar to most of you. But be assured that much of what we have to say today goes beyond previous presentations. Any working team is bound to make additions and refinements as minds influence minds and as it profits from criticisms fed back from elementary and secondary school principals and from colleagues in the classrooms, schools, and colleges.

We begin to construct our model by asking you to imagine a pre-school child standing in the middle of his vast and dimly lit world. The child is keenly aware that around him exists an exciting world of people, objects, institutions, events. These external forms and functions that bombard his senses during his waking hours threaten him fully as much as they excite him—simply because he has had little opportunity to observe these sensory inputs systematically and to relate them to himself in an organized manner. Formal schooling is the prime tool that modern man has invented to help the child discover the order and the rationale of this external world. The school curriculum must guide him in sorting out and organizing the sensory data into a mature understanding of each community of which he is a member.

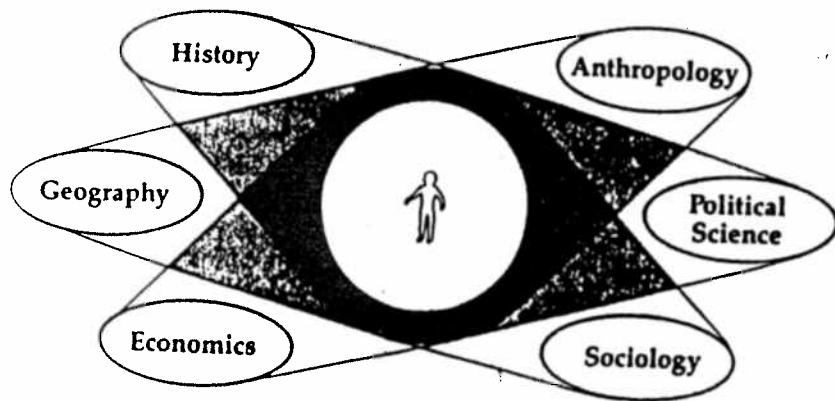
Where shall we find the help needed for this bewildered child and his sometimes equally bewildered teacher? We believe the proper resolu-

tion can be found in a judicious use of the high priority generalizations and methods of inquiry which our colleagues in the social sciences, history, and geography have extracted and structured for us in their several disciplines.

Here (Illustration 1), represented as sunbursts over the child and his ultimate world, are the six disciplines from which our team has woven a social studies program for the elementary [and secondary] schools.

But the child's external world consists not just of events of the past; it is not history alone. The real world exists in the present. Group life is made up of physical and cultural objects that are distributed over space and have distributional relationships. So we add the sunlight of geography to our model.

ILLUSTRATION 1



We are not content to leave the child with either a fused history-geography course or with two separate courses, one history and another geography. The man-to-man relations go far beyond these two disciplines. Ours is a multidisciplinary and coordinated approach, so our model must have light flooding from the several [social] sciences [and humanities].

Political science sheds its significant light on the processes of decision making and helps the child to see how men in communities organize to create and direct the power essential to keep a community viable.

Men strive to satisfy unlimited wants and needs with limited resources. Economics sheds its light on producing, exchanging, and consuming goods and services to satisfy these human wants and needs.

Men nurtured within a particular culture assimilate values, ways of thinking, and customs that profoundly affect the way individuals and groups interact. Anthropology helps us to understand the values, customs, and institutions of our communities and provides us with significant tools for both preserving and changing them.

And lastly, from sociology we gain significant generalizations and methods of inquiry into a host of man-to-man relations that we must begin to understand and learn to control. Certainly school pupils can learn elementary concepts of such sociological problems as population explosion, urban congestion, race, [diversity], automation, and human welfare.

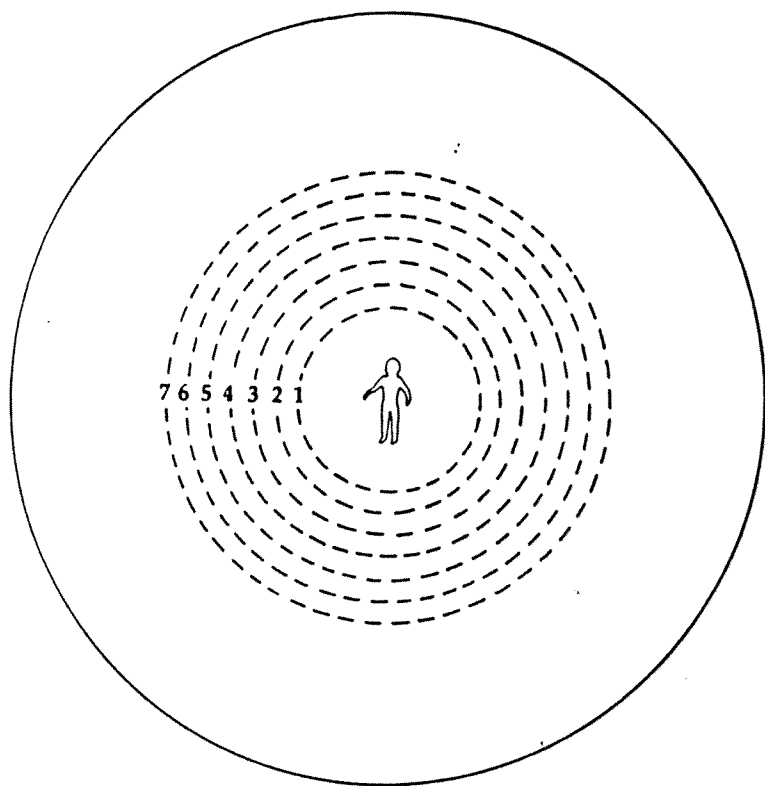
We select history as one highly luminous source. We deliberately cause the bright light of historical method and cause-effect relationships generated by historical research to illuminate the dark spaces between the child and his world.

