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TEACHER-PUPIL PLANNING IN THE TEACHING OF SECONDARY SCHOOL SOCIAL STUDIES AS DESCRIBED IN PROFESSIONAL PUBLICATIONS BETWEEN 1920 AND 1956

by
W. Scott Westerman, Jr.

A dissertation submitted in partial fulfillment
of the requirements for the degree of
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University of Michigan
1957

Committee in charge:

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TEACHER-PUPIL PLANNING IN THE TEACHING OF SECONDARY SCHOOL SOCIAL STUDIES AS DESCRIBED IN PROFESSIONAL PUBLICATIONS BETWEEN 1920 AND 1956

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The purpose of this study is to describe the development and use of teacher-pupil planning in the teaching of the secondary school social studies of the United States from 1920 until 1956. Five questions were designed to achieve this purpose. These are: (1) What have been the reasons underlying the use of teacher-pupil planning? (2) What have been the varied classroom uses of teacher-pupil planning? (3) What have been the techniques of the operation of teacher-pupil planning? (4) What criticisms have been offered concerning the use of teacher-pupil planning? (5) What have been the stages in the development of teacher-pupil planning? Four hypotheses were tested within the framework of these questions: (1) The reason most frequently stated in support of the use of teacher-pupil planning is that it promotes training in citizenship. (2) Pupils in the social studies who have participated in teacher-pupil planning have shared mostly in planning the process of study and have rarely had opportunity to share in the planning of content. (3) When pupils do plan content, it is in those social studies courses which are "integrated" or "fused" courses rather than the separate subject courses. (4) Descriptions of the techniques of using teacher-pupil planning appear infrequently in comparison to other types of references.

The data for the study were derived from the

professional literature which has been written for prospective social studies teachers or social studies teachers in-service. As the literature was examined references related to teacher-pupil planning were noted. These were classified according to types of references and according to times of appearance. Frequency tables were established on the assumption that the frequency of appearance of a given reference during a given time-span may be representative of the degree of its acceptance. Comparative frequencies were examined in each of the seven time-spans in an effort to identify changes which were occurring in teacher-pupil planning from 1920 until 1956.

A general conclusion resulting from this examination of the development and use of teacher-pupil planning in the teaching of the secondary school social studies is that teacher-pupil planning has been a maturing and increasingly accepted classroom process. The reasons in support of the use of teacher-pupil planning have become more fully developed. There has been growth in the diversity and locations of its use. The processes of its use have become elaborately described. Criticisms of its use are now relatively absent. The general developmental pattern of teacher-pupil planning appears to have included stages of "introduction," "dormancy," "criticism," "interpretation," "confidence," and "maturity."

Specific conclusions resulting from the hypotheses of this study are as follows: (1) The improvement of learning predominates as the underlying reason for the use of teacher-pupil planning in the social studies. (2) Pupils in the social

studies who have participated in teacher-pupil planning have shared in the planning of the content almost as frequently as in planning the process of study. (3) Teacher-pupil planning of content occurs in separate subject courses although examples of the planning of content are slightly more frequent in the integrated courses. (4) Almost one-third of all references to teacher-pupil planning include some description of the techniques of its use.

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this study is to describe the development and use of teacher-pupil planning in the teaching of the secondary school social studies of the United States from 1920 until 1956. Specifically, the study is designed to achieve a better understanding of teacher-pupil planning based upon a determination of what have been the reasons underlying its use, the variety of its classroom uses, the techniques of its operation, and the criticisms of its use. The problem therefore is as follows: In the secondary school social studies, what have been the underlying reasons for teacher-pupil planning and what have been the uses, techniques, and criticisms of teacher-pupil planning?

It is hoped that a result of this study will be the more effective utilization of teacher-pupil planning by contemporary social studies teachers.

Reasons for the Study

The writer has during the past six years attended several local, state and national educational meetings which included on their programs discussion sections devoted to teacher-pupil planning. These experiences have provided

motivation for the undertaking of this study. The sincere expressions of experienced teachers have offered evidence that there is considerable difference of opinion about the principles, uses and techniques of teacher-pupil planning. It is not an overstatement to say that the underlying tone of each of these discussions was one of confusion.

A few studies have been made which are concerned with teacher-pupil planning. However, no studies have surveyed the practice comprehensively in terms of its uses, reasons, techniques and criticisms. There is a total absence of studies concerned specifically with the usage of teacher-pupil planning in the social studies. Only one study has been made in an attempt to determine the development of teacher-pupil planning within a subject matter area. (See Chapter II.) Teacher-pupil planning has been a dynamic practice and a better understanding of the practice should result if its changes are systematically identified and described within the framework of the social studies. Intelligent usage of teacher-pupil planning should result from an understanding of its theoretical bases and an understanding of what it has been and has become in practice.

As a term, teacher-pupil planning is subject to a variety of interpretations. If not properly understood, it, like other "innovations" in educational practice, may be sought as a panacea for all the ills of the classroom. The result would be malpractice and disillusionment.

Questions To Be Answered

Five major questions are central to this study. These are:

1. What have been the reasons underlying the use of teacher-pupil planning?

2. What have been the varied classroom uses of teacher-pupil planning?

3. What have been the techniques of the operation of teacher-pupil planning?

4. What criticisms have been offered concerning the use of teacher-pupil planning?

5. What have been the stages in the development of teacher-pupil planning?

Hypotheses

The study is based on the following hypotheses:

1. The reason most frequently stated in support of the use of teacher-pupil planning is that it promotes training in citizenship.

2. Pupils in the social studies who have participated in teacher-pupil planning have shared mostly in planning the process of study and have rarely had opportunity to share in the planning of content.

3. When pupils do plan content it is in those social

courses which are "integrated" or "fused" courses rather than the separate subject courses.[1]

4. Descriptions of the techniques of using teacher-pupil planning appear infrequently in comparison to other types of references.

Definition of Terms

The term secondary school means, according to the Dictionary of Education, "the school division following the elementary school, comprising most often grades 9 to 12 or grades 7 to 12."[2] For the purposes of this study the secondary school is considered to comprise grades 7 through 12.

The Dictionary of Education defines social studies as:

> . . . those portions of subject matter of the social sciences, particularly history, economics, political science, sociology and geography which are regarded as suitable for study in elementary and secondary schools and are developed into courses of study whether integrated or not, and of which both the subject matter and the aims are predominately social; not to be confused with the social sciences or with subjects having a social aim but not social content (as in the case of courses in English, art appreciation and personal health), nor to be confused to too narrow or rigid a combination of studies.[3]

In general, this definition is accepted for the purpose of this study, recognizing, however, that in the literature the

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[1] See Chapter IV, pages 89-90 for enumeration of these courses.

[2] Carter V. Good (ed.), Dictionary of Education, p. 201. New York: McGraw-Hill Book Company, Inc., 1945.

[3] Ibid., p. 378.

term social science is occasionally used interchangeably with the term social studies.

The Dictionary of Education carries no definition of teacher-pupil planning. However, in the Encyclopedia of Educational Research it is described as follows:

> Employing many aspects of other patterns of instruction, teacher-pupil planning differs particularly in its provision for the teacher and pupils to share cooperatively in the identification of purposes, the planning of learning experiences, the collection of information and the evaluation of group results and individual growth.[1]

The Encyclopedia's description obscures the differences between planning, executing and evaluating. Planning is preliminary to action, it is charting a course of action. Planning is not executing, nor is it evaluating. For example, how a class is to "collect information" may be decided cooperatively through the use of teacher-pupil planning. The actual collection of the information may be a cooperative process, but this is the execution of the plan and is not teacher-pupil planning. Nor is it teacher-pupil planning if the manner in which the information was collected is evaluated cooperatively. Teacher-pupil planning is not a general term under which all cooperative classroom procedures may be subsumed.

The following questions and answers are provided in order to describe in detail the definition of teacher-pupil

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[1] Walter S. Monroe (ed.), Encyclopedia of Educational Research, p. 748. New York: The Macmillan Co., 1950 (revised).

planning which has been established for the purpose of this study:

What is teacher-pupil planning?

Teacher-pupil planning is a term used to describe those activities which are shared by the teacher and his classroom pupils in projecting a course of learning for a classroom group.

How does teacher-pupil planning differ from other cooperative learning procedures:

Learning occurs continuously and results in changed behavior. This suggests that in the process of learning, a course of action or learning is being continuously developed. In this sense, there is no difference between teacher-pupil planning and other cooperative learning procedures. Planning is inherent in learning. However, when attempts are made to chart learning experiences, to project them in advance of their occurrence, these efforts are described as planning. When these attempts are made cooperatively by the teacher and his classroom pupils, this is teacher-pupil planning. Two illustrations may help to clarify this distinction:

1. If teacher and pupils cooperatively write a play to be presented at a school assembly, this is not teacher-pupil planning. Planning to write such a play, if done cooperatively, is teacher-pupil planning. The cooperative execution of such plans is not. If before the play is presented additional planning is done cooperatively to decide upon some of the details of its presentation, this again is teacher-pupil planning.

2. A class may be working on the problem, "How may we as individuals help to reduce racial prejudice?" If this problem were selected cooperatively by teacher and pupils, this is teacher-pupil planning. The process of arriving at the answer may be cooperative too, as different class members report their opinions and their research findings. Again, this is cooperative study, but not teacher-pupil planning.

Who are the participants in teacher-pupil planning? May teacher-pupil planning occur between a teacher and a pupil, as distinguished from a teacher and pupils?

According to the definition derived for the purpose of this study, teacher-pupil planning is a process used by a teacher and a group of individuals. A group may mean the total classroom group or a division or part of the classroom group, such as a committee. Although it is, of course, true that the teacher and an individual pupil may share in the planning process, it is assumed that this is more appropriately designated as a counseling relationship. Such person to person discussions are designed to help an individual relate to the group's goals or to establish substitute or supplementary goals appropriate to his individual need. A person to person planning session of such a nature is not considered to be teacher-pupil planning.

In some instances, a one to one discussion might be preliminary to a group planning session. For example, the teacher and the class discussion chairman might begin to identify some of the important elements to be discussed later

in class. In such a case, this meeting would be preliminary to the total teacher-pupil planning process, but would not by itself be called teacher-pupil planning.

To what extent do the pupils participate in the teacher-pupil planning process?

The number of pupil participants is not a determining factor in deciding whether or not teacher-pupil planning exists, except as suggested in the answer previously provided. However, the opportunity for the participation of all pupils who will be affected by the planning is prerequisite to the teacher-pupil planning process. There must be channels of communication which will enable all members of a planning group to contribute to the discussion and to participate in the decision, if they so desire.

To what extent does the teacher participate in the teacher-pupil planning process?

The extent of the teacher's participation may vary. A minimum-type participation may be that which is implicit in his willingness to have pupils make suggestions and decisions. He shares by providing this opportunity to the pupils. A maximum-type participation may be the teacher's full expression of his point of view during the discussion and the casting of his vote at the time of the decision, along with other members of the group.

Is teacher-pupil planning concerned with planning group learning experiences rather than individual learning experiences?

Teacher-pupil planning has as its major purpose to project a course of learning for the group. Individuals as component parts of the group will, of course, be affected by

the decisions made. For example, the group could decide that there would be a series of individual oral reports. Also, teacher-pupil planning could result in a group decision concerning a course of learning for an individual, for example, in prescribing a penalty for a pupil who did not meet a responsibility properly.

What role does decision-making play in teacher-pupil planning?

When a teacher asks for pupils to give approval or disapproval to a subject of study, an instrument of evaluation, a learning activity of any sort, the teacher is sharing a decision with pupils. This is a significant part of the larger process of planning. It is usually the final stage and would follow a shared discussion. Discussion without a decision is simply discussion. On the other hand, a decision which charts a course of learning is planning, even in the absence of discussion.

It is possible that the teacher-pupil planning process may be interrupted prohibiting the culminating act of decision. Or, a decision may be subject to review by a person outside the classroom. In any case, teacher-pupil planning is undertaken with the expectation that a shared decision will result, a decision which the teacher and pupils will accept. The act of decision is central to the teacher-pupil planning process.

Sources of Information

This study is based on data which are derived primarily from those professional publications which have been

written especially for prospective social studies teachers or social studies teachers in-service. These include the following:

Periodicals

Historical Outlook (1920-1933)

The Social Studies (1934-1956)

Social Education (1937-1956)

Yearbooks and Bulletins of the National Council for the Social Studies

Social Studies Methods Textbooks

Also examined were general periodicals and books containing information relevant to teacher-pupil planning in the secondary school social studies.

Method of Analysis

As the literature was examined any references related to teacher-pupil planning were noted. Usually such references did not include specific use of the term teacher-pupil planning. Frequently the process was simply alluded to. In any case, four questions were used to determine whether or not a reference was relevant to the teacher-pupil planning process. If, in examining a reference, one or more of the questions could be answered positively and it was not necessary to answer any of the questions negatively, the reference was identified as being appropriate to this study. The four questions are as follows:

1. Does the teacher accept pupil participation in planning?

2. Does the teacher provide specific opportunities for pupil expression and participation for planning purposes?
3. Do the pupils and the teacher share in making decisions and do they accept those decisions?
4. Does the teacher-pupil planning involve processes used by the teacher and groups of individuals, as distinguished from the teacher and an individual student?

The professional publications written especially for prospective social studies teachers or social studies teachers in-service were examined in their entirety. In books and general periodicals, information relevant to teacher-pupil planning was identified by using the Readers' Guide to Periodical Literature and The Education Index.

The references were collected and classified systematically in an attempt to identify changes which were occurring in the philosophy and practice of teacher-pupil planning.

The system of classification incorporated in this study resulted from a preliminary survey of the literature. The data identified at this exploratory stage were classified and reclassified in an effort to establish the major divisions, topics and subtopics. Subsequently, categories were established in order to portray the data accurately and clearly. As new data recommended the establishment of new categories, such adjustments or additions were made. The resultant system of

classification, which now appears as the table of contents, accommodates this study of the anatomy of teacher-pupil planning, although it does not represent the only way in which the data may be presented.

Four levels of data resulted from the examination of the literature. The relationships of these levels to each other may be better understood if classified as (1) family, (2) genus, (3) species, and (4) subspecies. The tabular organization incorporated in this study represents this system of classification, although the terms are not used in the context to identify the tables.

The four major families of this study are: (1) reasons underlying the use of teacher-pupil planning, (2) classroom uses of teacher-pupil planning, (3) the processes or techniques of the operation of teacher-pupil planning, and (4) the criticisms of the use of teacher-pupil planning. One table (Table 34) presents a summary of the data concerning these four families.

There are ten tables which present the data appropriate to the genus classification (Tables 1, 7, 8, 17, 18, 19, 20, 21, 30, and 32). Examples of the genus classification are the genera of the family, reasons. These genera are: (1) the provision of training in citizenship, (2) the improvement of learning, and (3) miscellaneous reasons. (See Table 1.)

Thirteen tables describe data at the level of the species classification (Tables 2, 3, 9, 10, 14, 15, 22, 26, 27, 28, 29, 31, and 33). For example, the species of the

genus, the provision of training in citizenship (from the family, reasons), are: (1) personal characteristics, (2) civic understandings, and (3) civic skills. (See Table 3.)

Nine tables provide data concerning the subspecies classification (Tables 4, 5, 6, 11, 12, 13, 23, 24, and 25). The subspecies of the species, personal characteristics (of the genus, citizenship training, of the family, reasons), are: (1) initiative, (2) patience and self-restraint, (3) open-mindedness, and (4) independence. (See Table 4.)

The frequency with which a given reason supporting the use of teacher-pupil planning was enumerated during a specified period of time was assumed to be an indication of the degree to which that reason was accepted during that time, the same being true of uses, techniques, and criticisms. Consequently, the frequency tables were constructed to record the varying number of such references within the specific time period. Chapters III, IV, V, and VI, dealing with reasons, uses, techniques and criticisms, include these tables. Chapter VII includes a summary table which describes some of the interrelationships among the preceding four chapters.

A frequency total represents the number of separate instances in which a given reference to teacher-pupil planning appears in the literature of the social studies during a specified period of time. In the tabulation of references, a given reference is counted as "one" regardless of its authorship, the publication in which it appears, or the length

of the discussion concerning it. No attempt is made to assess the significance of one author's contribution as compared to another's, or to measure the importance of references found in one periodical as opposed to others, or to value three references in a single book differently than three references in three different periodicals.

Every reference included in a frequency tabulation is identified by a code symbol which refers to the publication and the specific page in that publication in which the reference may be found. These code symbols and the publications to which they refer are enumerated in Appendix B. Sources utilized for purposes other than frequency tabulation appear in the footnotes and are included in the Bibliography.

The assumption which this study makes that the frequency of appearance of a given reference may be representative of the degree of its general acceptance is subject to some limitations. Such an assumption supposes that the publications examined are sufficiently open and available to encourage educators throughout the country to express themselves and that consequently they will include a variety of points of view. It therefore supposes that the literature will not be dominated by authors from a particular section of the country, from a limited number of institutions, or from a particular point of view. Or, if there is such domination, that the editors will have accepted it as representative of the sources, centers, and kinds of thinking of the times.

The degree to which written expressions are in advance of the thinking of the times in which they are written is another moot question. However, in a study of this type, covering thirty-six years, this is not a crucial matter.

In the final analysis, one cannot say that the written expressions accumulated from a body of professional literature are representative of the thinking of all the members of that profession. One can say, however, that such expressions provide a valuable index. And, if the past is to be examined, written expressions offer a central source of significance in the attempt to understand the growth of an idea. This study includes a summary of the development and use of teacher-pupil planning as it appears in the literature of the social studies and is subject to the limitations inherent in such a study.

Delimitations

In the literature numerous references to teacher-pupil planning may be identified within each of the subject matter areas of the modern high school. The social studies were chosen as the area for specialization because of:

A. A major interest which the writer has in the social studies based upon an eight-year association with this subject matter area as a secondary school social studies teacher.

B. The large number of teachers of social studies and the consequent audience to which the results of this study may be fruitfully directed.

C. The evident need for a study of this nature within the social studies.

The United States' secondary school was chosen as the context within which an identifiable social studies program appears.

The beginning date for this study was established as 1920 for two main reasons:

A. Although it may be possible to identify isolated examples of the incorporation of pupils in planning educational experiences throughout the history of teacher-pupil relationships, such sharing has not occurred with any frequency and regularity until this century. Walter S. Monroe and others have established 1915 and 1920 as dates marking the advent of teaching-learning theories compatible with the usage of teacher-pupil planning.[1]

B. There is evidence that the term social studies was used as early as 1905. However, widespread use of the term did not occur until 1916 in which year it was used by the National Education Association Commission on the Reorganization of Secondary Education.[2]

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[1] Walter S. Monroe, Teaching-Learning Theory and Teacher Education 1890 to 1950, Chapters I through IV. Urbana: University of Illinois Press, 1952.

[2] Edgar B. Wesley, Teaching the Social Studies, p. 7. Boston: D. C. Heath and Co., 1942.

Pattern of the Study

Chapter II describes completed research which has relevance for this study. Chapters III, IV, V, and VI summarize the data concerning reasons, uses, techniques and criticisms respectively. Chapter VII describes what appear to be stages in the development of teacher-pupil planning. Chapter VIII is the summary chapter.

CHAPTER II

PREVIOUS INVESTIGATIONS IN THE FIELD

Introduction

Previous studies concerned with teacher-pupil planning which have relevance for this study are of five types. These are: (1) the controlled experimental study which tests the effectiveness of teacher-pupil planning in comparison with teacher-directed procedures, (2) the analytical study which examines the rationale offering support for the use of teacher-pupil planning, (3) the descriptive study which discusses the use of teacher-pupil planning as it operates in selected schools, (4) the action research investigation which uses teacher-pupil planning experimentally in an attempt to improve its usage, and (5) the survey study which investigates the literature of a subject matter field in an attempt to determine the manner in which that literature portrays teacher-pupil planning.

The Controlled Experimental Study

Only one controlled experiment has been reported which is designed to test in a classroom situation the effectiveness of teacher-pupil planning in comparison with teacher-directed procedures. This study was conducted by Kenneth J. Rehage at the University of Chicago Laboratory

School in 1948.[1] Two eighth grade social studies classes were studied for a period of thirty weeks. The groups were matched on the basis of three criteria: tests, intelligence quotients, and an acceptance-rejection index obtained from sociometric data. Plans developed through teacher-pupil planning in the experimental group were used by the teacher also in the control group, although the latter group was given no opportunity to participate in their formulation. At the conclusion of the thirty weeks a comparison of the two groups yielded the following results: (a) There were no significant differences in the amount of social studies subject matter learned. (b) On a test of social beliefs measuring attitudes toward "liberal views" with respect to social issues, the mean gains of the experimental group exceeded those of the control group. However, only one such gain was significant at the one per cent level of confidence. (c) Pupils in the experimental group appeared to have been markedly superior to those in the control group in their ability to discriminate between reasons which supported their choices of action and those which did not. (d) Sociograms indicated that well-defined sub-groups persisted in the control group, while the sub-group structure in the experimental class was modified perceptibly.

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[1] Kenneth J. Rehage, "A Comparison of Pupil-Teacher Planning and Teacher-Directed Procedures in Eighth Grade Social Studies Classes." Unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1949.

In reviewing his study for the Journal of Educational Research, Rehage concluded as follows:

> The lack of positive results suggests that caution needs to be exercised in making claims for the superiority of pupil-teacher planning over teacher-direction. The exact nature of the contribution of each method to the achievement of educational objectives requires further clarification and demonstration.[1]

The Analytical Study

Studies concerning teacher-pupil planning usually include a chapter which provides an overview of philosophical and psychological bases for the use of teacher-pupil planning. Such statements generally stress the philosophical commitment of education in the United States to democracy and the responsibility of education to develop democratic citizenship. Teacher-pupil planning is cited as a process which develops the characteristics which prepare students for successful participation in a democracy. Psychological bases are described primarily in relation to current theories of learning. References to field theories predominate. The emphasis which field theories place upon the needs and interests of the individual as the inner forces which impel the individual to attain adjustment is given particular attention. Teacher-pupil planning is described as a process which gives appropriate recognition to pupil interests with the result that learning is more satisfactorily accomplished. In brief,

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[1] Kenneth J. Rehage, "A Comparison of Pupil-Teacher Planning and Teacher-Directed Procedures in Eighth Grade Social Studies Classes," Journal of Educational Research, XLV (October, 1951), 115.

studies concerning teacher-pupil planning generally include some examination of the philosophical and psychological bases of teacher-pupil planning, stressing the fact that democracy and learning must be enhanced and that teacher-pupil planning is a means whereby this may be accomplished.

Two studies provide more complete examinations of the rationale in support of the use of teacher-pupil planning. In one, Kenneth R. Willis made an analysis of the thought supporting pupil participation in the activities of the secondary schools.[1] The study used pupil participation as a broad term which incorporated teacher-pupil planning and was defined in the study as a "sharing by the pupils in the initiating, planning, executing and evaluating of activities of the school."[2] Willis made an analysis of published statements in support of pupil participation. These had been written by educationists, psychologists, psychiatrists, anthropologists and others. On the basis of this study it was concluded that there are six major areas in which pupil participation makes contributions. These are (1) an improved quality of citizenship, (2) modified social conditions, (3) increased regard for mental health, (4) extended provisions for individual differences, (5) changed conception of discipline, and (6) more effective academic effort. The

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[1] Kenneth R. Willis, "Pupil-Participation in the Activities of Secondary Schools: An Analysis of Supporting Thought with a Subsidiary Examination of Actual Practice." Unpublished Ph.D. dissertation, University of Toronto, 1950.

[2] Ibid., abstract, p. 1.

study included a chapter devoted to each of these six areas.

In a summary chapter, Willis recommended that further research is needed to determine to what extent teachers and administrators are familiar with the values of pupil participation. He also suggested that "the breadth and depth of contrary opinion should be conscientiously analyzed, organized and compared in weight with the supporting opinion revealed in this study."[1]

A book by H. H. Giles entitled Teacher-Pupil Planning[2] is devoted primarily to a reflective examination of the theory in support of teacher-pupil planning. Although the book includes a section devoted to illustrations of teacher-pupil planning in practice and a section concerned with the process of pupil participation, it is concerned chiefly with the theories upon which the use of teacher-pupil planning is based, with particular emphasis on the contribution teacher-pupil planning can make to the fuller realization of democracy.

