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A Study of New Mexico Elementary Teachers' Interpretation and Applications of the Unit Method in the Teaching of Social Studies

Sheldon L. McGuire

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TEACHING OF THE SOCIAL STUDIES -

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DATE

A STUDY OF NEW MEXICO ELEMENTARY TEACHERS'
INTERPRETATIONS AND APPLICATIONS OF THE UNIT
METHOD IN THE TEACHING OF THE SOCIAL STUDIES

By

Sheldon L. McGuire

A Thesis

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

The University of New Mexico

1958



A STUDY OF THE EFFECTS OF
INTERPERSONAL AND ENVIRONMENTAL
FACTORS IN THE BEHAVIOR OF THE
INDIVIDUAL

BY

JOHN F. DILLON

A Thesis

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts in Education

The University of Illinois at Chicago

1971

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM, DEFINITIONS OF TERMS USED, AND	
SOURCES OF THE DATA.	1
The problem	1
Statement of the problem	1
Delimitation of the problem.	1
Importance of the problem	2
Limitations of the problem	3
Definitions of terms used.	4
Unit	4
Written unit	4
Sources of the data.	5
II. REVIEW OF RELATED LITERATURE	6
III. METHODS OF PROCEDURE	13
IV. THE QUESTIONNAIRE RESULTS.	17
Use of the unit method for social studies.	19
Preparation of units in college classes.	22
Usefulness of a written unit	27
Preferred types of written units	29
The determining of unit topics	33
Utilization of the orientation period.	37
Development of critical thinking in the social studies program	39
Meeting individual differences with the unit method.	43

37215
 1734
 1734
 1734

TABLE OF CONTENTS

CHAPTER

I.	THE PROBLEM, DEFINITION OF TERMS, AND SOURCES OF THE DATA	1
	The problem	1
	Definition of the problem	1
	Limitation of the problem	1
	Importance of the problem	1
	Limitations of the problem	2
	Definition of terms used	2
	Unit	2
	Written unit	2
II.	REVIEW OF RELATED LITERATURE	12
III.	METHODS OF PROCEDURE	13
IV.	THE QUESTIONNAIRE METHOD	14
	Use of the unit method for social studies	14
	Preparation of units in social studies	14
	Usefulness of a written unit	15
	Prepared types of written units	15
	The determining of unit value	15
	Utilization of the questionnaire method	15
	Development of a social studies unit	15
	Social studies unit	15
	Writing individual and group units	15
	Unit method	15

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CHAPTER	PAGE
Usefulness of children's statements. . . .	47
Utilization of child interest in suggested outlines	51
Understanding of procedure by the children	55
Utilization of textbooks in the social studies program.	59
Usefulness of class discussion in planning a unit of work	64
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. .	71
Summary.	71
Conclusions.	77
Recommendations.	80
BIBLIOGRAPHY	82
APPENDIX	86

Usefulness of children's literature 14

Utilization of child literature in the classroom 15

Outline 16

Understanding of literature by the child 17

Utilization of literature in the classroom 18

Outline 19

Usefulness of literature in the classroom 20

Outline 21

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 22

Summary 23

Conclusions 24

Recommendations 25

BIBLIOGRAPHY 26

APPENDIX 27

LIST OF TABLES

TABLE		PAGE
I.	Teacher Responses to Whether They Use the Unit Method of Teaching as Described in the Introduction of the Questionnaire.	18
II.	Teacher Opinion as to the Value of Written Units Prepared in Classes During College Study.	21
III.	Teacher Opinion as to the Usefulness of a Written Unit	26
IV.	The Type of Written Unit Which Teachers Prefer to Use	28
V.	The Way in Which Teachers Determine Unit Topics	32
VI.	Ways in Which Teachers Find the Orientation Period Most Helpful.	35
VII.	Ways in Which Critical Thinking is Promoted in the Social Studies Program.	40
VIII.	Teacher Opinions About the Way in Which a Unit of Work Can Allow for Individual Differences	44
IX.	The Course of Action Taken by Teachers When a Child Makes a Statement During the Planning Period	48
X.	Teacher Builds Child Interest into Suggested Outline Which is to be Followed.	52

LIST OF TABLES

TABLE	
I.	Teacher Responses to Question 1 of Unit 1 Unit Method of Teaching as Described in the Introduction of the Questionnaire.
II.	Teacher Opinion as to the Value of the Unit Proposed in Science during College Study.
III.	Teacher Opinion as to the Value of a Written Unit.
IV.	The Form of Written Unit which Teachers to Use.
V.	The Use of Written Teacher-Selected Topics.
VI.	Ways in which to make the Unit-Selection Period Most Effective.
VII.	Ways in which to make the Unit-Selection in the Social Studies Field.
VIII.	Teacher Opinions About the Unit-Selection Unit of Work One Allow for Individual Differences.
IX.	The Guidance of Written Teacher-Selected Unit: Does a Statement of the Guidance Period.
X.	Teacher Views of the Unit-Selection Outline which is to be followed.

TABLE

PAGE

XI.	Teacher Opinion Regarding the Best Method for Getting Started with Any Unit so that the Children Understand what is to be Done .	56
XII.	Teacher Opinion About the Best Method for Using Textbooks in the Social Studies Program.	60
XIII.	The Ways in which Teachers Use Class Discussion to Help in Planning a Unit of Work	66

TABLE

- XI. Teacher Opinion Regarding the Text Material for Getting Started with the Book and the the Children Understood it.
- XII. Teacher Opinion About the Text Material Being Textbooks in the Social Studies Program.
- XIII. The Ways in which Teachers Use their Materials to help in planning a unit of work.

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CHAPTER I

THE PROBLEM

Statement of the problem. It is the purpose of this investigation to record teachers' opinions about methods used in teaching social studies. It should reveal to what extent the unit method of teaching social studies is used. In most cases, it will reveal what the practices are, or what practices teachers wish to use in the unit method approach to teaching social studies.

An additional purpose may be served by bringing the importance of unit teaching to the attention of teachers in our state. Devices and methods involved in the questionnaire may prove useful to those giving it careful thought.

The term "unit" as used in this study, is defined in the definition section of this chapter.

Delimitation of the problem. This study is limited to New Mexico. The opinions compiled are from teachers actively engaged in elementary teaching. The questionnaire and interview include these teachers from a sampling of school systems in the state, ranging in size from over one thousand teachers to community schools having two teachers.

This study is further delimited to factors which affect social patterns and attitudes, but which cannot be measured graphically. The classroom "tone" varies, depending upon the

CHAPTER I

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An additional purpose may be served by bringing the importance of unit teaching to the attention of teachers in our state. Devices and methods involved in the investigation may prove useful to those giving it careful thought. The term "unit" as used in this study, is defined as

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This study is further delimited to known within-state social patterns and attitudes, but which cannot be regarded graphically. The classroom "type" varies, depending upon the

cultural and social background of its students and teachers. This variance will necessitate divergence in unit methods. The personality of the class group changes from year to year, and so must the teaching approach change in order to be effective. Each teacher's personality is reflected in her teaching. These variances cannot be measured though they affect teachers' responses made to the questionnaire.

Importance of the problem. It is not the intention of the writer to suggest a curriculum in this study, however, the importance of a teaching program based on the unit method of teaching is stressed throughout this writing.

The unit of work in the modern elementary school comprises a problem through which learning experiences become meaningful to the child. The unit of work is derived from democratic teacher-pupil planning. In this way, the pupil knows the extent of his achievement during the unit and at the close of the unit. Any pre-planned or written unit should be of a flexible nature that adapts to pupil interests and immediate problems which can add greatly to the impact of the study.

This investigation is important because it will help us know how much use the teachers are making of this relatively new idea of unit teaching. We speak of the unit method as being relatively new because it is the most recent innovation in the teaching profession, though it has undergone

outward and social behavior and its development and formation.

This variance will necessitate a change in the method.

The personality of the class group changes from year to year.

and so must the teaching approach change to meet the needs.

Each teacher's personality is different and his teaching

method. These variances cannot be measured through a test.

Teachers' responses made to the questionnaire.

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The unit of work in the modern elementary school con-

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democratic teacher-child relations. In this way, the child

knows the extent of his ability to solve the problem and

the close of the unit. The child is interested in the

problem of a flexible nature that allows the child to

immediate problems which can be solved by the child.

study.

This investigation is important because it will help

us know how much we are learning and the value of this

relatively new idea of unit teaching. The purpose of this study

is being relatively new because it is the first study in this

field in the teaching profession. It is the first study

change in itself.

This investigation will also assist us in evaluating our training program for teachers and should help teachers to become aware of the possibilities which lie within their reach by use of the teaching unit.

The study will indicate in a general fashion, the characteristics of the type of unit teaching practiced by the teachers responding to the investigation.

This information derived from this investigation may indicate a wide range of opinions, practices and beliefs. It may also reveal a need for a clarification of the whole area of the problem approach or unit teaching.

Limitations of the problem. The organization and execution of this problem is made by one person. It presents the opinions of teachers and methods used by them in their classroom, but in order to be of greater value, the observations, personal insights and interpretations of these many teachers should also be recognized.

The questionnaire results come from persons with varied background and teaching experiences. In order to be of greater validity, each one of these teachers should be contacted personally so that terminology could be explained to them in person.

The interpretations of the statements made and questions asked on the questionnaire may vary, depending upon the teacher's

change in itself.

This investigation will also assist in determining our training program for teachers and assist them to become aware of the possibilities which this study may reach by use of the teaching unit.

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test in person.

The interpretation of the questionnaire and questionnaire on the questionnaire may vary depending upon the person.

background of experience and training. Care was taken in forming the statements of the questionnaire to warrant as little misconception of ideas as possible. Personal opinions do influence interpretations of statements. It is hoped that any bias in interpretation is at a minimum within this study.

The effectiveness of a teacher's method cannot be measured in absolutes, though her type of teaching can be categorized.

This is not an investigation of curriculum trends.

II. DEFINITIONS OF TERMS USED

Unit. The term unit, as used in this investigation, refers to experiences of learning and activities that grow out of, center in, and contribute to a problem or area of study. The unit is derived from democratic pupil-teacher planning and although it may be based on guides written for teacher use, it is a flexible study approach which allows children to share in its progressive development and can meet their immediate interests and needs.

The term unit is a broader and more inclusive term than "topic" or "unit of subject matter."

Written unit. A written unit is referred to in this study as those plans or outline guides for a unit of study which have been prepared outside of the classroom influence. Written units may also have been prepared by state or local

background of experience and training. There was a tendency to
forming the statements of the respondents to reflect a
little misapprehension of ideas as possible. The respondents
the following interpretation of statements. It is possible that
any bias in interpretation is at a minimum within this study.
The effectiveness of a teacher's method cannot be easily
used in absolute, though the type of learning and the situation
used.

This is not an investigation of individual teachers.

II. DEFINITIONS OF TERMS USED

Unit. The term unit, as used in this investigation,
refers to experiences of learning and activities that group
out of, center in, and contribute to a common goal or
study. The unit is derived from descriptive analysis of
planning and although it may be based on a single written plan
teacher use, it is a flexible study activity which allows
children to share in the progressive development and the use
their immediate interests and needs.

The term unit is a broader and more inclusive term than
"topic" or "unit of subject matter."

Written unit. A written unit is a plan or outline of a unit
study as those plans or outlines which are a part of study
which have been prepared outside of the classroom, but which
written units may also have been prepared by the teacher in the

committees, by curriculum directors, administrative personnel, or by a teacher during her pre-planning when she had not yet had the opportunity to know her students and their interests.

III. SOURCES OF THE DATA

In addition to studies related to the investigation, and general literature on the subject, data have been obtained from questionnaires designed for elementary teachers. Data also have been secured to a small degree through personal visits with teachers throughout the state of New Mexico.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Studies indirectly related to this investigation are numerous though only a few have a direct relationship to this study.

The theses file in the University of New Mexico Library indicates that no state or local study pertaining to the unit method of teaching social studies has been made on a thesis basis. No publications pertaining directly to unit teaching in New Mexico have been revealed.

A thesis by Woodward¹ was of particular inspiration and technological value in starting this study. Woodward studied the interrelation between social acceptance, personality adjustment, mental ability and achievement for pupils in grades three through six. Her study also compared the validity of teachers' estimations of pupils' I.Q. ratings.

This writing of Woodward draws attention to the fact that teachers must be aware of each individual student. It is possible that many of these needs of children which Woodward studied, could be given adequate attention within the framework of a unit of study in the social studies.

¹ Freda M. Woodward, "A Study Showing the Interrelation Between Social Acceptance, Personality Adjustment, Mental Ability, and Achievement for Elementary School Children" (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1952), pp. 1-46.

REVIEW OF RELATED LITERATURE

Studies indirectly related to this study are numerous though only a few have a direct relationship to this study.

The thesis file in the University of New Mexico library indicates that no state or local study, pertaining to the method of teaching social studies has been made on a large basis. No publications containing studies in this subject in New Mexico have been retained.

A thesis by Woodworth¹ was of particular interest and technological value in studying this study. Woodworth studied the interrelation between social adjustment, social ability adjustment, mental ability and achievement in grades three through six. Her study also compared the validity of teachers' estimates of social ability with the results of Woodworth's test. This study is of value in that teachers must be aware of their individual abilities. It is possible that many of these needs are met by the Woodworth study, could be given adequate attention in the framework of a unit of study on social studies.

¹ Frazer N. Woodworth, "A Study of the Interrelation Between Social Adjustment, Mental Ability, and Achievement in Grades Three Through Six," unpublished master's thesis, The University of New Mexico, Albuquerque, 1932, pp. 1-16.

Many authors writing professionally stress the importance of teaching social studies in a unit method of teaching. They are generally agreed with Stratemeyer² that the unit approach can more easily help the teacher and the students meet persistent life situations by having life experiences within the classroom.

In his book A History of Education During the Middle Ages and the Transition to Modern Times,³ Graves recalls that Pestalozzi revived the universal education, love of the child, and the study of nature. He pointed out that Herbart's emphasis upon character and upon observation had been emphasized by Comenius in the Seventeenth Century. Comenius, too, had presented the idea of kindergarten play and self-activity which later was submitted by Froebel. Comenius had stated even before Rousseau, that the school system should be adapted to the child rather than the child to the school system.

These writings of our predecessors in education are not outdated. As stated earlier, the unit idea is relatively new though it has undergone change. However, these earlier educators have set a solid foundation of ideas for our use today.

² Florence B. Stratemeyer, Hamden L. Forkner, Margaret G. McKim, and Associates, Developing a Curriculum for Modern Living (New York: Teachers College, Columbia University, Bureau of Publications, 1947), pp. 96-120.

³ Frank Pierrepont Graves, A History of Education During the Middle Ages and the Transition to Modern Times (New York: The Macmillan Company, 1910), p. 287.

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 educators have set a solid foundation of ideas for the modern

¹ Florence H. Sturges, Education in the Middle Ages and the Transition to Modern Times, New York: Teachers College, Columbia University, 1917, pp. 1-100.
² Frank Pierpont Graves, A History of Education in the Middle Ages and the Transition to Modern Times, The Macmillan Company, 1917, p. 101.

Writings about the unit method of teaching reveal that teaching methods must revolve around the child, his interests and his needs.

Students learn when the curriculum includes them in its planning and action. The 1955 ASCD Yearbook⁴ stresses the fact that social relations have a great and definite bearing upon the progress that any child makes in the classroom. It pointedly states that those teachers who drill with no meaning, talk but aren't listened to, try to fill the heads with words, are not providing the most effective learning situations.