Our design for the social studies has two dimensions: a sequence and a scope. I wish to discuss now the sequence of themes or emphases that form one set of coordinates of our design (Illustration 2).

Each of us lives simultaneously within a set or system of enlarging but interdependent communities of men. Between the individual child and his ultimate world lie a number of communities of varying size and scale. It is the school's responsibility to help each child become aware of each community and develop competency to participate effectively in it.

At this point in our discussion of sequence, a generic definition of the term community is in order. A community is any group or society of people who live in a definable geographic space; who possess sufficient historic values and customs in common to hold the society together; who face common problems; who have devised solutions (institutions, laws, customs) that are workable and somewhat unique to that community; who have developed ways of communicating; and who acknowl-

ILLUSTRATION 2



## Expanding Communities of Men

(family through nation)

1. Family Community
2. School Community
3. Neighborhood Community
4. Local, County and Metropolitan Communities
5. State Community
6. Region-of-States Community
7. U.S. National Community

edge membership in the group or society. In our model we shall designate sequence.

We propose to start our multidisciplinary social studies program in the primary grades by first emphasizing the oldest, the smallest, the most intimate, and the most crucial grouping of men—the family community. This grouping represents the child's family—his father, mother, sisters, brothers, and other relatives who constitute a household. No other community of men equals the family in the number or in the significance of daily human relationships involving the child. The geographic arena within which this family community lives could be a palace or a slum dwelling.

The family community, however, is not the sole human group to which the child belongs. Because the family in our time is not equipped to provide all of the formal education needed, the child at five or six years of age normally becomes a member of a larger-than-family community—the school. Here the beginning school child meets many children—some of his age, but most older. His school community consists also of teachers and administrative personnel. This school community is obviously somewhat different in purpose and composition from the other communities in our sequential design, but for reasons which should be clear later, it is designated as the next larger band in this model.

Because a family cannot be completely self-sufficient, it is natural for a family to join informally with other families to form a **neighborhood community**. This next larger concentric band represents the loosely cohesive community of families who live fairly close together, who have some fairly common identifying features, and who are, by virtue of their neighborly efforts, more self-sufficient than they could be as separate families. The geographic area of the neighborhood is usually a well-recognized portion of a county or city with fairly distinctive boundaries such as a stream, a wide thoroughfare, or those set by zoning regulations. In addition to an elementary school, the neighborhood usually has churches, stores and shops, public and private recreational facilities, a branch library, and substations for mail, police, fire, and similar services. These man-made features of the neighborhood landscape extend and enrich the efforts of individual families to provide for their needs.

Once again the model expands. Since no neighborhood community is self-sufficient, neighborhoods join with neighborhoods to form local communities called by such terms as county, city, suburbia, and metropolis. Some of the associations that exist to serve the needs of several associated neighborhoods are the city hall, water system, market place, transportation system, newspapers, radio and TV stations, the county

courthouse, medical associations, central library, the metropolitan recreation district, the law enforcement association. This complex of local communities, lying between the larger state community and the smaller neighborhood communities, is the fourth concentric band in our model of expanding communities of men. As the impact of modern science and technology mounts, as more and more neighborhoods come within the dynamic influence and boundaries of the expanding metropolis, these local communities will demand a larger proportion of our time, energy, and money.

Beyond the local communities in this model, the elementary school pupil next studies his **state community**. The geographic, historic, and political dimensions of a child's state are well defined but generally under-taught in the school curriculum. Historically, the state community came into being when the several local communities in a territory needed services which they could not provide successfully alone. The public and private institutions and organizations that operate throughout the state try to furnish the lesser communities with those services that are beyond individual capabilities of local, neighborhood, and family communities or that can be provided more effectively by the state community because of its larger resources.

In thinking about the set of interdependent communities, the citizen ordinarily moves directly from the state to the nation. This jump overlooks an increasingly crucial community that lies between—the **region of states**. The United States Bureau of the Census has recognized the growing number of common concerns of and solutions by regions. Beginning with the 1950 census, it gathered, summarized, and presented all data by four regions: South, West, North Central, and Northeast. In our model, the pupil moves from an emphasis on his state to an emphasis on his region of states, and from there to a study of the three other regions.

Note here the desirability of being flexible. For a class living in the North Central region of states, that would be the logical region to study in depth, first. For a child in my region, the West comes first. The remaining three regions could be studied in any order.

The next larger community is the **United States national community**. Within this nation today, 190 million citizens benefit from the foresight of our forefathers who wrote in the Preamble to the Constitution:

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the bless-

ings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Public and private efforts to bring about this national dream have been successful, perhaps beyond the fondest hopes of the founding fathers.