The Descriptive Study

Although there are no reported studies which have as a primary objective the examination of the use of teacher-pupil planning in United States secondary schools, five studies include some descriptions of its use in selected secondary

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[1] Ibid., p. 365.

[2] H. H. Giles, Teacher-Pupil Planning. New York: Harper Brothers, 1941.

schools. The first of these was conducted by T. D. Rice.[1] Rice asked educational consultants to nominate schools in which cooperative planning and teaching were occurring. Two hundred and eighty-five of the nominated schools were respondents to a questionnaire circulated by Rice. Although most of the questions were concerned with teacher-teacher, teacher-administrator and inter-school cooperative planning, one was especially pertinent to teacher-pupil planning. This question dealt with the types of experiences which teachers believed should be pupil-teacher planned. The answers to this question were varied in nature and came mostly from teachers of core-type classes. Responses frequently described teacher-pupil planning of units, projects, and extra-curricular activities. Less frequently described were teacher-pupil planning of objectives, procedures, evaluation standards, and materials and resources.[2]

Grayce A. Foley conducted a related study nine years later in an attempt to identify and examine democratic methods of teaching.[3] Schools she examined were state university laboratory schools, thirty schools used in the Eight Year Study and "leader" schools suggested by state departments of

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[1] T. D. Rice, "Cooperative Planning and Teaching in Curricular Activities in Secondary Schools." Unpublished Ph.D. dissertation, Northwestern University, 1943.

[2] Ibid., pp. 137 and 230.

[3] Grayce A. Foley, "Current Democratic Methods of Teaching on the Secondary School Level in the United States." Unpublished Ed.D. dissertation, New York University, 1952.

education. Her impressions were collected through a questionnaire, interviews, and classroom visits. Included in her dissertation were statements reporting her observations concerning steps in the planning process, suggested planning procedures, and the use of planning committees.

A study conducted by Richard E. Gross provided some data concerning the frequency with which teachers employ teacher-pupil planning.[1] Gross made a study of the teaching of United States history in 100 junior and senior high schools in California. In answer to an inquiry concerning the frequency with which teachers employ teacher-pupil planning, he secured the following data: employed frequently, 10 per cent; occasionally, 52 per cent; rarely, 18 per cent; never, 1 per cent; and, not answering, 19 per cent.[2]

A fourth study which is descriptive of teacher-pupil planning in action focused upon a single school and a single grade level. This study by Don C. Randall provided a record of the role of teacher-pupil planning in guidance and general education activities on the ninth grade level at the Wayne, Michigan, high school.[3]

The 1945 Yearbook of the Department of Supervision

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[1] Richard E. Gross, "What's Wrong with American History," Social Education, XVI (April, 1952), 157-161.

[2] Ibid., p. 159.

[3] Don C. Randall, "Teacher-Pupil Planning for the Guidance and General Education Activities of the Ninth Grade at Wayne High School." Unpublished Ed.D. dissertation, New York University, 1950.

and Curriculum Development of the National Education Association was devoted to group planning in education.[1] The book is composed primarily of reports of group planning in action. Included are a few examples of teacher-pupil planning in the secondary school classroom.

The Action Research

A report of action research concerned with teacher-pupil planning has been published under the title Cooperative Procedures in Learning.[2] This study conducted by the Horace Mann-Lincoln Institute of School Experimentation, had two objectives: (1) "discovering how to increase the ability of teachers and other professional educators to help pupils to learn cooperative procedures," and (2) "learning the conditions under which pupils of various ages, levels of intelligence, and backgrounds of experience can have rewarding experiences with group work."[3] The report represents the experiences of the many teachers who were a part of this "cooperative experiment." Included are verbatim records of group planning sessions with analyses and appraisals of the methods tried. In addition to this major publication, the study produced three other materials: a guide pamphlet describing the

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[1] Group Planning in Education. Yearbook of the Department of Supervision and Curriculum Development of the National Education Association. Washington: The Association, 1945.

[2] Alice Miel and Associates, Cooperative Procedures in Learning. New York: The Horace Mann-Lincoln Institute of School Experimentation, Bureau of Publications, Teachers College, Columbia University, 1952.

[3] Ibid., p. 3.

teacher's role in pupil-teacher planning, and two films depicting cooperative planning procedures.[1]

Most of the teachers participating in this action research were teachers in elementary schools. The infrequency of secondary school examples of cooperative procedures is accounted for as follows:

> . . . by and large throughout the country more opportunity is given to elementary school children to participate in group work than is made available to high school youth. One large factor in this situation is the greater amount of departmentalization in high schools which may tempt a teacher to feel that some other teacher is or ought to be assuming responsibility for teaching skills of cooperative work while he himself concentrates on the subject to be taught. Besides, when a teacher meets a class of students scheduled for a particular subject for a limited time each day, he may use lack of time to excuse failure to use cooperative procedures with students.[2]

The Survey Study

The most recent investigation in the area of teacher-pupil planning represents the first examination of the literature of a subject matter field in order to determine the manner in which teacher-pupil planning is portrayed. The study was made by D. Loren Carmichael to assess the extent to which attention had been given to teacher-pupil

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[1] The Teacher's Role in Pupil-Teacher Planning. New York: Bureau of Publications, Teachers College, Columbia University, 1947.

Learning Through Cooperative Planning and We Plan Together (Films distributed through the Bureau of Publications, Teachers College, Columbia University, 1947).

[2] Miel, loc. cit., p. 6.

planning in the literature of business education.[1] An additional objective of the study was to implement the philosophy of teacher-pupil planning for business education. Carmichael discovered that little attention is given to teacher-pupil planning in the literature of business education and that discussions described limited opportunities for teacher-pupil planning. The most often encountered reason for using teacher-pupil planning was that it enhanced learning. He concluded that before it would meet its obligation to a democratic society, business education needed to give further attention to the methodology of teacher-pupil planning.

Other Studies

There are other studies with implications for teacher-pupil planning although they are not directly concerned with it nor are they especially related to the present investigation. A group of such studies are the experimental investigations in the area of group dynamics.[2] These studies have examined the comparative effectiveness of different types of group leadership, the impact of group decisions on the behavior of group members, the relationship of self-oriented needs to the formation of group goals, and other aspects of group functioning. Such studies should make a contribution

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[1] D. Loren Carmichael, "Teacher-Pupil Planning in Business Education." Unpublished Ph.D. dissertation, Department of Education, Ohio State University, 1954.

[2] For a review of such research see Dorwin Cartwright and Alvin Zander, Group Dynamics Research and Theory. Evanston: Row, Peterson and Company, 1953.

to the effective usage of teacher-pupil planning.

The Present Study

This review of the research concerning teacher-pupil planning makes evident the need for the present study. No studies have examined teacher-pupil planning comprehensively in terms of its uses, reasons, techniques, and criticisms. No studies have been made of teacher-pupil planning in the social studies in the secondary school. No studies have made a chronological examination of professional literature in order to gain the perspective of a developmental view of teacher-pupil planning. This study proposes to accomplish these tasks in an attempt to achieve a better understanding of teacher-pupil planning and to promote its effective utilization in the social studies.

CHAPTER III

REASONS UNDERLYING THE USE OF TEACHER-PUPIL PLANNING IN THE SOCIAL STUDIES

Introduction

Basic to an understanding of teacher-pupil planning is an examination of the reasons underlying its use. Such reasons may be found in descriptions of the results or benefits derived from the use of teacher-pupil planning. Or, they may be stated as principles governing its usage. In other cases, they may be expressed as purposes to be achieved. Whether described as results, principles or purposes, it is important to know why teacher-pupil planning has been recommended as a classroom practice.

The present chapter describes the variety of reasons underlying the use of teacher-pupil planning as stated in the literature of the social studies, including an analysis of the frequency of appearance of each reason.

Many reasons appear in support of the use of teacher-pupil planning. Ninety-six and three-tenths per cent (362 out of 376) of these, however, may be classified within two major categories. These are: (1) to improve learning and (2) to provide training in citizenship. The remaining 4 per cent of reasons are included in a third category entitled miscellaneous.

Teacher-Pupil Planning To Improve Learning

The literature concerned with the use of teacher-pupil planning to improve learning is quite extensive. Sixty-one and two-tenths per cent (230 out of 376) of all the stated reasons underlying the use of teacher-pupil planning are of this nature. Furthermore, the improvement of learning predominates as the underlying reason for six of the seven time spans examined. (See Table 1.) Consequently, the first hypothesis of this study which held that the most frequently stated reason in support of the use of teacher-pupil planning would be that it provides training in citizenship, is not borne out.

Although it is difficult to separate learning into discrete parts, nine themes with respect to learning as related to teacher-pupil planning have been identified in the literature of the social studies. They have in common their concern with the improvement of learning through the use of teacher-pupil planning. They differ in that each represents a particular emphasis related to the improvement of learning.

Process and product are not always easily distinguishable in examining learning. However, themes one, two, and three (see page 32) are each concerned with a special emphasis that is related to process. Themes four through nine represent special emphases with particular relationship to the learning product. Essentially, themes four through nine result from the improvement of process described in themes one

TABLE 1

REASONS UNDERLYING THE USE OF TEACHER-PUPIL PLANNING AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

Reasons	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
To Improve Learning	7	41.2	9	69.2	14	70	46	67.7	25	51	40	60.6	89	62.2	230	61.2
To Provide Training in Citizenship	9	52.9	4	30.8	5	25	19	27.9	22	44.9	23	34.9	50	35	132	35.1
Miscellaneous	1	5.9			1	5	3	4.4	2	4.1	3	4.5	4	2.8	14	3.7
Totals	17	100	13	100	20	100	68	100	49	100	66	100	143	100	376	100

through three. However, this relationship is not always described in the literature.

These nine themes or emphases related to the improvement of learning are as follows:

1. Teacher-pupil planning improves learning by identifying and meeting the needs and interests of pupils. It also makes provisions for meeting specific individual differences.
2. Teacher-pupil planning improves learning by articulating one learning experience with another.
3. Teacher-pupil planning improves learning by increasing pupil motivation.
4. Teacher-pupil planning improves learning by increasing pupil participation.
5. Teacher-pupil planning improves learning by increasing its efficiency.
6. Teacher-pupil planning improves learning by increasing its quantity.
7. Teacher-pupil planning improves learning by upgrading its quality.
8. Teacher-pupil planning improves learning by providing a greater variety of experiences.
9. Teacher-pupil planning improves learning by making it more useful, more functional and more subject to transfer.

TABLE 2

THEMES ASSOCIATED WITH THE IMPROVEMENT OF LEARNING THROUGH TEACHER-PUPIL PLANNING AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total Number of References	7		9		14		46		25		40		89		230	
Total Number of Different Themes	10		10		17		56		27		52		116		288	
Process Themes	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Interests and Needs	3	30	4	40	5	29.4	23	41.1	12	44.4	11	21.2	28	24.1	86	29.9
Individual Differences									1	3.7	2	3.8	6	5.2	9	3.1
Articulation											2	3.8	3	2.6	5	1.7
Motivation	6	60	5	50	9	52.9	19	33.9	7	25.9	20	38.5	33	28.4	99	34.4
Totals	9	90	9	90	14	82.3	42	75	20	74	35	67.3	70	60.3	199	69.1

TABLE 2--Continued

Product Themes:	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Participation											1	1.9	3	2.6	4	1.4
Efficiency					1	5.9	1	1.8			1	1.9	10	8.6	13	4.5
Quantity					1	5.9					3	5.8	6	5.2	10	3.5
Quality	1	10	1	10	1	5.9	8	14.3	2	7.4	6	11.5	19	16.4	38	13.2
Variety							2	3.5			2	3.8	3	2.6	7	2.4
Usefulness							2	3.6	5	18.5	4	7.7	4	3.4	15	5.2
Totals	1	10	1	10	3	17.7	13	23.2	7	26	17	32.7	45	38.8	87	30.2
Miscellaneous Themes:							1	1.8					1	1	2	.7
Grand Totals	10	100	10	100	17	100	56	100	27	100	52	100	116	100	288	100

1. Teacher-pupil planning improves learning by identifying and meeting the needs and interests of pupils. It also makes provisions for meeting specific individual differences.

This emphasis is a major one throughout the thirty-six year period, accounting for one-third of the total number of theme references. As an examination of Table 2 will indicate, it sppears more frequently than any other single theme between 1936-40 and 1941-45. During the remaining five time-spans, it was the second most frequent reason stated for the use of teacher-pupil planning.

As may properly be assumed, this theme is closely associated with the third theme, teacher-pupil planning improves learning by increasing pupil motivation. Several writers give recognition to this relationship. A representative statement stresses the desirability of "appealing to individual interests . . . [thereby] . . . developing sustained interest" in the subject under study. (S-31,318)[1] Another quotation suggests that if through teacher-pupil planning an activity "definitely applies to their [the pupils'] needs, their interest in the subject is proportionately increased and consequently the school work becomes more effective." (C-24,378) All such references were recorded as appropriate to the two themes, one and three.

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[1] Each code symbol refers to a publication (S-31) and the specific page (318) in that publication in which the reference may be found. The letter (S) is the first letter of the author's surname, or, in the absence of an author, the first letter in the first word of the title. The number adjacent to the letter (31) describes the order in which the reference appears within the code letter group in Appendix B. See Appendix B for a complete enumeration of all code symbols and the publications to which they refer.

Many references simply state that teacher-pupil planning improves learning by helping to meet pupil needs or by utilizing pupil interests - with no attempt to associate these with improved motivation, or any other specific explanation of the reason why the improvement occurs.

Some references describe the relationship between pupil interests and needs and pupil capacity to learn. These stress the concept of pupil-readiness and place emphasis on the need to determine through teacher-pupil planning the pupils' readiness to comprehend or benefit from certain types of learning experiences.

A different type of emphasis recommends the use of teacher-pupil planning to assess or explore pupil interests and needs in order to determine what pupils do not, but should, know. For example, in one history class pupils were led, through techniques of teacher-pupil planning, to indicate which of several significant phases of history they felt a need to study. The author, describing this procedure, says:

> When we ask members of the class what they would be interested in studying, we mean interested in this dynamic and constructive sense; we do not mean what would entertain them. (P-15, 69)

In another instance teacher-pupil planning is introduced in a teacher-planned course at the beginning of each review period, to enable the pupils to indicate what they need to have stressed. (M-26, 112)

Specific reference to teacher-pupil planning as a useful practice for meeting individual differences first occurs in 1944. (K-22, 136) One of nine subsequent references is

fairly typical of the others:

> Teachers meet individual differences and needs through pupil-teacher planning which aids them in providing a variety of experiences in the classroom and in selecting activities and materials which are suited to the pupils' level of achievement. (J-8, 64)

2. Teacher-pupil planning improves learning by articulating one learning experience with another.

Pupil interests and needs are basic to readiness to learn - a readiness with which learning experiences should be articulated. The first theme has indicated some concern with this kind of articulation. However, the type of articulation which considers the relationship of one learning experience to another, is of a slightly different nature. Such a theme first appears as a reason for teacher-pupil planning in 1948. At this time it is implied in the following quotation:

> With a flexible program, especially when teachers do not progress with student groups from grade to grade, student participation in planning is necessary in order that undesirable duplication may be avoided. . . . (Q-1, 105)

The actual term, articulation, is first employed in 1951. The reference in which it appears is as follows: "Student participation in planning also promotes the articulation of each year's program with earlier experiences." (J-8, 26)

This theme is a minor one in terms of its frequency accounting for 1.7 per cent of the total number of theme references.

3. Teacher-pupil planning improves learning by increasing pupil motivation.

This theme appears more frequently than any other during five of the seven time-spans described in Table 2.

Considering the total thirty-six year period, it is the most frequently mentioned emphasis, accounting for 34.4 per cent of the theme references.

Most of these references describe the increased motivation which results from teacher-pupil planning without indicating what the specific factors are which bring this about. For example:

"No teacher would willingly sacrifice the enhanced motivation which he knows derives from their [the pupils'] participation." (R-7, 106)

"Interest, zest and enthusiasm for learning are things that must be created through careful teacher-pupil planning." (C-2, 9)

Several sources include statements which associate the increase in motivation with the meeting of pupil needs or with the utilization of pupil interests. (See the discussion concerning Theme #1.)

Other references explain the increase in motivation in somewhat different ways. Pupil participation in itself engenders motivation, is one such suggestion. (B-28, 218) Pupil motivation increases because "pupils are working on what they feel to be their job . . ." (P-12, 54) is another point of view. A third position is that through group participation, individual class members are motivated to meet their responsibility to the group. (M-31, 134)

Whatever the explanation for the increased pupil motivation which results from teacher-pupil planning, it is

evident that this benefit is an important one and is acclaimed most frequently as a reason for using teacher-pupil planning.

4. Teacher-pupil planning improves learning by increasing pupil participation.

This emphasis appears less frequently than any other. (One and four-tenths per cent of the total.) It is a product-oriented theme indicating that one of the benefits of teacher-pupil planning is that a larger number of pupils are active participants in learning experiences. (The process-oriented idea that with larger numbers of pupils participating in planning, better learning will result, is indirectly suggested in theme seven and is probably implicit in themes one and three.) First stressed in 1950, it appeared three additional times thereafter. The following quotation is representative:

"By the use of teacher-pupil planning in classroom situations, there are opportunities for greater student participation." (T-14, 62)

An increase in pupil participation is probably related especially to themes one and three. It is also closely associated with opportunities for a greater variety of learning experiences, another result of teacher-pupil planning, and stressed in theme eight.

5. Teacher-pupil planning improves learning by increasing its efficiency.

Although learning efficiency is associated with motivation and articulation, it is also a result of many other factors. Two of these are described in the thirteen references found in the literature.

The most frequently stated condition which results from teacher-pupil planning and promotes efficiency in learning is the presence of a carefully considered plan, especially one with clearly stated and generally accepted goals.

A relaxed and mentally healthy atmosphere which frees pupils from debilitating fears and tensions is another benefit of teacher-pupil planning which aids learning efficiency.

Other references state simply that "learning through cooperative planning emphasizes efficiency. . . ." (M-30, 391)

This emphasis on the relationship of teacher-pupil planning to learning efficiency accounts for 4.5 per cent of the total number of theme references.

6. Teacher-pupil planning improves learning by increasing its quantity.

This theme indicates that those pupils who practice teacher-pupil planning will learn a greater amount. Three and five-tenths per cent of the theme references present this point of view. Although one such reference appears in 1935 (M-22, 321), the remaining nine were not written until 1948 and after.

7. Teacher-pupil planning improves learning by upgrading its quality.

The emphasis on the improved quality of learning which results from teacher-pupil planning appears in each of the seven time-spans and is the third most frequently mentioned theme for the period as a whole. Thirteen and two-tenths per cent of all theme references include this emphasis.

This theme appears in a variety of ways. One reference

states that because of teacher-pupil planning, pupils "tend to do superior quality of work." (B-24, 366) Another cites a specific example of superior work by indicating that "the best outlines are those which are made by the pupils with the help of the teacher." (B-33, 249) Others emphasize the improved recall and thinking ability:

"They will remember what they learn because they choose the subject and build it up themselves." (W-39, 143)

"Reflective thinking should be high. . . ." (D-11, 261)

"The power of thinking is developed. . . ." (K-20, 74)

One statement reports that the quality of learning will be improved because "secondary-school pupils will advance laudable goals that an individual teacher cannot phrase working alone." (S-41, 15)

Another statement which relates to this theme is that teacher-pupil planning "leads to rich learning experiences," (M-31, 128) and that it should be practiced "so that all activities may proceed successfully." (M-31, 177)

8. Teacher-pupil planning improves learning by providing a greater variety of experiences.

This theme is a minor one in terms of its frequency, appearing in 2.4 per cent of the theme references. It has two aspects: (1) the greater variety of activities and (2) the greater variety of subject matter. The first may be illustrated by the following quotation:

"It [teacher-pupil planning] is also one of the methods of providing a variety of interesting things to do

in the course of the unit being studied." (A-18, 24)

The other aspect of this theme, according to another author, is the "broadening of the instructional base to include every worthy interest of daily living. . . ." (C-30, 293)

9. Teacher-pupil planning improves learning by making it more useful, more functional and more subject to transfer.

This general theme incorporates those references which stress the increased availability of learning which results from the use of teacher-pupil planning, and accounts for 5.2 per cent of all the theme references. One such reference emphasizes the improved possibility of transfer:

> Certainly if there is a transfer of training, then this transfer would more likely occur in this more meaningful participation than it does in the traditional method of conducting classroom work. (V-3, 35)

Another reference indicates "that they [objectives] will be more functional when they are formulated cooperatively by teacher and students. . . ." (Q-1, 68)

Most of the remaining references stress the general point of view that learning becomes more useful through the practice of teacher-pupil planning.

Miscellaneous

Two of the references were not appropriate to any of the nine themes. Both implied that learning was improved through teacher-pupil planning, but the reasons for the improvement or the nature of the improvement were not described.

Summary

Range of Reasons

This phase of the examination of the reasons underlying

the use of teacher-pupil planning has been conducted in an effort to examine the references in the literature of the social studies which indicate that learning is improved through the use of teacher-pupil planning. Nine different themes or emphases were identified. Three of these themes are concerned chiefly with improvements in the process of learning. Six deal primarily with improvements in the products of learning. All of the themes are closely interrelated. Considered together they provide a summary of the opinions of the writers as expressed in the literature as follows: Teacher-pupil planning gives special attention to pupils' interests and needs. As a result of this personalization of learning, the objects of learning are better articulated with each other and with the learner. Consequently, pupils are better motivated and participate more generally and with greater efficiency. This results in a greater variety and quantity of learning experiences and a better quality of learning. Essentially this means that the learning will be more useful to the pupil and to society.

Frequency of Reasons

The literature of the social studies from 1920 through 1955 contains three major themes which indicate that learning is improved through the use of teacher-pupil planning. These three themes together comprise 80.6 per cent of all the theme references. In the order of the frequency of their appearance they are: (1) teacher-pupil planning improves learning by increasing pupil motivation (34 per cent), (2) teacher-pupil

planning improves learning by identifying and meeting the needs and interests of pupils (33 per cent), and (3) teacher-pupil planning improves learning by upgrading its quality (13.2 per cent).

Trends in Reasons

Two special aspects of the improvement of learning through the use of teacher-pupil planning which have appeared rather recently are the meeting of individual differences (1944) and the articulation of subject matter (1948).

During the last five time-spans there is an increase in product themes as contrasted to a decrease in process themes, as is indicated in Table 2.

The variety of emphases appearing in the literature has increased during the last five time-spans, excepting the 1941-45 period. (See Table 2.)

Teacher-Pupil Planning to Provide Training in Citizenship

The second most frequently mentioned reason for the use of teacher-pupil planning is that it provides training in citizenship. During the period from 1920 through 1955 this reason accounted for 35.1 per cent (132 out of 376) of all the reasons stated in the literature of the social studies in support of the use of teacher-pupil planning. It was the predominant reason between 1920 and 1925. (See Table 1.)

References to the provision of citizenship training through the use of teacher-pupil planning are appropriately

classified within four categories. (1) There are those general statements which say simply that teacher-pupil planning provides training in citizenship. (2) Another group of statements describes the personal characteristics of a good citizen which teacher-pupil planning helps to develop. (3) The third category includes items concerned with the understandings and appreciations basic to good citizenship which result from the use of teacher-pupil planning. (4) The last group describes citizenship skills which are developed through practicing teacher-pupil planning.

Table 3 describes the frequency with which references are appropriate to each of these four divisions.

As is evident in Table 3, of the 231 different emphases, 50 (21.6 per cent) are of a general nature, 63 (27.3 per cent) are concerned with the development of personal characteristics, 26 (11.3 per cent) deal with the development of understandings and appreciations, and 92 (39.8 per cent) focus upon the development of participation skills.

1. <u>General statements concerning the use of teacher-pupil planning to provide training in citizenship</u>.