The leadership role of the teacher in pursuing this unit method of teaching is tremendously important. He must help each member of the class develop his leadership abilities. He should help each person know the aims and purposes of his unit so that at all times, he will understand where they are within the development of the unit, and how he stands within its framework.

Baxter⁵ has stated that the good leader will utilize for the group the best that everyone in the group has to offer, and that he also should guide the group into activities which are commensurate with their interests and abilities. She

⁴ Association for Supervision and Curriculum Development, Guidance in the Curriculum: 1955 Yearbook (Washington, D.C.: National Education Association, 1955), pp. 19-20.

⁵ Bernice Baxter and Rosalind Cassidy, Group Experience: The Democratic Way (New York: Harper and Brothers Publishers, 2nd Ed., 1943), pp. 1-7.

Writing about the unit method of teaching, Baxter¹ says:
 Teaching methods must evolve around the child, his interests
 and his needs.
 Students learn when they are interested, when they are
 planning and action. The 1933 NEDC Yearbook² stresses the fact
 that social relations have a great and definite bearing upon
 the progress that any child makes in the classroom. It points
 out that those teachers who will not be satisfied
 with their own work, but who will try to help their pupils
 are not providing the most effective learning situation.
 The leadership role of the teacher in planning this
 unit method of teaching is tremendously important. He must
 help each member of the class develop his individual ability
 and should help each person know his own and others' needs.
 of his unit as best as all class members can understand.
 They are within the development of the unit and the teacher
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 Baxter³ has stated that the good teacher will try to
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 which are commensurate with their interests and abilities.

¹ Association for Supervision and Curriculum Development,
Guidance in the Curriculum (1933 Yearbook) (Washington, D.C.),
 National Education Association, 1933, pp. 19-20.
² Baxter, Baxter and Baxter, Group Experiences
The Democratic Way (New York: Baxter and Baxter, 1933),
 2nd ed., 1933, pp. 1-7.

also explains that a leader must believe in himself if he is to be free to believe in and understand others. It is the teacher's responsibility to help students understand themselves. We understand others to the extent that we understand ourselves.

A lot is expected of a unit. . . a lot can be accomplished from it.

Because children see greater meaning in their cooperatively planned activities, it is hoped that they will work harder and that more functional learnings will result.

Even when cooperative planning fails to produce the desired results, students analyze the reasons and learn by experience.⁶

"Perhaps the greatest threat to education in the world today is the establishment of narrow political control over the schools and the severe regimentation of the minds of a whole generation of children."⁷

Students need the benefits which the unit method of teaching can provide in our democracy.

Project work provides the kinds of social relationship between group and teacher where they plan, work, study and learn together. Each may work at his own speed and according to his own abilities, yet all feel that they are a part of a unit working toward a common goal.⁸

⁶ Loretta E. Klee, "Social Studies in the Middle Grades," NEA Journal, XL:9 (December 1952), p. 583.

⁷ The Department of Superintendence of the National Education Association of the United States, The Social Studies Curriculum, Fourteenth Yearbook (Washington, D.C.: National Education Association, 1936), p. 31.

⁸ Maurice P. Moffatt, Social Studies Instruction (New York: Prentice-Hall, Inc., 1950), p. 152.

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the schools and the severe restriction of freedom of

whole generation of children."

Students need the benefits which the unit pattern affords

teaching can provide in our classrooms.

Project work provides the kind of social relationship
between group and teacher which is essential for
study and learning together. It is the only way of
learning and according to the unit pattern, the unit
that they are a part of a unit pattern.

6. Loretta E. Kline, "Social Studies in the Middle Grades,"
NEA Journal, XLII (December 1951), p. 255.

7. The Department of Superintendence of the National
Education Association of the United States, The Social Studies
Curriculum, Postsecondary Yearbook (Washington, D. C.: National
Education Association, 1950), p. 31.

8. Loretta E. Kline, "Social Studies in the Middle Grades,"
New York: Prentice-Hall, Inc., 1951, p. 15.

An experiment which was run in twenty elementary schools in Oklahoma City is explained by Bamesberger.⁹ This study attempted to determine the effect of an activity type course of study in the social studies upon certain outcomes of instruction; namely (1) the achievement of pupils as measured by subject matter tests, (2) the establishment of desirable collateral reading habits, (3) the recognition of connections between outside interests and the social studies and (4) the constructional activities undertaken by the pupils which were related to the subject matter studied in the school.

The twenty elementary schools used in this experiment were divided into four groups.

"The pupils taught by the new course of study read more books during both units than the pupils taught by the old course of study."¹⁰ It was found that the pupils under the new course of study read not only more books, but that they read a wider range of books than the old groups. In general, the new course of study groups read a higher percentage of supplementary reading books than the old course of study groups.

More outside interests were indicated by those under the new course of study, and on an average, they made more

⁹ Velda C. Bamesberger, An Appraisal of a Social Studies Course (New York City: Bureau of Publications, Teachers College, Columbia University, 1928), p. 91.

¹⁰ Ibid., p. 59.

An experiment which was run in the elementary school in Oklahoma City is explained by Bousharden. This study attempted to determine the effect of reading material on the study in the social studies upon which school as a subject; namely (1) the achievement of pupils as measured by test matter tests, (2) the establishment of habits of lateral reading habits, (3) the recognition of connections between outside interests and the social studies and (4) the motivational activities undertaken by the pupils which were related to the subject matter studied in the school. The twenty elementary schools and in this experiment were divided into four groups.

"The pupils taught by the new course of study read books during both units than the pupils taught by the old course of study." It was found that the pupils in the new course of study read not only more books, but they also read a wider range of books than the old course. The new course of study groups read a larger number of supplementary reading books than the old course of study groups. More outside interests were indicated by discussion of the new course of study, and on an average, they read more

groups.

More outside interests were indicated by discussion of the new course of study, and on an average, they read more

Valda C. Bousharden, *An Analysis of a Social Studies Course* (New York City: Bureau of Educational Research, Columbia University, 1933), p. 91.

10 1933, p. 20.

models and drawings than pupils taught by the old course of study.

The Oklahoma City Study did find out that "the basic textbook is the greatest factor in determining the amount of information acquired by pupils."¹¹

True learning has been defined as any change in the control of conduct which permanently modifies the individual's mode of reacting upon his environment.¹²

The original publication about the Oklahoma City Course of Study listed the purposes which the social studies committee had in mind.

(1) A unit must be considered worth while by the child because he feels he has helped select it, and because he finds in it many opportunities to satisfy his needs.

(2) The unit of work must offer many opportunities for real purposes and real projects, and it will be something the child can carry into his normal activity.

(3) The unit must stimulate many kinds of activities and so provide for individual differences.

(4) The unit must lead to the development of desirable habits.¹³

"The role of the social studies in elementary education," as stated by Preston, "is to aid the child, from kindergarten or first grade through sixth grade, to understand the concepts that describe and explain human society and to develop the

¹¹ Ibid., p. 63.

¹² National Society for the Study of Education, Twenty-Sixth Year Book, Part II, The Foundations of Curriculum Making (Bloomington, Illinois: Public School Publishing Company, 1927), p. 18.

¹³ Lincoln School of Teachers College, Curriculum Making in an Elementary School (Boston: Ginn and Company, 1927), pp. 31-41.

models and drawings than people engaged in the study of study.

The Chinese City study did find the same results. The textbook is the greatest factor in determining the amount of information acquired by students.

True learning has been defined as the ability to use control of conduct which is essentially self-directed. The individual's mode of learning does not determine the original position about the Chinese City. The study listed the purposes which the social studies teacher had in mind.

- (1) A unit must be considered worthy only if the teacher believes he has helped students to learn and because he feels he has helped students to learn his work.
- (2) The unit of work must offer new opportunities for real purposes and real progress, and be able to carry the unit into the future.
- (3) The unit must stimulate many lines of investigation and provide for individual differences.

(4) The unit must lead to the development of habits. The role of the social studies in education is stated by Freason, "to give the child, from a psychological or first grade through high grade, an understanding of the social and human world in which he lives."

11. Journal of Education, 1933.
12. National Society for the Study of Education, 1933.
13. Sixth Year Book, Part II, The Development of the Social Studies (Chicago, Illinois: National Society for the Study of Education, 1933).
14. Lincoln School of Teachers College, University of Chicago in an Elementary School (Boston: Hine and Company, 1933).
15. Journal of Education, 1933.

insights and skills required by democratic citizenship."¹⁴

Preston further asserts that the unit concept has spread; that its absurdities have been sloughed off, and that it is filling many needs of children which hitherto had been largely overlooked.¹⁵

A statement is made within the writing by Preston which does acknowledge the fact that we need much study and research pertaining to the methods of teaching social studies and social studies aims. His statement is:

In many respects the social studies are flourishing, but a large number of school administrators and teachers view social studies as a field marked by elusive objectives, vague concepts, and controversy concerning ends, means, and emphasis.¹⁶

¹⁴ Social Studies in the Elementary School, the Fifty-sixty Year-book of the National Society for the Study of Education (Introduction by Ralph C. Preston), Edited by Nelson B. Henry (Chicago: University of Chicago Press, 1957), p. 4.

¹⁵ Ibid., p. 9.

¹⁶ Ibid., p. 2.

insights and skills retained by the individual after the
experience. Further, it is noted that the individual has
agreed; that the individual has a self-concept of the
it is filling many needs of the individual which are
largely overlooked.

A statement is made within the writing by the author
does acknowledge the fact that the individual has
pertaining to the methods of teaching social studies and so-
cial studies aims. His statement is:

In many respects the social studies are fundamental
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view social studies as a field marked by a distinct
view, value concepts, and contemporary concepts. It
means, and especially.

is social studies in the elementary school. The
sixty Year-book of the National Council for the Study of
Education (Introduction by Helen G. Tinsley, Editor)
Helson B. Harty (Chicago: University of Chicago Press, 1937)
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Education (Introduction by Helen G. Tinsley, Editor)
Helson B. Harty (Chicago: University of Chicago Press, 1937)
p. 4.

CHAPTER III

METHODS OF PROCEDURE

Questionnaires were taken to the campuses of Highlands University, Las Vegas, New Mexico Western College, Silver City, New Mexico State College of Agriculture and Mechanical Arts, Las Cruces, and the University of New Mexico, Albuquerque. The writer spent several days on each college campus during its 1957 summer session.

The questionnaire taken to these schools for teachers to answer was about the unit method of teaching social studies. It was a questionnaire which attempted to record teachers' opinions of phases of unit teaching. In the questionnaire, the unit was defined as it is in the Definitions of Terms Used, page four of this writing.

The questionnaire had thirteen different questions, each of which dealt with aspects of the unit method of study. It also provided space for each teacher to write his own reactions to the study. This questionnaire appears in the Appendix of this writing.

In most instances, four classes were visited twice during the writer's stay in that locale. Instructors and students were very cooperative. On each campus, classes in education were visited. The study being pursued was explained briefly, and then the questionnaires were handed to those

experienced elementary teachers who are actively engaged in teaching within New Mexico. These questionnaires were distributed during the first visit to each class. At this time teachers were instructed to check as many responses as were needed under each sub-heading of the questionnaire. It was realized that some teachers may have hurried through the questionnaire and not given themselves ample time to consider each response. They also were encouraged to write out their response on the spaces provided if they could elaborate in order to make their true feeling more apparent.

The second visit was made during the ensuing class period. The purpose of this second visit was to collect the completed questionnaires.

The classes enrolling the largest number of teachers were visited on each campus.

The objective in selecting this approach of distributing questionnaires was to secure a good representation of teachers in the state, and to secure a higher rate of return. The study, being made during the summer months, could have found teachers removed from their permanent locations, and hinder the questionnaires from being received or returned by mail.

A broad sampling of teachers within the state attend summer school each year. It was known that they could be more easily reached on the college campus during the summer. This approach could facilitate getting a good cross section

experienced elementary teachers who are active in
teaching within New Mexico. These elementary teachers
attended during the first visit to each class. At this time
teachers were instructed to check the list of questions
needed under each heading of the questionnaire. It was
realized that some teachers may have omitted items from the
questionnaire and not given them the right time to give
their own response. They also were instructed to give their
their response on the notes provided. They were to complete
in order to make their time better spent.
The second visit was made during the following class
period. The purpose of this second visit was to collect the
completed questionnaires.
The classes enrolling the largest number of students
were visited on each campus.
The objective in selecting the classes was to have a
large questionnaire was to have a large number of
teachers in the state, and to have a large number of
The study, being made during the first visit, and the
found teachers removed from the list of teachers, and
hinder the questionnaire that was needed to be
by staff.
A broad sampling of teachers within the state was
summer school each year. It was found that only a few
more easily reached on the college campus during the summer.
This approach could facilitate getting a good cross section

of teachers with varied lengths of teaching experience.

The questionnaire used for this investigation, since its origin, has had three different "dry runs." The purpose of these dry runs was to enable the composer to benefit from the reactions of persons studying the questionnaire, and make it more coherent. Written ideas are easily misinterpreted unless this precautionary measure is taken. Twenty teachers assisted in this compilation.

A study about compiling questionnaires pointed out to the investigator that many persons will express themselves more fully if they are certain of remaining anonymous. For this reason, no teacher filling out the questionnaire was required to sign his name unless he wished to. Space was provided for the name of the teacher, his position held, and the town in which he works.

Due to the fact that they needed not sign their names, many teachers also neglected giving information about their positions and towns. This lack of information is not considered a handicap in the validity of the study, however.

Though a correlation between responses from teachers of varying positions is limited because of this neglect to complete all information, it is felt that a teacher is going to teach in his own way. Locale will influence the subject material, not the classroom approach. Any variation in classroom unit methods is felt to be noticed more from the size of the class than from the size of the school system in which

it is located.

The formulation of this questionnaire was made in such a way that an indication of teachers' use of the unit method of teaching could be determined.

The method used in tabulating the responses to each of the thirteen parts of the questionnaire is that of computing the frequency of each response. The responses were analyzed by tabulating the frequency with which they were checked by various teachers. The frequency appearing for a response shows the number of teachers agreeing with that opinion or method of teaching. Frequencies were then converted to percentages.

Because of the fact that each teacher could respond to more than one opinion under each sub-heading, the percentages are based on the total number of responses for each of the sub-headings. The frequency of response for each of the thirteen sections will vary.

Thirteen tables in Chapter IV record the frequency of response and the percentage of response on each opinion in the questionnaire.

It is to be noticed also in Chapter IV that teachers' own written out responses are given much consideration.

is located.

The formulation of this questionnaire was based on such a way that an indication of respondent use of the method of teaching could be determined.

The method used in tabulating the responses to each of the thirteen parts of the questionnaire is that of counting the frequency of each response. The responses were analyzed by tabulating the frequency in which they were checked by various teachers. The frequency appearing in a response shows the number of teachers who checked with that opinion or method of teaching. Responses were then converted to percentages.

Because of the fact that each teacher does not answer more than one opinion question with one heading, the percentages are based on the total number of responses for each of the sub-headings. The frequency of responses for each of the thirteen sections will vary.

Thirteen tables in Chapter IV report the frequency of response and the percentage of response on each opinion in the questionnaire.

It is to be noted also in Chapter IV that teachers' own written out responses are given and tabulated.

CHAPTER IV

THE QUESTIONNAIRE RESULTS

Much effort has been made to secure responses of teachers from many localities in the state. It was hoped that teachers of varying lengths of teaching experiences would be reached to participate in this investigation. It is felt that these objectives have been accomplished.