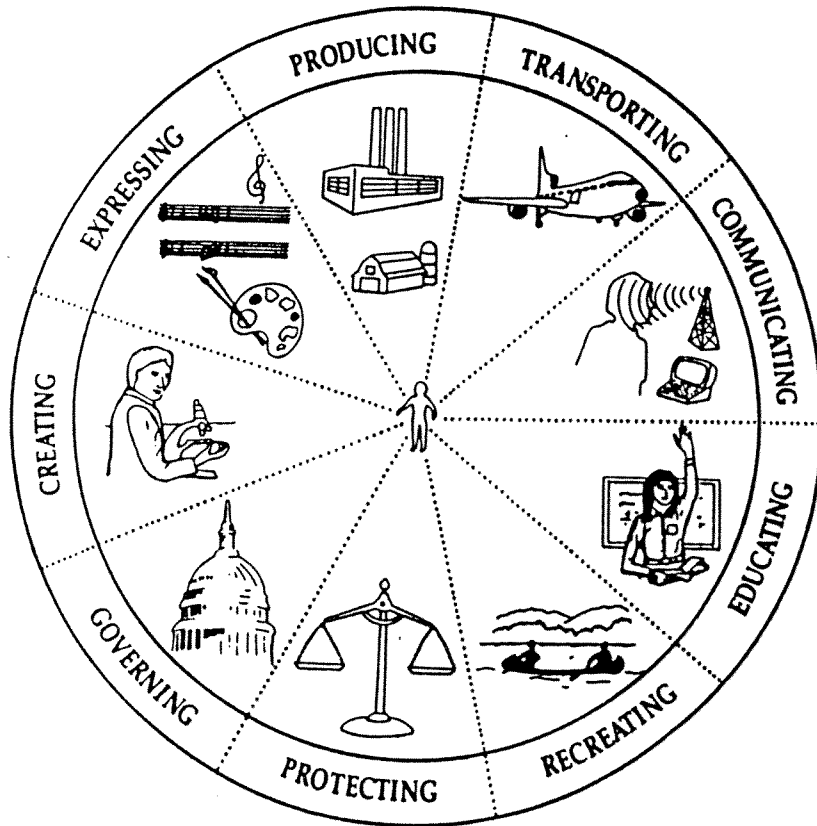
The seventh emphasis, our **national community**, completes the first subset of expanding communities. The subset, family through nation, is a highly interdependent system of interlocking [and overlapping] communities, always expanding in size and complexity. One can better understand each of the interdependent communities by studying the system. The family community in the United States can be comprehended much better by knowing the cultural complex we speak of as the national personality; one's own state can be understood much better by knowing the composite characteristics of families, neighborhoods, and local communities.

Let us now turn from the sequence dimension of our multidisciplinary social studies program to a brief discussion of the second set of coordinates of our design—the **scope**, organized into categories of basic human activities (Illustration 3). Universally, men living in groups have always carried on these activities in differing ways. There are numerous systems for cataloging or clustering these universally performed functions. The main purpose of grouping is to provide the teacher and pupil some logical and orderly way to observe and to organize their observations about the kaleidoscopic world. Whether the categories number six or sixteen is of minor importance.

Let us first identify the basic human activities of **producing, exchanging, and consuming goods and services**. Within the mind's eye there flows a rapid succession of pictures: primitive men hunting and fishing; modern men with mechanical power producing crops on the land and in the sea; men in simple cottage shops or in complex and automated factories shaping raw materials into finished goods; colorful primitive market places or the interior of a supermarket; people consuming the abundant food, clothing, and other goods available in a modern economy. These kaleidoscopic pictures are for the moment universals. They are not classified by time, by place, or by any one of the several communities of men. These further refinements of classification will be discussed later.

Now observe the remaining headings for the other eight segments. Closely allied with producing, exchanging, and consuming is the second cluster in our grid: **transporting people and goods**. The boundaries of this pie-shaped segment are not solid lines separating this basic human

ILLUSTRATION 3



## Scope

(basic human activities)

activity from the cluster on either side; these boundaries are dotted lines. Each category is partially found within several or all of the other segments. We are attempting here to focus on a cluster of activities that can be identified as distinct although not disassociated from the other clusters.

A third cluster of basic human activity we shall call **communicating fact, ideas, and feelings**. You are invited to create pictures in your

mind to illustrate this activity found in every society regardless of time and place.

A fourth category is labeled **providing education**. The range of pictures comprising this activity would include such diversity as an ancient caveman teaching his offspring how to stalk and kill wild game; a child of the frontier learning from his hornbook; the modern mass education invention we call the school; a possible world learning center where programmed instruction is beamed worldwide via a network of communication satellites.

A fifth cluster is labeled **providing recreation**. All communities of men through all times have played and amused and refreshed themselves. Some societies with a luxuriant environment have placed a higher value on this basic human activity than have other societies where a barren environment forces men to work long and hard to survive, leaving little time for recreation.

A sixth cluster is labeled **protecting and conserving life, health, property, and resources**. Housing, medicine, defense, and law are illustrations of the provisions men make to satisfy the universal needs in this category.

For a seventh group of activities we use the phrase **organizing and governing**. Both public and private sectors of any community need to organize, manage, direct, administer, and govern. These activities, which we might call decision making and enforcement, range from agreements within a family to avoid conflict over the use of the telephone to the complex machinery of national governments and of the United Nations for regulating the uses of outer space.

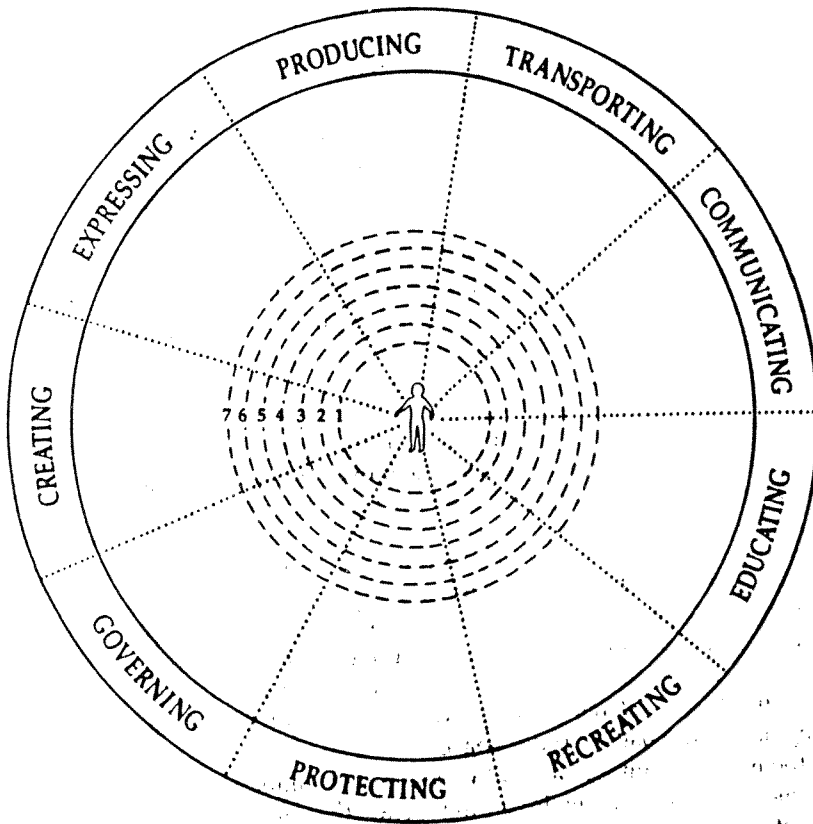
Next we focus on a segment we call **creating new tools, technics, and institutions**. Men are forever inventing better theories and solutions, be it a better mouse trap, a new molecule, a spaceship, or a substitute for force in settling disputes.