Twenty-one and six-tenths per cent of the references to the citizenship training which teacher-pupil planning provides are of a very general nature. Typical is the author who indicates without elaboration, that teacher-pupil planning must be practiced if we are to realize our ultimate aim to develop a better type of citizenship. (L-9, 260)

Many of these general statements associate teacher-

TABLE 3

FOUR TYPES OF REFERENCES ASSOCIATED WITH PROVIDING TRAINING IN CITIZENSHIP THROUGH TEACHER-PUPIL PLANNING AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total Number of References	9		4		5		19		22		23		50		132	
Total Number of Different types	14		6		10		32		33		38		98		231	
Types of References:	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
General Statements	4	28.6	1	16.7	1	10	6	18.7	7	21.2	9	23.7	22	22.5	50	21.6
Development of Personal Characteristics	2	14.3	5	83.3	4	40	10	31.2	11	33.3	10	26.3	21	21.4	63	27.3
Development of Understandings & Appreciations	1	7.1			1	10	2	6.3	4	12.1	1	2.6	17	17.3	26	11.3
Development of Participation Skills	7	50			4	40	14	43.8	11	33.3	18	47.4	38	38.8	92	39.8
Totals	14	100	6	100	10	100	32	100	33	100	38	100	98	100	231	100

pupil planning with "democracy in action" and consequent training in citizenship for a democracy. For example, teacher-pupil planning should be practiced in order to:

". . . prepare pupils for a life in a democratic society." (C-25, 442)

". . . teach democracy by practicing it in the classroom." (R-5, 273)

". . . use the principles of democratic living in the classroom." (B-29, 301)

Or, teacher-pupil planning should be practiced because it is:

". . . essential to an apprenticeship in democratic living in the classroom." (Z-3, 451)

". . . a democratic process considered necessary for democratic citizenship." (Q-1, 105)

In brief, these general statements are emphatic in their conclusions that teacher-pupil planning provides training in citizenship. However, the specific ways in which this occurs are not indicated.

2. <u>The use of teacher-pupil planning to develop the personal characteristics of citizenship</u>.

There are many personal characteristics which may be cited as essential to good citizenship. The literature of the social studies identifies several of these as characteristics which can be developed through the use of teacher-pupil planning. These so identified may be grouped as follows: (1) initiative, (2) patience and self-restraint, (3) open-mindedness and tolerance, (4) independence and self-reliance,

(5) courteousness and respectfulness, (6) cooperativeness, and (7) responsibility and reliability.

As described in Table 4, the characteristic most frequently cited is that of responsibility. Some references suggest that this is a specific sense of responsibility for the success of our democracy. Most, however, use the term in a more general way, implying a person with a capacity for rational, moral decisions and actions for which he expects to be and can be held accountable.

The attributes of independence and self-reliance are the next most frequently mentioned items. Although in some instances it is difficult to know exactly what is intended by the use of these terms, in most cases they are used to describe those traits which are the opposite of the submissiveness and dependence which autocratic leadership may develop.

The other items in order of the frequency of their appearance are: (1) cooperativeness, (2) initiative, (3) open-mindedness and tolerance, (4) courteousness and respectfulness, (5) patience and self-restraint. Two general references stress the need to develop personal characteristics of citizenship without stipulating what these characteristics are. Two miscellaneous references identify "personal effectiveness" (F-16, 125) and "selflessness" (K-6, 121) as additional characteristics resulting from teacher-pupil planning.

During the last six time-spans there is a decline in

TABLE 4

REFERENCES ASSOCIATED WITH THE DEVELOPMENT OF PERSONAL CHARACTERISTICS OF CITIZENSHIP THROUGH TEACHER-PUPIL PLANNING AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55	Totals
Total Number of Citizenship References	9	4	5	19	22	23	50	132
Total Number of Different Types	14	6	10	32	33	38	98	231
Development of Personal Character-istics: General				1		1		2
Initiative	1	3			2	1	1	8
Patience and Self Restraint							2	2
Open-Minded-ness and Tolerance				1	1	1	2	5
Independence & Self Reliance		1	1	3	3	2	3	13
Courtesy and Respectfulness			1			2	1	4
Cooperativeness	1			1	2		5	9
Responsibility		1	1	4	3	3	6	18
Miscellaneous			1				1	2
Totals: Numbers	2	5	4	10	11	10	21	63
% of Different Types	14.3	83.3	40	31.2	33.3	26.3	21.4	27.3

the proportion of the total references describing the personal characteristics which can be developed through the use of teacher-pupil planning. (See Table 4.)

3. The use of teacher-pupil planning to develop understandings and appreciations basic to citizenship.

Comparatively few references include descriptions of civic understandings and appreciations which result from the use of teacher-pupil planning. As is reported in Table 5, no single appreciation or understanding is mentioned more than six times. Those mentioned are listed below in the order of their frequency:

1. an appreciation for the interdependence and cooperative activity which democratic procedure demands.
2. an understanding and appreciation of the role and worth of the individual in a democracy.
3. an understanding of the rights and responsibility of the majority group in a democracy.
4. an understanding of the importance of knowledge and ideas to the progress of democracy.
5. an appreciation for the need for mutual respect in all democratic proceedings.
6. an understanding of the rights of the minority in a democracy.

Four references emphasize the efficacy of teacher-pupil planning for developing understandings and appreciations basic to citizenship. However, they do not indicate which understandings and aporeciations are apt to be developed.

TABLE 5

REFERENCES ASSOCIATED WITH THE DEVELOPMENT OF CIVIC UNDERSTANDINGS AND APPRECIATIONS THROUGH TEACHER-PUPIL PLANNING AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55	Totals
Total Number of Citizenship References	9	4	5	19	22	23	50	132
Total Number of Different Types	14	6	10	32	33	38	98	231
Development of Understandings and Appreciations:								
General					2		2	4
Rights of the Minority							1	1
Role of the Majority			1	1			2	4
Mutual Respect							3	3
Knowledge					1		2	3
Interdependence	1			1	1	1	2	6
Respect for the Individual							5	5
Totals: Numbers	1		1	2	4	1	17	26
% of Different Types	7.1		10	6.3	12.1	2.6	17.3	11.3

4. The use of teacher-pupil planning to develop the participation skills of citizenship.

There is a pronounced emphasis on the development of citizenship skills through the use of teacher-pupil planning in the literature of the social studies. This aspect of the training in citizenship appears more frequently than any other.

Four references simply describe the desirability of developing citizenship skills through the use of teacher-pupil planning without specifying which skills. All others, however, stress certain phases of the process of self-government, decision-making or of leadership.

As is indicated in Table 6, the most frequently mentioned aspect of self-government and decision-making is cooperative activity. Cooperative activity is not a term which is very descriptive of a skill or skills. However, it describes the variety of general comments appearing in the literature which suggest but do not specify those skills involved in cooperating. Since it is sometimes used generically to encompass all those skills involved in self-government and decision-making, some of those references included here might appropriately be added to the four general references cited above. However, the emphasis is on the skills of cooperation and the relationship of teacher-pupil planning to their development.

The skill of planning is mentioned next most frequently. Although the exact nature of this skill is not clearly defined, it is specifically cited as a product of the practice of teacher-pupil planning.

TABLE 6

REFERENCES ASSOCIATED WITH THE DEVELOPMENT OF CIVIC SKILLS THROUGH TEACHER-PUPIL PLANNING AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55	Totals
Total Number of Citizenship References	9	4	5	19	22	23	50	132
Total Number of Different Types	14	6	10	32	33	38	98	231
Development of Participation Skills: General	1		1		1		1	4
Parliamentary Procedure	2		1		1	1	2	7
Cooperative Activity	2		1	7	3	7	10	30
Planning				2	1	4	7	14
Identifying Issues and Problems						1	4	5
Assisting with Formulation of Sound Conclusions				2		1	4	7
Making Choices and Decisions				1	2	2	6	11
Art of Compromise						1		1
Leadership Skills	2		1	2	3	1	4	13
Totals: Numbers	7		4	14	11	18	38	92
% of Different Types	50		40	43.8	33.3	47.4	38.8	39.8

Other skill emphases related to the process of self-government and decision-making are, in the order of the frequency of their appearance, as follows:

1. skill in making choices and decisions.
2. skill in assisting with the formulation of sound conclusions.
3. skill in parliamentary procedure.
4. skill in identifying issues and problems.
5. skill in compromising different points of view.

The references to leadership skills are mostly general in nature, emphasizing the leadership function as contrasted with followership or group-member skills.

Summary

Range of Reasons

This second phase of the examination of the reasons underlying the use of teacher-pupil planning has been conducted in an effort to examine the references in the literature which indicate that training in citizenship is provided through the use of teacher-pupil planning. Four categories were established within which to examine the references. The following statement draws upon these divisions and is appropriate as a summary of the general findings:

In many respects, teacher-pupil planning is believed to resemble "democracy in action." Its practice consequently provides significant training in citizenship. Such training is especially productive in developing the skills of

citizenship. Skills in cooperating, in planning, in making choices and decisions, in assisting with the formulation of sound conclusions, in parliamentary procedure, in identifying issues and problems, in compromising differences in points of view - these are considered to be all important to the process of self-government and decision-making and are developed through the use of teacher-pupil planning. Teacher-pupil planning is also described as helpful in developing those skills associated with leadership positions.

In addition to citizenship skills, teacher-pupil planning is thought to build traits of citizenship. Personal characteristics of responsibility, independence and self-reliance, cooperativeness, initiative, open-mindedness and tolerance, courteousness and respectfulness, and patience and self-restraint are described as being developed as a result of the use of teacher-pupil planning.

In some instances understandings and appreciations basic to citizenship result from the use of teacher-pupil planning. The interdependence and cooperative activity which the democratic procedure demands; the role and worth of the individual in a democracy, including the significance of individuals' knowledge and ideas; the rights and responsibilities of the majority and minority groups; the need for mutual respect - these may be products of the practice of teacher-pupil planning.

Frequency of Reasons

The literature of the social studies from 1920 through

1955 contains four major types of references which indicate that training in citizenship may be provided through the use of teacher-pupil planning. In the order of the frequency of their appearance they are:

1. Teacher-pupil planning provides training in citizenship by developing participation skills (39.8 per cent).
2. Teacher-pupil planning provides training in citizenship by developing the personal characteristics of a good citizen (27.3 per cent).
3. Teacher-pupil planning provides training in citizenship (21.6 per cent).
4. Teacher-pupil planning provides training in citizenship by developing understandings and appreciations (11.3 per cent).

In an attempt to identify the frequency with which specific aspects of the three definitive references were cited, twenty-five sub-classifications were established. Five of these account for 40 per cent of all the references. These are as follows:

1. Cooperative activity, as a participation skill (13 per cent).
2. Responsibility, as a personal characteristic (8 per cent).
3. Planning, as a participation skill (7 per cent).
4. Independence and self-reliance, as personal characteristics (6 per cent).
5. Leadership skills, as participation skill (6 per cent).

Trends in Reasons

During the six time-spans encompassing the years 1926 through 1955, there is a steady decline in the proportion of references describing the personal characteristics which may be developed through the use of teacher-pupil planning.

As an examination of Tables 4 through 6 indicates, the variety of the specific aspects of citizenship cited in the literature increased as follows:

1926-30	- 4	1941-45	- 15
1931-35	- 10	1946-50	- 17
1936-40	- 13	1951-55	- 24

Miscellaneous Reasons Underlying the Use of Teacher-Pupil Planning

Eight different miscellaneous statements were identified in support of the use of teacher-pupil planning. As listed below, the first one was found five times; the second, three times; each of the remaining six were found once.

Reasons found in the miscellaneous statements underlying the use of teacher-pupil planning are:

1. To improve teacher-pupil relationships. (M-30, 373) (M-31, 120) (T-13, 244) (J-8, 24) (S-11, 12)
2. To duplicate a real-life practice thereby understanding it better. (B-2, 271) (C-32, 203-206) (H-32, 11)
3. To save classroom work "from the formal character which it often possesses." (T-9, 223)
4. To help pupils come to accept more readily the evaluation of their work. (S-32, 127)

5. To develop class morale. (W-29, 9)
6. To promote growth of personality. (S-41, 53)
7. To lighten the load for teachers. (P-15, 148)
8. To develop a better world. (P-15, 152)

Chapter Summary

The literature of the social studies includes 376 references which describe reasons underlying the use of teacher-pupil planning. Ninety-six and three-tenths per cent (362) of these may be classified within two major categories. These are: (1) to improve learning, and (2) to provide training in citizenship. The remaining 4 per cent (14) of the reasons are of a miscellaneous nature.

The improvement of learning predominates as the underlying reason for six of the seven time spans examined and constitutes 61.2 per cent (230) of the references for the total period. Nine themes are identified which relate to the improvement of learning, three of which account for 80.6 per cent of the theme references. These three emphases state that teacher-pupil planning improves learning by (1) increasing pupil motivation, (2) identifying and meeting the needs and interests of pupils, and (3) upgrading the quality of learning. Themes which are concerned with the learning product appear in increasing proportion from 1926 through 1955, while themes concerned with the learning process decline.

References to the provision of citizenship training through the use of teacher-pupil planning account for 35.1 per

cent (132) of the references for the total period and predominate between 1920 and 1925. These references are either of a general nature or are definitive. A definitive reference indicates that teacher-pupil planning provides training in citizenship either by developing participation skills, or personal characteristics, or understandings and appreciations. The emphasis on participation skills is found in 39.8 per cent of the citizenship training references. Skills of cooperative activity, of planning and of leadership are especially stressed. References to personal characteristics account for 27.3 per cent of these citations, with particular emphasis on responsibility and independence and self-reliance. The proportion of the total references to personal characteristics declines from 1926 through 1955. General statements appear in 21.6 per cent of the references, while the development of understandings and appreciations accounts for 11.3 per cent.

The variety of the references included in the literature increasedin each of the time-spans from 1926 through 1955.

CHAPTER IV

THE CLASSROOM USES FOR TEACHER-PUPIL PLANNING IN THE SOCIAL STUDIES

Introduction

The literature of the social studies describes four general uses for teacher-pupil planning. These are to plan content, to plan methods and materials, to plan a schedule of content and activities, and to plan evaluation. As an examination of Table 7 indicates, 45.3 per cent (390 out of 861) of the references describe the planning of content; 45.6 per cent (393 out of 861), method; 4.1 per cent (35 out of 861), schedule; and 5 per cent (43 out of 861), evaluation. Each of these uses is defined and examined in the succeeding pages.

An hypothesis of this study proposes that pupils in the social studies classes who have participated in teacher-pupil planning have shared mostly in planning the process of study and have rarely had an opportunity to share in the planning of content. The evidence in the literature does not support this supposition.

Of the total number of different references concerned with teacher-pupil planning of content and of methods and materials, 50.2 per cent (393 out of 783) cite teacher-pupil

TABLE 7

CLASSROOM USES FOR TEACHER-PUPIL PLANNING AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

Classroom Uses:	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
To plan content	17	32.7	7	28	18	36	71	52.2	62	45.3	72	45.3	143	47.4	390	45.3
To plan method	30	57.7	17	68	26	52	56	41.2	67	48.9	71	44.7	126	41.7	393	45.6
To plan schedule	4	7.7	1	4	1	2	5	3.7	5	3.6	6	3.7	13	4.3	35	4.1
To plan evaluation	1	1.9			5	10	4	2.9	3	2.2	10	6.3	20	6.6	43	5
Totals	52	100	25	100	50	100	136	100	137	100	159	100	302	100	861	100

planning of content and of methods and materials, 50.2 per cent (393 out of 783) cite teacher-pupil planning of methods and materials and 49.8 per cent (390 out of 783) relate planning to content. Although it was not possible to distinguish clearly between reported instances of actual practice and statements of recommendations of teacher-pupil planning not related to specific instances of practice, it is assumed that the recommendations are borne of experiences with teacher-pupil planning.

The differences in the frequency of references to planning of content as compared with planning of method are recorded in Table 8. References to planning of content are markedly greater during two time spans, 1936-40 and 1951-55. The predominance of references to planning of method in the early years is interesting to note.

It is sometimes difficult to classify a reference as being appropriate to the planning of content as distinguished from the other uses of teacher-pupil planning. For example, if pupils are involved in the planning of objectives, is this a matter of content, method, or evaluation? If a planned objective is to develop a better understanding of democracy, with which use should it be associated? Such an objective could be realized as a result of the process of study (method), or as a result of the nature of the subject matter (content), or as a result of both. Furthermore, the objective could be employed as a criterion (evaluation) with which to measure the success of the learning experiences.

TABLE 8

DIFFERENCES IN THE FREQUENCY OF REFERENCES TO TEACHER-PUPIL PLANNING OF CONTENT AND TEACHER-PUPIL PLANNING OF METHOD AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Content references	17	36.2	7	29.2	18	40.9	71	55.9	62	48.1	72	50.3	143	53.2	390	49.8
Methods references	30	63.8	17	70.8	26	59.1	56	44.1	67	51.9	71	49.7	126	46.8	393	50.2
Totals	47	100	24	100	44	100	127	100	129	100	143	100	269	100	783	100

Another complication arises when one attempts to classify activities. The use of the term "project" in the literature of the social studies demonstrates this difficulty. Is a teacher-pupil planned decision to stage a play a content decision or a method decision?

There is no clear-cut distinction between content and method. Neither exists apart from the other. Generally speaking, however, content includes the experiences, facts, and ideas which stimulate conceptualization and cause changes in behavior. Method includes the processes and materials which are used in providing the experiences, facts, and ideas.

Given this distinction, the planning of the course objectives becomes a matter of content, for the objectives give direction to the learning. In the matter of the play, or of projects, then, if the emphasis is on the play as a vehicle with which to report or to practice concepts learned, this is method. On the other hand, if the play is <u>the</u> experience with which conceptualization will be stimulated and behavior changed, it becomes content. For example, if a play is chosen in order to gain important "socializing experiences," the play becomes the content and the manner in which it is planned, developed and executed is the method. The subject of the play is, in this sense, the material of the study.

In the final analysis, classroom content is composed of those experiences, facts and ideas which determine what methods and materials will be used. In some instances the

content and method may be one and the same, as in offering instruction in certain matters of skill. In such cases a reference has been recorded both as content and as method. Also, those objectives which have been specifically employed as evaluative criteria, have been recorded both as planning content and as planning evaluation.

Generally, when pupils participate in planning content in the social studies, it is within an area or framework which has been purposefully prescribed by adult intelligence in advance of the involvement of any particular group of pupils. The same may be said for the planning of methods and materials since, by definition, these are closely tied to the content framework. The absence of a framework may be described as a teacher-pupil planning situation for which pre-established limits have not been set by adult educators. The only limitations are those inherent in the experiential background of the pupils, their capacities, their readiness to learn and their ability to communicate their interests, needs and wishes.

It should be noted, parenthetically, that the technique of teacher-pupil planning has a bearing on the matter of framework. For example, if the teacher's vote overrides the pupils', the teacher's experiential background supplies another type of framework. It has not been purposefully pre-planned, but it is one which is pre-determined for the pupils. This matter is examined more carefully in Chapter V.

Some of the references are not sufficiently definitive to establish whether or not teacher-pupil planning occurs

within the limits of a content framework. Some authors imply the absence of framework if the planning process provides considerable opportunity for the utilization of pupil interests. The following quotation is representative of such a citation:

> The units of work evolve out of the pupils' expressed needs and the questions which arise as a result of teacher-pupil planning. We make no attempt to stay within the bounds of any one book or any one specific subject. (R-5, 247)

Reading further, one discovers a list of teacher-proposed criteria for the selection of topics which clearly brings the process within the bounds of the course, one in social problems.

There are a variety of general types of content frameworks. For example, pupils may plan in terms of (1) pre-established lists of units, problems, or topics for study, choosing which ones they prefer. (2) Pupils may be permitted to select units, problems, or topics as subjects using the course titles as a type of general criterion. (3) The selection of content may be in terms of lists of specific criteria which have been provided. (4) A printed course of study may give guidance to the planning. (5) Planning may be within the bounds described by a textbook, or (6) a course syllabus. (7) A teaching unit, or (8) a resource unit, may prescribe the limits. (9) Pupils may plan sub-topics or questions related to a pre-determined topic, unit or problem.

Although some types of frameworks may be more flexible than others, significant variations within each type will occur.

In any case, examples of teacher-pupil planning which are clearly without a framework are found infrequently in the literature of the social studies. As is indicated in Table 9, no such references were identified during two of the time-spans. For the period as a whole, approximately 5 per cent of the total number of references to the planning of content (20 out of 431) are of this type. During the 1941-45 period such references appeared most frequently, accounting for 15.6 per cent of the total for that time-span (12 out of 77).

The following two quotations are illustrative of those references which do not include a framework:

> Throughout this course [Senior Problems] the ideal is steadfastly held that the living senior and his real problems transcend in importance all preconceived and ready-made patterns of subject matter. (S-12, 44)

> . . . the class chooses both the topics and the order in which they will be studied and thus . . . make their own course of study. (G-12, 51)

Teacher-Pupil Planning of Content

Descriptions of teacher-pupil planning of content appear in the literature in a variety of ways. Some of the references are general in nature. Most, however, suggest that pupils are involved in planning one or more of three forms of content. These are: (1) objectives for a course; (2) major divisions for a course, such as problems, units, or topics; and (3) sub-topics or some subordinate aspect of a pre-determined topic, unit or problem.

TABLE 9

TEACHER-PUPIL PLANNING OF CONTENT AS RECOMMENDED OR REPORTED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total number of content references	17		7		18		71		62		72		143		390	
Total number of different types	17		7		20		73		77		80		157		431	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I. General Statements	2	11.8					7	9.6	9	11.7	9	11.3	22	14	49	11.4
II. Objectives																
Framework	1	6			4	20	6	8.2	8	10.4	11	13.8	27	17.4	57	13.2
No Framework																
III. Major course divisions: Problems																
Framework	5	29	4	57.1	7	35	19	26	18	23.4	19	23.8	34	21.6	106	24.6
No Framework	1	6							6	7.8					7	1.6
Units																
Framework					2	10	10	13.7	16	20.7	16	20	31	19.7	75	17.4
No Framework					1	5			5	6.5	1	1.3	3	1.9	10	2.3
Topics																
Framework	4	23.5	2	28.6	6	30	21	28.8	9	11.7	14	17.5	23	14.6	79	18.3
No Framework	1	6							1	1.3			1	.7	3	.7
IV. Sub-Topics	3	17.7	1	14.2			10	13.7	5	6.5	10	12.5	16	10.1	45	10.4
Totals	17	100	7	100	20	100	73	100	77	100	80	100	157	100	431	100

General statements concerning planning of content

Those statements which simply comment on the desirability of teacher-pupil planning content, or describe the presences of this practice without relating it to any particular form of content are classified as general statements. Eleven per cent of all the references to teacher-pupil planning of content are of this type. (See Table 9.)

Planning objectives

As is indicated in Table 9, references to pupil involvement in planning objectives for a course appear less frequently than do the other two forms of content. Most of these statements describe planning sessions which result in decisions about general course objectives for the year or for a large block of time. A typical reference of this nature is as follows:

> The first assignment of the year was the writing of ten goals which pupils felt ought to be included as standards or ideals for the class and individuals. (D-11, 259)

When criteria which gave guidance to the selection of content were planned by students such instances were recorded within this content classification. For example, ". . . the class formulated the following criteria by which the topics suggested were to be judged." (L-13, 288)

Planning major divisions of study

As Table 9 indicates, the literature describes pupil involvement most frequently in planning major divisions of the course. Such divisions are usually referred to in the

literature as problems, units, or topics. To reflect the usage of these terms three such categories were established.

It should be noted that the terms, problem, unit, and topic may be descriptive of more than a form of organization for the presentation of content. They also may be associated with methodological approaches to the study of content.

References to planning of problems appear most frequently in six of the seven time-spans and for the period as a whole (25.7 per cent or 113 out of 431). By the inclusion of problem-projects and projects within the problem classification, its margin of predominance is extended somewhat. Sixteen out of the total of 113 were of this type.

Topics are described as being teacher-pupil planned more frequently than are problems or units during the 1936-40 period. Also, during the first three time-spans, topic citations appear more frequently than do unit citations. For the period as a whole, units are described as being teacher-pupil planned more frequently than are topics. Although there are no unit references during the first two time-spans, the number of such references exceeds the topic citations during the last three time-spans and equals the number of problem citations for the 1951-55 period.