The writer has visited classes on four of the five state institutions of higher learning in New Mexico. A large percentage of the enrollment in education classes at each school is comprised of teachers living in the area in which the school is located. The four schools visited are in different sections of the state of New Mexico.

Since it was explained to those participating in the study that the questionnaire must be filled out by teachers actively engaged in teaching in the elementary grades in New Mexico, four returned questionnaires were not tallied. It was felt that the persons were not qualified to participate in the study because of their positions in the educational field. Two of the persons whose responses were not used have had no elementary teaching experience, but were experienced on the secondary level. One of these two was planning to transfer to an elementary position within the ensuing year. Another rejected response was received from a student who had had no

THE INVESTIGATIVE RESULTS

Much effort has been made to secure information from many localities in the state. The results of varying degrees of teaching experience within a limited to participate in this investigation. The results have been objective have been summarized.

The writer has visited sixteen out of the twenty institutions of higher learning in the state. A list of the percentage of the enrollment in education classes at each school is appended at the end of this report. It is composed of teachers living in the state in which the school is located. The first section of this report is devoted to a description of the state of the state.

Since it was necessary to make a selection of the study that the investigator must be able to find out by observation actively engaged in teaching in the elementary grades in New Mexico, four hundred questionnaires were sent out. It was felt that the persons were not qualified to be included in the study because of their position in the educational field. Two of the persons who responded were not included had no elementary teaching experience, but were experienced on the secondary level. One of these two was referred to later for an elementary study. The remaining two were referred to as rejected responses and were not included in the study.

TABLE I

TEACHER RESPONSES TO WHETHER THEY USE THE
UNIT METHOD OF TEACHING AS DESCRIBED
IN THE INTRODUCTION OF THE
QUESTIONNAIRE*

The opinion	Number of responses	% of responses
Yes	104	60.1
No	5	2.9
Sometimes	64	37.0
Total	173	100.0

* See Appendix for this definition.

TABLE 1

TEACHER RESPONSE TO QUESTION
UNIT METHOD OF TEACHING AS A METHOD
IN THE INTRODUCTION OF THE
FOREST LANDS

The opinion	Number of responses	Percentage
Yes	104	68.1
No	3	1.9
Don't know	43	27.9
Total	150	100.0

See Appendix for this definition.

teaching experience. The fourth untabulated questionnaire was returned by a teacher who is a special teacher of music. It was felt that though his experience includes work with the elementary children, his opinions would not be as valid as those of a person experienced with subject fields more adapted to unit teaching, specifically social studies.

One hundred seventy-seven teachers participated in this investigation. One hundred seventy-three of the questionnaires were used in the study because four of the persons returning questionnaires are not holding positions which qualify them for the study.

I. USE OF THE UNIT METHOD FOR SOCIAL STUDIES

When asked about whether or not they used the unit method of teaching as described in the definition on the questionnaire (see Appendix), five persons or 2.9 per cent responded negatively; 104 or 60.1 per cent responded positively; and sixty-four or 37 per cent responded that they sometimes used the unit method.

There were 173 questionnaires tabulated and the percentage figures are based upon this total number.

Teachers write out their reasons. The written responses on this introductory question were mainly from first grade teachers and pre-first grade teachers. A teacher from a day

school who teaches beginners who are non-English speaking Indian children states that she does use the unit method, only in a modified form because of the nature of the readiness program which these children must have.

Other first grade teachers stated either orally or in writing that the readiness program on their teaching grade level requires more time than does a social studies program. The two are interwoven in many instances.

One fifth grade teacher who had completed her practice teaching fifteen years ago, wrote that this past year has been her first year of teaching, and that she found that following textbooks avidly was necessary for her first year teaching. Her response, "As a first year teacher with practice teaching fifteen years ago, I felt it necessary to follow texts."

The checked response on her questionnaire was response number three, "sometimes"; the indication is that she is trying out the unit method, but that it is easier to follow one book more closely.

It is understood that the response to this question will vary, depending upon the number of years teaching experience the individual has had. As one teacher on the College Campus in Las Cruces remarked, "You have to grow into the unit method."

Another teacher who was a beginning teacher (one year experience) said that she used the unit approach because it

school who teaches beginning the two-level method. Indian children stated that the two-level method was only in a modified form because of the lack of materials and program which these children had.

Other first grade teachers stated that they were waiting for the materials and program of the two-level method. They received more time than was a normal school year. The two are interviewed in the next chapter.

One fifth grade teacher who had taught the two-level method for fifteen years and stated that she had been her first year of teaching, and that she had been teaching textbooks and had not been using the two-level method.

Her response was a first grade teacher with fifteen years of teaching experience and I felt that she was a first grade teacher.

The checked response to her question was that she was a first grade teacher, and that she had been teaching textbooks and had not been using the two-level method. The unit method, but that it is better to follow the book more closely.

It is understood that the response to this question will vary, depending upon the number of years teaching experience the individual has had. As the teacher of the first grade class in the school reported, "I have been teaching the unit method."

Another teacher who was asked the question, "What is your experience?" said that she had been teaching the unit method for fifteen years.

TABLE II

TEACHER OPINION AS TO THE VALUE OF WRITTEN UNITS
PREPARED IN CLASSES DURING COLLEGE STUDY

Opinion	Number of responses	% of responses
These written units should be used for reference material later on	116	68.3
These written units should be used for a unit of study for my students	46	27.0
Writing these units out was an experi- ence during the class study, but is of no value other than that	<u>8</u>	<u>4.7</u>
Total	170	100.0

TABLE II

TEACHING OPINION AS TO THE VALUE OF WRITTEN UNITS
PREPARED IN CLASSES DURING COLLEGE STUDY

Opinion	Number of respondents	Percentage
These written units should be used for reference material later on	11	22.0
These written units should be used for a unit of study for my students	4	8.0
Writing these units out was an expert- ence during the class study, out of no value other than that	8	16.0
Total	23	100.0

was the theory taught in the social studies method course she had taken during undergraduate work.

It is assumed that the introduction to unit method of teaching depends upon the time when the teacher received his college training. It is the feeling of several teachers that the training for teaching with the unit method has been introduced only recently during summer sessions. Others have known it since the onset of their teaching career.

II. PREPARATION OF UNITS IN COLLEGE CLASSES

One hundred seventy checked responses are the basis for the percentages of the question which is attempting to determine the value of written units which were prepared in classes during the time in which the teacher was doing his college work. (See Table II.)

One hundred sixteen or 68.3 per cent of the responses showed that these written units should be used for reference material later on. Forty-six of the teachers, or 27 per cent indicate that the units written during study in college classes should be used for a unit of study with their own students. Eight teachers or 4.7 per cent recorded that writing out these units was an experience during the class study, but was of no other value.

The profession finds strong argument in favor of persons writing units during their formal schooling. The proportion of those finding these written units of some value,

was the theory taught in the last 100 years of psychology
and had been during investigation work.
It is assumed that the method of teaching is not
teaching depends upon the class when the class receives the
college training. It is the result of several factors
that the training for teaching with the unit method is
introduced only recently during some studies. It is
known it since the onset of their teaching career.

II. PREPARATION OF UNIT IN COLLEGE TRAINING

One hundred seventy students were selected for the study
for the purposes of the research which is related to
determine the value of unit method which was introduced
classes during the time in which the teacher was
college work. (See Table I.)
One hundred sixty of the 170 students of the university
showed that these students were interested in the unit
material later on. Forty-six of the students of the unit
indicate that the unit method during the college years
see should be used for a unit of study with their own students.
Eight teachers of the university were selected for the study
units was an experience during the study, but the unit
other value.

The professor and a group of students were selected
some writing units during the study. The unit
portion of these findings were written during the study.

and those using the unit method of teaching (see Table I) makes a favorable comparison for unit teaching.

A learning experience is of value. Two teachers in different localities express an outright concern for anybody having checked response number three which states that the writing of the unit was an experience at the time, but is of no other value. One of them expressed, "It is a learning experience and therefore has value."

In discussing this issue with her, it was agreed that a learning experience for one person may not denote a learning experience for another. Though the experience itself may have been of value, as she states, some persons may feel that the writing of the unit was of no practical benefit.

The other submitted response was that writing the unit is bound to have value if it is appropriate for the area in which it may be used.

Prefers post-teaching experience training. In her judgment, one teacher displayed doubt in finding a written unit helpful unless it is written after the person pursuing the study has had actual teaching experience. Her lone reference indicates that training in unit teaching after one has taught in the classroom would be of greater value.

A relative written response came from a teacher who had checked number one (the written units should be used for reference material later on). Her comment made reference to

and those using the unit method of teaching reading
makes a favorable comparison for this method.

A learning experience is a trial. The experience
differs localized groups in that some groups of students
having checked responses have a different class of
writing of the unit was an experience. The class
of no other value. One of the main points is a learning
experience and that is the value.

in discussing the learning experience, it is not
a learning experience for the student and not for the
the experience for the student. Though the experience is
have been of value, an experience, which is not a learning
the writing of the unit was an experience. The class
The other suggested response was an experience and not
is found to have value is it is a learning experience
which it may be used.

These points are the main points of the learning
ment, one teacher suggested that it is a learning
helpful unless it is writing which is a learning
study has had actual learning experience. The learning
indicates that the learning is not a learning
in the classroom would be a learning value.
A relative value is a learning value. The learning
had checked number one. The learning value is a learning
reference material is a learning value. The learning

the fact that the written unit would be more useful as a unit of study for her pupils if she were permanently located, and were certain of the calibre of student she were to have.

No less than eight teachers show deep concern toward the practicability of these written units in meeting the needs and interests of the students.

Each of these teacher so concerned, checked that the written unit from class preparation was useful, but wrote in reservations such as: "Units written for a specific class usually are subject-matter-centered rather than pupil-centered," or, "There is a danger of advanced preparation of units in that the teacher may tend to adjust the students' abilities to the unit. . . ," and "Some units written in college cannot be used because of format or materials."

Five teachers wrote comments pertaining to the adaptation of written units. Their comments hinge on the idea that the written unit must be changed or adapted to correlate with the classroom work. Units written outside of the classroom cannot suit the needs of a particular class unless they are changed, is the consensus of these five persons. (Written units prepared outside of the class situation by persons other than the teacher will be discussed in greater detail in Section IV of this chapter.)

Before leaving this area of units written during college classes, passing notice will be given to a number of

the fact that the written unit is the only unit of study for the pupils in the classroom. It is called, and very certain of the scope of study and to have.

No less than of the unit and the practicality of these written units in the classroom needs and interests of the pupils.

Each of these factors as concerns the written unit from these observations was noted. It is in these observations that the unit is written for a specific class usually and subject-matter is the center of the unit. There is a danger of the unit being centered, or, there is a danger of the unit being centered in that the teacher may take it as the unit for the unit.

ERAS
RA
The unit cannot be used because of the unit. Five lessons were written in the unit.

tion of written units. Their content is the unit that the written unit was prepared for. It is with the classroom work. The written unit of the classroom cannot suit the needs of the classroom. They are changed, in the classroom of the unit.

(Written units prepared outside of the classroom) persons other than the teacher will be prepared in detail in Section IV of this chapter. Before leaving this section, it is to be noted that the written unit is a unit of study, and the unit is a unit of study.

contributions which were written on the questionnaire.

Written units could have a more practical value. The assertion is made that as a student, one tends to incorporate "flashy" objectives in terminology not useful to classroom situations. The informant adds, "Objectives in units are of value, but more information, ideas, and content which can be used by both teacher and children should be included. These should be specific suggestions."

A realistic and practical response shows wisdom and economy of time; that written units should be written only in a way in which the teacher can plan to use them. A follow-up remark by another teacher from a different part of the state asserts that these written units could be a help when planning other units. Perhaps she meant that the experience of writing a unit would help one when writing another unit, not necessarily that the text could be useful. (It is amusing to note that the latter comment may have been made by one speaking idealistically and not from personal experience, because her checked comment was number three which states that the writing of the unit was an experience during the class study, but is of no other value.)

Only one teacher stated that she had never had the experience of compiling a written unit during her teacher-training. She has had three years teaching experience and feels that it would have been a help to have written a unit in college.

TABLE III
TEACHER OPINION AS TO THE USEFULNESS
OF A WRITTEN UNIT

Opinion	Number of responses	% of responses
The written unit serves primarily as a guide	137	75.7
The written unit is used chiefly to keep my study within bounds instead of becoming broad and too inclusive	37	20.4
The written unit is used mainly as a time schedule guide	2	1.1
The written unit is followed rigidly for teaching	4	2.2
The written unit has no practical value	1	.6
Total	181	100.0

TEACHER OPINION AS TO THE USEFULNESS
OF A WRITTEN UNIT

Opinion	Number of Teachers	No.
The written unit serves primarily as a guide	13	1
The written unit is used chiefly to keep my study class in bounds instead of becoming broad and too inclusive	13	2
The written unit is used mainly as a time consuming guide	1	3
The written unit is followed rigidly for teaching	4	4
The written unit has no practical value	1	5
Total	32	10

III. USEFULNESS OF A WRITTEN UNIT

In determining the actual usefulness of the written unit, a question was devised for the questionnaire which offered five various responses. One hundred eighty-one teacher responses were made to these five recorded opinions. (See Table III.)

It is to be remembered that the written unit is one prepared outside the influence of the classroom where an actual teaching situation does not exist. The written unit may be written by the teacher, another individual, or a committee of persons. Immediately following this section of the study will be a discussion about the type of written unit teachers in New Mexico find the most useful.

A substantial majority of the teachers responded to "the written unit serves primarily as a guide." There were one hundred thirty-seven responses to this opinion. This represents an impressive 75.7 per cent of the responses.

Only four teachers felt the need to write their own comments on this issue. Perhaps it was felt that the responses to be checked were more self-explanatory and needed no additional remarks.

Each of the four comments which were written on this phase of the study were in agreement with the majority who had checked response number one (75.7 per cent).

These four responses included the ideas that (1) one

III. USEFULNESS OF A WRITTEN UNIT

In determining the actual usefulness of the written unit, a question was devised for the experimental group. Offered five various responses, the limited response. Teacher responses were made to these five responses. (See Table III.)

It is to be remembered that the written unit is prepared outside the influence of the classroom where an actual teaching situation does not exist. The written unit may be written by the teacher, another individual, or a committee of persons. Immediately following the completion of the essay will be a discussion about the unit of study.

Unit teachers in New Mexico find the unit useful. A substantial majority of the teachers reported that the written unit saves originally as a guide. One hundred thirty-seven responses to this question.

represents an impressive 75.7 per cent of the responses. Only four teachers felt the need for a written unit. Comments on this issue. Because it was felt that the responses to be checked were more self-explanatory and needed no additional remarks.

Each of the four comments which were written on this phase of the study were in agreement with the unit. It had checked response number one (75.7 per cent). These four responses included in a list of 13.