Finally we focus on a cluster entitled **expressing aesthetic and spiritual needs**. The universal desire of men to associate with one another in pursuit of beauty, or in spiritual satisfaction, has been and continues to be one of the deepest motivations in society.

We now have a complete catalog of the basic human activities—the scope. It is complete to the extent that we can find a segment in the scheme into which we can easily fit any group activity that is a part of past history, contemporary life, or conceivable future. We now return to the seven [expanding] communities of men (family through nation)—the **sequence**.

So far we have detailed two dimensions of the coordinated social studies design: 1) the expanding communities sequence and 2) the basic

ILLUSTRATION 4



**A Curriculum Design**  
(family through nation)

- |   |                               |
|---|-------------------------------|
| 1. Family Community                           | 5. State Community            |
| 2. School Community                           | 6. Region-of-States Community |
| 3. Neighborhood Community                     | 7. U.S. National Community    |
| 4. Local, County and Metropolitan Communities |                               |

human activities scope. Now we will superimpose one of the dimensions over the other and have a composite (Illustration 4): the segments of basic human activities intersect the concentric bands of the communities of men. Each of the seven bands cuts through all nine segments. Each of the nine segments is present in all seven bands; each community of men conducts all the basic activities.

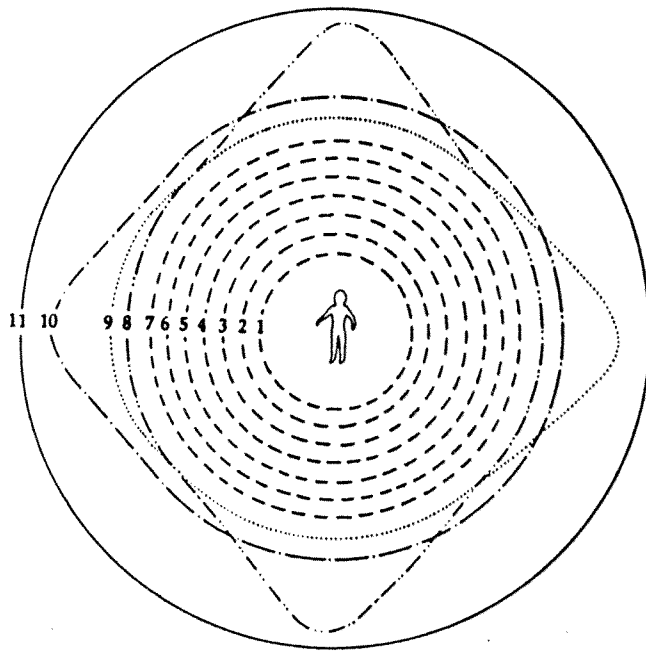
Our suggested design for the sequence of the elementary school social studies is, to this point, incomplete. We have yet to complete our particular logic of expanding communities of men by moving out beyond the national community. Modern science and technology make obsolete the once defensible notion that the nation is the outer limit of the set of expanding communities. Today, nations cannot exist as islands: some multinational values, institutions, laws, and customs are even now appearing; others wait for the time when men shall find it desirable and possible to [acknowledge and to] welcome larger-than-national communities.

Beyond the national concentric circle (number 7 in our design) we recognize three region-of-nations communities: the Inter-American community, the Atlantic community, and the Pacific community. (These three region-of-nations communities are numbers 8, 9, and 10 in Illustration 5.) Arbitrarily we choose the **United States and Inter-American community** as the eighth emphasis or band in our sequence.

This emerging community of men, with one-half billion human members, has in common more than ten thousand years of Indian history, almost five hundred years of European cultural overlay, and over one hundred years of struggle to win independence from European colonialism. These half-billion Americans are creating public and private networks of communication, production and exchange, education, and the like that knit and bind them together into a recognizable community of men that will, in the lifetime of youngsters now in our schools, become an ever increasingly important instrument for the satisfaction of human needs and aspirations.

The United States national community is a member of a second emerging region of nations: the **United States and Atlantic community**. It represents all the lands and people around the shores of the Atlantic Ocean: the Americas, Europe, the Middle East, and Africa. In the past, the Atlantic Ocean was considered a strategic defense boundary by each nation washed by its waters. In our nuclear power age, the same Atlantic Ocean is but the **inner sea** of an emerging Atlantic community. The outer territorial limits of such an emerging community are certainly not fixed; they are controversial and will probably always be less definite than the

ILLUSTRATION 5



### Sequence Communities of Men (family through world)

- |  |                               |
|--|-------------------------------|
| 1. Family Community                              | 6. Region-of-States Community |
| 2. School Community                              | 7. U.S. National Community    |
| 3. Neighborhood Community                        | 8. Inter-American Community   |
| 4. Local, County and<br>Metropolitan Communities | 9. Atlantic Community         |
| 5. State Community                               | 10. Pacific Community         |
|  | 11. The World Community       |

borders of a national community. But the centripetal forces pulling the outlying nations more closely into an Atlantic community are slowly but surely increasing. Predictably, they will overbalance the centrifugal forces that now operate to keep England out of the Common Market or to isolate South Africa from its Western cultural heritage.