Planning sub-topics

Many of the descriptions of teacher-pupil planning of topics, units and problems included not only the selection of these major divisions, but also their development. The classification, planning sub-topics (as cited in Table 9), does

not include such instances. Rather it describes those references which indicate that pupils are invited to develop a predetermined problem, unit or topic by planning sub-questions or topics. The following illustration provides a typical example: "Now students, we are going to study some aspect of community life in X-ville. What would you like to study?" (W-9, 553)

This type of reference accounts for 10.4 per cent (45 out of 431) of the total number of different types of content references.

Summary

Range of references

This section of the study has been devoted to an examination of the references concerning teacher-pupil planning of content. Four different types of statements were identified. One consisted of general statements which commented on the desirability of teacher-pupil planning of content or simply described the presence of the practice. Another type described the planning of course objectives. A third cited teacher-pupil planning of major course divisions such as problems, units or topics. The final type of statement described teacher-pupil planning of sub-topics.

Teacher-pupil planning of content was found to occur within nine types of frameworks which had been pre-established by adult educators.

Frequency of references

In the order of the frequency of their appearance, the four types of statements relevant to the teacher-pupil planning of content are as follows:

1. Planning major course divisions (64.4 per cent)
   A. Problems (25.7 per cent)
   B. Units (19.7 per cent)
   C. Topics (19 per cent)
2. Planning objectives (13.2 per cent)
3. General statements (11.3 per cent)
4. Planning sub-topics (10.4 per cent)

Examples of teacher-pupil planning which are clearly without a framework account for approximately 5 per cent of the total number of references to the planning of content and most frequently appear in conjunction with the unit form of content. Eighty-four per cent of all references to the planning of content include an identifiable framework.

Trends in references

Although the planning of course objectives appears relatively infrequently, reports of such a practice have increased in frequency during the last twenty years.

For six of the seven time-spans, problems constitute the content form which is most frequently teacher-pupil planned. Units are second in frequency for the total period, despite the predominance of topics over units during the first four of the time-spans.

During the 1941-45 period, references to teacher-pupil

planning of content without a framework account for 15.6 per cent of the total content references for that time-span. This is the only time-span during which such references appear in conjunction with all the major course divisions - problems, units and topics. There are no accounts of the planning of objectives without a framework during the whole thirty-six year period.

Teacher-Pupil Planning of Methods and Materials

In the literature of the social studies, references to teacher-pupil planning of the method of study appear slightly more frequently than do references to teacher-pupil planning of content. (See Table 8.) For the purpose of examining these references, four categories of teacher-pupil planning of method have been established. These are: (1) general statements; (2) plans concerning materials, resources and experiences as sources of information; (3) organizational plans and rules to guide the process of study and research; and (4) plans associated with the process of reporting findings.

As an examination of Table 10 indicates, 18.4 per cent (91 out of 493) of these references are of a general nature; 22.9 per cent (113 out of 493) describe the planning of sources of information; 32.3 per cent (159 out of 493), the process of study and research; and 26.4 per cent (130 out of 493), the process of reporting findings.

TABLE 10

TEACHER-PUPIL PLANNING OF METHODS AND MATERIALS AS RECOMMENDED OR REPORTED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total number of method references	30		17		26		56		67		71		126		393	
Total number of different types	37		18		31		72		77		93		165		493	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
General statements	2	5.4	2	11.1	5	16.1	11	15.3	15	19.5	16	17.2	40	24.2	91	18.4
Sources of information	4	10.8	4	22.2	4	12.9	18	25	16	20.8	29	31.2	38	23	113	22.9
Process of study and research	19	51.4	4	22.2	14	45.2	26	36.1	20	26	30	32.3	46	27.9	159	32.3
Process of reporting findings	12	32.4	8	44.4	8	25.8	17	23.6	26	33.7	18	19.3	41	24.9	130	26.4
Totals	37	100	18	100	31	100	72	100	77	100	93	100	165	100	493	100

General statements concerning planning of methods and materials

General statements recommending or reporting the use of teacher-pupil planning of methods and materials occur with considerable frequency. It is interesting to note that they appear more frequently than do similar statements in behalf of the planning of content. (Compare Table 10 above with Table 9.) A typical statement of this nature is as follows: "Ample room for the practice of democratic choice in core classes lies in the area of . . . 'how' to carry on the many phases of a study." (H-4, 216)

Planning sources of information

Plans concerning materials, resources and experiences as sources of information are sometimes made by teacher and pupils cooperatively (23 per cent or 113 out of 493), according to the references in the literature of the social studies. One such concern is the field trip, or excursion, which is teacher-pupil planned more frequently than any other single aspect of method excepting leadership and committees. (See Table 12 for leadership and committee frequencies.)

Reading material is another source of information which is frequently teacher-pupil planned. Some of these references describe teacher-pupil planning of bibliographies for units of study. Others describe decisions about classroom subscriptions to newspapers and magazines. Two references report teacher-pupil selection of textbooks. (E-10, 136 and S-41, 105)

TABLE 11

REFERENCES ASSOCIATED WITH TEACHER-PUPIL PLANNING OF SOURCES OF INFORMATION AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55	Totals
Total number of method references	30	17	26	56	67	71	126	393
Total number of different types	37	18	31	72	77	93	165	493
Reading material	2	1	2	4	1	3	7	20
Interviews				1		2	3	6
Field trips			1	6	5	12	13	37
Surveys			1	1	5	3	1	11
Guest speakers				2	2	1	1	6
Films					1	4	4	9
Miscellaneous (General)	2	3		4	2	4	9	24
Total number of references	4	4	4	18	16	29	38	113
Percentage of different types	10.8	22.2	12.9	25	20.8	31.2	23	22.9

Surveys and questionnaires, films, guest speakers and interviews are other materials and resources with which teacher-pupil planning is associated. There are also several miscellaneous references in the literature which give support to teacher-pupil planning sources of information without specifying the types of materials or resources.

Planning the process of study and research

Most frequent of the references to the planning of method are those which describe pupil involvement in planning the organization and rules for the process of study and research (32.3 per cent or 159 out of 493). Included in these references are such matters as the selection of leadership, setting up committees, establishing general rules for pupil behavior and classroom management, and planning discussion procedure.

References to the selection of leadership appear more often than do references to any other single aspect of the planning of methods and materials. Many simply describe the selection of leadership, although some of these references include decisions about the type of leadership positions needed. A typical statement is as follows:

> We elect a chairman. . . . Then we elect a class secretary, a discipline monitor, a legislature of three members, and two monitors. . . . (L-15, 75)

In matters of organization, items describing teacher-pupil planning of committees are second to the selection of leadership in frequency. For one class the problem of how to

TABLE 12

REFERENCES ASSOCIATED WITH TEACHER-PUPIL PLANNING THE PROCESS OF STUDY AND RESEARCH AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55	Totals
Total number of method references	30	17	26	56	67	71	126	393
Total number of different types	37	18	31	72	77	93	165	493
Committees	5	1	4	6	6	8	11	41
Leadership	8	3	6	13	6	8	10	54
Discussion procedure	1		2	1	1	3	8	16
General behavior rules	4		1	3	4	1	8	21
Miscellaneous	1		1	3	3	10	9	27
Total number of references	19	4	14	26	20	30	46	159
Percentage of different types	51.4	22.2	45.2	36.1	26	32.3	27.9	32.3

proceed "was settled by the students themselves who decided to break up into committees of three or four on the basis of interest." (O-3, 336) The committee as an organizational form for investigating and studying different aspects of a large subject is frequently chosen by pupils.

Teacher-pupil planning of general rules of behavior is not uncommon in the literature of the social studies. Representative statements are as follows:

> The class decides ahead of time what the punishment for any infractions of the rules shall be. (L-5, 75)
>
> The pupils should help to make laws and should assist in their execution. (A-7, 312)

Related to such rules are those occasional references to other administrative details of classroom management such as plans to keep the classroom clean and to take attendance.

A somewhat different type of planning is that done in connection with the procedure for classroom discussion. References of this nature appear fewer times than do other types in this category. Two quotations are illustrative of their content:

> We decided to arrange our chairs in one big circle during the discussion so that no person would have his back to anyone while talking. The class agreed to dispense with hand raising and being called on by the teacher. (B-3, 331)
>
> Another rule of procedure which was adopted was that the chairman asked at the end of each report whether any one could supply any omissions. . . . anyone who could not hear might get up and interrupt the reader. (S-23, 16)

Among the miscellaneous comments appropriate to teacher-pupil planning of organization and rules for the

process of study are many which stress the desirability of such activity. Others describe a variety of organizational schemes which pupils have planned. Some of these are a co-operative (K-15, 72), a classroom senate (F-9, 76), a pupil exchange program (P-14, 102), and a national convention (C-32, 203). Also among the miscellaneous items are some descriptions of teacher-pupil planning of methods of review. (M-10, 171)

Planning the process of reporting findings

Activities which have as a major purpose the presentation of information gathered, are not simply reportorial in nature. Essentially, reportorial activities are part of the matter of organizing for learning. The process of reporting may provide new learning experiences for the reporters. The audience to which the report is directed may also receive learning benefits. The emphasis on reporting distinguishes these activities from the other processes of method discussed in this chapter.

As is indicated in Table 11, teacher-pupil planning of the process of reporting the results of study accounts for 26.4 per cent (130 out of 493) of the types of references to teacher-pupil planning of method. During two of the time-spans, 1926-30 and 1941-45, this type of citation appears most frequently.

Table 13 describes the great variety of reporting activities which were identified in the literature. Those which appear five or more times, listed in the order of the

TABLE 13

REFERENCES ASSOCIATED WITH TEACHER-PUPIL PLANNING THE PROCESS OF REPORTING FINDINGS AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55	Totals
Total number of method references	30	17	26	56	67	71	126	393
Total number of different types	37	18	31	72	77	93	165	493
Panel discussion					4	2	1	7
Oral reports			1		3	2	5	11
Debates	1	1					1	3
Exhibits				2	2	2	3	9
Assemblies	2	1	2		4	1	5	15
Plays	4	2	1	5	3	3	1	19
Newspapers				1		1		2
Notebooks		1		1	1	1	1	5
Radio-TV shows						2	2	4
Miscellaneous	5	3	4	8	9	4	22	55
Total number of references	12	8	8	17	26	18	41	130
Percentage of different types	32.4	44.4	25.8	23.6	33.7	19.3	24.9	26.4

frequency of their citation, are as follows: plays (19), assemblies (15), oral reports (11), exhibits (9), panel discussions (7), and notebooks (5).

Other activities, including those in the miscellaneous classification, are: debates, radio-TV shows, newspapers, textbook, scrapbooks, character book, booklets, diaries, letters, outlines, diagrams, charts, posters, graphs, handbills, pageant, bulletin board, mural, sociodrama, demonstrations, mock election, tea, banquet, film, models, and a map.

Also included in the miscellaneous classification were general statements which recommended teacher-pupil planning of the process of reporting findings.

Summary

Range of references

An examination of the literature of the social studies reveals that teacher-pupil planning of methods and materials is frequently cited. Such citations are of four major types. The general statements which indicate the desirability of teacher-pupil planning of method or simply describe the presence of such a practice constitute one type. A second classification is composed of those references which describe teacher-pupil planning of sources of information, including such items as reading material, interviews, field trips, surveys, guest speakers and films. A third type of reference describes pupil involvement in planning the organization and rules for the process of study and research. Included in

these references are such matters as the selection of leadership, setting up committees, establishing general rules for pupil behavior and classroom management, and planning discussion procedure. The final group of references is concerned with teacher-pupil planning the process of reporting findings. Reporting activities identified in the literature are panel discussions, oral reports, debates, exhibits, assemblies, plays, newspapers, notebooks, radio-TV shows, plus twenty-three additional miscellaneous activities.

Frequency of references

The four types of references appropriate to teacher-pupil planning of method, in the order of the frequency of their appearance, are as follows:

1. Planning the process of study and research (23.3 per cent).
2. Planning the process of reporting findings (26.4 per cent).
3. Planning sources of information (22.9 per cent).
4. General statements (18.4 per cent).

Three of the twenty-two sub-classifications for the planning of method account for more than one-quarter of all the references. These are:

1. Leadership, as an aspect of the process of study and research (10.9 per cent).
2. Committees, as an aspect of the process of study and research (8.3 per cent).

3. Field trips, as a type of source of information (7.5 per cent).

Trends in references

The difference between the most frequent reference and the least frequent decline fairly steadily from 46 per cent for the 1920-25 period to 5 per cent for the 1951-55 period. (See Table 10.) At the same time, there is an increase from twelve to twenty-two in the variety of subclassifications cited in the literature. (See Tables 11, 12, and 13.)

Teacher-Pupil Planning of Schedule of Content and Activities

In addition to teacher-pupil planning of content and method, the literature of the social studies indicates that pupils are invited to plan the order of events or topics with teachers. They may also be asked to suggest time allotments for the topics of study or for certain procedures. For example, established dates by which activities are to be completed (L-12, 289) is one outcome of this type of planning. The references to scheduling account for 4 per cent of the references to the classroom uses for teacher-pupil planning. (See Table 7.)

Many planning processes inherently may include concern for matters of sequence. However, only those references which specifically describe teacher-pupil planning of the order of events or topics and time allotments are tabulated within this classification.

As is indicated in Table 14, more references are concerned with teacher-pupil planning of the order of study than are concerned with the allotment of time.

Teacher-Pupil Planning Evaluation

If pupils are involved in planning objectives for a course, they are, in a sense, establishing criteria with which to measure their accomplishments. Only occasionally, however, are such objectives specifically designated in the literature of the social studies as being evaluative in purpose. References classified as evaluative, therefore, are those which describe criteria which have been teacher-pupil planned for the purposes of evaluation. Also included are those references which describe pupil participation in scheduling evaluation activities, planning procedures and techniques of evaluation, and planning the evaluation instrument.

References to evaluation account for 5 per cent (43 out of 861) of the references describing classroom uses for teacher-pupil planning. (See Table 7.)

Statements concerning teacher-pupil planning of criteria for purposes of evaluation are of two types. There are general references and there are those which associate the criteria with specific aspects of the social studies. The following quotations are representative:

> Teacher-pupil planning should involve the setting up of standards for evaluating whatever studies may be suggested. (W-9, 553)

TABLE 14

TEACHER-PUPIL PLANNING OF SCHEDULE AS RECOMMENDED OR REPORTED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total number of schedule references	4		1		1		5		5		6		13		35	
Total number of different types	4		1		1		5		5		6		13		35	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Order of study	2	50	1	100			4	80	3	60	4	67	6	46	20	57
Time allotments	2	50			1	100	1	20	2	40	2	33	7	54	15	43
Total	4	100	1	100	1	100	5	100	5	100	6	100	13	100	35	100

TABLE 15

TEACHER-PUPIL PLANNING OF EVALUATION AS RECOMMENDED OR REPORTED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total number of evaluation references	1				5		4		3		10		20		43	
Total number of different types	1				5		4		6		10		20		46	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
General criteria					2	40	1	25	3	50	5	50	14	70	25	24
Procedures and techniques	1	100			3	60	2	50	2	33	2	20	3	15	13	28
Instruments							1	25	1	17	3	30	2	10	7	15
Schedule													1	5	1	2
Total	1	100			5	100	4	100	6	100	10	100	20	100	46	100

> Early in the year the students can work out criteria for floor talks. . . . (W-35, 129)

References to the procedures and techniques of evaluation are chiefly concerned with the determination of grades. For example:

> The class decides what types of work are to receive credit and points are estimated accordingly. (C-36, 84)

> After an animated discussion of various methods, the following scheme was adopted. Grades were to be determined by a combination of marks in recitation and marks in quizzes and tests. (H-21, 258)

Other references suggest that pupils "should participate in finding and selecting measuring instruments." (W-31, 533)

Only one reference reports that pupils share in scheduling tests. (Z-3, 452)

Teacher-Pupil Planning According to Types of Courses, Grade, and Intelligence Levels

Courses in which teacher-pupil planning is recommended or reported

Courses in which content is teacher-pupil planned

One of the hypotheses of this study is as follows: When pupils do plan content it is in those social studies courses which are "integrated" or "fused" courses rather than the "separate subject" courses.

The data do not support this hypothesis. In the literature of the social studies, references appear which associate teacher-pupil planning with more than seventy different social studies course titles. (See Table 16.) These include every major course in the social studies curriculum and most of the minor or miscellaneous courses.

TABLE 16

FREQUENCY OF REFERENCES TO TITLES OF COURSES IN WHICH TEACHER-PUPIL PLANNING IS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

Title	Frequency
History	70
American History	25
Ancient European History	1
Ancient History	4
Ancient and Medieval History	1
Current History	1
Early European History	1
European History	2
History	17
History of Western Hemisphere	1
Medieval History	1
Modern European History	2
Modern History	1
Oriental History	1
World History	12
Civics	30
Civics	28
Community Civics	2
Sociology	13
Rural Sociology	3
Sociology	10
Economics	12
Geography	6
Economic Geography	2
Geography	4
Government	3
American Government	1
Government	1
United States Government	1
Psychology	1
Unified	13
American Scene	1
English and History	4
English and Social Science	1
English and Social Studies	1
Fused	1
History and Civics	1
History and Government	1
Modern Social Problems and American History	1
Orientation	1
Unified Studies	1

TABLE 16--Continued

Title	Frequency
Problems	41
American Problems	2
American Social Problems	1
Community Life Problems	1
Contemporary Problems	1
Contemporary World Problems	1
Current Problems	1
Life Problems	1
Modern American Problems	1
Modern Problems	4
Modern Social Problems	1
Problems	9
Problems (Civics II)	1
Problems in Democracy	1
Problems of Democracy	8
Problems of American Democracy	4
Senior Problems	3
Social Problems	1
Social Studies	31
Core	25
Varied	20
Air Age Social Studies	1
Block-Time Course	1
Common Learnings	3
Contemporary Society	1
Cooperative Citizenship	1
Current Events	2
English Forms	1
General Non-College Course	1
International Relations	1
Maladjusted Boys	1
Marriage and Family Living	1
Occupations	2
Social Living	1
World as a Community	1
9A and 12B	2
Special Classes	10
Rapid Learners	2
Slow Learners	8

For the purposes of this study, a separate subject course is defined as one which draws its subject matter primarily from one of the disciplines of the social sciences. Such courses are enumerated in Table 16 under the major headings of history, civics, sociology, economics, geography, government, and psychology. An integrated course is defined here as a course comprised of subject matter from two or more of the social science disciplines. Integrated courses are listed in Table 16 as unified, problems, social studies, core, varied and special classes.

As is indicated in Table 17, of the 170 references to courses in which content is specifically teacher-pupil planned, 74 (43.5 per cent) are in the following separate subject courses: history, civics, sociology, economics, geography, government, and psychology. Teacher-pupil planning of content is more frequent in the separate subject courses during three of the seven time-spans. However, it is important to note that teacher-pupil planning of content is reported more frequently in association with integrated courses for the period as a whole (56.5 per cent or 96 out of 170).

Courses with which teacher-pupil planning is associated

An examination of the courses with which teacher-pupil planning is associated, irrespective of the planning of content, indicates that the separate subject courses are cited almost as frequently as are the integrated courses. (See Table 18.)

TABLE 17

COURSES IN WHICH TEACHER-PUPIL PLANNING OF CONTENT IS REPORTED OR RECOMMENDED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

Separate Subject Courses:	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
History	7	53.8	1	16.7	5	50	6	16.7	2	6.9	9	34.6	10	20	40	23.5
Civics	2	15.4	1	16.7	1	10	8	22.2			1	3.8			13	7.6
Sociology	1	7.7					3	8.3	2	6.9	4	15.4	1	2	11	6.5
Economics	1	7.7			1	10	1	2.8					3	6	6	3.5
Geography									1	3.4			1	2	2	1.2
Government									1	3.4					1	.6
Psychology											1	3.8			1	.6
Total	11	84.6	2	33.4	7	70	18	50	6	20.7	15	57.7	15	30	74	43.5
Integrated Courses:																
Problems			1	16.7	2	20	5	13.9	6	20.7	6	23.1	9	18	29	17.1
Social Studies	1	7.7	1	16.7			4	11.1	4	13.8	2	7.7	4	8	16	9.4
Core							1	2.8	8	27.6	1	3.8	11	22	21	12.4
Varied	1	7.7	1	16.7			2	5.6					7	14	11	6.5
Unified			1	16.7	1	10	5	13.9	2	6.9	1	3.8	1	2	11	6.5
Special Classes							1	2.8	3	10.3	1	3.8	3	6	8	4.7
Total	2	15.4	4	66.8	3	30	18	50	23	79.3	11	42.3	35	70	96	56.5
Grand Total	13	100	6	100	10	100	36	100	29	100	26	100	50	100	170	100

TABLE 18

COURSES IN WHICH TEACHER-PUPIL PLANNING IS REPORTED OR RECOMMENDED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

Separate Subject Courses:	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
History	16	59.3	6	33.3	8	53.3	7	12.7	7	15.9	15	28.3	11	17.5	70	25.4
Civics	6	22.2	4	22.2	2	13.3	9	16.4	3	6.8	6	11.3			30	10.9
Sociology	2	7.4					3	5.5	2	4.5	5	9.4	1	1.6	13	4.7
Economics	1	3.7	1	5.5	2	13.3	3	5.5	2	4.5			3	4.8	12	4.4
Geography							2	3.6	1	2.3	1	1.9	2	3.2	6	2.2
Government									1	2.3	1	1.9	1	1.6	3	1.1
Psychology											1	1.9			1	.4
Total	25	92.6	11	61.1	12	79.9	24	43.7	16	36.3	29	54.7	18	28.6	135	49.1
Integrated Courses:																
Problems			2	11.1	2	13.3	10	18.2	7	15.9	9	17	11	17.5	41	14.9
Social studies	1	3.7	3	16.6			10	18.2	6	13.6	7	13.2	4	6.3	31	11.3
Core							1	1.8	8	18.2	2	3.8	14	22.2	25	9.1
Varied	1	3.7	1	5.5			2	3.6	1	2.3	4	7.5	11	17.5	20	7.3
Unified			1	5.5	1	6.7	6	10.9	3	6.8	1	1.9	1	1.6	13	4.7
Special classes							2	3.6	3	6.8	1	1.9	4	6.3	10	3.6
Total	2	7.4	7	38.9	3	20	31	56.3	28	63.6	24	45.3	45	71.4	140	50.9
Grand Total	27	100	18	100	15	100	55	100	44	100	53	100	63	100	275	100

The frequency with which planning of method occurs in relationship to the different types of courses may be inferred from an examination of Tables 17 and 18. These suggest that references to planning of method occur more frequently in the separate subject courses than in the integrated courses. There are a total of 135 references associating teacher-pupil planning with the separate subject courses of the social studies. Of these, 74 (54.8 per cent) refer to the planning of content and 61 (45.2 per cent) do not. Of the total of 140 references to teacher-pupil planning in the integrated type course, 96 (68.5 per cent) refer to the planning of content. Forty-four (31.5 per cent) do not.

Grade levels at which teacher-pupil planning is recommended or reported

This section provides a summary of all of the references to teacher-pupil planning which include some mention of grade level. Many of the references associating teacher-pupil planning with a specific social studies course include the grade level at which the course is offered. Also, there are some references which suggest a grade level for the use of teacher-pupil planning without specifying a course.

References recommending or reporting the use of teacher-pupil planning in the junior high school

The pattern identified in the junior high school suggests that the higher the grade level the more frequent are the references to teacher-pupil planning. (See Table 19.) Most references associate the process with the ninth grade.

TABLE 19

GRADE LEVELS AT WHICH TEACHER-PUPIL PLANNING IS REPORTED OR RECOMMENDED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

Junior High School:	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7									3	8.6			6	11.5	9	6
8			2	25			1	4.3	3	8.6	4	14.3	6	11.5	16	10.6
9	1	25	3	37.5			3	14.3	8	22.9	7	25	7	13.5	29	19.2
General	1	25			1	33.3	3	14.3	1	2.9	1	3.6	7	13.5	14	9.3
Total	2	50	5	62.5	1	33.3	7	33.3	15	42.9	12	42.9	26	50	68	45.1
Senior High School:																
10	1	25			1	33.3	2	9.5	4	11.4	4	14.3	5	9.6	17	11.3
11			1	12.5			3	14.3	4	11.4	2	7.1	2	3.8	12	7.9
12	1	25	2	25	1	33.3	9	42.9	10	28.6	9	32.1	14	26.9	46	30.5
General													4	7.7	4	2.6
Total	2	50	3	27.5	2	66.6	14	66.7	18	51.4	15	53.6	25	48.1	79	52.3
General usage									2	5.7	1	3.6	1	1.9	4	2.6
Grand Total	4	100	8	100	3	100	21	100	35	100	28	100	52	100	151	100

The eighth grade is next in frequency, followed by the seventh. There are several references which report or recommend teacher-pupil planning in the junior high school without specifying the grade level.