TABLE IV

THE TYPE OF WRITTEN UNIT WHICH TEACHERS PREFER TO USE

Type of written unit	Number of responses	% of responses
Standardized units prepared by state or local committees in great detail	20	11.1
Standardized units prepared by state or local committees which are not worked out in detail	29	15.9
Commercially prepared units	8	4.4
Brief unit outlines only, furnished by state or local committees with no detail	13	7.1
Self prepared unit	110	60.4
Do not utilize a prepared unit	<u>2</u>	<u>1.1</u>
Total	182	100.0

THE TYPE OF WRITER UNIT WHICH TEACHERS PREFER TO USE

Type of written unit	Number of teachers	Percentage
Standardized unit prepared by state or local commission in great detail	10	11.1
Standardized unit prepared by state or local commission which are not worked out in detail	27	30.0
Commonly prepared units	2	2.2
Unit with outline only, furnished by state or local com- mission with no de- tail	12	13.3
Self prepared unit	110	122.2
Do not utilize a prepared unit	7	7.8
Total	188	208.8

needs a starting point and a frame of reference which the written unit provides, (2) our knowledge of our pupils and their background helps us know how to add to or delete material in a written unit, (3) that a written unit is a handy reference, and (4) that it cannot be followed rigidly because of other activities that enter into the picture.

Thirty-seven or 20.4 per cent of the teachers responses indicate that "the written unit is used chiefly to keep my study within bounds instead of becoming broad and too inclusive."

Unless a written unit is at hand, it would sometimes become easy to include too much of the field in one study, or go off on a side-interest with the students. Most grades do have suggested areas of study. One area can easily crowd out the study of others if the leader (teacher) is not time conscious to some degree.

Two persons, representing 1.1 per cent of the responses said that for them, the written unit is used mainly as a time schedule guide.

Four responses or 2.2 per cent were made to the proposition that the written unit is followed rigidly for teaching.

Only one person recorded that the written unit has no practical use for her.

IV. PREFERRED TYPES OF WRITTEN UNITS

Teachers were asked to check the type of written unit

needs a starting point and a focus of reference which the
written unit provides. (1) The knowledge of the
their background helps us know how to use the
material in a written unit. (2) The written unit is
handy reference, and (3) that it should be followed
because of other activities that occur in the classroom.
Thirty-seven of 30.4 per cent of the teachers reported
indicate that "the written unit is used mostly for
study within bounds instead of becoming a book and
alive."

Unless a written unit is planned, it will
become easy to imagine too much of the time is spent
or go off on a tangent at night and students, who
do have suggested areas of study. The written unit
and the study of things in the classroom is not
occasional to some extent. The written unit
Two persons, representing 1.1 per cent of the responses
said that for them, the written unit is used mainly as
time schedule guide.

Four responses or 2.3 per cent were given in the
tion that the written unit is followed strictly for the
Only one person suggested that the written unit was
practical use for her.

IV. PREPAREDNESS OF TEACHERS
Teachers were asked to check the type of written unit

which they prefer to use. The six types to be checked were: (1) standardized units prepared by state or local committees in great detail, (2) standardized units prepared by state or local committees which are not worked out in great detail, (3) commercially prepared units, (4) brief unit outlines only, furnished by state or local committees with no detail, (5) self prepared unit, or (6) do not utilize a prepared unit. The results of this question are reported in Table IV which appears on page 28.

Many teachers replied to more than one of these six types. Number five, the self-prepared unit, was most often used as one of a combination with another type because, as some stated, they do prepare their own written unit, but often use units written by others as reference material.

The self-prepared unit is used by 110 of the teachers. This number (110) is 60.4 per cent of the total number of responses. There were 182 responses in all.

Two teachers designate that they do not utilize a prepared unit. They are 1.1 per cent of the group.

State and local committees undertake a tremendous job when they attempt to write a unit for teachers to use. Their efforts are not wasted. According to the results of this study, the units which they prepare in great detail are used by 11.1 per cent of the teachers involved in this study and 15.9 per cent use their prepared unit which is not written

which they prefer to use. The all letters to the committee are
(1) addressed with reference to the local committee
in great detail, (2) addressed with reference to the
local committee and are not referred to the great detail,
commercially prepared mail, (3) dated with reference to
furnished by state or local committee and dated,
(4) self prepared mail, and (5) the committee is prepared to
The results of this study are reported in Table IV which
appears on page 30.

Many teachers replied to both types and of these the
types. Number five, the self-prepared mail, was used more
used as one of a combination. (1) and (2) were used
some stated, they do prepare their own mail and use
use mail written by others as well as their own.
The self-prepared mail is used by 11.1 per cent of the
This number (11.1) is 11.1 per cent of the total number of
responses. There were 102 responses in all.
The teachers' replies to the self-prepared mail and the
pared mail. They are 11.1 per cent of the total.

State and local committees interested in the study
when they attempt to write a letter to the committee. The
efforts are not wasted. According to the results of the
study, the units which they prepare in great detail are used
by 11.1 per cent of the teachers. The self-prepared mail is
11.1 per cent and the self-prepared mail is used by 11.1 per cent.

out in great detail. Also relative are the 7.1 per cent who denote use of the brief unit outlines furnished by the state or local committees. These groups making use of work accomplished by state and local helpers involve 34.1 per cent of the teacher responses.

Commercially prepared written units are available to teachers from many publishers and supply houses. Eight persons (4.4 per cent) embraced in this study point out that they make use of the commercially prepared written unit.

At this juncture, consideration will be made of those relative written assertions. Many of them tell about the various combinations of the written units which they use. Of these, three profess use of a combination of all six. They look for appropriate material, aids and suggestions in all types of the mentioned written units.

One voice in particular rounds out and crystallizes ideas expressed by many. "When a unit is to be studied, I combine these ways (she has checked two and three) preparing my own outline and introduction to help the particular class I am to teach."

Another striking statement is, "I have my own notes on every unit--they are revised constantly--and enriched."

Two teachers state that their self-prepared units are written out with the help of the students.

Another upholds written units prepared by local or state committees which are not in great detail, but full of

out in great detail. Also relative are the 7.1 per cent who denote use of the order unit outlined furnished by the state or local committees. These groups making use of work accomplished by state and local helpers involve 34.1 per cent of the teacher responses.

Commercially prepared written units are available to teachers from many publishers and supply houses. Eight per cent (8.4 per cent) embraced in this study point out that they make use of the commercially prepared written units.

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They look for appropriate material, aids and suggestions in all types of the mentioned written units.

One voice in particular rounds out and crystallizes ideas expressed by many. "When a unit is to be studied, I combine these ways (she has checked two and three) preparing my own outline and introduction to help the particular class I am to teach."

Another striking statement is, "I have my own notes on every unit--they are revised constantly--and outlined." Two teachers state that their self-prepared units are written out with the help of the students.

Another upholds written units prepared by local or state committees which are not in great detail, but this of

TABLE V

THE WAY IN WHICH TEACHERS DETERMINE UNIT TOPICS

The method	Number of responses	% of responses
Unit topics are taken from curriculum outlines developed by state or local committees	55	28.1
Teachers within the particular school determine unit topics	5	2.5
Each classroom teacher determines the unit topic according to his interest and knowledge	7	3.6
The unit topic is determined by the analysis of the interests of students in the classroom	46	23.4
Both the teacher and her students determine the unit topics	67	34.2
The unit topic is determined by the textbooks which are available	<u>16</u>	<u>8.2</u>
Total	196	100.0

TABLE V

THE WAY IN WHICH TEACHERS SELECTED UNIT TOPICS

The method	Number of responses	Percentage
Unit topics are taken from curriculum outlines developed by state or local authorities	2	2.2%
Teachers within the particular school determine unit topics	2	2.2%
Each classroom group determines the unit topics according to his interest and knowledge	2	2.2%
The unit topic is determined by the analysis of the interests of students in the class	2	2.2%
Both the teacher and his students determine the unit topic	2	2.2%
The unit topic is determined by the textbooks which are available	2	2.2%
Total	10	10.0%

rich suggestions. Subject material is necessary, but suggested ideas of procedures are greatly appreciated by these persons.

V. THE DETERMINING OF UNIT TOPICS

How is the topic of the unit determined? Do teachers always follow directed outlines? To what extent? Are students' interests considered within the framework of the pursued study?

The answers to these and many other questions have been given by teachers in Table V, page 32, who made 196 responses to question five of the questionnaire.

Responses, in the order of their greatest number, are (1) both the teacher and her students determine the unit topics, (2) unit topics are taken from curriculum outlines developed by state or local committees, and (3) the unit topic is determined by the analysis of the interests of students in the classroom. These replies ranked 34.2 per cent, 28.1 per cent and 23.4 per cent respectively. It should be kept in mind that in several instances the same person will have responded to more than one of these responses.

Not only do the teachers follow the suggested outlines, but they adapt them to class interests and give the students an opportunity to feel a part of the class planning. This is a valuable part of the unit method of teaching, and teachers are not neglecting its importance. It is realized that not

rich suggestions. Subject material is necessary, but suggested ideas of procedures are greatly appreciated by these persons.

V. THE DETERMINING OF UNIT TOPICS

How is the topic of the unit determined? Do teachers always follow directed outlines? To what extent are students' interests considered within the framework of the pursued study?

The answers to these and many other questions have been given by teachers in Table V, page 35, who were 196 responses to question five of the questionnaire.

Responses, in the order of their greatest number, are (1) both the teacher and her students determine the unit topics, (2) unit topics are taken from curriculum outlines developed by state or local committees, and (3) the unit

topic is determined by the analysis of the interests of students in the classroom. These replies ranked 34.3 per cent, 28.1 per cent and 23.4 per cent respectively. It should be kept in mind that in several instances the same person will have responded to more than one of these responses.

Not only do the teachers follow the suggested outlines but they adapt them to class interests and give the students an opportunity to feel a part of the class planning. This is a valuable part of the unit method of teaching, and teachers are not neglecting its importance. It is realized that not

all teachers have available the needed books and research material which could ideally be used for their class work. One teacher stated that she would resort to number six, and mark that the topic is determined by the textbooks which were available, though if she were to have access to a greater variety of books, this would not be the case.

She was not alone in her feelings that the textbooks available determine the topics of the unit to be pursued. Sixteen teachers reacted to this positively. They manifest 8.2 per cent of the group.

This premise does not necessarily connote that these sixteen teachers use the textbook as the sole determinant of topics. They may use student interests, but find themselves fitting these to textbooks available for use. As was stated by one teacher, "Available books are utilized in topics determined."

Many teachers selected more than one of the methods as the way in which they determined the unit topics. As many as four responses each were checked by two of the teachers. They each say that they use three, four and five, but differ on the use of one and six.

According to the results of this study, few schools have the topics of study determined by the teachers within their own school. This expression is given by 2.5 per cent of the persons. Also low on the totem pole of responses, are the seven teachers (3.6 per cent) who state that the

all teachers have available the needed books and resources
material which could identify as well as the needed resources.

One teacher stated that the books needed to support the
work that the pupils are doing is not available in the
available, though it was to have been so. A teacher
variety of books, this would not be the case.

She was not alone in her feelings that the textbooks
available determine the topics of the unit to be covered.
Sixteen teachers reacted to this positively. They mentioned
8.3 per cent of the group.

This premise does not necessarily determine the topics
sixteen teachers use the textbooks as the only determinant of
topics. They say that the textbooks determine the topics, but
listing those to be covered available for the unit to be covered
by one teacher. "Available books are not listed in the unit
terminated."

Many teachers selected more than one of the topics
as the way in which they determined the unit topics. As
many as four responses each were given as to the way in which
teachers. They each say that they use the textbooks, but also
but differ on the use of one and the other.

According to the results of this study, the teachers
have the topics of study determined by the textbooks within
their own school. This explanation is given by 1.1 per cent
of the persons. Also low in the list is the use of the
are the seven teachers (7.3 per cent) who state that the

TABLE VI

WAYS IN WHICH TEACHERS FIND THE ORIENTATION PERIOD
MOST HELPFUL

Opinion	Number of responses	% of responses
Orientation period allows time for students to "settle down" to school routine	12	6.7
Orientation period gets children ready to accept my (the teacher's) ideas	1	.6
Orientation period provides a time to get better acquainted with the children, their interests and/or needs	128	71.9
The orientation period allows time for interests to fall into a natural problem or area of in- terest to pursue in study	<u>37</u>	<u>20.8</u>
Total	178	100.0

TABLE VI

WAYS IN WHICH TEACHERS FIND THE ORIENTATION PERIOD

MOST HELPFUL

Opinion	Number of Responses	% of Responses
Orientation period allows time for students to "settle down" to school routine	12	6.7
Orientation period gets children ready to accept my (the teacher's) ideas	1	0.6
Orientation period provides a time to get better acquainted with the children, their interests and/or needs	128	71.9
The orientation period allows time for interests to fall into a natural problem or area of in- terest to pursue in study	32	20.8
Total	173	100.0

classroom teacher determines the unit topic according to his interest and knowledge.

It is generally agreed that each teacher has his "strong field" but it is differentiated by these teachers that their own interests should not determine unit topics. It is known by student response, that a unit of study determined by the group has more group interest and presents a better learning situation. (See Chapter II.)

In their penned comment a large number of teachers pointed out as a reminder that they have outlines or a suggested scope of study to pursue or follow. Teaching of one grade alone would become too varied and fluctuate according to the individual classroom, were this not so. It is understood that the approach of the unit made to the class helps them know that the areas of study are restricted, though the specific area may be suggested. We expect students in our state to be studying the same general areas in each grade. For instance, Community Helpers is a standard second grade study. The actual study of Community Helpers and the topics of interest will vary depending upon the factors mentioned in this section of the investigation.

A fourth grade teacher alludes to this, "I always have my own outlines; however I stay with accepted topics--don't follow a given outline."

Of prime importance is the thread of adaptability in meeting individual classroom needs which is woven throughout

classroom teacher determines the type of learning
 his interest and knowledge.

It is generally agreed that learning is an
 "active field" but it is often overlooked by those who
 that their own interests should not determine what is
 it is known by student research, that a child of eight or
 ten years old has more interest in learning than
 a better learning situation. (See Chapter 11.)

In their general statement a large number of teachers
 pointed out as a teacher that they have realized in a
 graded scope of study to pursue or follow. Teachers of
 grade alone would possess one view and I believe something
 to the individual of interest, with the fact that it is
 stated that the approach of the child is the same, but
 then know that the range of study is not the same, though
 the specific area may be different. We expect students in
 our state to be studying the same general areas in each grade.
 For instance, Geography, History is a general social studies
 study. The social study of Geography, History and the Social
 of interest will vary according to the teacher's realization
 in this section of the investigation.

A fourth grade teacher stated that the child's
 my own outline; however, I say with emphasis that the
 fellow a given outline.

Of prime importance is the interest of the child in
 meeting individual differences and which is more than

both checked and written responses.

VI. UTILIZATION OF THE ORIENTATION PERIOD

Preliminary writing has inferred that the teacher must know the students' interests in order to utilize them in unit planning. One teacher alone tells about starting the year with a social unit. The purpose of this unit is to help orient the students to their new year, and to help them become better acquainted. In so doing, the teacher learns about each student more readily.

Part six on the questionnaire reveals the uses made of the beginning of school period or the orientation period. The statement asks the teachers to check the way in which they find this orientation period most helpful.

Four responses were available for checking: only two made use of the space provided for a written-in response.

Interestingly enough, five of the six persons who checked two responses checked numbers three and four. The sixth person checked three and one. The nature of these responses will be discussed below.

There are numerous advocates of the orientation period as a means of providing a time to get better acquainted with the children, their interests, and needs. Of the 178 replies to this question, 128 (71.9 per cent) are in agreement with this purpose of the orientation period. This is response number three on the questionnaire.

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as a means of providing a time to get better acquainted with the children, their interests, and needs. Of the 178 replies to this question, 128 (71.9 per cent) are in agreement with this purpose of the orientation period. This is response number three on the questionnaire.

If a trend were being established, and if it were premised on this overwhelming majority, we could state that it is the trend for elementary teachers in New Mexico to consider the personal understanding of each child, his interests and needs to be of utmost importance.