Western culture, infused with elements of great cultures of the Middle East, permeates this vast Atlantic community arena. The democratic, industrial, and scientific revolutions have provided a cohesion that makes the former unrelated units more and more parts of a new whole. NATO, CENTO, OECD, EUROATOM, and the Afro-Anglo-American Association of Teacher Education are just a few of a long list of institutions and agencies created since World War II to serve an emerging Atlantic community. Posterity has a right to expect that our social studies program in the schools will lay the groundwork of values, understanding, and competencies required in building an Atlantic community in the decades ahead. Today's schools should not impose tomorrow's answers on school children, but schools should equip tomorrow's citizens with the skills with which they may one day fashion multinational establishments to match our soaring aspirations.

A third region of nations is emerging, named for the great Pacific Ocean that washes the shores of most of the nations of the United States and Pacific community. This vast arena is represented in our model by a tenth band. In this space, which covers more than two-thirds of the surface of the earth, live more than 1.8 billion people—almost two out of every three humans alive today. The Occidental Pacific and the Oriental Pacific lie far apart. Only in our time has this huge, loosely knit aggregate been regarded potentially as a region of the globe.

The possibility of a Pacific community arises out of the common frustrations and aspirations of Americans, Asians, Australians, and Oceanians. Many young nations in this emerging community are busily engaged in glorifying nationalism. At the same time, science and technology are shrinking or shattering the barriers of water, mountains, distance, language, and cultural differences. These material advances force larger-than-national concerns and will ultimately encourage mutual understanding and respect for the diverse cultures and aims of the Pacific partners. Underneath the noisy and often bitter conflicts of ideologies grow new roots of cooperation—the Pacific Science Congress, the Asian Games, the East-West Center, the Colombo Plan, and hundreds of private corporations that cross national boundaries to build economic establishments to serve an emerging Pacific community.

To begin with, we placed the child in the center of our model, and far out—the world band. We now return to the outer band. The emerging world community, number eleven in our sequential emphases, is not by definition a part of any larger community of men—at least not yet.

The world community is even less an actuality than the three smaller regions-of-nations communities. Conflicts divide the world into armed

camps; the threat of reckless use of nuclear, bacteriological, or chemical warfare darkens the future. The Communist camp continues to subvert and threaten the neutrals and the free nations.

Yet man's ageless yearning for world peace, fraternity, and plenty gains hope anew in the successes of ecumenical conferences, increasing tourism, multilingual capability, the United Nations and its specialized agencies, the International Red Cross, the International Bank, the International Court of Justice, and scores of other public and private mechanisms created to solve problems beyond the capacity of single nations or regions of nations.

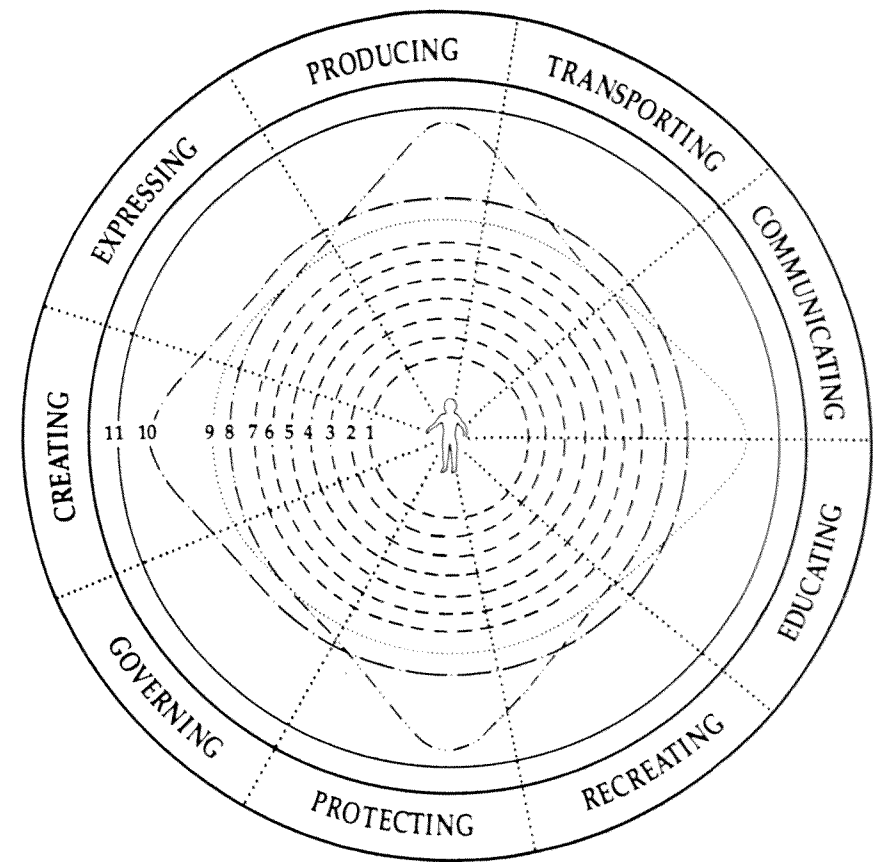
This emerging world community has a rich historical content of bold dreams and has made courageous attempts to bring unity to a splintered and quarreling world: Alexander the Great dreamed, acted, and came close to success. The Holy Roman Empire gave a degree of peace and prosperity to much of the Old World. The literature of most of the world's cultures contains a common theme of man's universal brotherhood. Perhaps the time is approaching when the human family will be forced to accentuate the positive and universal values of humanity as a prelude to creating world-wide conditions which will satisfy the generic definition of **community** we cited earlier. The schools of the world must prepare tomorrow's citizens to grapple successfully with problems of such global magnitude. The social studies program carries a major responsibility for this objective.