References reporting or recommending the use of teacher-pupil planning in the senior high school

In the senior high school, the frequency with which teacher-pupil planning is reported at the twelfth grade level exceeds the total of all the other references. Second in frequency is the tenth grade. The eleventh grade is third in frequency. Only a few statements refer to the senior high school without specifying grade level.

As is indicated in Table 19, the total number of references to teacher-pupil planning is greater on the senior high school level than it is on the junior high school level. For two of the time-spans (1926-30 and 1951-55), however, the number is slightly greater for the junior high school.

References recommending the use of teacher-pupil planning on all grade levels

Four references appear in which teacher-pupil planning is recommended as appropriate for every grade level of the high school. One of these statements suggests even more extensive usage: ". . . it [teacher-pupil planning] can be done, to the extent needed, at any and every grade level from kindergarten to university." (P-15, 143)

References citing teacher-pupil planning as appropriate for every grade level of the high school first appear in

the 1941-45 period. It is interesting to note that this is also the first period within which specific citations are associated with each of the six grade levels.

Intelligence levels at which teacher-pupil planning is recommended or reported

References which describe the usefulness of teacher-pupil planning in providing for individual differences were reported in Chapter III. This section of the study summarizes those references which give direct attention to the appropriateness of teacher-pupil planning for the rapid learner or for the slow learner.

As may be seen in Table 20, the number of references associating teacher-pupil planning with slow learners is twice as great as the number associating teacher-pupil planning with the rapid learners.

Most of the references tabulated represent the appearance of teacher-pupil planning in either a class of slow learners or a class of rapid learners. Some include statements concerning the appropriateness of teacher-pupil planning for one of these groups. Two such quotations follow. The first supports the use of teacher-pupil planning with slow learners. The second describes the appropriateness of teacher-pupil planning for the superior student.

> The satisfaction which results from the cooperative efforts of class and teacher need not be denied to slow learner groups. These pupils are in greater need of school success than their more intellectual classmates. Compensation for lack of academic accomplishment can, to a large measure, be obtained through the achievement of goals which pupils and teachers have set up. (F-14, 249)

TABLE 20

INTELLIGENCE LEVELS AT WHICH TEACHER-PUPIL PLANNING IS RECOMMENDED OR REPORTED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rapid learners			1	100	1	100	1	33.3	1	25			3	27.3	7	33.3
Slow learners							2	66.6	3	75	1	100	8	72.7	14	66.6
Total			1	100	1	100	3	100	4	100	1	100	11	100	21	100

> In using this device, the teacher can draw upon the initiative, originality, fund of information, and varied interests of the superior student. Thus in planning a unit on labor problems, a teacher can, with reasonable confidence leave the suggestions of topics completely in the hands of the class; they are quite cognizant of many of the significant problems involved. (A-15, 91)

Summary

Based on an analysis of the literature of the social studies, teacher-pupil planning of content and method occurs throughout the secondary school social studies curriculum. References to teacher-pupil planning of content appear more frequently in relation to integrated courses while the planning of method is associated more frequently with the separate subject courses. Five courses in which teacher-pupil planning is reported most frequently are history (especially American and world), problems, social studies, civics, and core.

The literature provides numerous references to teacher-pupil planning at each of the various grade levels. Although teacher-pupil planning is reported more frequently at the senior high school level than at the junior high school level, the ninth grade is second to the twelfth in the number of references. The tenth, eighth, eleventh and seventh follow in descending order of frequency.

Teacher-pupil planning is associated more frequently with the slow learner than with the rapid learner.

Chapter Summary

The literature of the social studies includes 861 references which describe uses for teacher-pupil planning. Ninety-one per cent (783) of these refer to two major uses. These are (1) to plan content (45.3 per cent or 390) and (2) to plan methods and materials (45.6 per cent or 393). Four and one-tenth per cent (35) of the references are concerned with planning schedule. The remaining 5 per cent (43) describe the planning of evaluation.

The use of teacher-pupil planning to establish content is reported more frequently than is its use to plan method, during three of the last four time-spans. Teacher-pupil planning of content is usually described in the literature as the planning of major course divisions (64.4 per cent). Problems, as a type of major course division, are cited most frequently (25.7 per cent), followed by units (19.7 per cent), and topics (19 per cent). Course objectives are also reported as being planned (13.2 per cent), although less frequently than are major course divisions. The least frequently reported form of content is the sub-topic (10.4 per cent). General statements concerned with teacher-pupil planning of content appear in 11.3 per cent of the references. Most descriptions (95.4 per cent) of teacher-pupil planning of content are accompanied by some reference to a framework within which the planning occurs.

References to the use of teacher-pupil planning to

establish method account for 45.3 per cent (393) of the references for the total period and predominate during four of the first five time-spans. These references are of a general nature (18.4 per cent), or refer to planning the process of study and research (32.3 per cent), the process of reporting findings (26.4 per cent), or of planning sources of information (22.9 per cent). Three specific aspects of the planning of method account for 27 per cent of all the references. These are planning leadership (11 per cent), and committees (8 per cent), as aspects of the process of study and research; and the planning of the field trip (8 per cent, as a source of information.

Teacher-pupil planning of the schedule of study is reported in 4.1 per cent (35)of the references. Such scheduling is more frequently concerned with the order of events or topics than with time allotments.

Teacher-pupil planning of evaluation accounts for 5 per cent (43) of the references. Most of the evaluative references describe the planning of criteria. Others cite the planning of procedures, techniques, and instruments of evaluation.

Teacher-pupil planning occurs throughout the secondary school social studies curriculum. References to the planning of content appear more frequently in relation to integrated courses, while the planning of method appears to be associated more frequently with separate subject courses. Although teacher-pupil planning is reported more frequently at the

senior high school level than at the junior high school level, there are examples of teacher-pupil planning at all the grade levels of the high school, with the twelfth and ninth grades receiving particular emphasis. References to the relationship of teacher-pupil planning to specific intelligence levels are infrequent. However, teacher-pupil planning is associated with the slow learner more frequently than with the rapid learner.

CHAPTER V

THE PROCESS OF USING TEACHER-PUPIL PLANNING IN THE SOCIAL STUDIES

Introduction

Of central importance to a study of teacher-pupil planning is an examination of the process itself. The purpose of this chapter is to present those operational techniques of teacher-pupil planning which are described in the literature of the social studies.

The five major categories within which the process of teacher-pupil planning is examined are as follows: (1) The activities in preparation for teacher-pupil planning - the preliminary activities which have as their objectives the preparation of the teacher, the pupils, or the physical setting for planning. (2) The impetus for a particular planning session - the source of the suggestion that a specific planning activity be undertaken in the classroom. (3) The classroom organization - the group structure within which the teacher and pupils plan. (4) The discussion process - the rules which guide the pupils and the teacher in the exchange of ideas during the planning process. (5) The decision - the procedure followed in registering the decision including the types of majority required.

As is indicated in Table 21, 476 references are

TABLE 21

THE PROCESSES OF TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Preparatory	4	11.1	1	4.8	5	20	22	22.5	20	31.3	27	32.9	68	45.4	147	30.9
Initiatory	6	16.7	6	28.5	9	36	27	27.6	16	25	21	25.6	23	15.3	108	22.7
Organizational	23	63.9	13	61.9	9	36	41	41.8	26	40.6	30	36.6	41	27.3	183	38.4
Discussion	1	2.8					2	2			1	1.2	6	4	10	2.1
Decision	2	5.5	1	4.8	2	8	6	6.1	2	3.1	3	3.7	12	8	28	5.9
Total	36	100	21	100	25	100	98	100	64	100	82	100	150	100	476	100

identified in the literature which are related to the five major categories of the process of teacher-pupil planning. Most frequently cited are references concerned with classroom organization (38.4 per cent or 183 out of 476). Next most frequently mentioned are the preparatory activities (30.9 per cent or 147 out of 476). References describing the impetus for planning are third in frequency (22.7 per cent or 108 out of 476). Fourth in frequency are citations appropriate to the decision process (5.9 per cent or 28 out of 476). Least frequent are the references concerned with the discussion process (2.1 per cent or 10 out of 476).

Two sections related to the five major categories are also presented in this chapter in order to focus attention directly upon the nature of the teacher's and the pupils' role in the process of teacher-pupil planning.

Activities in Preparation for Teacher-Pupil-Planning

Activities which are designed to prepare the teacher, the pupil, or the physical setting for teacher-pupil planning may be described according to six categories. These are:

(1) Developing preliminary plans which will assist the teacher in participating in the planning activity.

(2) Developing pupils' confidence in the teacher-pupil planning process.

(3) Developing planning skills which will enable the pupils to participate effectively in the planning process.

(4) Describing the limits within which pupils may plan so that they will know the nature of their responsibility.

(5) Stimulating and directing pupils' thinking in order to help them discover and consider possible topics.

(6) Establishing a physical setting which will be compatible with the planning activity.

There are activities in schools which may provide preparation for teacher-pupil planning although this is not their primary concern. For example, an administration which promotes democratic practices in student government and in the formulation of faculty policies may provide experiences in the techniques of planning and may establish an atmosphere conducive to teacher-pupil planning. Or, the use of moveable furniture as opposed to bolted-down desks may make planning discussions more feasible in the classrooms. However, such examples are not recorded within this chapter unless the literature specifies that they are a part of the preparation for teacher-pupil planning.

Table 21 indicates that from 1926 through 1955 descriptions of preparatory activities account for a growing percentage of all references to the process of teacher-pupil planning. During these six time-spans the percentage growth is from 4.8 per cent (1 out of 21) to 45.4 per cent (68 out of 150).

As is reported in Table 22, preparatory activities for teacher-pupil planning are reported more often for pupils (54.1 per cent or 105 out of 194) than for teachers (42.3 per cent or 82 out of 194). The physical setting is mentioned infrequently (3.6 per cent or 7 out of 194).

Preparation of the teacher

Before 1936, only one reference appears concerning the

TABLE 22

PREPARATORY ACTIVITIES FOR TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total Number of Preparatory References	4		1		5		22		20		27		68		147	
Total Number of Different Types	4		1		6		30		27		40		86		194	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Preparation of Teacher					1	16.7	12	40	11	40.7	24	60	34	39.5	82	42.3
Preparation of Pupil	4	100	1	100	5	83.3	16	53.3	16	59.3	16	40	47	54.7	105	54.1
Preparation of Physical Setting							2	6.7					5	5.8	7	3.6
Total	4	100	1	100	6	100	30	100	27	100	40	100	86	100	194	100

preparation of the teacher for teacher-pupil planning. (See Table 22.) During the 1946-50 time-span, however, references to teacher preparation appear more frequently than do references to pupil preparation.

What kind of preliminary planning is undertaken to prepare the teacher for teacher-pupil planning in advance of his contact with pupils? The literature of the social studies provides a variety of answers to this question. The purpose of this section of the study is to present a summary of such answers.

Although the presence of preliminary activity on the part of the teacher may predicate its desirability, it is appropriate at the outset to examine a group of six references which offer five different types of reasons for its occurrence. These reasons, and the quotations from which they are drawn, are as follows:

1. Teacher planning preliminary to teacher-pupil planning is advisable in order to avoid inaccuracies, superficiality and bias in the presentation of the subject matter.

> Teachers who base their program on problems or topics and who employ student-teacher planning in classroom instruction are sometimes criticized for being superficial, inaccurate and biased. Such faults, when they exist can be corrected by greater care in preplanning. (Q-1, 184)

2. Teacher planning preliminary to teacher-pupil planning is necessary to prepare the teacher to work with groups of pupils in a manner different from individual students.

> Obviously since the teacher is dealing with a group of students, not merely an individual, some prior decisions

about the areas to be studied and their sequence will be a responsibility of the teacher. (F-17, 3)

3. Teacher planning preliminary to teacher-pupil planning is desirable to avoid chance selection of content.

Selection of content on the junior high level should not be left to chance. Previous reflection and long-range planning by mature persons of training and experience is necessary. (F-17, 47)

4. Teacher planning preliminary to teacher-pupil planning is recommended in proportion to the amount of flexibility provided in the program of study.

The degree of preplanning necessary generally varies directly with the amount of flexibility provided in the program of study; the greater the flexibility, the greater the amount of preplanning usually required for effective teaching. (Q-1, 184)

5. Teacher planning preliminary to teacher-pupil planning is appropriate to prepare the teacher for playing an effective role in teacher-pupil planning. It is especially necessary for the inexperienced teacher.

The fact that the pupils are concerned with planning the work of the unit does not relieve the teacher of the responsibility for making a detailed plan in advance. Especially should the inexperienced teacher formulate a plan rich in every detail for any unit he proposes to teach. Only after he has thought through all phases, details, and ramifications will he be able to guide the pupils in planning their undertaking intelligently. (M-30, 373 and M-31, 121)

In addition to the six references which offer specific reasons for preliminary planning activity on the part of the teacher, there are thirteen references which offer general support for such activity.

As was reported in Chapter IV, teacher-pupil planning usually occurs within some type of framework which has been

pre-established by adult intelligence. The pre-planning done by teachers to facilitate the use of teacher-pupil planning provides some data concerning types of frameworks most appropriate to the teacher-pupil planning process. Table 23 provides a summary of these data.

The most frequently mentioned framework which is planned in advance to facilitate the teacher-pupil planning process is the resource unit. (See Table 23.) Such a framework is first described in the literature of the social studies in 1939. This early description reads as follows:

> Thus the source units constitute a reservoir of ideas, suggestions, and materials which should fortify the teacher in planning with pupils as to the best way in which the teaching unit should be developed. (M-32, 90)

Several references state that the resource unit was devised specifically to be used in conjunction with teacher-pupil planning. For example:

> The practice of pupil-teacher planning demanded a new organization of topics for teaching purposes. The question which arose was, how can a teacher prepare to teach a topic if the approach to the topic, the development of the topic, and the final organization of the ideas is to be done by plans made by the pupils and the teacher at each step of the learning process? An attempt has been made to solve this problem by developing resource units. In these units general topics have been selected and information to develop each topic has been catalogued. However, pupils and teachers decide what materials to use, where to begin, how to work and other questions and simply draw on the resource unit for materials. (J-8, 7) 1953

Another similar statement (appearing in 1948) suggests the use of the resource unit primarily for those who feel inadequate in the absence of one.

> The resource or source unit was devised to meet the needs of teachers who believed that students should

TABLE 23

PREPARATION OF THE TEACHER FOR TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55	Totals
Total number of preparatory references	4	1	5	22	20	27	68	147
Total number of different types	4	1	6	30	27	40	86	194
General:								
Reasons for it						3	3	6
General support				3	1	4	5	13
Frameworks:								
Resource unit				1		4	8	13
Guide sheet					1	2	3	6
List of topics			1	1	2	1		5
Unit title					1	2	2	5
General area					1	3	1	5
Problem area							3	3
Course of study				2	1			3
Criteria				2				2
Teaching unit					1	1		2
Miscellaneous							2	2
Other					1		5	6
Process				3	2	4	2	11
Total number of references			1	12	11	24	34	82
Percentage of different types			16.7	40	40.7	60	39.5	42.3

> participate in planning the units they would study and the activities and learning experiences in which they would engage, but who felt incompetent to plan effectively with their students unless adequate preplanning had been done. (Q-1, 185)

The same source provides an excellent summary of the function of the resource unit, clarifying, especially, its role as a framework for teacher-pupil planning:

> The resource unit is most useful in preparing for student-teacher planning. The teacher can secure a background in the area to be investigated with students and can select a variety of problems and questions, activities and materials that may be useful to the class. These rich resources give teachers greater competence and assurance in the direction of student-teacher planning. They make it possible for the teacher always to have available pertinent suggestions that can be made to the class; and they also provide a basis for checking the comprehensiveness, balance and validity of the structure and content of the unit planned by the class. (Q-1, 191)

Although the resource unit has as its special purpose to assist the progress of teacher-pupil planning, it may, according to one source, be used as a rigid course of study thus prohibiting rather than facilitating teacher-pupil planning. (A-18, 79) Another source cautions that the construction of numerous resource units is prerequisite to the flexibility required for teacher-pupil planning. (Q-1, 196)

The resource unit as a pre-planned framework appropriate to teacher-pupil planning is cited twice as frequently as any other single framework. (See Table 23.) Second in frequency as an object of teacher planning in advance of teacher-pupil planning is the "guide sheet" framework. This is mentioned six times in the literature.

References to guide sheets are difficult to classify.

Although each suggests its usefulness to teacher-pupil planning, no full description of the function or nature of the guide sheet is provided. In general, a guide sheet seems to be an outline which describes an area of study and which is purposefully flexible in order to encourage teacher-pupil planning. The following quotation offers some support for this conclusion:

> Teachers should see that each pupil has a guide sheet and that he understands its purpose. All guide sheets should be sufficiently flexible to allow for changes in the plan or for the inclusion of additional material. They aid in effective pupil-teacher planning and in developing good work habits and study skills. (M-31, 126)

Perhaps it is appropriate to conclude that the guide sheet is a course, unit, problem, or topic framework, or a process framework, which is provided for the pupil in printed form, but which accommodates teacher-pupil planning.

The "list of topics" framework (which appears five times) represents topics which the teacher considers in advance and accepts as appropriate for the class to study. Such a list may be presented in the form of a questionnaire which pupils are asked to answer in order to indicate their preferences for areas of study. (A-13, 52) More frequently the list will be a simple enumeration of items which pupils use as a basis for planning for the year (U-3, 30) or for a more limited period of time. (S-29, 117)

"Unit titles" and "general areas of study" are also mentioned five times as being appropriately pre-planned to aid the teacher in guiding the teacher-pupil planning process. Representative quotations describing each of these two

frameworks are as follows:

> . . . the faculty decides on unit topics and the pupils, under the guidance of the teacher, determine the method of attack, the topics to be investigated, the bibliography and the plan of procedure. (B-35, 223 and B-32, 226)

> Ideally the best plan might be to have all teachers agree on major objectives and basic concepts and skills to be developed within a one-to-three year period, and leave the development to their own initiative and the demands of the student. (A-18, 79)

Frameworks which are pre-planned to facilitate teacher-pupil planning and which appear in the literature three times are "problems areas" within which limits teacher-pupil planning is to occur, and "courses of study" which include specific suggestions and opportunities for teacher-pupil planning.

Teacher planned "criteria" which serve as guides for teacher-pupil planning are reported twice. Also mentioned twice is a "teaching unit," which appears in two editions of the same book and may be a resource unit improperly named. (W-32, 475 and W-31, 492)

The "resource guide" and the "curriculum guide" each appear once. As the following quotation suggests, the resource guide, like the resource unit, is created primarily to facilitate planning.

> The major purpose of the Resource Guide is to serve as an organized reservoir of information for further teacher planning, teacher-teacher and teacher-pupil planning. (A-18, 19)

The curriculum guide, according to the one reference, can be appropriately adapted to the purposes of teacher-pupil planning. It is described as follows:

> To facilitate this method teacher-pupil planning curriculum guides are in preparation with detailed

> suggestions concerning how teachers and pupils can plan together and descriptions of approaches to each problem area are also included. (J-8, 40)

There are six additional references which are not classified as frameworks. One of these places an emphasis on the need to have evaluation procedure planned in advance. (A-15, 29) Another stresses the necessity of preparing a bibliography of materials and resources. (F-14, 249) A reference which reflects on the desirability of pre-planning cautions that "no plan must ever be considered as too valuable, however, to be discarded if pupil interests bring more significant problems to the attention of the class." (S41, 56) And, there are three references which specifically describe the absence of a pre-planned framework as the prepared state of readiness for teacher-pupil planning. One recommends the destruction of all mimeographed units. (S-37, 247) A second, in describing the experience curriculum, indicates that "any curriculum guide, course of study, or general framework is considered undesirable." (M-31, 20) The third states the following:

> The guidance of the teacher is directed toward getting at questions from all students and an attempt to impose an organization at this stage is likely to stifle questions. (J-8, 29)

During the last four time-spans, the literature provides eleven descriptions of the manner in which these preliminary plans are made in order to assist the teacher in preparing for teacher-pupil planning. According to one source, for example, the resource unit "is usually produced by a group of teachers." (J-8, 97) Also representative of

centers of responsibility for pre-planning in advance of teacher-pupil planning are the following: a course of study committee (S-49, 236), the faculty as a whole (W-37, 48), faculty committees (W-11, 280), committee of teachers and administrators (C-14, 123), curriculum experts (E-8, 159) and the teacher by himself (W-33, 153). One source suggests an in-service program to help teachers prepare to participate in teacher-pupil planning. (Q-1, 196)

Preparation of the pupil

As stated previously, there are more frequent references in the literature to the preparation of the pupil for teacher-pupil planning (54.1 per cent or 105 out of 194) than to the preparation of the teacher (42.3 per cent or 82 out of 194) or the physical setting (3.6 per cent or 7 out of 194). As is evident in Table 22, references describing activities in preparation for teacher-pupil planning are concerned only with the preparation of pupils during the first two time-spans. Pupil references predominate during each of the subsequent time-spans, excepting the 1946-50 period during which time teacher references appear most frequently.

Teacher activities to prepare pupils for teacher-pupil planning may be described according to four general emphases. These are as follows:

1. Developing pupils' confidence in the teacher-pupil planning process.
2. Developing planning skills which will enable the pupils to participate effectively in the planning process.
3. Describing the limits within which pupils may plan so that they will know the nature of their responsibility.

4. Stimulating and directing pupils' thinking in order to help them discover and consider possible topics.

A fifth type of grouping (see Table 24) incorporates those seventeen general references which simply describe the presence or desirability of activities preparing pupils for teacher-pupil planning with no attempt to describe how the pupils are prepared.

Developing confidence

References to teacher attempts to prepare pupils for teacher-pupil planning through offering support to their sense of security in the group process appear ten times in the literature, eight of which appear during the last time-span. A variety of suggestions appears among these references. The most frequent recommendation is that pupils must be inducted into teacher-pupil planning gradually. Selected quotations presenting this point of view are as follows:

> Creating an atmosphere for teacher-pupil planning is a gradual process. . . . (F-17, 9)

> The orientation to this new way of proceeding with classroom learning activities may be largely a teacher-centered activity in its first stages. The emotional insecurity which accompanies most new ventures may be reduced if teachers and students pay attention to the orientation which is a necessary prelude. (F-17, 23)

> Introduction of teacher-pupil planning with students accustomed to teacher-planned lessons should be a gradual process. Wise teachers begin by letting students share in planning very specific activities such as (a) developing a list of suggestions for behavior on a field trip (b) deciding upon criteria for evaluating reports (c) deciding upon ways of displaying materials (d) developing a time schedule for working on a project. (A-18, 80)

TABLE 24

PREPARATION OF THE PUPIL FOR TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55	Totals
Total number of preparatory references	4	1	5	22	20	27	68	147
Total number of different types	4	1	6	30	27	40	86	194
General	2			3	5	3	4	17
Developing confidence				1		1	8	10
Developing skills				1			5	6
Establishing limits		1	2	1		3	6	13
Directing thinking:								
Reading			1	2	3	4	7	17
Home Assignments			1	2	2	1	4	10
Lectures					3	1	5	9
Films				1		1	3	5
Field trip			1	1	2			4
Pre-test				1			3	4
Miscellaneous	2			3	1	2	2	10
Total number of references	4	1	5	16	16	16	47	105
Percentage of different types	100	100	83.3	53.3	59.3	40	54.7	54.1

The following statements provide a summary of the other relevant suggestions:

1. The teacher must be convinced personally that teacher-pupil planning does work (J-8, 16) and should share his convictions about it with the pupils. (A-14, 123)
2. The pupils must have confidence in the teacher's leadership. (C-9, 456)
3. There should be a friendly and accepting atmosphere in the classroom. (H-44, 137)

Developing skills

Closely related to the matter of developing in the pupils a sense of security in teacher-pupil planning is the development of planning skills which will enable them to participate effectively in the planning process. Few references to this type of preparatory activity appear, and these are general rather than specific. A total of six such items are present in the literature. Three recommend that the first planning experiences should be very specific and delimited. (F-17, 12; A-18, 80; A-14, 122) One suggests that as a question of additional information on some topic arises, that this may provide some preliminary practice in group discussion and planning. (C-9, 456) Another recommends that the first experiences should be relatively elementary and inconsequential, like letting the pupils choose between chocolate and vanilla when the teacher doesn't really care what the choice is. (Z-3, 452) A final reference cautions against letting pupils practice planning at the beginning of the year, lest an improper tone be established. (F-17, 9)

Establishing limits

Thirteen references indicate that the teacher should describe the limits within which pupils may plan. Although most of these are not specific about why this is a desirable preparatory activity, one provides the following reason:

> If there are limitations to the freedom of teacher-pupil determination of learning activities, they should be made known to the students and faced frankly. Much cynicism is generated by teacher manipulation of the democratic process for predetermined ends. (A-18, 80)

Directing thinking

There are fifty-nine statements in the literature which deal with the teacher's role in stimulating and directing pupils' thinking in order to help them discover and consider possible topics. Although the direction and stimulation which the teacher provides may reflect the type of framework which has been previously established (see pages 65-67), such direction and stimulation takes a variety of forms, as reported in the literature. These are as follows:

Reading.--Reading is the most frequently mentioned activity of this type. It appears within five of the seven time-spans for a total of seventeen times. It may consist of reading in specific books (D-16, 7), newspapers (A-13, 76), or old unit outlines (S-40, 51). Or the activity may be casual browsing in the library. (K-25, 74) It may be done in terms of a fairly limited topic (O-3, 336) or within a very general area (P-15, 21).