Thirty-seven or 20.8 per cent use the orientation period as a time for interests to fall into a natural problem or area of interest to pursue in study. This is a substantial percentage who let us know that the orientation period is a time in which the teacher must be alert to recognize interest indications.

Twelve of the group (6.7 per cent) feel that the orientation period allows time for students to "settle down" to school routine.

Only one teacher upheld the premise that the orientation period gets children ready to accept the teacher's idea. She wrote out that the children don't have to accept only her ideas, but explained further to the investigator that she felt an important part of the beginning of school is the time in which students are getting used to their teacher. Each teacher handles his students differently, and each teacher may emphasize different points. The orientation period, in her estimation, lets the child "feel out" his new teacher.

It is found that the trend was not significant, and it is
possible on this overestimation of the trend, and the
it is the trend for elements measured in the same way
consider the personal measurement of each child, and
trends and needs to be of more importance.
Thirty-seven of 50.8 per cent of the children
period as a first for interest to fall into a narrow group
then or area of interest to interest in study. This is a
essential percentage and for the same time and attention
period is a time in which the teacher must be able to
recognize interest in children.
Twelve of the group (24 per cent) felt that the
orientation period. It was the first time in the study
to record results.
Only one teacher (2 per cent) had a period of the
then period (24 per cent) for the study. The teacher's
she wrote out that the children had to have a period of
her ideas, but explained further to the children that
she felt an important part of the learning of school is
the time in which children are given time to study. However,
each teacher handled his or her own class differently, and
teacher may suggest a different method. The orientation
period, in her estimation, for the child to feel that the
teacher.

VII. DEVELOPMENT OF CRITICAL THINKING IN THE SOCIAL STUDIES PROGRAM

In the formulative stage of the questionnaire, it was thought that leading questions pertinent to outcome of methods used in the classroom would give an indication of the true use of the unit teaching. Learning to think critically is one important goal of education for students.

The item of importance in this particular phase of the study is how the teacher attempts to help children think critically. Five teachers stated that they use each of the five methods listed for checking. (See Appendix.)

Though this section of the questionnaire was not intended to be controversial, it stimulated much spirited discussion among the teachers.

In her written remark, one teacher of the lower elementary grades endeavors to make the case that critical thinking is too complicated for the age group with whom she works. Her statement contrasts strikingly with two terse observations: (1) "It's never too early to stimulate critical thinking," (2) "Even first graders can do research and report."

The second of the teachers quoted above states that her first graders use library books, textbooks and encyclopedias. She said that they would find the article in the encyclopedia and then ask her to read it to them.

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port."

The second of the teachers quoted above states that

her first graders use library books, textbooks and encyclopedias. She said that they would find the article in the encyclopedia and then ask her to read it to them.

TABLE VII

WAYS IN WHICH CRITICAL THINKING IS PROMOTED IN
THE SOCIAL STUDIES PROGRAM

Opinion	Number of responses	% of responses
Have a unit based on asking questions instead of making statements	10	5.2
Critical thinking is inspired by using the question approach in discussions	48	24.8
Individual research and reporting to the group promotes critical thinking	45	23.3
Critical thinking is promoted by having freedom within the group (teacher included) to question statements made by students	82	42.6
Systematic procedures and drills to stimulate critical thinking are used	<u>8</u>	<u>4.1</u>
Total	193	100.0

TABLE VII

WAYS IN WHICH CRITICAL THINKING IS PROMOTED IN
THE SOCIAL STUDIES ROOMS

Opinion	Number of Responses	% of Responses
Have a unit based on asking questions in- stead of making state- ments	10	2.5
Critical thinking is inspired by using the question approach in discussions	43	10.8
Individual research and reporting to the group promotes critical thinking	43	10.8
Critical thinking is promoted by having freedom within the group (teacher in- cluded) to question statements made by students	43	10.8
Systematic procedures and drills to bring into critical thinking are used	8	2.0
Total	103	100.0

It is agreed among other lower elementary teachers, according to their remarks, that research work is very limited, though critical thinking need not be limited.

The use of individual research was questioned by a fifth grade teacher who writes, "Most fifth graders are not able to successfully use individual research."

When discussing this point with the writer, she expressed the thought that even before reaching the fifth grade, students should be introduced to and taught about research. However, her basic idea is that the question approach should be used. Somehow, the comment made by her--that the teacher should use the question approach--seems to the writer incongruous with the other statements. Students must do research in order to find the answers to these questions is used by the teacher. This is research, even though each grade level has its own capacity and ability to work at it. Her checked responses (1 and 2) coincide with her statements.

A sixth grade teacher in a northern New Mexico city suggests that critical thinking is promoted by using contemporary problems; exploring them and analyzing them.

In considering the tabulation of this series of responses, it is to be kept in mind that there were 193 responses made to the issue. The percentage is based on this figure. Table VII on page 40 shows this tabulation.

For good thinking, freedom of thought is essential. Eighty-two of the group (42.6 per cent) agree with response

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stead of the teacher. This is research, even though seen

grade level has its own capacity and ability to work at it.

Her checked responses (1 and 2) coincide with her statements.

A sixth grade teacher in a northern New Mexico city

suggests that critical thinking is promoted by using con-

temporary problems; exploring them and analyzing them.

In considering the tabulation of this series of re-

sponses, it is to be kept in mind that there were 199 re-

sponses made to the issues. The percentage is based on this

figure. Table VII on page 50 shows this tabulation.

For good thinking, freedom of thought is essential.

Eighty-two of the group (42.6 per cent) agree with responses

number four; that critical thinking is promoted by having freedom within the group (teacher included) to question statements made by students. It was suggested that two words, "and teacher" be added at the end of this statement.

Using the question approach in discussion also inspires critical thinking. Twenty-four and eight-tenths per cent (forty-eight) coincide with this theory.

Critical thinking which is promoted by individual research and reporting is encouraged by forty-five teachers (23.3 per cent). However, the asking of questions is not carried to extremes because ten teachers only, or 5.2 per cent base their units on asking questions instead of making statements.

Can systematic procedures and drills be used to stimulate critical thinking? Eight teachers have this premise. Their weight is slight (4.1 per cent) but significant.

A pertinent reply to this topic of study comes from a sixth grade teacher who says that noting the likenesses and differences of information gleaned from different sources of information and various activities such as reading, audio-visual aids, speakers, etc., help the child think critically. It also helps students to make comparisons of ideas being found in studies with their own lives. She asserts that they (the students) should ask, think and feel the issues being studied; they should ask themselves and be asked by others, "What would you do?"

number four; that critical thinking is expected to be done
freedom within the school. Teacher is expected to be available
statements made by students. It is expected that the teacher
words, "and therefore, be expected to be a critical thinker."
Using the same line, expected in the classroom is to be
critical thinking. Further, the teacher is expected to be
(forty-eight) students with this goal.
Critical thinking which is expected to be taught in the
school and reporting is expected to be done by the teacher.
1997, for example, the school of education is not
critical to extremes. The school is not expected to be a
goal have their own. The school is expected to be a
statements. The school is expected to be a
The school is expected to be a critical thinker. The school
late critical thinking. The school is expected to be a
Their writing is expected to be a critical thinker. The school
A persistent report is that the school is expected to be a
sixth grade teacher who says that the school is expected to be a
differences of information. The school is expected to be a
of information and various activities. The school is expected to be a
visual aids, speakers, etc. The school is expected to be a
It also helps students to be a critical thinker. The school
found in studies with their own. The school is expected to be a
they (the students) report that the school is expected to be a
being studied; they expect to be a critical thinker. The school
others, "What would you say?"

Another relative statement from a first grade teacher drives this thought even further, "Utilization of what has been learned and applying the knowledge to similar situations; observing similarities and differences by questions and by work in class. . . ." are keystones of the way in which she helps small children develop their critical thinking.

VIII. MEETING INDIVIDUAL DIFFERENCES WITH THE UNIT METHOD

Individual differences are met with the unit method.

Elementary educators continually refer to "the individual learner." Teaching in a way that each individual accomplishes much is an art. Masters of the unit method of teaching have stressed the extensive role their idea plays in meeting needs of each member of the classroom unit.

When questioned about possible ways in which the unit of work meets the individual needs, one teacher only had an adverse reaction. She does not feel that the unit method of teaching can allow for individual differences. It is to be regretted that this teacher did not qualify her statement.

Of the 173 teachers answering the questionnaires, they made responses to a total of 226 opinions on this part of the questionnaire. Thirty-one teachers checked more than one response, seven of these marked three each, and six of them made response to four each.

This item had a selection of five responses. The one

Another relative statement from a first grade teacher

drives this thought even further, "Utilization of what has been learned and applying the knowledge to similar situations; observing similarities and differences by questions and by work in class. . . are keynotes of the way in which and helps well children develop their critical thinking.

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Of the 175 teachers answering the questionnaire, they made responses to a total of 326 questions on this part of the questionnaire. Thirty-one teachers checked more than one response, seven of these marked three each, and six of them made response to four each. This item had a selection of five responses. The one

TABLE VIII

TEACHER OPINIONS ABOUT THE WAY IN WHICH A UNIT OF
WORK CAN ALLOW FOR INDIVIDUAL DIFFERENCES

Opinion	Number of responses	% of responses
Individual differences are allowed for by encouraging students to express themselves freely in appropriate circumstances	32	14.2
By having individual activities (making maps, making miniature replicas, individual research work, individual reports) individual differences are allowed for	87	38.5
Individual differences are allowed for by having each person accept responsibilities in committee or group work	50	22.1
Individual differences are allowed for by having each child help make plans, and using these plans suggested by the children as much as possible	56	24.8
Do not think that a unit of work can allow for individual differences	<u>1</u>	<u>.4</u>
Total	226	100.0

TABLE VIII

TEACHER OPINIONS ABOUT THE WAY TO BETTER ACADEMIC
WORK CAN ALSO BE INDIVIDUAL DIFFERENCES

Opinion	Number of Responses	Percentage
Individual differences are allowed for by encouraging students to express themselves freely in appropriate circumstances	35	70%
By having individual activities (asking questions, making plans, making research work, making oral reports) - these differences are all for	35	70%
Individual differences are allowed for by having each person accept responsibility for his work on group work	30	60%
Individual differences are allowed for by having each child help make plans, and taking these plans suggested by the child as much as possible	25	50%
Do not think that a unit of work can be low for individual differences	25	50%

negative response has already been considered. The other four had no overwhelming majority for any one way in which teachers think that a unit of work can allow for individual differences.

The response bearing the highest percentage rating states that by having individual activities (making maps, making miniature replicas, individual research work, individual reports) individual differences are allowed for. This group represents 38.5 per cent of the respondees. It had 87 replies. This is shown in Table VIII, page 44.

Concern for the types of activities provided in the classroom is called to the attention of the profession by one of the contributors. She states that individual differences can be allowed for through activities centered on the students' individual interests. It is felt that this teacher is referring to the fact that meaningless activity, just as meaningless teaching, is of little value to the student.

Individual differences are allowed for by having each child help make plans, and by using these plans suggested by the children as much as possible, is the method applauded by fifty-six of the teachers. Fifty persons go on record as stating that individual differences are allowed for by having each person accept responsibilities in committee or group work.

Group participation and committee involvement require

a definite skill on the part of the teacher if the organizing and functioning is to be successful. An upper grade instructor relates that committee work has had no favorable reactions of significance in her classroom. She feels that it is hard for students to accomplish very much in this type of classroom situation because of the fact that so many varied studies are being pursued by students who don't understand how to approach them.

From the replies, the feeling over the state is that committee work among elementary children is of tremendous advantage, and is of recognizable value in helping the teacher and students accomplish their purposes.

Freedom of expression can be over-emphasized, as can any one phase of instruction if not used with temperance. However, it is felt by 14.2 per cent of these teachers (32 teachers) that individual differences are allowed for by encouraging students to express themselves freely in appropriate circumstances.

"Creative art is the medium which proves to be the fastest method of revealing concepts," is the feeling of a first grade teacher. She feels that individual differences are definitely met in the first grade classroom through the use of creative art.

Three persons made no response to the opinions available for checking on this individual interest section, but submitted worthwhile ideas of their own.

a definite skill on the part of the teacher if the organization and functioning is to be successful. It is not surprising that committee work has had no favorable reactions of significance in her classroom. She feels that it is hard for students to accomplish very much in this type of classroom situation because of the fact that so many varied studies are being pursued by students who don't understand how to approach them.

From the results, the feeling over the state is that committee work among elementary children is of tremendous advantage, and is of recognizable value in helping the teacher and students accomplish their purposes.

Freedom of expression can be over-emphasized, and any one phase of instruction is not used with vigor. However, it is felt by 14.3 per cent of these teachers (13 teachers) that individual differences are allowed for by encouraging students to express themselves freely in appropriate circumstances.

"Creative art is the medium which proves to be the latest method of revealing concepts," is the feeling of a first grade teacher. She feels that individual differences are definitely met in the first grade classroom through the use of creative art.

Three persons made no response to the opinion scale for checking on this individual interest section, but admitted worthwhile ideas of their own.

In the judgment of one teacher, none of the available responses "cover it all." This teacher further observes, "I give work (and plan with pupils) based on individual interests, capacity, ability, but see that all contribute. This requires space and pages to answer."

Another juncture voiced about this premise is that "none of the above can fully allow for individual differences." Though others did not express themselves directly, their strong agreement with this statement is displayed by their having made response to more than one of the opinions on the questionnaire.

IX. USEFULNESS OF CHILDREN'S STATEMENTS

The importance of children's statements. The checked opinions are introduced on the questionnaire by, "Check the statement below which exemplifies your course of action when a child makes a statement during a planning period." The results are shown in Table IX, page 48.

The impact of the study at hand is that children are being listened to. More implications are made by this statement than are first anticipated. Feeling a part of the group, being accepted, having ideas that truly matter, are important to all persons--including those in the classroom.

New Mexico teachers are aware of their students' importance. Not one response was made to the proposition on the questionnaire that a student's suggestion was to be

In the judgment of the committee, these responses cover it all. This teacher, however, "I give work (and what was needed) based on individuality, interests, capacity, ability, but not on a standard." This teacher's work and papers are attached. Another teacher stated about this process in terms of the above and fully agrees for individuality, but "one." Though others did not agree, they agreed that their strong agreement with this statement is different from their negative view towards so much work as the standard of the curriculum.

14. IMPORTANCE OF CHILDREN'S STATEMENTS
The importance of children's statements, the committee are interested in the curriculum, but the statements below which are written in their own words, a child makes a statement during a planning period. The results are shown in Table 1, page 14.
The impact of the study at first was not different being listened to. More participation was seen by the children than they were first indicated. They were more being accepted, having more than they were, and being in all persons, including those in the classroom.
New plans were made and more of them were made. With no more work was done in the classroom. The questionnaire found a shift in the curriculum.

TABLE IX

THE COURSE OF ACTION TAKEN BY TEACHERS WHEN A CHILD
MAKES A STATEMENT DURING THE PLANNING PERIOD

The action	Number of responses	% of responses
Listen to his ideas with a mind to using his suggestions with- in the unit of the work you are pursuing, or in the future when appropriate	138	72.3
Accept his suggestion as a contribution to discussion but pursue it no further	0	0.0
Use his idea as a measure of group interest	23	12.0
Use his idea as a measure of his own individual interest	<u>30</u>	<u>15.7</u>
Total	191	100.0

TABLE IX

THE COURSE OF ACTION TAKEN BY TEACHERS WHEN A CHILD
MAKES A STATEMENT DURING THE PLANNING PERIOD

The action	Number of responses	% of responses
Listen to his ideas with a mind to using his suggestions with- in the unit of the work you are pursuing, or in the future when appropriate	138	73.0
Accept his suggestion as a contribution to discussion but pursue it no further	6	3.3
Use his idea as a measure of group interest	28	15.0
Use his idea as a measure of his own individual interest	30	15.7
Total	191	100.0

pursued no further than the discussion to which it was made.