We have seen the completed sequence of eleven expanding communities of men (Illustration 5). Let us refer again to the basic human activities (Illustration 3). By superimposing the basic human activities over the set of communities of men, we create a finished social studies program design for the elementary [and secondary] schools—the basic human activities, the **scope**; the expanding communities of men, the **sequence** (Illustration 6).<sup>1</sup>

A detailed elaboration of all the possible teaching-learning experiences within this design is not possible. But we will illustrate how the model works, by taking you through one of the nine clusters of the basic human activities to demonstrate how it helps to focus on learning experiences in each of the eleven communities.

Let us consider, for example, that segment of basic human activities labeled **protecting and conserving health, life, property, and resources** (Illustration 7). Consider the family as it is protected by its sheltering house. You can think of scores of other ways Mary's family or John's family protects and conserves, to round out the possibilities for learning experiences found within the intersection of this, "protecting" segment and this "family" band.

ILLUSTRATION 6



## A Curriculum Design

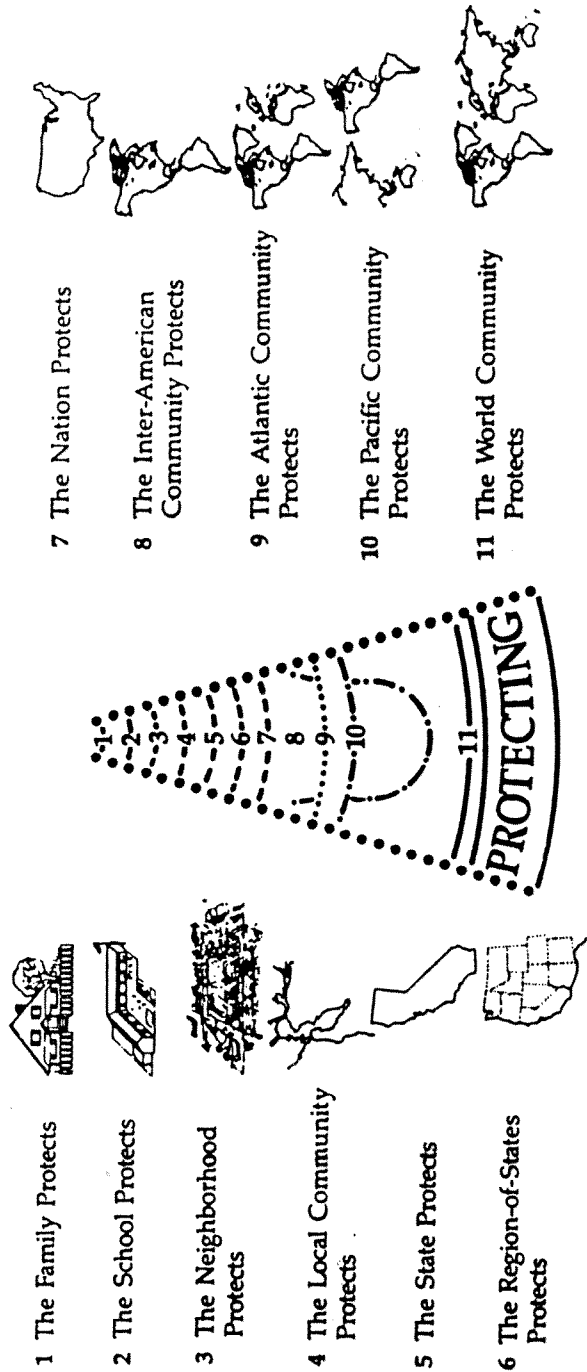
(family through world)

The next larger community, the school, where it intersects with **protecting and conserving health, life, property, and resources**, offers different types of protecting activities.

Again expand the size of the community. For the **neighborhood**, fire protection is just one of the many ways a community of this scale protects life and property. Obviously each family could not afford to maintain modern fire protection equipment; the solution is found in the ap-



# Communities Protect



- 1 The Family Protects
- 2 The School Protects
- 3 The Neighborhood Protects
- 4 The Local Community Protects
- 5 The State Protects
- 6 The Region-of-States Protects

- 7 The Nation Protects
- 8 The Inter-American Community Protects
- 9 The Atlantic Community Protects
- 10 The Pacific Community Protects
- 11 The World Community Protects

appropriate scale community—the neighborhood or the local community. You have probably already formed a dozen pictures in your mind of other ways that a neighborhood protects and conserves through such means as police, clinics, or rules regarding bicycles.

Once more, increase the community size and note that a medical society in the local communities is one illustration of protecting and conserving.

Increase the community size again. The state community could be represented by any one of many ways a state concerns itself with protecting and conserving.

Again enlarge the community. Note that a region-of-states community could build a great dam to conserve its water and soil resources. Conservation in a river basin that cuts through several states is more properly the responsibility of the region of states than it is of any individual state.

We come next to the national community. Consider the readiness of our national defenses to ward off possible air attacks. Here is a problem of such size and complexity that it is properly placed by the lesser communities into the hands of the larger and inclusive national community.

Moving beyond the national community to an emerging United States and Inter-American community, let us consider the Organization of American States (OAS), one of the newer developments of a multinational nature to protect this hemisphere against aggression and to conserve and use the vast resources of the Americas.

Another region-of-nations community, an emerging United States and Atlantic community, is next shown as protecting some of its member nations by a unique alliance called NATO, the North Atlantic Treaty Organization. This Atlantic community has already developed scores of scientific and social technologies that contribute to the health and wealth of the peoples of this arena.