Home Assignments.--Second most frequently mentioned (ten times) is the home assignment. Although the home

assignment may sometimes include a reading recommendation, it is usually an assignment which builds upon a class activity, or which simply requires that pupils draw upon their past experiences and present interests. In any case, nine of the ten references describe an assignment which consists of writing a list of problems or goals for a class. The tenth reference describes an autobiography of prejudices which pupils were asked to write to help identify prejudices for study by the class. (T-8, 523).

Lectures.--The lecture or speech appears third in frequency of mention in the literature (nine times). This may be offered by the teacher as he describes the course, its objectives, possible units and time limitations. (T-11, 20) One author suggests that this kind of overview resembles the first step of the Morrison Plan. (P-15, 28) Guest speakers may be invited to present particular topics to stimulate ideas. Two such examples are a visiting economist who helped a class identify modern economic problems (O-3, 336) and a city attorney who discussed civic problems with a class (W-29, 219).

Films.--The showing of a film to stimulate questions about a particular topic or a general area is reported five times in the literature and is fourth highest.

Field Trips.--The field trip as an activity to stimulate and direct pupils' thinking in order to help them discover and consider possible topics is mentioned four times. The destination may be a civic program which pupils go to observe (B-19, 92), a museum (N-4, 341), or some other community resource (K-10, 21; K-25, 74).

Pre-Tests.--Pre-tests are also mentioned four times. The test may be an attitude scale (A-18, 67), a problems' check list (A-18, 73), an interest inventory (C-8, 408), or an informational quiz (F-17, 59).

Miscellaneous.--Seven other activities appear in the literature either once or twice. These are:

1. The use of the bulletin board (A-13, 115; S-41, 55)
2. A teacher's personal hobby display (C-8, 408)
3. "A well-placed comment" (F-4, 59)
4. The sociodrama (A-15, 70)
5. Ranking activity in which pupils estimate the degree of social need of a variety of topics (M-32, 131)
6. A general and informal discussion (C-8, 408)
7. An extended period of preliminary study (W-16, 326; F-9, 75)

Preparation of the Physical Setting

Preparation of the physical environment for teacher-pupil planning is mentioned a total of seven times (3.6 per cent or 7 out of 194) in the literature of the social studies. (See Table 25.) Among the references the following different suggestions appear:

1. The blackboard should be in easy view so that the group can study any notes that are placed there as discussion proceeds. (A-14, 123)
2. When the classroom is furnished with desk-chairs, the chairs may be placed in a circle, semicircle, or oval arrangement. Teachers and pupils may try out these arrangements to see which provides the most satisfactory grouping. In rooms where pupils have chairs placed at large tables, the tables may be arranged to

TABLE 25

PREPARATION OF THE PHYSICAL SETTING FOR TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55	Totals
Total number of preparatory references	4	1	5	22	20	27	68	147
Total number of different types	4	1	6	30	27	40	86	194
Physical setting				2			5	7
Percentage of different types				6.7			5.8	3.6

form a hollow triangle, with pupils and teacher all seated around the outside facing one another. Probably best of all is the arrangement in which a large conference table replaces the chair or table plan. (L-18, 2)

3. In all cases, the teacher or group discussion leader will get more successful participation from the group if he becomes in reality a part of the group. Any arrangement of seats which puts the teacher in a dominant position, or which holds him apart from the group, is apt to act as a deterrent to discussion because the group may develop the attitude, that it is to be told all the answers. (L-18, 2)

4. Arrangements for a classroom library should be made, or at least book trucks and canvas bags should be utilized to make library materials readily available in the classroom. (H-28, 16)

Assuming that the span of class time and the size of the group are additional aspects of the physical setting, the following two references are also appropriate:

1. A large block of time "Not only gives more time for teacher-pupil planning and problem solving, but it also gives the teachers and students a chance to understand and establish the necessary rapport with one another." (M-31, 138)

2. The size of the group affects teacher-pupil planning. "The group should be large enough to provide stimulation." But, "The larger the group the more formal the procedure will probably need to be." (L-18, 6)

Summary

Range and Frequency of References

There are in the literature of the social studies 147 references describing activities in preparation for teacher-pupil planning. These account for 30.9 per cent (147 out of 476) of all the references in which processes of teacher-pupil planning are identified. Within these 147 references, descriptions of preparatory activities appear 194 times.

Such activities are reported more often for pupils (54.1 per cent or 105 out of 194) than for teachers (42.3 per cent or 82 out of 194). The physical setting is mentioned infrequently (3.6 per cent or 7 out of 194).

More than half (46 out of 82) of the references to the preparation of the teacher for teacher-pupil planning are concerned with the construction of frameworks. Types of frameworks, in the order of the frequency with which they are reported, are as follows: resource unit (13), guide sheet (6), list of topics (5), unit titles (5), general area of study (5), problem area (3), course of study (3), criteria (2), teaching unit (2), resource guide (1), and curriculum guide (1).

Nineteen citations offer either general or specific support for teacher preparation in advance of teacher-pupil planning. Specific reasons offered are: to avoid inaccuracies, superficiality and bias in the presentation of the subject matter; to prepare the teacher to work with groups of pupils; and to avoid chance selection of content. It is also stated that teacher preparation for teacher-pupil planning is especially necessary if there is considerable flexibility in the program of study and if the teacher is inexperienced.

Although there is infrequent reference (eleven) to the type of process which prepares the teacher, it is evident that this preparation occurs within a variety of contexts. Those mentioned are the faculty as a whole, groups of teachers, faculty committees, committees of teachers and administrators, curriculum experts, the teacher by himself, and an in-service program for teachers.

Six other references to preliminary planning suggest the preparation of the evaluation procedure and a bibliography of materials and resources. These sources recommend that the best preparation is the absence of preplanning.

References to the preparation of the pupil for teacher-pupil planning are concerned with four general emphases. The emphasis appearing most frequently (59 out of 105) deals with the teacher's role in stimulating and directing pupils' thinking in order to help them discover and examine possible topics. Activities described, in the order of frequency of appearance, are as follows: reading (17), home assignments (10), lectures (9), films (5), field trips (4), pre-tests (4), bulletin boards (2), preliminary study (2), hobby displays (1), teacher comments (1), sociodrama (1), informal discussion (1), and the ranking of activities (1).

The second most frequent emphasis includes those thirteen references which point out the advisability of describing, at the outset, the limits within which pupils may plan. This reportedly forestalls confusion and cynicism.

The third emphasis in order of frequency is concerned with the need to develop pupils' confidence in the teacher-pupil planning process. These ten references suggest that pupils gain confidence in teacher-pupil planning if the teacher is personally convinced that the process has value, if the pupils respect the teacher's leadership, and if an accepting and friendly atmosphere is established.

The final emphasis (six references) stresses the need

to develop pupil planning skills. According to these references, the development of planning skills is enhanced if early experiences in planning are specific and simple. It is also suggested that opportunities for informal discussion should be utilized.

In addition to these four general emphases, there is a fifth type of grouping which incorporates seventeen references which describe the presence or the desirability of activities preparing pupils for teacher-pupil planning without providing descriptions of how the pupils are prepared.

The seven references which describe the preparation of the physical setting for teacher-pupil planning present the following suggestions: the blackboard should be placed in view of all of the discussants, the teacher should be seated in an inconspicuous location, the chair arrangement should be conducive to discussion, learning material should be available in the classroom, adequate time for planning should be provided, and the size of the class should be moderate.

Trends

From 1926 through 1955 descriptions of preparatory activities account for a growing percentage of all references to the process of teacher-pupil planning. During the six time-spans, the growth is as follows:

1926-1930	4.8 per cent
1931-1935	20.0 per cent
1936-1940	22.5 per cent
1941-1945	31.3 per cent
1946-1950	32.9 per cent
1951-1955	45.9 per cent

There are no references to the preparation of the teacher for teacher-pupil planning during the first two time-spans. Only one such reference appears during the third period. Thereafter, however, teacher preparation receives considerable attention, accounting for approximately 40 per cent of the preparatory references in three of the time-spans and 60 per cent for the 1946-50 period.

Among the references to the preparation of the pupil for teacher-pupil planning, a recent emphasis is the concern for the development of the pupils' confidence in the process. Eight of the ten references of this nature appear during the last time-span.

References to the preparation of the physical setting for teacher-pupil planning are identified during two of the time-spans. Two references appear within the 1936-40 period. Five are found during the 1951-55 time-span.

The Impetus for a Specific Planning Activity

Whether or not teacher-pupil planning is practiced will depend, of course, on whether or not the teacher permits it to be. There may be stimuli for planning in the classroom which are not recognized or accepted as such and which do not result in planning. This section of the chapter reports on those stimuli which do constitute the inceptive stage of the planning process.

Although the teacher may have "set the stage" for planning, the impetus for a specific planning activity may

come from the teacher or the pupil. There are 108 references in the literature in which the impetus is identifiable, a total of 115 times. Three out of four describe the teacher as the initiator. (See Table 26.) There are no examples of a pupil impetus for planning until the third time-span.

The impetus may be a matter of saying, "Let's plan!" thus inviting the planning process itself. Or, it may be the injection of an idea which by its nature recommends discussion and a decision. Frequently the impetus is a combination of these two types.

Representative examples of teacher stimuli for planning are as follows:

> At any grade level a class can be stimulated to thinking and planning by being asked, "What would you like to learn from the work in this subject this year?" (S-41, 10)
>
> Cooperative planning replaces the traditional "For tomorrow I want you to . . . ," which characterizes the "assign-recite" method and the more recent but equally ineffective "What do you want to do today?" with "How can we best work this out together?" (K-6, 21)

Representative examples of pupil stimuli for planning are as follows:

> Pupils asked "Why [they] couldn't help choose the book since [they] had to use it." (E-10, 136)
>
> You remember that you said Miss Pauls that we might arrive at the place where we would ditch all our plans and start over with an entirely new idea? Well we have! (P-2, 153)

Although the following statement is concerned primarily with "problems," it summarizes the literature as a whole concerning the source or impetus for planning:

TABLE 26

THE INITIATOR FOR A TEACHER-PUPIL PLANNING ACTIVITY OR SEQUENCE AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total number of initiating references	6		6		9		27		16		21		23		108	
Total number of different types	6		6		11		27		17		23		25		115	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teacher	6	100	6	100	7	63.6	21	77.8	14	82.4	16	70	17	68	87	75.6
Pupil					4	36.4	6	22.2	3	17.6	7	30	8	32	28	24.4
Total	6	100	6	100	11	100	27	100	17	100	23	100	25	100	115	100

> **Problems** may be introduced by the teacher or they may be proposed by members of the group. In actual practice, no doubt, the majority of problems solved as a classroom procedure are teacher-directed. However, worthwhile pupil-inspired problems do occur with a surprising degree of frequency if the teacher is alert to the potentialities of questions spontaneously raised by the pupils.
>
> **As** a general rule, however, it is a part of the teacher's task to propose the problem or at least to set the stage in such a manner that the pupils are sufficiently interested in the subject or topic to raise the problem themselves. (M-30, 84 and M-31, 156)

References describing the impetus for teacher-pupil planning account for an increasing percentage of all the process references during the first three time-spans. During the last four periods, however, there is a decrease in the percentage of such references.

The Classroom Organization for Teacher-Pupil Planning

Teacher-pupil planning can take place within a variety of forms of classroom organization. Those described in the literature of the social studies are as follows:

1. Whole class
2. Whole class and classroom committees
3. Whole class and student representatives
4. Classroom committees
5. Whole class and student representatives and classroom committees
6. Student representatives
7. Classroom committees and student representatives

As is reported in Table 27, there are in the literature of the social studies 183 references which describe the classroom organization for teacher-pupil planning - a total of 188 times. These account for 38.4 per cent (183 out of 476) of the references describing the processes of teacher-pupil planning. Although for the period as a whole this is

TABLE 27

THE CLASSROOM ORGANIZATION FOR TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total number of organization references	23		13		9		41		26		30		41		183	
Total number of different types	23		13		9		41		26		32		44		188	
The whole class:	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Leadership not specified	5	21.7	9	69.2	4	44.5	12	29.3	8	30.7	5	15.6	12	27.3	55	29.3
Teacher leadership	2	8.7	2	15.4	1	11.1	5	12.2	1	3.9	5	15.6	3	6.8	19	10.1
Pupil leadership											3	9.4			3	1.6
The whole class and classroom committee	7	30.4			1	11.1	10	24.4	5	19.2	9	28.2	18	40.9	50	26.6
Whole class and student representatives	4	17.4	2	15.4	1	11.1	3	7.3	4	15.4	5	15.6	4	9.1	23	12.2
Classroom committees	2	8.7					3	7.3	5	19.2	4	12.5	2	4.5	16	8.5
Whole class, committees, and student representatives	2	8.7					6	14.6	1	3.9			1	2.3	10	5.3
Student representatives and teacher					2	22.2			2	7.7	1	3.1	4	9.1	9	4.8
Student representatives and classroom committees	1	4.4					2	4.9							3	1.6
Total	23	100	13	100	9	100	41	100	26	100	32	100	44	100	188	100

the predominant type of process reference, its predominance decreases steadily from 63.9 per cent during the first time-span to 36.6 per cent during the sixth time-span. In the last period, references to classroom organization appear less frequently than do references to preparatory activities.

The attempt to identify within which organizational form teacher-pupil planning is taking place requires a re-examination of some aspects of the process itself.

Teacher-pupil planning can be simple or complex. A relatively simple experience might be to decide on which day a test will be scheduled. A complex process may involve planning a unit of study, including its content, time allotments, leadership, activities, resources, evaluative procedures and other matters. The degree of complexity of a planning experience is likely to be closely related to the number of separate decisions which have to be made. (This is not to discount, however, the fact that even a single decision may be made complex by the absence of data, conflicting evidence and other considerations.)

To assist in identifying the type of organizational forms within which these simple and complex planning processes occur, a distinction has been drawn between an incident of planning and a planning sequence. An incident of planning represents a simple planning experience which usually involves a single decision. It is complete by itself and represents the totality of the planning experience as it is reported. A planning sequence, on the other hand, is complex and includes

a series of interrelated planning incidents and decisions. What is in one case the totality of the planning process may be in another case only one of a series of steps in a planning sequence. Consequently, care was taken to distinguish between an incident and a sequence so that the organizational form within which the planning was occurring would be recorded properly.

Whole class

The whole class is the most frequently reported organizational form within which teacher-pupil planning occurs. The whole class type comprises 41 per cent (77 of 188) of the references in which the classroom organization may be identified.

The whole class type resembles a committee of the whole form of organization. All of the planning, no matter how simple or complex, is conducted while the class meets as a whole group. Leadership for the process may be provided by the teacher or by a pupil. Although the evidence concerning the nature of the leadership is scant, the teacher is reported as the leader six times more frequently than is the pupil. (See Table 27.) References to pupil leadership appear only during the 1946-50 time-span.

An explanation of the popularity of the whole class organizational form is not presented in the literature. However, one reference includes a statement which may offer one reason:

> In general, you will find it easier to work with one large group (the class as a committee of the whole)

> pursuing one topic or problem of interest to all at the same time, than to attempt the organization of several research committees. (F-14, 250)

Whole class and classroom committees

The second most frequently reported organizational form is a combination of the whole class and classroom committees. Twenty-six and six-tenths per cent (50 out of 188) of all the reported organizational forms were of this type. Generally, the planning conducted within this form involves a series of decisions. The class as a whole may make preliminary and organizational decisions. The classroom committees may be involved in developmental planning. A benefit of this type of organizational form is described in the following quotation:

> More intensive group experience is likely to come whenever a class divides into sub-groups to achieve various purposes. Such sub-groups often become work groups in a way that is rarely possible for an entire class. Consequently individual members of a small group generally have more opportunities for participation in decision-making, for planning, for leadership, and for assuming responsibility than is apt to be the case in larger groups. (C-39, 236)

Whole class and student representatives

The third most frequently reported organizational form within which teacher-pupil planning occurs is a combination of the whole class and student representatives. This type comprises 12.2 per cent (23 out of 188) of the total number reported.

Student representatives are pupils who plan with the teacher on behalf of the class. They come to this responsibility by volunteering (D-11, 259), by being elected by their

classmates (A-13, 55), or by being appointed by the teacher (E-20, 53). Their planning may be of an exploratory or organizational nature preceding the planning session with the whole class (D-11, 259) or it may be of a developmental or implementary nature following and building upon decisions made by the whole class (K-25, 74). In any case, the planning is apt to be of a complex, sequential type.

Four additional classroom organizational forms within which teacher-pupil planning occurs account for the remaining 20.2 per cent (38 out of 188) of all those reported in the literature. In the order of their frequency they are:

Classroom committees (8.5 per cent)
Whole Class-Student Representatives Committees (5.5 per cent)
Student Representatives (4.8 per cent)
Student Representatives and Classroom Committees (1.6 per cent)

Classroom committees

Classroom committees supply an organizational form in which planning is done within particular areas assigned by the teacher. Pupils may choose the committees on which they wish to work (W-14, 155) or they may be appointed to committees by the teacher (S-26, 160). The planning of the committee affects only the committee itself except as the committee may share its findings in a reportorial relationship with the class as a whole.

Whole class and student representatives and classroom committees

The whole class-student representative committees form

of classroom organization represents the most complex of the organizational forms within which teacher-pupil planning reportedly occurs. Although the order in which the separate organizational forms are employed may vary, the following is representative of the manner in which all three are utilized: In a general class discussion, a list of problems is proposed. An ad hoc committee (student representatives) is appointed by the teacher and this group formulates a list of specific objectives for the class. These are presented to the class for its approval. Then the class chooses its first problem. Following their selection, committees are established to develop plans for the study of the problem. (G-15, 520-523)

Student representatives

The student representative organizational form is the one form in which planning is done for others without providing some opportunity for the affected group to participate in the planning. Although the class may participate by selecting its representatives, there is no provision for direct participation by the class in the planning process. Pupils must take the initiative to share ideas with their representatives.

Classroom committees and student representatives

The classroom committee and student representative combination form is reported three times. (D-8, 356; D-14, 113; A-5, 629) In each of these instances, representatives from the committees meet with the teacher to plan and coordinate the committee work.

Summary

Range and Frequency of References

As described in the literature of the social studies, teacher-pupil planning, whether it be of a simple or complex nature, occurs within seven different forms of classroom organization. Two of these forms account for two-thirds of all the forms described. These are the whole class (41 per cent or 71 out of 188) and the whole class in combination with classroom committees (26.6 per cent or 50 out of 188). The remaining one-third is comprised of the whole class and student representatives (12.2 per cent or 23 out of 188), classroom committees (8.5 per cent or 16 out of 188), whole class-student representatives committees (5.3 per cent or 10 out of 188), student representatives (4.8 per cent or 9 out of 188), and student representatives and classroom committees (1.6 per cent or 3 out of 188).

Excluding a statement or two on behalf of the use of the whole class or the whole class in combination with classroom committees, reasons in support of the use of any one organizational form are generally absent.

Trends

Pupil leadership of the whole class organizational form appears only during the 1946-50 period.

References to the classroom organization for teacher-pupil planning account for 63.9 per cent (23 out of 36) of all process references during the first time-span and 27.3 per cent (41 out of 150) during the last period. The decline in

percentage is fairly steady across the seven time-spans.

The Discussion Process

The nature of the process of teacher-pupil planning begins to become evident as one examines the preparatory activities, the impetus, and the classroom organization for planning. Another aspect appropriately examined is the discussion process. This is the exchange of the pupils' and the teacher's ideas which occurs in advance of a decision. This section of the chapter presents the references which describe the rules governing the discussion and the techniques employed in conducting the discussion.

When examining other aspects of the teacher-pupil planning process much concerning the nature of the discussion may be inferred. There are, however, ten references (2.1 per cent of the 476 process references) in the literature which deal directly with this part of the planning process. (See Table 28.)

Three references describe the use of modified parliamentary procedure to guide the discussion. Four other references describe the following activities as being significant to the discussion process:

1. The use of process observers who will comment on the discussion to help the class summarize what has been said. (B-11, 213)
2. The use of "buzz sessions" to help stimulate new ideas (K-6, 122 and A-14, 123)
3. The effective use of questioning by the teacher and the

TABLE 28

THE PROCESS OF DISCUSSION IN TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total number of discussion references	1						2				1		6		10	
Total number of different types	1						2				1		6		10	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
General							1	50					3	50	4	40
Parliamentary procedure	1	100											2	33.3	3	30
Other							1	50			1	100	1	16.7	3	30
Total	1	100					2	100			1	100	6	100	10	100

pupils to help discover, stimulate and guide interests. (H-41, 342)

There are also three references which, in general, state that the discussion should be informal and yet purposeful. The following quotation provides an appropriate description of this point of view:

> Between the Scylla of formal analysis and over-guided discussion on the one hand and the Charybdis of unguided and unplanned meanderings on the other is discovered one of the greatest problems of the teacher and one of the finest opportunities for full knowledge, real understanding [by the class], and wise guidance to things and objectives worthwhile. (E-8, 100)

Summary

Range and Frequency of References

The nature of the discussion aspect of teacher-pupil planning evolves in large part from the nature of the preparatory activities, the impetus, the classroom organization, the mechanics of the decision, the teacher's role and the pupil's role. However, ten references are identified which focus directly on the discussion process. Three describe the use of a form of parliamentary procedure. Three recommend a guided flexibility. Four suggest "buzz sessions," effective questioning by the teacher and the use of process observers.

Trends

References describing the discussion process of teacher-pupil planning do not provide data disclosing a trend or trends.

The Decision

An important aspect of teacher-pupil planning is the decision itself. Without a decision a discussion does not have the quality of planning. On the other hand, even in the absence of discussion, a decision is, in effect, planning. It is the decision which charts the course of learning.

There are a great many references in the literature which indicate that decisions are made. For example: "We decided to arrange our chairs . . . ," "The class agreed to dispense with hand raising . . . ," "Arguments pro and con were given and the conclusion reached. . . ." (B-3, 331-332) However, practically all of such references describe the fact the decision occurred without detailing the process by which it was recorded.

A total of twenty-eight references (5.9 per cent of the 476 process references) offer twenty-nine specific descriptions of the mechanics of the decision. Thirteen of these specify only that voting is the process employed for arriving at the decision. The remaining sixteen describe the voting procedure, the type of majority required, and the power of review and veto.