One hundred thirty-eight of the 191 responses checked in this section of the study concur that the teacher should listen to the student's ideas with a mind to using his suggestions within the unit of the work being pursued, or to using it in the future when appropriate. These 72.3 per cent represent a large number of teachers who are making direct use of ideas of students.

A child's statement may, or may not be an indication of group interest. The teacher must know the situation; the context at the time the statement is made. It is interesting to note, however, that 12 per cent of the teachers do use the student's idea as a measure of group interest.

It is not to be assumed that these teachers regard all statements made by students as measures of group interest, but rather that they agree that group interest may be reflected from the individual.

Two remarks clarify the idea being considered. One teacher explains that he uses the student's idea as a measure of group interest when the student is sociometrically known. A child who is sociometrically known is a child who is well liked by the group. This teacher's statement explains that if a child is liked by his own group, then what he says will be an indication of their interest. He is assuming that children in a group like persons whose

performed no further than the attention of the child.

made.

One hundred thirty-eight of the 141 responses were made in this section of the study period. The 141 responses were listed to the student's name with a check indicating the section within the unit of the work being performed. Of the using it in the future was anticipated. These 141 responses represented a large number of responses and were not direct use of ideas of others.

A child's statement may, or may not, be an indication of group interest. The teacher may know the situation.

The context of the true statement is also important. In the context of the true statement, it is not possible to know the context.

do use the student's idea as a basis for the student's statement. It is not possible to know the context.

all statements made by students are not necessarily true. It is not possible to know the context.

be reflected from the individual. The teacher may know the situation.

Teacher explains that the student's idea is not necessarily true. The teacher may know the situation.

known. A child who is not interested in the work being performed is not likely to be interested in the work being performed.

explains that the child is likely to be interested in the work being performed. The teacher may know the situation.

is assuming that children in a group are not interested in the work being performed. The teacher may know the situation.

expressed opinions agree with their own.

The second cogent qualified statement of equal interest comes from a teacher who believes that the idea expressed by a student may measure both individual and group interest. She states that an interest developed through group interaction with an individual interest as a tangent could measure both group and individual interests.

There is a correlation between the two ideas discussed above. Individual interest and group interest may be measured by the expressed ideas of students. Twenty-three teachers indicate its measure of group interest; a slightly larger group of thirty teachers indicate that it is a measure of the student's own individual interests. Four show that it is both.

As was acknowledged verbally by one teacher, several ideas presented by different children help the teacher know the intent of the group more readily than does just one expressed opinion.

A teacher using the space provided for a written response said, "Fit all contributions into the scheme so that each member of the group may feel he has contributed to the group as a whole. If too far afield, have child, with your help, make it applicable."

Being a member of a group and feeling to be a member of the group are different. The student must feel his belongingness, and must feel his worthwhileness in order to

expressed opinions agree with their own.

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Being a member of a group and feeling to be a member of the group are different. The student must feel his belongingness, and must feel his worthwhileness in order to

feel that he is a member of the group.

Two teachers who did not respond to the question related to the action taken when a child makes a statement during a planning period, qualified their lack of participation by letting the writer know that they have not used pupil-teacher planning.

Pupil-teacher planning is an integral part of the unit teaching, and the purpose of these questions has been to secure an indication of the degree to which such planning is carried on in the classrooms throughout our state.

X. UTILIZATION OF CHILD INTEREST IN SUGGESTED OUTLINES

In earlier parts of this study, it has been determined that 60.4 per cent of the teachers prefer to use the self-prepared unit. It was also found that 28.1 per cent of the teachers have unit topics taken from curriculum outlines developed by state or local committees.

After the outline or course of study has been determined (regardless of how it is determined), it is of significance to learn how teachers build child interest into this outline which is going to be followed.

An experience of little value would be that of having the teacher follow the outline rigidly with his own interests. The question asked in part ten of the questionnaire (see Appendix) was asked as a partial attempt at finding an indication of how child interest is built into a suggested

feel that he is a member of the group.
Two teachers who did not respond to the question re-
lated to the action taken when a child makes a mistake
during a planning period, qualified their lack of respon-
sion by letting the writer know that they have not a
pupil-teacher planning.

Pupil-teacher planning is an integral part of the unit
teaching, and the purpose of these questions was to
secure an indication of the degree to which such planning
is carried on in the classroom situation.

X. UTILIZATION OF CHILD INTEREST IN SELECTED OUTLINE

In earlier parts of this study, it has been determined
that 60.4 per cent of the teachers prefer to use the out-
lined unit. It was also found that 38.1 per cent of the
teachers have this topic taken from children's activities
developed by state or local committees.

After the outline or series of study has been in-
terpreted, (regardless of how it is determined), it is of
significance to learn how teachers build child interest
into this outline which is going to be followed.

An experience of little value would be that of having
the teacher follow the outline rigidly without any in-
crease. The question asked in part two of the questionnaire
(see Appendix) was asked as a partial answer to this
indication of how child interest is built into the outline.

TABLE X

TEACHER BUILDS CHILD INTEREST INTO SUGGESTED
OUTLINE WHICH IS TO BE FOLLOWED

Method used	Number of responses	% of responses
After the unit topic of study which has been suggested is in- troduced, let the children suggest specific areas they wish to study within this topic	74	39.6
Break the suggested outline into parts and assign each part to a committee of students for research and study to present to the entire group	20	10.7
Be aware of interests within the group and include these interests within the suggested course of study	84	44.9
Present the topic and suggested outline to the students and have each student report about one phase of the outline	<u>9</u>	<u>4.8</u>
Total	187	100.0

TEACHER BUILDING CHILD INTEREST INTO SUBJECT

OUTLINE WHICH IS TO BE FOLLOWED

Method used	Number of responses	
After the unit topic of study which has been suggested in the produced, let the children suggest specific areas that wish to study within this topic	22	
Break the suggested outline into parts and assign each part to a committee of students for research and study to present to the entire group	22	
Be aware of interests within the group and include these interests within the suggested course of study	22	
Present the topic and suggested outline to the students and have each student report about one phase of the outline	22	
Total	187	100.0

outline which the teacher is to follow.

That the teacher should be aware of interests within the group and include these interests within the suggested course of study is the concensus of eighty-four of the teachers. They are 44.9 per cent of 187 responses made to this study.

Though it received the greatest number of indications as being a good idea, one teacher reacts cautiously to this opinion on the questionnaire. She gives sound advice when she says that one should "try to" include the student interest within the suggested course of study, but cautions that it is not always desirable to do so; neither is it always possible to do so.

Child interest is built into the suggested study by 39.6 per cent of the teachers by letting the children suggest specific areas they wish to study within the topic after the topic has been introduced to them.

According to a sixth grade teacher from the central part of our state, the children suggest specific areas they wish to pursue only after an overall survey of the proposed unit has been completed. Her reasoning that students may choose what suits their interests is sound since their interests will be more extensive after a complete picture of the possible areas of study has been made available to them.

outline which the teacher is to follow.

That the teacher should be aware of interests within the group and include these interests within the suggested course of study is the conclusion of eighty-four of the teachers. They are 44.9 per cent of 187 responses made to this study.

Though it received the greatest number of indications as being a good idea, one teacher wrote cautiously in his opinion on the questionnaire. He gives sound advice when he says that one should "try to" include the student interest within the suggested course of study, but cautions that it is not always desirable to do so; rather, it is always possible to do so.

Child interest is built into the suggested study by 54.6 per cent of the teachers by letting the children suggest specific areas they wish to study within the topic after the topic has been introduced to them. According to a fifth grade teacher from the general part of our state, the children suggest specific areas they wish to pursue only after an overall survey of the proposed unit has been completed. Her reasoning that students may choose what suits their interests is sound since their interests will be more extensive after a complete picture of the possible areas of study has been made available to them.

Though her response was nil on the written opinions, a fourth grade teacher reacts helpfully by writing her own opinion. She said, "Booklets covering all basic topics are used--the main body of facts are given--then individuals add what they choose." She too is an advocate of the theory that students should be well introduced to the topic at hand before they are too free to participate in a study chosen by themselves.

Committee work is used by some teachers as a device for building child interest into a suggested outline. These twenty teachers (10.7 per cent) say that they break the suggested outline into parts and assign each part to a committee of students for research and study to present to the entire group.

Since some children profit more from individual study and others find group study more beneficial, it is the opinion of one teacher that the method from which the child gains the most is the method of study in which he should indulge. Her comment, "Too many of our children are not able to study alone, therefore from interest groups or specific areas only a few profit," could be an indication of a greater need for learning better study habits. Her oral comment was that this creates quite a teaching problem: meeting individual needs and interests, keeping the study interesting for each child, and helping him form better

Though her response was all on the subject of opinion, a fourth grade teacher seemed reluctant to bring her own opinion. She said, "Bookless even though it is a bookless and used--the main body of facts are given--and it is a bookless and what they choose." She too is an advocate of the theory that students should be well informed in the field of study before they are free to participate in a study and in themselves.

Committee work is said by some to be a method for building child interest into a subject matter. These twenty teachers (10.7 per cent) say that they have suggested outside into people and things and have for a committee of students for research and study of interest to the entire group.

Since some different results were from individual study and others from group study more beneficial, it is the opinion of one teacher that the method from which the child gains the most is the method of study in which he should indulge. Her comment, "Too many of our children are not able to study alone; therefore from interest groups or specific areas only a few profit," could be an indication of a greater need for learning better study habits. Her oral comment was that this creates a teaching problem: meeting individual needs and interests, keeping the study interesting for each child, and helping his own study.

study habits. She is concerned about the student in the classroom who has not learned to enjoy finding things out for himself, but continually relies on others for his information.

A few teachers feel that the child's interest is included in the study when each student is asked to report about one phase of the outline. Nine teachers responses to this way of working measures 4.8 per cent of the group.

A teacher who has had experience in helping other teachers makes the statement that the method used will depend upon the class and the needs of the individuals in the class. The multiple response to these opinions indicate that he is not alone in this thought. Several persons included more than one response on their questionnaire.

XI. UNDERSTANDING OF PROCEDURE BY THE CHILDREN

Many advocates of the unit method of teaching agree that the child should know where he stands within the framework of the class proceedings. It is often elaborated in teacher-training books and courses that the child who knows what is expected of him and has an idea of how to go about reaching the expectation, is a better adjusted child than were he in the opposite situation.

This eleventh area of study asked the teachers to

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TABLE XI

TEACHER OPINION REGARDING THE BEST METHOD FOR GETTING
 STARTED WITH ANY UNIT SO THAT THE CHILDREN
 UNDERSTAND WHAT IS TO BE DONE

Opinion	Number of responses	% of responses
Teacher sets the standards and/or procedures for the group. She tells them what is expected and required	6	3.5
The students set the standards and/or procedures for their own work	1	.6
The teacher and the pupils cooperatively set the standards and/or procedures for their work	<u>165</u>	<u>95.9</u>
Total	172	100.0

TABLE XI

TEACHERS' OPINIONS REGARDING THE BEST METHOD FOR GETTING
STUDENTS TO START WITH ANY UNIT SO THAT THE CHILDREN
UNDERSTAND WHAT IS TO BE DONE

Opinion	Number of Responses	% of Responses
Teacher sets the standards and/or procedures for the group. She tells them what is ex- pected and required	6	33.3
The students set the standards and/or procedures for their own work	1	5.6
The teacher and the pupils cooperatively set the standards and/or procedures for their work	10	55.6
Total	17	100.0

check the method which, in their opinion, is the best way to get started with any unit so that the children understand what is to be done. This area is almost at one with the suggestion for the teacher and the pupils cooperatively setting the standards and procedures for their work. The large percentage for this response is unique within this study. It tabulated 95.9 per cent of the responses. This is a total of 165. The tabulation of this item is reported in Table XI, page 56.

From the northern part of the state is the reply, "Teacher-pupil planning is very important to the success of a unit."

A resume of the returns on this question bears notice. There were 172 checked responses; this is one less than the number of questionnaires being returned. Further attention is given the fact that two teachers each made response to two opinions, and one other teacher made response to three opinions. The discrepancy in totals is accounted for by four questionnaires bearing no response on this issue.

An idea submitted from one person is that the teacher could set the standards for the group, tell them in a general way what is expected and required, in order to get them started well. This could be replaced after the group is functioning well by having the pupils and teacher work cooperatively at setting additional standards and further

check the method which, in this case, is the best way
to get started with any unit of the children's
stand what is to be done. This may be done at the
the suggestion for the unit and the child's cooperation
setting the standards and procedures for the unit.
large percentage for this response is shown in Table
study. It tabulated 95.9 per cent of the responses. This
is a total of 155. The tabulation of this is reported
in Table XI, page 50.

From the northern part of the study, the results
"Teacher-pupil planning is very important to the success
of a unit."

A summary of the results on this question is as follows:
There were 192 checked responses; this is the total number
number of questionnaires being returned. The results are
is given the fact that two responses each were responses to
two opinions, and one other to each response to each
opinion. The discrepancy in totals is accounted for by
four questionnaires wherein no response was given to this question.

An idea suggested from one source is that the teacher
could set the standards for the group, tell them in a sum-
mary way what is expected and reported, in order to get
them started well. This would be followed after the group
is functioning well by having the child and teacher work
cooperatively at setting and planning standards and procedures.

procedures.

A second grade teacher agrees with the majority, but qualifies her choice by making the statement that "though this is the ideal way, second graders do need more guidance than I think older children would." This is seconded by "Procedures are influenced by the needs and interests of the group," expressed by a sixth grade teacher.

A small number of responses is very significant in a study of this nature because of the larger number which they represent. For instance, one teacher suggests that the students should set the standards and procedures for their own work. He qualified the response by stating that it depends upon the class and the needs of the individuals. Nevertheless, supposing one person out of every 173 teachers agrees with this person, within a group of several thousand teachers, as there are in New Mexico, the number agreeing would be significant. Large numbers are overwhelming because of these same implications on a larger scale.

Six teachers, representing 3.5 per cent of the group feel that the teacher should set the standards and procedures for the group. They also agree that she should tell them what is expected and required. Not a sufficient number of teachers recorded their teaching grade position to make note of grade level responses, but by visiting with many of these teachers, the writer feels convinced that the

procedures.

A second grade teacher agrees with the majority, but qualifies her choice by making the statement that "though this is the ideal way, second graders do need more guidance than I think older children would." This is recorded by "procedures are influenced by the needs and interests of the group," expressed by a sixth grade teacher.

A small number of responses is very significant in a study of this nature because of the larger number which they represent. For instance, one teacher suggests that the standards should set the standards and procedures for their own work. He qualified the response by stating that it depends upon the class and the needs of the individual. However, less, supposing one person out of every 100 teachers agree with this person, within a group of several thousand teachers, as there are in New Mexico, the number agreeing would be significant. Large numbers are overwhelming because of these same implications on a larger scale.