In the third multinational complex, an emerging United States and Pacific community, the SEATO military alliance, the South-East Asia Treaty Organization, exists to protect the lives and property of certain member nations. Another example is the Pacific Science Congress which is researching to conquer disease and malnutrition in this vast arena.

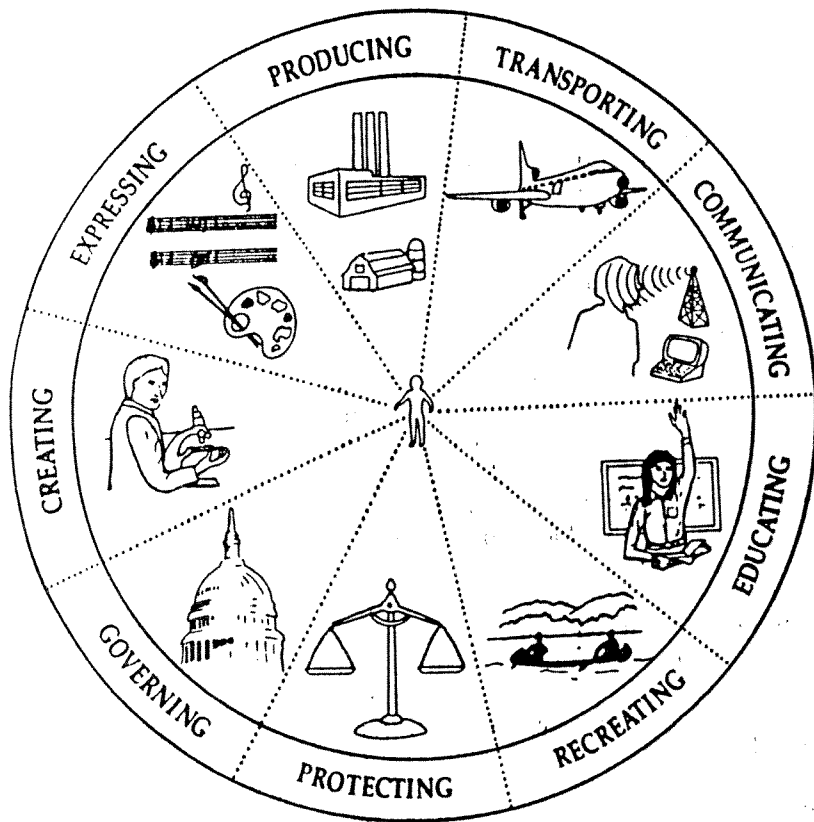
We conclude this series of quick glimpses into possible teaching-learning experiences of protecting and conserving with the World Health Organization, the purpose of which is to make the entire earth a more healthful place in which to dwell.

We could have used any of the other basic human activities to demonstrate the infinite possibilities of this design.

Now we will demonstrate rapidly the linkage of all the nine basic human activities of our scope as they are used to guide the study of one of the expanding communities, **the nation** (Illustration 8). Think first of producing, exchanging, and consuming goods and services.

Now observe the section of the national community band entitled transporting. Recall a map of the United States showing the interstate highway system. Air, water, or rail networks also illustrate the national effort to supply transportation services.

ILLUSTRATION 8



The Nation

Examine briefly the intersection of the national community and the problems of **communicating** and imagine the confusion if the federal postal service were carried on by 50 competing state systems! Nationwide telephone, radio, and TV networks, the press wireservices, and many other activities can be grouped within a study of these national efforts in communicating.

Again we shift focus. This time consider the national effort to **provide education**, both as an item of personal consumption and as a national investment.

Next consider **providing recreation**. Perhaps the networks of national parks best illustrate this type of national effort.

Next comes **protecting and conserving**. The activities of [national] forest rangers come within this category.

For the intersection of **organizing and governing** in the national community band, political science and business administration would furnish us with many good elementary and advanced topics.

The national community creates new tools, technics, and institutions. This is illustrated by Telstar or by a nuclear reactor, a national cancer research laboratory, or Project English.

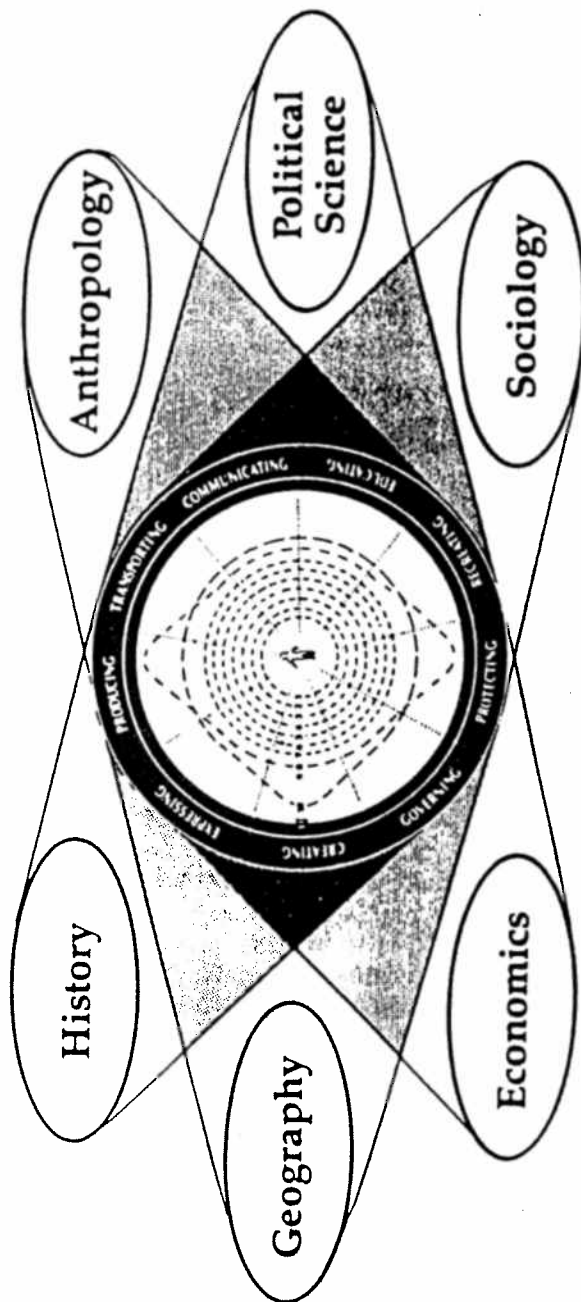
We finally complete our study of the national community band by focusing our attention on **expressing and satisfying aesthetic and religious needs**. An infinite variety of national activities can be studied within this focus.