Two references provide statements which are descriptive of the voting procedure. One indicates that pupils stand up to register their votes. (P-15, 102) The other describes a preferential ballot on which pupils list their first, second and third choices for topics of study. (K-25, 74)

Ten references specify the type of majority required.

TABLE 29

THE DECISION IN TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1935-40		1941-45		1946-50		1951-55		Totals	
Total number of decision references	2		1		2		6		2		3		12		28	
Total number of different types	2		1		2		6		2		3		13		29	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Voting	1	50					4	66.7	1	50	1	33.3	6	46.1	13	44.8
Voting procedure									1	50	1	33.3			2	6.9
Majority required:																
Simple	1	50	1	100	1	50							1	7.7	4	13.8
Plurality							2	33.3							2	6.9
Concensus													4	30.8	4	13.8
Other					1	50					1	33.3	2	15.4	4	13.8
Total	2	100	1	100	2	100	6	100	2	100	3	100	13	100	29	100

Four which appear in four different time-spans describe a simple majority. Four recommend a consensus and all of these are found within the 1951-55 period. Two within the 1936-40 time-span state that a plurality is sufficient.

The simple majority requires that a class vote of more than 50 per cent favor the matter in question. The consensus calls for general agreement with an absence of dissent. The plurality is employed when there are three or more matters among which to choose.

Although no specific support is offered for the use of a simple majority or a plurality, qualitative judgments favoring consensus are found in each of the four references to consensus. One of these statements is representative of the kind of support offered for the consensus:

> Too often we have conceived democracy solely as majority rule. The decision of the majority must always be accepted when an issue comes to the test; but the ideal is to lead the group thinking to the point of consensus as often as possible. Taking an early vote to see how the issue stands is not always a good policy; it may crystallize an unreasoned opposition, thus making a common solution more difficult. As the group becomes more proficient in discussion and as each individual develops willingness to consider all relevant materials, consensus will become increasingly important to the group itself. (L-18, 3)

Two references describe a process which provides for a review of pupil decisions. One of these suggests that after the teacher receives the suggestions from the pupils, he should "eliminate the worthless or impractical ones and let the class vote on which of the remaining ones they wish to select." (B-29, 302) The other indicates that if through teacher-pupil planning an area is selected for study which is

not included in pre-established lists, the teacher concerned must gain faculty approval before the study may be undertaken. (M-31, 43)

One reference specifically recommends that for certain matters the teacher retain the power of veto. This reads as follows:

> Although a democratic teacher will encourage his students to discuss problems of behavior, independently formulate rules which are reasonably compatible with those of the larger community, and obey them voluntarily, he must retain the right to overrule students if necessary. On some questions a teacher's vote must remain a majority vote. But only where matters of overt action or overt behavior are concerned. (H-44, 154)

A final reference implies that a decision may be modified later by the pupils themselves. In this example, a topic for study was preferred by a narrow margin. The minority requested a delay to better present its case in behalf of a second topic. After the presentation, a new vote was taken and the second topic won out. (L-12, 288)

Summary

Range and Frequency of References

Although the decision is central to the process of teacher-pupil planning, only twenty-nine references provide specific descriptions of the mechanics of the decision. Of these, thirteen specify only that voting is the process employed. Two describe the method by which the vote is cast. Four cite the requirement of a simple majority. Four offer recommendations on behalf of a consensus. Two describe a plurality. Four describe a review and veto process which

includes pupil review of a majority decision, teacher review and veto of pupil suggestions, faculty review of topics not previously approved, and teacher veto where matters of overt behavior are concerned.

Trends

There is some specific description of the process of decision in teacher-pupil planning during each of the seven time-spans. The requirement of the simple majority is described in four of these periods. The plurality appears during the 1936-40 period and the consensus appears during the 1951-55 time-span.

The Teacher's Role in Teacher-Pupil Planning

There are many implications concerning the role of the teacher in teacher-pupil planning in the references in the literature. The examination of the activities in preparation for planning and the source of the impetus for planning also make his role more evident. Especially helpful, however, in understanding the teacher's role are the references which focus directly on the teacher as a participant with the pupils in the actual process of planning.

Sixty-four references provide sixty-seven descriptions of the teacher's role in teacher-pupil planning. Such references appear within each of the seven time-spans. In contrast, there are ten references which focus directly on the pupils' role, all of which appear during the last three time-spans.

References to the teacher's participation in teacher-

TABLE 30

SPECIFIC REFERENCES TO THE TEACHER'S ROLE AND THE PUPIL'S ROLE IN TEACHER-PUPIL PLANNING AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teacher's role	1	100	2	100	3	100	8	100	5	83.3	14	93.3	31	79.5	64	86.5
Pupil's role									1	16.7	1	6.7	8	20.5	10	13.5
Total	1	100	2	100	3	100	8	100	6	100	15	100	39	100	74	100

TABLE 30

SPECIFIC REFERENCES TO THE TEACHER'S ROLE AND THE PUPIL'S ROLE IN TEACHER-PUPIL PLANNING AS IDENTIFIED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teacher's role	1	100	2	100	3	100	8	100	5	83.3	14	93.3	31	79.5	64	86.5
Pupil's role									1	16.7	1	6.7	8	20.5	10	13.5
Total	1	100	2	100	3	100	8	100	6	100	15	100	39	100	74	100

pupil planning may be classified according to five different types of teacher involvement. These are as follows:

1. The teacher serves as a resource person who is available to the pupils and who participates primarily as the pupils invite him to do so.
2. The teacher participates on an equal basis with the pupils.
3. The teacher serves as a guide whose function is to help pupils to plan in a way which incorporates the judgments of adult intelligence.
4. The teacher exercises controlling leadership which clearly imparts to the pupils that in all cases their planning is subject to teacher review and approval.
5. The teacher serves in varied capacities depending on the degree of readiness of the pupils to assume responsibility for planning.

Resource Person

The teacher as a resource person who contributes chiefly as the pupils indicate a need for his assistance is described in 11.9 per cent (8 out of 67) of the references. How and in what ways the teacher encourages the pupils to draw upon his experiences and counsel is not specified. These references do emphasize, however, his role as a resource person, set apart from the pupils through his greater knowledge and wisdom, but available to them as they become aware of the desirability of his counsel. The major responsibility for the direction of the planning rests with the pupils. Quotations representative of this type of teacher participation are as follows:

TABLE 31

THE TEACHER'S ROLE IN TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total number of teacher role references	1		2		3		8		5		14		31		64	
Total number of different types	1		2		3		8		5		14		34		67	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Resource person			1	50	1	33.3	1	12.5			2	14.3	3	8.8	8	11.9
Pupil participant							1	12.5			5	35.7	3	8.8	9	13.4
Guide	1	100	1	50	2	66.7	3	37.5	4	80	3	21.5	15	44.1	29	43.3
Controller							1	12.5	1	20	1	7.1	2	5.9	5	7.5
Varied roles							2	25			2	14.3	5	14.7	9	13.4
Qualities											1	7.1	6	17.7	7	10.5
Total	1	100	2	100	3	100	8	100	5	100	14	100	34	100	67	100

> The teacher was in the background as a guide and a source of help when needed, but the major responsibility was placed upon the students to carry on their work according to their own plans. (C-22, 113)

> The teacher must be liberal with her help and advice when it is sought by the pupils. (P-10, 357)

> It might appear to some that this method of planning the course left out the teacher completely. But that was not the case. The teacher was always present and her guidance and suggestions were often requested, considered and accepted. (B-25, 217)

Pupil Participant

Thirteen and four-tenths per cent (9 out of 67) of the references describe the teacher's role in teacher-pupil planning as being identical to the pupil's role. Some of these, however, assume that the teacher will be called upon more frequently as a result of his greater maturity, just as a more mature student might be expected to participate more frequently. The following quotations suggest the range of expressions within this classification:

> The teacher operates as a member of the group and makes suggestions on the same plane as other members. He earns respect and attention by the merit of his contributions. When a course of action is decided upon, he accepts responsibility like other members of the group. (M-31, 47)

> Occasionally the teacher served as chairman by request of the pupils. But normally the teacher sat with the pupils as one member of the democratic group. . . . (P-15, 19)

> Under such a system, the teacher is regarded as the best-informed member of the group, but everything that is done by the class must have the group sanction. (B-32, 133)

Guide

The teacher is most frequently cast in the role of

guide who influences the pupils to do planning which benefits from the judgments of adult intelligence. The teacher as a guide differs from the teacher as a resource in that he takes the initiative, offering counsel and guidance as he sees a need for it. Forty-three and three-tenths per cent (24 out of 67) of the references describe teacher participation of this type.

Twelve of the references to the teacher as a guide are general in nature. Most of these emphasize the desirability of teacher guidance in the teacher-pupil planning process, indicating that the teacher's relationship to the group is that of "advisor and guide, instead of dictator," (W-39, 144) that to be a guide is to "become the leader more truly than ever." (A-14, 120)

Among the other references to the teacher as a guide are those which suggest his guidance responsibilities in the selection and arrangement of the content and in matters of group planning and process.

The literature describes a variety of approaches which teachers employ in order to guide the selection of the content during the process of teacher-pupil planning. Quotations from five of thirteen references of this sort illustrate the wide range of approaches.

1. ". . . by tactful hints the teacher can probably get someone to suggest such high spots as she thinks are too important for the class to miss, but which they have not given. (F-15, 125)

2. The teacher employs a "method of suggestion which involves a tacit conspiracy between teacher and students that the students will ask the questions that the teacher wants asked." (M-19, 163)

3. The experienced teacher can lead his pupils to think of many things which they might otherwise omit. By skilful questioning of the pupils and by giving needful explanations, the teacher is of great help to any class of pupils. (B-33, 229)

4. "The teacher in planning with the students must be quick to project consequences . . ." so pupils will be able to judge which plans will most nearly achieve educational purposes. (F-17, 18)

5. The teacher assists by "pointing out material that has been forgotten or ignored." (L-18, 6)

There are also two references which describe teacher guidance in the arrangement of the content. These suggest that it is the teacher's responsibility to help arrange the topics in an order which will provide the best continuity. (J-8, 41 and S-41, 230) In addition, one of these states that "it is also desirable, whenever possible, to coordinate the study of any one problem within the various classes to secure the most economical use of reading and audio-visual material." (J-8, 41) A third reference of a different nature stresses the necessity of teacher guidance in the selection of materials for study. (S-13, 121)

The three remaining references among those which describe the teacher as a guiding influence are concerned with the group process. The teacher offers guidance which will assure wide participation on the part of the pupils. (J-8, 41 and L-18, 4) He also provides counsel as to the proper techniques of planning. (F-17, 18)

Controller

References to the teacher as a controlling leader who reviews and approves each aspect of the planning process

appear infrequently (8 per cent or 5 out of 67). In each of the references of this type, it is evident that the authors assume that the pupils lack the ability to plan experiences with educational values. One such reference states specifically that "pupils cannot be trusted to understand this (educational value) principle." (W-30, 535 and W-31, 429) Another indicates that the teacher plays a more dominant role than do leaders of adult groups - given the fact that pupils are less aware of troublesome issues in the culture. (H-44, 155) Finally, one states: "Teacher makes no point that this is democracy. He is in control and intends to be - this is not a children's world yet." (D-17, 347)

Varied Roles

Thirteen and four-tenths per cent (9 out of 67) of the references indicate that the teacher serves in varied capacities depending on the degree of readiness of the pupils to assume responsibility for planning. The kind of leadership which the teacher provides, according to these nine statements, may be dependent upon the pupils' past experiences with democratic planning (Q-1, 209 and F-17, 16), the general maturity levels of the pupils (P-15, 70), the level of integration of the group (L-18, 6), and the types of problems which are met in the course of planning (S-47, 151 and J-8, 17). One reference may serve as a summary of the general point of view expressed in the others. It reads as follows:

> The leadership which the teacher takes depends, of course, on the experience and ability of the group. With younger students and with students who have had little or no

> experience in democratic planning, the teacher will have to assume more responsibility. Young people who have always been told what to do and how to do it cannot suddenly begin to plan worth-while educational activities. First experiences often prove discouraging unless the teacher gives wise and judicious leadership. As students gain more experiences in working together, in assuming responsibility, and in planning cooperatively, the teacher's role can become more that of an advisor and guide. (Q-1, 209)

Qualities

Among the references to the role of the teacher in teacher-pupil planning are seven (10.5 per cent or 7 out of 67) which are general in nature, but which emphasize qualities which the teacher should possess in order to be effective in this process. One, for example, states that a teacher's success in teacher-pupil planning will depend on his experience, background, and personality. (M-30, 393) Another indicates that in addition to poise, experience and deep understanding, the "Teacher must be heroically patient and self-effacing." (Z-3, 454) He must also overcome his disposition to talk too much and must be sold on the democratic philosophy. (P-15, 180) If he has, as a college student, had experience in teacher-pupil planning, he is apt to be better prepared to provide the proper kind of leadership. (P-14, 183)

Summary

Range and Frequency of References

In the literature of the social studies there are sixty-seven descriptions which are primarily concerned with the relationship of the teacher to the on-going process of teacher-pupil planning. Twenty-nine of these describe the

teacher as a guide whose function is to help pupils to plan in a way which incorporates the judgments of adult intelligence. Nine references indicate that the teacher participates on an equal basis with the pupils. Nine additional statements are to the effect that the teacher serves in varied capacities depending on the degree of readiness of the pupils to assume responsibility for planning. In eight references the teacher is described as a resource person who is available to the pupils, but who participates primarily as the pupils invite him to do so. Five references describe the teacher as exercising controlling leadership and imparting to the pupils that in all cases, their planning is subject to teacher review and approval. The remaining seven references describe the qualities which the teacher should possess in order to relate effectively to teacher-pupil planning.

Trends

During the first three time-spans the teacher's role in teacher-pupil planning is described as a resource person or as a guide. In three of the four subsequent time-spans all five of the roles appear. Only the teacher's role as guide is described consistently throughout the entire thirty-six year period.

The Role of the Pupil in Teacher-Pupil Planning

The teacher and the pupils function as a unit in the cooperative process of teacher-pupil planning. To describe the role of the teacher is to describe the role of the pupils,

for, in large part, the role of the teacher determines the role of the pupils. However, in spite of this interrelationship, there are a few references which, by their nature, give foremost attention to the pupil and which are not appropriately incorporated in other sections of this chapter.

There are ten references which focus on the pupil's role in teacher-pupil planning. Although three of these recommend that each pupil should be permitted to participate in some degree, and should be given a sense of the importance of his participation in the process (M-30, 335; M-30, 40; M-31, 172), the other seven references describe the varying levels of readiness which different pupils will represent and the consequent differences in the nature of their involvement in the planning process. The range of these expressions is described in the following selected quotations:

> For example, a small group of students may be of the opinion that school life is essentially a game in which student fools the teacher by doing as little as possible and still engineers affairs to get a satisfactory grade. Their goal is to "get by." This attitude mixed with a feeling that anyone who likes school should be considered a queer individual causes resistance to any activity which reveals interest in school work. Students competing for top honors may also prevent a class from completely accepting a new approach when they see that emphasis on cooperation may submerge them in joint efforts and lessen their individual prowess. (F-17, 24)

> A class of twelve-year olds who have participated widely in group work and have consciously considered the skills involved will probably be able to plan, execute and evaluate group projects more effectively than a class of sixteen year olds who have had no systematic experience in skills of group work. (C-39, 231)

> How much planning should the students do? That depends on the age, the background, the ability of the students and their past experiences in planning. (A-15, 30)

> Pupil "A" may need a sense of security and may need to have his program of activities laid out rather precisely in conference. Pupil "B" may rebel if his plans are laid out too precisely for him, either by a group or by a committee or by a teacher. (W-29, 10)

Summary

Range and Frequency of References

The ten references which focus directly upon the pupil's role in teacher-pupil planning suggest two rather different approaches to pupil involvement. One indicates (three references) that it is advisable to involve all pupils in the planning process, at least to some degree, and that all pupils should be helped to see the importance of their participation in the planning. The second and predominant approach (seven references) is that it is reasonable to expect that pupils will play varied roles, depending on their age, maturity, ability, background, attitudes toward school life and scholastic attainments, emotional needs, and experiences in planning.

Trends

Specific references to the pupil's role in teacher-pupil planning do not appear before 1941.

Chapter Summary

The literature of the social studies includes 476 references which describe five major aspects of the process of using teacher-pupil planning.

Most frequently cited are references concerned with classroom organization (38.4 per cent or 183 out of 476).

For the first six of the seven time-spans these references appear more frequently than do other types of process references. However, this dominance decreases steadily throughout the period and during the seventh time-span organizational references are second to preparatory references in frequency. According to the literature, teacher-pupil planning occurs within seven different forms of classroom organization, two of which are reported in two-thirds of the citations. These are the whole class (41 per cent) and the whole class in combination with the classroom committees (26.6 per cent).

Next most frequently mentioned are the preparatory activities (30.9 per cent or 147 out of 476). Such activities increase in the frequency of their appearance during the last six time-spans. References to the preparation of the pupil (54.1 per cent) deal primarily with the teacher's role in stimulating and directing pupils' thinking, especially through activities such as reading, home assignments, and lectures. It is also reported that pupils are prepared through establishing the limits within which they may plan, through developing their confidence in planning and through developing their planning skills. References to the preparation of the teacher (42.3 per cent) are concerned most frequently with the construction of frameworks, particularly the resource unit. Other references indicate why teacher preparation is advisable, the manner in which teachers are prepared, and the preparatory activities which do not involve framework construction. The infrequent references describing

the preparation of the physical setting (3.6 per cent) discuss, among other items, the placement of the blackboard, the location of the teacher, and the arrangement of the chairs.

References describing the impetus for planning are third in frequency (22.7 per cent or 147 out of 476). Three out of four of the references describe the teacher as the initiator. The pupil is not mentioned as providing the impetus until the third time-span.

Fourth in frequency are citations appropriate to the decision process (5.9 per cent or 28 out of 476). Most of these references simply indicate that voting is the process employed. There are some descriptions of the type of majority required. The simple majority and the consensus appear an equal number of times, although the former is reported during four time-spans and the latter appears only during the 1951-55 period.

Least frequent are the references concerned with the discussion process (2.1 per cent or 10 out of 476). Included among these references are descriptions of a form of parliamentary procedure, "buzz sessions," and informal processes.

There are in the literature of the social studies 74 additional references which focus attention directly upon the teacher's and pupils' roles, in the process of teacher-pupil planning. Descriptions of the teacher's role account for 86.5 per cent (64 out of 74) of these references and appear in each of the seven time-spans. The ten references concerned with the pupils' role are found within the last three time-spans. The

teacher's role is described most frequently as that of a guide. Pupils are cited most frequently as playing varied roles, depending on factors such as age, maturity, background and experiences in planning.

CHAPTER VI

CRITICISMS OF THE USE OF TEACHER-PUPIL PLANNING IN THE SOCIAL STUDIES

Introduction

Criticisms of the use of teacher-pupil planning appear in the literature of the social studies. Although these criticisms may reflect the authors' varied experiences with teacher-pupil planning, a summary of the references provides useful descriptions of those aspects of teacher-pupil planning toward which criticism is directed in the literature.

The criticisms of teacher-pupil planning are primarily of two general types. The first consists of those references which indicate that teacher-pupil planning impairs learning. This type accounts for 87.3 per cent (62 out of 71) of all the criticisms. The second type includes those references which point out that teacher-pupil planning develops inappropriate personality characteristics in the pupils. Eight and five-tenths per cent (6 out of 71) are of this type. The remaining 4.2 per cent (3 out of 71) are of miscellaneous variety.

Teacher-Pupil Planning Impairs Learning

The sixty-two criticism references which indicate that teacher-pupil planning impairs learning describe sixty-eight

TABLE 32

CRITICISMS OF THE USE OF TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Impairs learning	3	100	1	100	9	90	19	90.5	10	91	4	57.1	16	88.9	62	87.3
Develops inappropriate personality characteristics					1	10	2	9.5	1	9	2	28.6			6	8.5
Miscellaneous											1	14.3	2	11.1	3	4.2
Total	3	100	1	100	10	100	21	100	11	100	7	100	18	100	71	100

specific criticisms which may be grouped within three general areas. Although these areas are not distinctively separate from each other, they do reflect the kinds of emphases which are identified in the literature. The areas, in order of frequency with which references appropriate to each appear, are as follows:

1. Teacher-pupil planning utilizes pupil interests and needs which are inadequate bases on which to build a program of learning (42.6 per cent or 29 out of 68).
2. Teacher-pupil planning results in the selection of inappropriate content (30.9 per cent or 21 out of 68).
3. Teacher-pupil planning results in inefficient learning (26.5 per cent or 18 out of 68).

The inadequacy of pupil interests and needs

The criticisms most frequently directed toward teacher-pupil planning are that it is a process through which pupil interests and needs are expressed and that pupil interests and needs are inadequate bases on which to build a program of learning (42.6 per cent or 29 out of 68).

There are difficulties involved in identifying and interpreting criticisms of this type. For example, care needs to be exercised not to confuse criticism of the "doctrine of interests" with criticism of teacher-pupil planning. Teacher-pupil planning is only one of the processes through which pupil interests and needs may be identified. Also, the variety of meaning attached to the terms "interests" and "need" complicate the interpretation of these data. Some of

TABLE 33

THEMES ASSOCIATED WITH THE IMPAIRMENT OF LEARNING THROUGH THE USE OF TEACHER-PUPIL PLANNING AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
Total number of references	3		1		9		19		10		4		16		62	
Total number of different types	3		1		10		21		11		4		18		68	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Inadequacy of pupil interests:																
Whimsical, immediate	2	66.7			3	30	8	38.1	3	27.3	4	100	5	27.8	25	36.8
Beyond pupil capacity							2	9.5							2	2.9
Impossible to administer	1	33.3					1	4.8							2	2.9
Total	3	100			3	30	11	52.4	3	27.3	4	100	5	27.8	29	42.6
Selection of inappropriate content:																
Cause																
Pupil immaturity			1	100			1	4.8	1	9.1			2	11.1	5	7.4
Process concern							1	4.8	2	18.2			1	5.5	4	5.9
Absence of teacher							1	4.8					1	5.6	2	2.9
Group dominance							1	4.8							1	1.5
Nature																
Neglect of societal concerns					4	40			1	9.1			1	5.6	6	8.8
Stress on unique							1	4.8							1	1.5
Not challenging							2	9.5							2	2.9
Total			1	100	4	40	7	33.3	4	36.4			5	27.8	21	30.9
Inefficient learning:																
Time wasted					1	10			3	27.3			6	33.3	10	14.7
Absence of continuity					2	20	3	14.3							5	7.4
Inefficient teacher role									1	9.1			2	11.1	3	4.4
Total					3	30	3	14.3	4	36.4			8	44.4	18	26.5
Grand Total	3	100	1	100	10	100	21	100	11	100	4	100	18	100	68	100

the criticisms are concerned with specific types of interests and needs. Others are directed toward basic assumptions about the nature of interests and needs. The following quotation illustrates these problems of analysis and interpretation:

> . . . it is questionable whether the traditional history content is intelligently selected with reference to the instinctive interests of early adolescence. Most boys of that age are interested in battles, no doubt; but that is no reason why the interest should be stimulated. They are interested in sex also; too much interested; so we divert attention from it as much as possible. Similarly, if we are ever to rid the world of war psychology we must starve and sublimate the war interest. (F-8, 226)

An examination of the context within which this quotation appears reveals that teacher-pupil planning is at issue, in addition to the general matter of interest. The adjectival modifier "instinctive," and the illustrations employed, suggest that interest is used in much the same sense as "instinct."

The complications arising when an attempt is made to understand the use of the term "needs" is well illustrated in the following statement:

> Some educators have used it as if the needs of an individual were synonymous with his wants, desires and wishes, as if all needs were "felt needs". It is against this concept of needs that Boyd H. Bode leveled his barrage in Progressive Education at the Crossroads. Most teachers, seriously concerned with the education of youth, would agree with Bode that a concept of needs which would require schools to cater only to the passing whims and wishes of students would be an unsound basis on which to build a curriculum.
>
> Another concept of needs goes to the other extreme. Those who accept this position use the term to refer to the demands which the teacher thinks society will make upon the student as an adult and for which he must therefore be prepared.
>
> To add to the confusion, another group of educators use needs only to refer to the drives or compelling and

> directing impulses and motives lying entirely within the individual personality. Some of these needs are physiological - the need for food, clothing, air, shelter, rest and exercise; others are personality needs - the need for affection, belonging, achievement, self-esteem social approval, and the like. This concept of needs has received far more attention from elementary-school people than from secondary. . . . (Q-1, 29)

It is evident that the kind of "interest" or "need" which is being criticized and its relationship to teacher-pupil planning is not always readily apparent.