Six teachers, representing 3.5 per cent of the group feel that the teacher should set the standards and procedures for the group. They also agree that one should tell them what is expected and required. Not a sufficient number of teachers recorded their teaching grade position to make note of grade level responses, but by visiting with many of these teachers, the writer feels convinced that the

primary teachers would tend to feel a stronger need to be in direct charge of their students' planning. The feeling voiced to him many times is that the lower grade student has not learned to set standards until he has had more experience in a classroom situation.

XII. UTILIZATION OF TEXTBOOKS IN THE SOCIAL STUDIES PROGRAM

Use made of textbooks relates to unit method. Teachers were asked to check the method which represents their opinion as to the best method for using textbooks in their social studies program. They had a choice of six responses, and as at the end of all other questions, space was provided for them to write their own response. Table XII on page 60 records the responses made to this section of the questionnaire.

There were a remarkable number of written replies (25). The checked responses totaled 160 because of the fact that seventeen teachers who wrote their opinions out did not respond to any of the printed opinions, and that five teachers did not respond to this particular part of the questionnaire.

Six of the teachers who did not respond to a formal opinion of textbook use were first grade teachers. These four written comments explain their stand on the subject: (1) "We use no text but begin with a unit closest to the child--like the family." (2) "No text for children; some

TABLE XII

TEACHER OPINION ABOUT THE BEST METHOD FOR
USING TEXTBOOKS IN THE SOCIAL STUDIES PROGRAM

Opinion	Number of responses	% of responses
Use the textbook for a daily lesson; not a part of a larger unit	2	1.3
Use the textbook for a daily lesson which is a part of a larger unit	28	17.5
Use the text as a written unit of study; a unit outline	8	5.0
Use the text as a book from which children read and answer questions	6	3.7
Use the text as a book from which children make re- ports	4	2.5
Use no complete set of one text, but a few of many different texts as research books in the class- room	<u>112</u>	<u>70.0</u>
Total	160	100.0

TABLE XII

TEACHER OPINION ABOUT THE BEST METHOD FOR
USING TEXTBOOKS IN THE SOCIAL STUDIES PROGRAM

Opinion	Number of responses	% of responses
Use the textbook for a daily lesson; not a part of a larger unit	3	3.0
Use the textbook for a daily lesson which is a part of a larger unit	28	28.0
Use the text as a written unit of study; a unit outline	8	8.0
Use the text as a book from which children read and answer questions	6	6.0
Use the text as a book from which children make re- ports	4	4.0
Use no complete set of one text, but a few of many different texts as research books in the class- room	112	112.0
Total	160	160.0

children use and report; most by doing, discussion, experimentation." (3) "First graders did not use texts in social studies. They used picture books, easy reading, to satisfy their own interests." (4) One terse reply, "In first grade texts are usually unsuited for Social Studies."

Two of these teachers who had no response other than their own were second grade teachers. One of them stated that though there is no social studies text in the second grade, they can relate their unit to science and health texts, and they have library books on the subject.

The other teachers with no response were third grade and fourth grade teachers; three and one respectively.

Emphasis is placed upon the idea that no complete set of one text is used, but that a few of many different texts are used as research books. This point of view is stressed because of its implication of a true use of unit teaching, and because 112 responses (70 per cent) were made to it.

The response that a few of many different texts are used instead of a complete set of texts was accepted with reservations by many of the teachers. A sixth grade teacher points out that a complete set of one text is good to use for all who have grade level reading ability but for others a variety of supplementary texts is used. Three others agree that a complete set of texts is used with other supplementary reference materials.

children use and modify text or theme, discussion, or
 reaction. (2) "First reaction" is not as broad as social
 studies. They need various books, early reading, and social
 their own interests. (3) One text may be used for many
 texts are usually classified for a class.

Two of these teachers who had no reaction to the
 their own were second grade teachers. One of the
 that though there is no social studies book in the second
 grade, they can relate their own to science and social
 texts, and they have literary books in the second.

The other teachers with no reaction were first grade
 and fourth grade teachers. One and one respectively
 had no reaction to the text.

One of the texts is used in the first grade and
 texts are used in second grade. The text is used in
 stressed because of the text. The text is used in
 teaching, and because of the text. The text is used in
 to it.

The response that a text is used in the first grade
 used instead of a complete set of texts and second grade
 reservations by any of the teachers. A text is used in
 points out that a complete set of texts is not used in
 for all who have made level reading ability for the first
 a variety of supplementary texts is used. Some teachers
 agree that a complete set of texts is not used in the first
 presently reference materials.

Another submitted the information that he uses several complete sets of texts and multiple references besides. This would create more of a problem for two of the teachers involved in the study. One was uneasy about the fact that no complete set was available in her school and another said that she would use this method if the books were available. The point is elaborated by another person who states that she has an acute problem of not having sufficient supplementary material.

It is cautioned by one teacher that students need to have free use of the reference books.

A second grade teacher who does agree with the method of using one set of books and a variety of others suggests that though the second graders have no set of social studies books as such, the availability of library books helps with this type of instruction.

"The textbook is used as a point of departure," inserts a person whose idea seems to be that students can be kept together on common ground by the use of a set of textbooks, but that they should branch out from the text on their own.

Other uses are made of the text. Twenty-eight teachers who represent 17.5 per cent of the responses, agree that the textbook is used for daily lessons which are a part of a larger unit. This infers that a text is used besides other materials of research. Two persons only record that the

Another submitted the information that he uses several complete sets of texts and multiple references. He would create more of a problem for the teacher involved in the study. One was unhappy about the fact that complete sets were available in his school and another said that she would use this method if the books were available. The point is elaborated by another person who states that she has an acute problem of not having sufficient reading material.

It is suggested by one teacher that students need to have free use of the reference books.

A second grade teacher who does agree with the concept of using one set of books and a variety of other materials states that though the second graders have no set of social studies books as such, the availability of library books helps. This type of instruction.

"The textbook is used as a point of departure. It sets a person whose idea seems to be that students can be kept together on common ground by the use of a set of texts, but that they should branch out from the text on their own.

Other uses are made of the text. Twenty-first graders who represent 17.5 per cent of the respondents, agree that the textbook is used for daily lessons which are a part of a larger unit. This infers that a text is used as a basis for materials of research. Two persons only report that they

textbook is used for a daily lesson which is not a part of a larger unit.

Teachers were asked whether they use the text as a written unit of study or as a unit outline. This particular opinion about the use of the textbook could have been included in the study about the types of written units used by teachers (see Section IV of this chapter). It was felt to relate more directly to the study at hand. Eight teachers do find the textbook a useful adjunct to a written unit of study. These five per cent find it useful as a unit outline. It is suggested by one person that she uses the textbook as a guide, and supplements it with many references.

Is the textbook used as a seatwork device in the social studies program? Six teachers (3.7 per cent) record that they do make use of the text as a book from which children read and answer questions. It has been pointed out that some groups of students demand various uses of the text, depending upon their nature, interests and needs.

A striking rewording is injected by a teacher in opinion four. She changes the wording from "read and answer question" to "read to answer questions."

Four persons are in agreement that the use of the text could be that of being a book from which children make reports.

A third grade teacher says that she uses the textbook as a supplement to the unit of work being pursued in her

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classroom.

It is recorded by one teacher that if the text is a good up-to-date book, he likes to use it, but ordinarily he uses a weekly newspaper for students as the text for his seventh grade class.

XIII. USEFULNESS OF CLASS DISCUSSION IN PLANNING A UNIT OF WORK

Class discussion helps in the planning of a unit of work. We have found within this study that a large number of teachers listen to the suggestions made by students and that they use these suggestions as much as possible. (See Section IX of this chapter.)

The information gained from this final section of the study should indicate the actual use made of the class discussions.

Teachers were asked to check the way in which they use class discussion to help them in planning a unit of work. Three responses to check and one to be written out were provided on the questionnaire. The three are: (1) for pre-planning for the total unit, (2) for the planning of one day's work and (3) for the planning of a week of work.

Though she checked none of the three, a fourth grade teacher points out, "Any discussion leads to enrichment, and group planning. Stimulated interest is very conducive to a good piece of planning."

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Other phases of thinking are brought out by written response. It is of particular interest to note that no less than eleven persons' statements reflect flexibility in their program. This is indicated by their stating that their planning has no set time and that it is a continuous process.

This is enlarged upon nicely by these three comments. Class discussion is used, "For formulating plans regarding the unit throughout the study of the unit, not merely as pre-planning."

All three types of pre-planning (1) for total unit (2) for one day's work and (3) for a week of work, are used by this primary teacher who says that, "At the beginning of the unit, number one, as the unit progresses, number two, and later number three."

The third person interprets the term pre-planning as being a job strictly for the teacher. He says, "Not pre-planning, which is the teacher's job, but for cooperative planning for study." (He had checked the first response, for the total unit.) He states further that planning for one day's work and planning for a week of work would follow the planning for the total unit, "Numbers two and three would follow and might be utilized from time to time."

The tabulated results of this study are interesting. One hundred seventy checked responses were made. Fourteen were written out by the teacher. Those responses made to

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TO HELP IN PLANNING A UNIT OF WORK

Opinion	Number of responses	% of responses
For pre-planning for total unit	117	68.8
For the planning of one day's work	21	12.4
For the planning of a week of work	<u>32</u>	<u>18.8</u>
Total	170	100.0

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the proposition that class discussion is used for pre-planning the total unit of work total 117. They represent 68.8 per cent of the total checked responses.

Thirty-two persons, or 18.8 per cent use class discussion for the planning of a week of work.

Discussion used for the planning of one day's work is found useful by twenty-one or 12.4 per cent of the teachers.

Considerable reaction was voiced by first and second grade teachers. They voice that planning needs to be done by short periods. One teacher states that, "It may vary from two or three days to a week."

Another says, "For second grade you can plan for about two or three days work."

Still the third teacher reminds us that, "The unit would not run as long in the first grades as in the upper grades."

These reactions are made to class discussion being a help in pre-planning, and not to the actual teacher planning made prior to classroom work with students. No part of the questionnaire deals with the total planning made by teachers. It is assumed that all teachers are aware of their total year's work and have some preconceived plans about carrying it out.

Other comments have made stronger the theory that planning is not done for a certain length of time, but that it is ever in process. It is acknowledged by one as "an

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on-going process," and by another when she states that one should plan a phase of the unit, complete it, and then plan another phase.

A couple of persons remark that their planning cannot be considered made for a specified time. A teacher says directly, "No set time." She says that she does have pupil-teacher planning, but that it is not based on the exact day, week, nor even the total unit as a time measure.

The length of time for which planning is made is dependent upon the nature of the discussions, according to another interested respondent.

Again, the writer wishes to acknowledge the noticeable relationship between these comments and the consensus of opinions in section nine: that the ideas of the students are accepted as useful ideas as much as possible. Sometimes they may be used at a later date, but the point is that in most cases teachers were consistent in their responses. To carry out this point is this example. The teacher who wrote in part nine that he "didn't use teacher-pupil planning," in this study remarked, "Didn't use class discussion to help in planning the unit."

The written reactions to this part of the investigation are of considerable value in the summation of the study, and therefore are being considered at length.

From the southern part of New Mexico comes the remark that class discussion is used "for pre-planning, group work,

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summarization and evaluation."

A first grade teacher who checked the class discussion helps in pre-planning for the total unit, adds that the discussion also helps during the study of the unit, after the experimentation, and that it is helpful in suggesting new avenues to pursue.

Another first grade teacher who checked the response that class discussion helps for pre-planning for the total unit suggests that the discussion is mainly a guide to recognizing the specific local interest slant. This points out the fact again that though the basic concepts are uniform throughout the state, the local and individual interests will necessitate variance of application and procedure.

A teacher from a day school who has non-English speaking children in a pre-first grade tells us that discussion periods do not aid in planning, but that she would use it for planning the total unit of work, were she able. Another teacher of similar position and group related that her whole approach of teaching new words and concepts depends upon the reaction of the children, and the little response that is recognized. She did emphasize that at first one cannot expect verbal response.

Two persons who checked that the discussion helped with pre-planning of the total unit had similar reasons for checking it. One of them who had not made a response to the study about teachers' responses to students' statements

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(Section IX of this chapter) says that she has had fragmentary experience with this type of planning, and made response from knowledge of theory only. In following back through her questions, it is found that she stated that she uses the unit method of teaching "sometimes," but had neglected answering any part of questions five through nine. Of interest too, is that this person had stated that her practice teaching occurred fifteen years ago, but her first year of teaching was last year.

The other person states, "Because unit planning and social studies itself is not emphasized in the second grade, some of these questions have been answered more from opinion than from experience."

In rechecking this particular questionnaire, it is found that this person previously had stated that she had no experience of writing a unit out during her teacher training experience. Her statement is of significance, but does not necessarily reflect the feeling of other second grade teachers. Other comments from teachers on this grade level do not concur with the opinion that "unit planning and social studies are not emphasized in the second grade."

A final statement of significance comes from Western New Mexico, and is from a veteran teacher. "The age and potentiality of the group will be factors in determining how a unit is to be used."

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

In order to facilitate their comprehension, the summary information is set forth in the sequence in which the data were analyzed.

Teachers use the unit method for social studies.

1. Most teachers do use the unit method of teaching though some of them use it only part of the time.
 - a. This does not indicate that it is used in the same way by all teachers.
2. Evidence indicates that the use of the unit method of teaching is dependent to some degree upon the time and place the teacher has had his training.

Units prepared in classes during the college study.

1. Teacher-training in colleges has helped teachers know the techniques of using the unit method.
2. The units prepared during teacher-training periods are usually helpful to teachers in their subsequent teaching positions.

The usefulness of a written unit.

1. Teachers are not using written units as a study to follow rigidly.
 - a. The written unit, for most teachers functions primarily as a guide.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

In order to facilitate the study and evaluation of the many information is not to be lost in the process of data were analyzed.

Teachers and the self-concept of the child

1. Most teachers do not use the self-concept of the child in their teaching.
2. Some of them use it only in a limited way.
3. This does not mean that they do not know it.

Some way by the teacher to know the self-concept of the child

1. Evidence indicates that the self-concept of the child is not known by the teacher.
2. The teacher should know the self-concept of the child in order to know the child.

Units prepared in classes during the year

1. Teacher-Training in colleges has not helped the teacher to know the self-concept of the child.
2. The units prepared during the year have not helped the teacher to know the self-concept of the child.
3. The units prepared during the year have not helped the teacher to know the self-concept of the child.

Some way by the teacher to know the self-concept of the child.

The usefulness of a self-concept unit

1. Teachers are not using self-concept units in their classes.
2. The self-concept unit is not useful in the classroom.
3. The self-concept unit is not useful in the classroom.

2. Teachers are conscious of the need for adapting the unit to fit the needs of the individuals with whom they work.

- a. A few teachers do follow the written units precisely and do not make them flexible.

Types of written units preferred by teachers.

1. Further indication of the teachers' realizing the need to teach "individuals" comes from the wide use of self-prepared units.
2. Some fifty teachers do make use of units prepared by local or state committees.
 - a. The greatest use of them is that of giving information to teachers who are writing another unit by themselves.
 - b. These committee-prepared written units are appreciated greatly if they have suggested methods and subject material that are readily adaptable to an actual teaching situation.

How unit topics are determined.

1. The topics for the unit are determined in several different ways.
2. The majority of the teachers included the students in determining the unit topic by either analyzing their interests and considering them in the unit planning, or by teacher-pupil planning.

2. Teachers are conscious of the need for adapting the unit to fit the needs of the individuals with whom they work.

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How the orientation period is utilized.