This brief discussion of the national community illustrates how our team has used the design as a frame on which to fasten the generalizations, methods of inquiry, and structures of history, geography, and the social sciences (Illustration 9). The United States national community exists in physical space. Knowledge of the distribution of physical and cultural features over the nation is indispensable to an understanding of our national problems and our successes.

The light of **geography** shining on the clusters of basic human activities helps to explain why the distributions are as they are and how transportation, production, consumption, protection, recreation, and so on are interrelated and are also influenced by the earth's physical features.

But the national community exists in time as well as in space. The sunburst of **history** highlights another indispensable structuring of knowledge which the pupil must master. How have the available tools, mechanical power, and social technologies affected the geography and changed the character of the ways each of the basic human activities has been carried on in this national arena from the time of the first Indians right up through the present? And what may we speculate about our

ILLUSTRATION 9



creative efforts to provide new solutions for tomorrow? Clearly, history gives us tools by which we can reconstruct the long story of development of a community over time, and even project the future in broad strokes. History and geography are essential and related components for the study of every community of whatever scale in a modern, multi-disciplinary social studies program.

But we cannot end our floodlighting of the national community with light from only geography and history. A community must organize to make and carry out decisions on behalf of the community. Light from political science shows us how the national efforts of both government and private sectors solve the problems of organizing and governing and helps us to understand the rationale behind the diverse solutions.

It is clear that many of the categories of basic human activities of our design are aspects of the science of economics. So the sunburst of this discipline becomes an important component of our coordinated social studies program. Such national activities as producing, exchanging, consuming, transporting, or communicating are understood and mastered better as one gains knowledge and skill in the elements of economics. But again we raise a basic question: Can one tell where economics ends and political science begins? Where can geography and history be found in pure form unrelated to economics and political science? We see as the reasonable solution to the social studies program of the schools a holistic design that uses all the scholarship we can obtain to throw its coordinated light on the study of each expanding community in [the sequence of] our design.

Any study of the national community is incomplete without the structured generalizations and methods of inquiry of anthropology and sociology. Both of these social sciences are increasingly important to a minimal understanding of any community by a modern man.

This design provides a way of organizing the generalizations, methods of inquiry, and structures of history, geography, and the social sciences. It is a design that applies not only to a study of the national community, which we have used as an illustration, but also to a study of all the other communities of men (Illustration 9).

The logic of this coordinated social studies design suggests that the pupil study each larger community in sequence. In the kindergarten and first grade, the child might begin his study of the system with emphasis on his own family and on his own school. As he studies each of these communities, he learns what phases of life are properly the concern of himself as a member of these small intimate groups. He also learns that families need to join together to provide for the satisfaction of many

needs through neighborhood apparatuses. Consequently, the child moves naturally to the third emphasis in the sequential design—his neighborhood community which provides services not available to families or to schools working alone.

This particular social studies design may assign the study of the child's neighborhood to the second grade. However, the community to be emphasized in any particular grade is relatively unimportant. Following the sequence from the lesser community to the next larger is the governing principle.

The sequence typically followed in schools adopting such a structure is to complete the sequence of eleven community emphases by the end of grade 6. It is equally defensible to stretch out the time for covering the eleven communities over seven—or even eight—grades. Any design must be flexible enough to accommodate differences in pupil ability or differences in the expectations of patrons and professionals at the local or state community levels.

Another principle essential to this particular design: The pupils constantly move inward and outward among the several communities. As each community is studied, children should be helped to see that many problems they examine thrust them inevitably into larger communities for solution. There is always a forward look, anticipating the several communities that lie ahead for deeper study in later grades. At the same time, there must always be a review and a deepening of insights concerning the smaller communities previously emphasized. A child is not through studying the family at the end of the first grade. In each expanding community, provision is made for a fuller study of the smaller communities previously emphasized and of the larger ones to follow.

There is still another characteristic of this design. When youngsters are studying their own state, for instance, they will naturally compare and contrast other states. To the extent that there are meaningful bridges to a state or its equivalent in Mexico, Japan, or Switzerland, these exciting and enriching experiences should be incorporated as part of the work. But the teacher must be responsible for bringing youngsters back from these useful side excursions to the major arena, which in this case is the state community.

Many of us believe it is desirable to plan the design of the coordinated social studies program as a kindergarten through grade 12 continuum. Assuming that some such strategy of "studying how men carry on the basic human activities in a system of expanding communities of men" has been rounded out in the elementary school, we contend that adolescents in the secondary school would be more ready to pursue profitably a program of separate study of each of the several social science

disciplines, geography, and history. The final proof of such a contention has yet to be fully documented; but a multidisciplinary and coordinated design for the elementary school social studies program makes sense to us. We hope it does to many of you, your teachers, your pupils, and your communities. But the major task confronting us is to examine all design proposals critically and then lead our staffs in a continuous search for better content, structure, and methods in the social studies program.

#### NOTE

1. These proposals are just as applicable to social studies programs in today's middle schools—Paul R. Hanna.