1. Teachers are keenly aware of the need for understanding their children and recognizing their interests and needs.
 - a. Much of their unit work is based on the knowledge they have acquired regarding their students.
2. The orientation period is used by most teachers throughout our state as a time for getting better acquainted with children and letting their interests grow into the unit to be pursued.

Critical thinking in the social studies program.

1. The concern for the individual capabilities that exist in every classroom strengthens teachers' efforts to assist the learners to think for themselves.
2. Lower grade teachers as well as upper grade teachers strive to help students develop critical thinking.
 - a. This is done by having freedom of expression to question statements made in the classroom, by the teacher asking thought-provoking questions and by having students do individual research and talking about their research work during the class period.

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Individual differences.

1. Students are not thought of by their teachers as merely a group to be instructed.
2. The unit method of teaching can and should emphasize the child.
 - a. Our students are gaining personal help from teachers in a variety of ways, such as, activities in the class, being given class responsibilities, having the freedom to help make plans and discuss issues with others.
3. The degree to which these individual teaching methods are effective depends upon the teacher's use and interpretation of them.
 - a. It is understood that one teacher's concept of "freedom of expression," for instance, may be entirely different from another's though the basic idea is mutually agreed upon.
4. Throughout the state, committee work is practiced in the classroom.
 - a. The degree to which committee work is efficient or effective will depend upon the particular group (and the teacher), but it is widely used.

How statements made by children are utilized.

1. Teachers' planning and pursuit of studies depend

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- How state-wide work is utilized.
1. Teachers' planning and pursuit of state-wide

largely upon the reactions of their students.

2. Students are encouraged to express themselves at the proper times because they indicate group and individual interests and help the teacher realize the most effective procedure of instruction to use.

Child interest is built into suggested outlines.

1. It is known that most teachers in our state have required areas of study to pursue with the children.
2. Many teachers experience at sometime or other the need to follow a suggested outline.
 - a. Most teachers adapt this required outline to the group, rather than the group to the outline.

Children understand the procedure.

1. It is almost unanimously agreed that pupils and teacher should work together toward setting group standards.
2. It is also agreed by most teachers that they should let the students cooperate in the planning of how to pursue the study.
 - a. This is an indication that the students will comprehend the subject material more readily, and that they will be more interested in the study itself.

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Textbooks in the social studies program.

1. One measure of the true unit method of teaching is the way in which use is made of textbooks in the classroom.
2. Individual pursuit of a study cannot be accomplished if the child has to follow a certain book.
3. The unit method of teaching encourages the use of many books because of its emphasis on individual interests.
4. The majority of the elementary teachers in New Mexico use a variety of textbooks as research books in the classroom.
5. In many classrooms where each student has his own textbook, or where the textbook is used as a guide for study, a variety of other books exist for enriching the study being made.

Class discussion helps plan a unit of work.

1. Though planning is done by all teachers, it is generally agreed that the pupils should have a part in it whether directly or indirectly.
 - a. They can play a part directly by participating in teacher-pupil planning periods.
 - b. Indirectly they are involved by the teacher considering their ideas during her planning.
2. Planning is an on-going process.

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3. Most teachers find class discussion useful for planning the total unit of work, but it is widely used for planning for shorter periods of time.
4. Class discussion helps teachers include student interests, local feelings and abilities of the group within the framework of the planning for the unit.

II. CONCLUSIONS

The following conclusions are warranted by the data secured from this study, and by the expressed opinions of the respondents. It is felt that these expressed opinions are justifiable as concluding statements because of the fact that these respondents represent the thinking of many teachers throughout the state of New Mexico.

1. There is much similarity of thought about the unit method of teaching social studies existing among teachers throughout the state of New Mexico.
2. The effectiveness of teachers' teaching cannot be measured though their ideas and opinions can be recorded.
3. One weakness in our unit method of teaching is the fact that teachers need more materials provided them.
4. Indications are that some teachers who have received their social studies training several years

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ago practice the unit method of teaching less effectively than those who have studied it more recently.

5. In any given community, teachers have a general idea of what is expected of them, but use their teacher-training to influence their actions.
6. Student interest is essential for practical learning which includes group and individual experiences.
7. The individual teacher determines which points of study will be stressed. This is one reason for the importance of recognizing true interests on the part of his students.
8. Reading abilities and learning abilities vary in each grade.
9. Interests change as current events change.
10. Students are made to feel a part and are helped to feel needed by their being encouraged to participate in the planning for their studies.
11. The age of the group, the ability of the individuals in the group, and the willingness of the group help determine how the unit is to be used and how effective it will be.
12. Local interests are considered a keen part of the unit's execution.
13. Written units prepared by state or local committees

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are of particular help when they include suggestions of activities, ideas and devices for classroom methods that correlate with the study.

14. Teachers need more help in being able to recognize and analyze student interests, since this is vital to their planning and teaching.
15. One of summer school's important roles is that of bringing teachers "up to date."
16. Methods are not always used when the knowledge of them is gained by theory, but are more likely used when this knowledge is secured through experience.
17. The more books made available in the classroom, the wider is the selection of topics to be studied.
18. Teachers endeavor to adapt the suggested study to include student interests.
19. Training in thinking critically begins at an early school age.
20. The fundamentals of research work begins with the onset of formal education.
21. Some committee work thrives, some committee work fails. This indicates that students need definite training in how to accomplish what they want to do.
22. The unit method of teaching can be used in other subject areas than social studies.

- are of particular help when they include suggestions of activities, ideas and devices for classroom methods that correlate with the study.
14. Teachers need more help in being able to recognize and analyze student interests, since this is vital to their planning and teaching.
 15. One of summer school's important roles is that of bringing teachers "up to date."
 16. Methods are not always used when the knowledge of them is gained by theory, but are more likely used when this knowledge is acquired through experience.
 17. The more books made available in the classroom, the wider is the selection of topics for study.
 18. Teachers endeavor to adapt the suggested study to include student interests.
 19. Training in thinking critically begins at an early school age.
 20. The fundamentals of research work begin with the onset of formal education.
 21. Some committee work involves some committee work. This indicates that students need definite training in how to accomplish what they want to do.
 22. The unit method of teaching can be used in other subject areas than social studies.

23. The unit method used wisely can encourage wider reading by students who participate in its evolution.

III. RECOMMENDATIONS

1. That a survey be undertaken which would determine what materials are made available to teachers and what materials should be made available to teachers.
2. That teachers as building groups or city groups make known their needs.
3. That administrators see that materials for teachers are applicable and adequate.
4. That every classroom be supplied with a few copies of many texts on at least three reading levels.
5. That in-service experiences of sharing ideas and experimenting with ideas should be made available to every teacher.
6. That studies should be kept timely, and that curriculum suggestions be changed frequently in order to keep up with the changing interests of students and make their learning more meaningful.
7. That a study of the purpose and scope of the social studies program should be pursued further.
8. That a thorough study should be made in New Mexico which would measure the effect which the unit method of teaching has on student progress.

25. The unit method used wisely can encourage wider reading by students who participate in its activities.

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Controlled groups of like age, similar background and ability should be used.

9. That teacher training and refresher courses for veteran teachers should include a guidance course which would help teachers recognize and meet student interests and problems.
10. That all teachers should have in-service training or summer training to better know the value of written units and how they can be made practical.
11. That teachers use the unit method of teaching to include subject areas of study other than social studies.

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APPENDIX

EFFICIENCY
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HAG CONTENT

APPENDIX

THE UNIVERSITY OF NEW MEXICO
COLLEGE OF EDUCATION
ALBUQUERQUE, NEW MEXICO

June 29, 1957

Dear Teachers:

I am conducting a study pertaining to the social studies in the elementary grades. To assist me in arriving at information appropriate in getting a view of teachers ideas and interpretations of unit teaching, teachers experienced in the elementary grades are being contacted. Would you be willing to serve as one of these teachers?

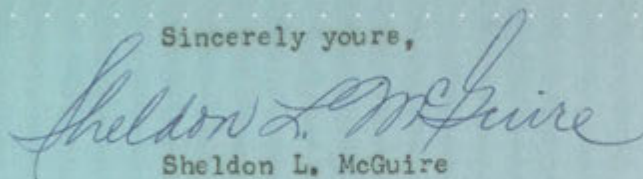
The study entails a questionnaire. Your cooperation in checking your responses on the questionnaire will surely be appreciated. Would you kindly do this at your convenience and return it to me? The questionnaire has been arranged to facilitate ease of response and only a reasonable amount of time is required for careful consideration.

This study is to serve as a basis for a master's thesis and should result in some conclusions which would help us determine teachers concepts of the unit teaching of Social Studies here in New Mexico.

Naturally, I am anxious to obtain a high percentage of returns. Summaries will be available for those who indicate that they want them, if their questionnaires are returned soon enough.

You're each very busy now, but your time and consideration will be greatly appreciated.

Sincerely yours,


Sheldon L. McGuire

SLM:slm

Enclosures 3

DIRECTIONS: Please check the response which best expresses your belief about each question.

If you desire to qualify your statement or add a response, USE THE LINE PROVIDED AT THE END OF EACH LIST OF RESPONSES.

Any information which you supply will be kept strictly confidential. The purpose of this study is not to compare the responses of individuals.

If you wish to remain an anonymous contributor to this study, you need not give your name below.

Position _____

Name _____

Town _____

DEFINITION: The term UNIT, as used in this questionnaire refers to experiences of learning and activities that grow out of, center in, and contribute to a problem or area of study. The unit is derived from democratic pupil-teacher planning and though it may be based on guides written for teacher use, it is a flexible plan of study approach which allows children to share in its progressive development and can meet their immediate interests and needs.

The term UNIT is a broader and more inclusive term than TOPIC or UNIT OF SUBJECT MATTER. Written units (pre-written study guides) may be adapted for use to meet a particular classroom unit plan.

1. Do you use the unit method of teaching as described in the definition above for your Social Studies?

- (1) ☐ Yes
- (2) ☐ No
- (3) ☐ Sometimes
- (4) ☐ _____

2. Check the response below which represents your opinion as to the value of written units prepared in classes during college study.

- (1) ☐ these written units should be used for reference material later on.
- (2) ☐ these written units should be used for a unit of study for my students.
- (3) ☐ writing these units out was an experience during the class study, but is of no value other than that.
- (4) ☐ _____

3. Check the response below which represents your opinion as to the usefulness of a written unit.

- (1) ☐ the written unit serves primarily as a guide.
- (2) ☐ the written unit is used chiefly to keep my study within bounds instead of becoming broad and too inclusive.
- (3) ☐ the written unit is used mainly as a time schedule guide.
- (4) ☐ the written unit is followed rigidly for teaching.
- (5) ☐ the written unit has no practical use.
- (6) ☐ _____

4. Check the type of written unit listed below which you prefer to use:

- (1) ☐ Standardized units prepared by state or local committees in great detail.
- (2) ☐ Standardized units prepared by state or local committees which are not worked out in detail.
- (3) ☐ Commercially prepared units.
- (4) ☐ Brief unit outlines only, furnished by state or local committees with no detail.
- (5) ☐ Self prepared unit.
- (6) ☐ Do not utilize a prepared unit.
- (7) ☐ _____

5. Check the way in which you determine unit topics.

- (1) ☐ Unit topics are taken from curriculum outlines developed by state or local committees.
- (2) ☐ Teachers within the particular school determine unit topics.
- (3) ☐ Each classroom teacher determines the unit topic according to his interest and knowledge.
- (4) ☐ The unit topic is determined by the analysis of the interests of students in the classroom.
- (5) ☐ Both the teacher and her students determine the unit topics.
- (6) ☐ The unit topic is determined by the text books which are available.
- (7) ☐ _____

6. Many teachers take time to get well acquainted and adjusted within a new group before deciding upon definite units or approaches of study. Check the one way in which you find this period of orientation most helpful.

- (1) ☐ Orientation period allows time for students to "settle down" to school routine.
- (2) ☐ Orientation period gets children ready to accept my (the teacher's) ideas.
- (3) ☐ Orientation period provides a time to get better acquainted with the children, their interests and/or needs.
- (4) ☐ The orientation period allows time for interests to fall into a natural problem or area of interest to pursue in study.
- (5) ☐ _____

7. Check the way in which you promote critical thinking on the part of students in your Social Studies program.

- (1) ☐ Have a unit based on asking questions instead of making statements.
- (2) ☐ Critical thinking is inspired by using the question approach in discussions.
- (3) ☐ Individual research and reporting to the group promotes critical thinking.
- (4) ☐ Critical thinking is promoted by having freedom within the group (teacher included) to question statements made by students.
- (5) ☐ Systematic procedures and drills to stimulate critical thinking are used.
- (6) ☐ _____

8. Check the way in which you think a unit of work can allow for individual differences of students:

- (1) ☐ Individual differences are allowed for by encouraging students to

10. Assume you have been given a suggested outline or course of study which you are to follow in Social Studies. Check the way below in which you build child interest into this suggested outline which you are to follow.

- (1) ☐ After the unit topic of study which has been suggested is introduced, let the children suggest specific areas they wish to study within this topic.
- (2) ☐ Break the suggested outline into parts and assign each part to a committee of students for research and study to present to the entire group.
- (3) ☐ Be aware of interests within the group and include these interests within the suggested course of study.
- (4) ☐ Present the topic and suggested outline to the students and have each student report about one phase of the outline.
- (5) ☐ _____

11. Check the method which, in your opinion, is the best way to get started with any unit so that the children understand what is to be done.

- (1) ☐ Teacher sets the standards and/or procedures for the group. She tells them what is expected and required.
- (2) ☐ The students set the standards and/or procedures for their own work.
- (3) ☐ The teacher and the pupils cooperatively set the standards and/or procedures for their work.
- (4) ☐ _____

12. Check the response below which represents your opinion as to the best method for using textbooks in your social studies program.

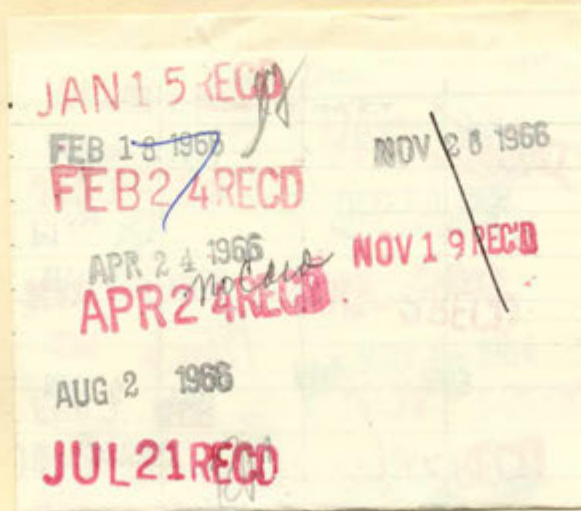
- (1) ☐ Use the text book for a daily lesson; not a part of a larger unit.
- (2) ☐ Use the text book for a daily lesson which is a part of a larger unit.
- (3) ☐ Use the text as a written unit of study; a unit outline.
- (4) ☐ Use the text as a book from which children read and answer questions.
- (5) ☐ Use the text as a book from which children make reports.
- (6) ☐ Use no complete set of one text, but a few of many different texts as research books in the classroom
- (7) ☐ _____

13. Check the way in which you use class discussion to help you in planning a unit of work.

- (1) ☐ For pre-planning for the total unit.
- (2) ☐ For the planning of one day's work.
- (3) ☐ For the planning of a week of work.
- (4) ☐ _____

IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.



AI

FEB 24 1966