Despite these difficulties, the criticisms in this general area fall into a reasonably clear pattern. The following summary statements with illustrative references describe the kinds of criticisms which are found in the literature and are pertinent to the matter of pupil interests and needs as they are expressed through teacher-pupil planning.

Pupil interests are shallow, whimsical and concerned with the immediate. Consequently they are unrelated to pupils' fundamental needs and do not possess educational value

These sentences present in summary form the statements found in 36.8 per cent (25 out of 68) of this major group of criticisms of teacher-pupil planning. Such references appear in six of the seven time-spans and constitute the most frequently cited specific criticism for the period as a whole. The following two quotations are representative of the criticisms of this type:

> Need I sum this up by saying that many of the students' interests are quite personal and narrow, rather than social and broad, and this fact makes the proposal to base the selection of content on pupil purposes somewhat absurd. (K-8, 349)

> It is easy to be misled by the appearance of interest. There may be interest in things seen "through a glass darkly". The degree of interest may even vary inversely with the degree of intelligibility. Many children, and many adults, dwell with special fondness upon words and places to which they attach little or no meaning. (J-6, 217)

One additional quotation is worth special attention because of the manner in which it distinguishes between the usefulness of specific and general interests.

> The upshot of this conflicting evidence is that statements by young people of <u>precise</u> preferences of either subjects of study or occupations are of little value inasmuch as they are unstable and subject to change. On the other hand, statements in terms of broad categories, whether of subjects of study or occupational groups, represent rather deep and underlying trends and can be depended upon to possess considerable predictive significance. (Q-1, 87)

Pupil interests may outstrip pupil capacities

Two references suggest that pupil interests may go beyond pupil ability. As is indicated in Table 33, both of these references appear during the 1936-40 time-span.

> . . . some, in a moment of enthusiasm, will impose tasks upon themselves without the full realization of the obligations involved and will soon tire of them. Indeed, if self-imposition of tasks means that whims and present interests of pupils are to determine the school room activities, it is a psychological fallacy. (S-46, 391)

> Sometimes pupil interests outstrip capacity. The teacher must be the judge. (S-47, 151)

The diversity of pupil interests and needs in a given class makes their utilization an administrative impossibility

Two references (see Table 33) state that if the principle of pupil interest were earnestly applied, this "would result in allowing each class to make its own course of study, or, indeed, in permitting each pupil to make his

own course." (G-13, 86) Using an economics class as a specific example, another reference states:

> One pupil might be interested in labor unions, another in the income tax, still another in the profits of a grocery store. In a class of forty or more pupils there might be more personal interests than could be studied intensely in a semester or two. (C-38, 59)

The selection of inappropriate content

Implicit in many of the criticisms which describe pupil interests and needs as inadequate bases for learning programs is the expectation that inappropriate content will be selected for study. There are in addition, however, a group of twenty-one references (30.9 per cent or 21 out of 68) which state specifically that teacher-pupil planning results in the selection of inappropriate content.

References which are critical of the content resulting from teacher-pupil planning are of two general types: (1) those describing the characteristics of teacher-pupil planning which tend to produce the inappropriate content, (2) those describing the inappropriate content which results from teacher-pupil planning.

Why inappropriate content results

More than half of these references (12 out of 21) offer fairly specific reasons in an attempt to explain why inappropriate content results from teacher-pupil planning. The most frequent explanation (which appears within four time-spans for a total of five times) is that pupils are too immature. The following quotation is representative:

> . . . pupils do not have enough background to make the choices necessary in such a procedure. (B-32, 133-134)

Four references within the three time-spans described in Table 33 indicate that inappropriate content results from a preoccupation with the process. One of these statements is as follows:

> The interest of the group at any particular time was the primary criterion set forth as a basis for choice of the core unit problem. Any "live problem" was as good as any other problem for study, it was argued since the chief educational objective was to teach the problem-solving technique rather than to teach essential subject matter. (H-4, 216)

The remaining three references state that inappropriate content may result from the absence of teacher participation (2) or from control of a small group of influential pupils (1). Such statements are as follows:

> Teachers have a great tendency to assume that taking cognizance of pupils' needs means letting students exclusively decide the content to be taught. (F-17, 43; see also P-9, 223)

> It frequently occurs that a minority group of brighter or bolder students usurp the prerogatives of the less apt or forward. (R-9, 247)

The nature of the inappropriate content

As Table 33 indicates, criticisms of the content which results from teacher-pupil planning appear in nine references. Six of these (four of which appear during the 1931-35 time-span) are critical of the emphasis on pupil concerns and consequent neglect of societal concerns. For example:

> One of the most serious criticisms which can be levelled against this approach is that it is a return to an anthropocentric view of society, and a failure to impress the student with the fact that his whole existence,

> the fact that he is a thinking being, with a language and a pattern of personal relations, is dependent upon the social fabric which seems to him such an unreal conglomerate of dates, laws, presidents, movements, tendencies, boundaries, and products. (M-22, 321)

The three additional references indicate that (1) the content stresses the unique (F-7, 485), (2) the subject matter is not sufficiently challenging (R-9, 247), (3) the subject matter is too challenging (M-41, 20).

Inefficient learning

According to 26.5 per cent of the criticisms (18 out of 68), teacher-pupil planning results in inefficient learning. Major concerns of such criticisms are: (1) the amount of time wasted, (2) the absence of sequence and continuity in the learning process, (3) the inability of the teacher to be prepared to give the proper guidance to the learning experiences.

The waste of time

Ten references specifically state that teacher-pupil planning wastes time. Six of these references appear during the 1951-55 period. The following statement is typical:

> The chief criticism of the plan lies in the loss of time involved in pupil planning. To determine units, to plan procedure, to work out activities - all require time even with teacher guidance. Critics of the plan state that much more can be learned under the older programs. (B-35, 191)

Absence of sequence and continuity

Five references appearing within the two time-spans encompassing 1931 through 1940 are critical of the gaps in

the subject matter or the absence of sequence and continuity which result from teacher-pupil planning and contribute to inefficient learning. One quotation, which includes a response from John Dewey concerning this criticism, is of special interest:

> . . . the curriculum in the social studies in many experimental schools has been a hodge-podge of subject matter with no plan and no continuity. This has been true because the curriculum has grown day by day from the questions or suggestions of the pupils. Dewey himself has recognized the seriously bad effects of this situation and has discussed it in detail as follows: "There is a present tendency in so-called advanced schools of educational thought to say in effect - let us surround pupils with certain materials, tools, appliances, etc.; and then let pupils respond to these things according to their own desires. Above all, let us not suggest any end, or plan, to the students; let us not suggest to them what they shall do, for that is an unwarranted trespass upon their sacred, intellectual individuality, since the essence of such individuality is to set up ends and aims."
>
> "Now such a method is really stupid, for it attempts the impossible which is always stupid; it misconceives the conditions of independent thinking. There are a multitude of ways of reacting to surrounding conditions and without some guidance from experience these reactions are almost sure to be casual, sporadic, and ultimately fatiguing, accompanied by nervous strain, since the teacher has presumably a greater background of experience, there is the same presumption of the right of a teacher to make suggestions as to what to do as there is on the part of the head carpenter to suggest to apprentices something of what they are to do. Moreover, the theory literally carried out would be obliged to banish all artificial materials, tools and appliances. Being the product of skill, thought and matured experiences of others, they would also, by the theory interfere with personal freedom." (W-34, 46 and 47)[1]

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[1] E. H. Reeder, "John Dewey and the Activist Movement," The Historical Approach to Methods of Teaching Social Studies, pp. 46-47. Fifth Yearbook of the National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1935.

Inefficient teacher guidance

Three references state that teacher-pupil planning leads to the examination of topics which go beyond the teacher's knowledge and preparedness. Consequently, the teacher is unable to guide the learning process efficiently. The following quotation illustrates this point of view:

> Teacher-pupil planning must inevitably lead a group of pupils to engage from time to time upon an activity requiring technical knowledge which the teacher himself does not have. Nor does he have the time to secure the grasp and insight which only the slow accumulation of knowledge and reflection upon it can give. In such a situation, with only a smattering of ignorance, can a teacher really fulfill his function? (W-23, 132)

Teacher-Pupil Planning Develops Inappropriate Personality Characteristics

The second general type of criticism of teacher-pupil planning found in the literature of the social studies is that it develops inappropriate personality characteristics. It appears rarely (8.5 per cent or 6 out of 71) and within the four time-spans encompassed by the years 1931 through 1950.

All of the references of this type suggest that through teacher-pupil planning, pupils become too much concerned with their own interests. Four similar statements say that "the child is apparently destined to be a persistent juvenile. . . ." (W-30, 196) A fifth says, "allowing a child to concentrate too much on his individual interests makes him abnormally egotistical and unadaptable for group life." (F-8, 67) The sixth states that "such a regime will not contribute to the development of a strong character." (P-15, 69)

Miscellaneous References Related to Criticisms of Teacher-Pupil Planning

Only 4.2 per cent (3 out of 71) of the references are appropriate to the miscellaneous classification. (See Table 32.)

One of these denies that teacher-pupil planning exists. The point of view expressed is that the teacher dominates and that pupil participation is essentially a myth and ought to be recognized as such. (B-29, 301) The two additional miscellaneous references are really not criticisms but are comments on the nature of the issue and the degree to which pupil planning has been subject to criticism. The issue, according to one of these references, is whether or not the teacher should share authority with the pupils. (E-7, 29) The other reference states that in recent years a movement has developed which is critical of instances in which authority is shared by the teacher with the students. However:

> Evidence of this development is seldom found in professional literature. For the most part, it is reflected in the writings of non-educators who are critical of public education. (E-7, 30)

Chapter Summary

Types of References

A major criticism of teacher-pupil planning in the literature indicates that its use impairs learning. A specific group of criticisms related to this general theme is concerned with the use which teacher-pupil planning makes of pupil interests and needs. Pupil interests are criticized as

shallow, whimsical, concerned with the immediate and consequently unrelated to pupils' fundamental needs. In addition, it is reported that pupil interests may outstrip pupil capacities and may be so diverse as to make their utilization an administrative impossibility. Another group of criticisms states that teacher-pupil planning results in the selection of inappropriate content. Characteristics of teacher-pupil planning described as tending to produce inappropriate content are the immaturity of the pupils, a preoccupation with process rather than content, and domination by a few pupils. The inappropriate content which results from teacher-pupil planning is characterized by the emphasis on pupil concerns and consequent neglect of societal concerns, the stress on the unique, and subject matter which is either not sufficiently challenging or is too difficult. A final group of criticisms indicates that teacher-pupil planning results in inefficient learning. It results in a waste of time, in an absence of sequential and continuous learning, and it goes beyond the teacher's ability to provide the direction necessary to efficient learning.

A few of the criticisms of teacher-pupil planning state that its use develops inappropriate personality characteristics. These suggest that through teacher-pupil planning, the pupils become so much concerned with their own interests that they become self-centered.

A miscellaneous reference identifies pupil participation in planning as a myth. A criticism of pupils' sharing in areas of teacher's authority is described as present in the

writing of non-educators, although absent in the professional literature.

Frequency of References

Eighty-seven and three-tenths per cent (62 out of 71) of the criticisms of teacher-pupil planning indicate that its use impairs learning. Of these references, 42.6 per cent (29 out of 68) are concerned with the inadequacy of pupil interests, especially (25 references) the shallow, whimsical and immediate nature of interests. Thirty and nine-tenths per cent (21 out of 68) of the references state that teacher-pupil planning results in the selection of inappropriate content. Twenty-six and five-tenths per cent (18 out of 68) describe the inefficiency of the learning which results, with particular emphasis (10 references) on the time wasted.

Criticisms of teacher-pupil planning which state that its use develops inappropriate personality characteristics are infrequent (8.5 per cent or 6 out of 71). Miscellaneous criticisms account for 4.2 per cent (3 out of 71) of the references.

Trends in References

No single criticism appears consistently throughout the total period, although the inadequacy of pupil interests is described during six of the seven time-spans. During the course of three consecutive time-spans (1931 through 1945), the scope of the criticism includes the three major emphases related to the impairment of learning, in addition to the

criticism that inappropriate personality characteristics are developed. The miscellaneous criticisms do not appear until the last two time-spans.

CHAPTER VII

THE PATTERN OF DEVELOPMENT OF TEACHER-PUPIL PLANNING IN THE SOCIAL STUDIES

Introduction

The cumulative data concerning teacher-pupil planning as presented in the literature of the social studies provides an account of a maturing classroom process. The evidence which suggests this development may be highlighted by an interpretative review of the data described in the preceding five chapters.

The Development of Reasons Underlying the Use of Teacher-Pupil Planning

Four types of changes occur in the reasons underlying the use of teacher-pupil planning which suggest a process of maturation. The first is the change from simple reasons to more fully developed reasons. Throughout the period of this study the improvement of learning and the provision of citizenship training are the major types of reasons offered for the use of teacher-pupil planning. In the 1920-25 time-span three themes are cited in conjunction with the improvement of learning through the use of teacher-pupil planning. During the 1951-55 period there are nine such themes. (See Table 2.) The specific aspects of citizenship training mentioned are

almost quadrupled during the same period. (See Tables 4, 5, and 6.) This elaboration of reasons grows steadily throughout the seven time-spans and may suggest a growing consciousness of the benefits which may accrue to those who participate in the teacher-pupil planning process.

The second change occurs within those references describing the improvement of learning. Such references describe either the manner in which learning is improved (process) or the nature of its improvement (product). Although references concerned with the learning process predominate throughout the total period, the margin of their predominance decreases steadily from 90 per cent during the first time-span to 60 per cent in the last. (See Table 2.) The regular increase in references concerning the improvement of the learning product (from 10 per cent to 38.8 per cent) may reflect the increasing use of teacher-pupil planning and the increasing awareness of the results of its use.

A third change in the reasons for the use of teacher-pupil planning suggests an adaptability which may be an aspect of maturity. During periods of war there is a greater emphasis on the citizenship training which teacher-pupil planning provides. It is during the post-World War I period (1920-25) that such emphasis is at its greatest (52.9 per cent). Also, during World War II (1941-45) the emphasis is again considerable (44.9 per cent). (See Table 1.) It appears that if a classroom process is an accepted one, the literature will reflect efforts to adapt it, in so far as possible, to the exigencies of the social scene.

Another measure of a maturing classroom process is its adaptability to movements and emphases on the educational scene. The incorporation of individual differences (1941) and articulation (1948) as types of reasons for the use of teacher-pupil planning may reflect this type of adaptation. (See Table 2.)

The Development of Classroom Uses for Teacher-Pupil Planning

The uses for teacher-pupil planning in the order of the frequency of their appearance in the literature of the social studies are to plan: method and materials, content, evaluation, and schedule. Although these are the four basic uses throughout the period of this study, the varied aspects of these uses which are planned are almost twice as great in the 1951-55 time-span as in the 1920-25 period. (See Tables 9, 11, 13 and 15.) For example, during the first time-span, teacher-pupil planning of evaluation consists of planning the procedures and techniques of evaluation. During the last time-span, in addition to procedures and techniques, references report teacher-pupil planning of evaluative criteria, instruments for evaluation, and the scheduling of evaluation. (See Table 15.) Such proliferation seems to reflect a growing confidence in the usefulness of teacher-pupil planning and as such is probably a sign of its maturation.

In addition to the greater diversity in the application of teacher-pupil planning, its use becomes more widespread. This is evident in respect to course types, grade levels, and

intelligence levels. During the first three time-spans teacher-pupil planning is described in association with four different types of separate subject courses. Seven separate subject courses are cited during the last four periods. Similar growth is apparent in the integrated course types, from four during the first three time-spans to six during the remaining periods. (See Table 18.) From two to four different grade levels are cited within each of the first three time-spans whereas either five or six grade levels are identified in each of the last four periods. During the last three time-spans references appear which specifically recommend the use of teacher-pupil planning on all grade levels. (See Table 19.) In the first time-span there is no reference to the relationship of intelligence levels to the effective use of teacher-pupil planning experiences. The second and third periods include citations describing such usage by rapid learners. Thereafter, references appear indicating that the slow learner benefits as a participant in teacher-pupil planning. (See Table 20.) The greater diffusion of the usage of teacher-pupil planning is probably an indication of its greater acceptance.

A third type of change in the uses of teacher-pupil planning may be representative of an increase in confidence in the effectiveness of teacher-pupil planning. For the period as a whole, references describing the planning of content occur less frequently than do references to the planning of method. However, content references predominate during

three of the last four time-spans. (See Table 7.) Also, during the last four time-spans there is a steady increase in the proportion of references which describe the planning of course objectives. (See Table 9.)

A final change in the uses of teacher-pupil planning provides an additional sign of its adaptability to educational movements. There are no references describing teacher-pupil planning of units during the first two time-spans. Such references do appear thereafter, however, and during the final period are cited more frequently than are references to the planning of topics and as frequently as are such references to the planning of problems. (See Table 9.)

The Development of the Processes of Teacher-Pupil Planning

The processes of teacher-pupil planning are described in the literature of the social studies in terms of five different aspects. In the order of the frequency with which references appear pertaining to each, they are: organizational, preparatory, initiatory, decision, and discussion.

A major change in the reporting of teacher-pupil planning processes is the steady increase across the time-spans in the proportion of references which describe preparatory activities. Preparatory activities assume the occurrence of teacher-pupil planning and suggest a desire to assure its successful operation. Consequently, the increasing frequency with which they appear serves as a sign of the maturation of teacher-pupil planning. Forty-five per cent of all process

references are preparatory in nature during the last time-span as contrasted with 5 per cent in the 1926-30 period. (See Table 21.) The increase in the variety of specific preparatory activities is from two during the first time-span to twenty-two during the last period. (See Tables 23, 24 and 25.) Throughout the seven periods the preparation of the pupil is given attention. A single reference to the preparation of the teacher for teacher-pupil planning appears during the third time-span and is the first of this type. Subsequently, references to teacher preparation account for at least 40 per cent of the preparatory references. The physical setting receives attention during the fourth and seventh time-spans. (See Table 22.)

The impetus for teacher-pupil planning is usually provided by the teacher, according to the literature of the social studies. However, during the third time-span, pupil initiatory activities are first reported, and appear regularly thereafter. (See Table 26.) This may be evidence of the increased use of teacher-pupil planning since the suggestion of its use by pupils is probably made with some anticipation of its acceptance by the teacher.

The number of different factors related to the discussion and the decision aspects of teacher-pupil planning grow from three in the first time-span to seven in the last. (See Tables 28 and 29.) Consensus as a desirable practice in teacher-pupil planning decision making is reported during the last time-span, suggesting again the readiness of teacher-

pupil planning to adapt to current and relevant movements.

The teacher's role in teacher-pupil planning is described either as a resource person or as a guide during the first three time-spans. In three of the four subsequent periods four different roles are described, plus references indicating that the teacher may need to play varied roles. Specific qualities which the teacher should possess in order to do effective teacher-pupil planning are first enumerated during the last two time-spans. (See Table 31.) This increase in attention to the teacher and his varied types of leadership and participation in teacher-pupil planning probably results from wider experiences with the process. The same may be true of the specific attention which is given to the pupils' role during the last three time-spans. (See Table 30.)

The Development of the Criticisms of Teacher-Pupil Planning

The pattern of the criticisms of teacher-pupil planning are appropriate to a maturing classroom process. Initially (during the first two time-spans) criticisms are simple and concerned with one aspect of teacher-pupil planning. During the third, fourth and fifth time-spans the scope of the criticisms is increased as they are directed at both of the basic reasons cited for the use of teacher-pupil planning. The last two time-spans show a decrease in scope and the first appearance of miscellaneous criticisms. This parallels the growth of a new, successful and increasingly accepted classroom process.

The Proportional Development of All References

The final hypothesis of this study held that in comparison to other types of references, descriptions of processes of using teacher-pupil planning appear infrequently. As Table 34 indicates, this hypothesis is refuted. References describing the techniques of the operation of teacher-pupil planning are second in frequency in the literature of the social studies (29.6 per cent or 550 out of 1858). Most frequent are references to the uses of teacher-pupil planning (46.3 per cent or 861 out of 1858). Third most frequent are references setting forth the reasons for the use of teacher-pupil planning (21.2 per cent or 376 out of 1858). The references appearing least frequently describe the criticisms of teacher-pupil planning (3.8 per cent or 71 out of 1858).

Stages in the Development of Teacher-Pupil Planning

Although the order of the frequency of appearance of the four major types of references remains the same throughout the seven time-spans, the changes in their proportional relationships to each other suggest another measure of the development of teacher-pupil planning. (See Figure 1.) These shifts in proportions seem to reflect emphases which may describe stages in the development of teacher-pupil planning. An examination of the content of these references within these periods of emphases offers further support for identifying these emphases as stages in the development and maturation of teacher-pupil planning.

TABLE 34

SUMMARY OF TEACHER-PUPIL PLANNING REFERENCES CONCERNED WITH REASONS, USES, PROCESSES, AND CRITICISMS AS DESCRIBED IN THE LITERATURE OF THE SOCIAL STUDIES FROM 1920 THROUGH 1955

	1920-25		1926-30		1931-35		1936-40		1941-45		1946-50		1951-55		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reasons																
Improve learning	7	6.4	9	14.5	14	13	46	13.4	25	9.4	40	12.2	89	13.6	230	12.4
Provide training in citizenship	9	8.3	4	6.5	5	4.6	19	6.3	22	8.2	23	7	50	7.7	132	7.1
Miscellaneous	1	.9			1	.9	3	.9	2	.7	3	.9	4	.6	14	.8
Total	17	15.6	13	21	20	18.5	68	20.5	49	18.3	66	20.1	143	21.9	376	20.2
Uses																
Content	17	15.6	7	11.3	18	16.7	71	21.5	62	23.2	72	21.9	143	21.9	390	21
Methods and materials	30	27.5	17	27.4	26	24.1	56	16.9	67	25.1	71	21.6	126	19.3	393	21.2
Schedule	4	3.7	1	1.6	1	.9	5	1.5	5	1.9	6	1.8	13	2	35	1.9
Evaluation	1	.9			5	4.6	4	1.2	3	1.1	10	3	20	3.1	43	2.3
Total	52	47.7	25	40.3	50	46.3	136	41.1	137	51.3	159	48.3	302	46.3	861	46.3
Processes																
Preparatory activities	4	3.7	1	1.6	5	4.6	22	6.6	20	7.5	27	8.2	68	10.4	147	7.9
Impetus	6	5.5	6	9.7	9	8.3	27	8.2	16	6	21	6.4	23	3.5	108	5.8
Organization	23	21.1	13	21	9	8.3	41	12.4	26	9.7	30	9.1	41	6.3	183	9.8
Discussion	1	.9					2	.6			1	.3	6	.9	10	.5
Decision	2	1.8	1	1.6	2	1.9	6	1.8	2	.7	3	.9	12	1.8	28	1.5
Teacher's role	1	.9	2	3.2	3	2.8	8	2.4	5	1.9	14	4.3	31	4.8	64	3.4
Pupil's role									1	.4	1	.3	8	1.2	10	.5
Total	37	33.9	23	37.1	28	25.9	106	32	70	26.2	97	29.5	189	28.9	550	29.6
Criticisms																
Impairs learning	3	2.8	1	1.6	9	8.3	19	5.7	10	3.7	4	1.2	16	2.5	62	3.3
Impairs personality					1	.9	2	.6	1	.4	2	.6			6	.3
Miscellaneous											1	.3	2	.3	3	.2
Total	3	2.8	1	1.6	10	9.2	21	6.3	11	4.1	7	2.1	18	2.8	71	3.8
Grand Total	109	100	62	100	108	100	331	100	267	100	329	100	652	100	1858	100

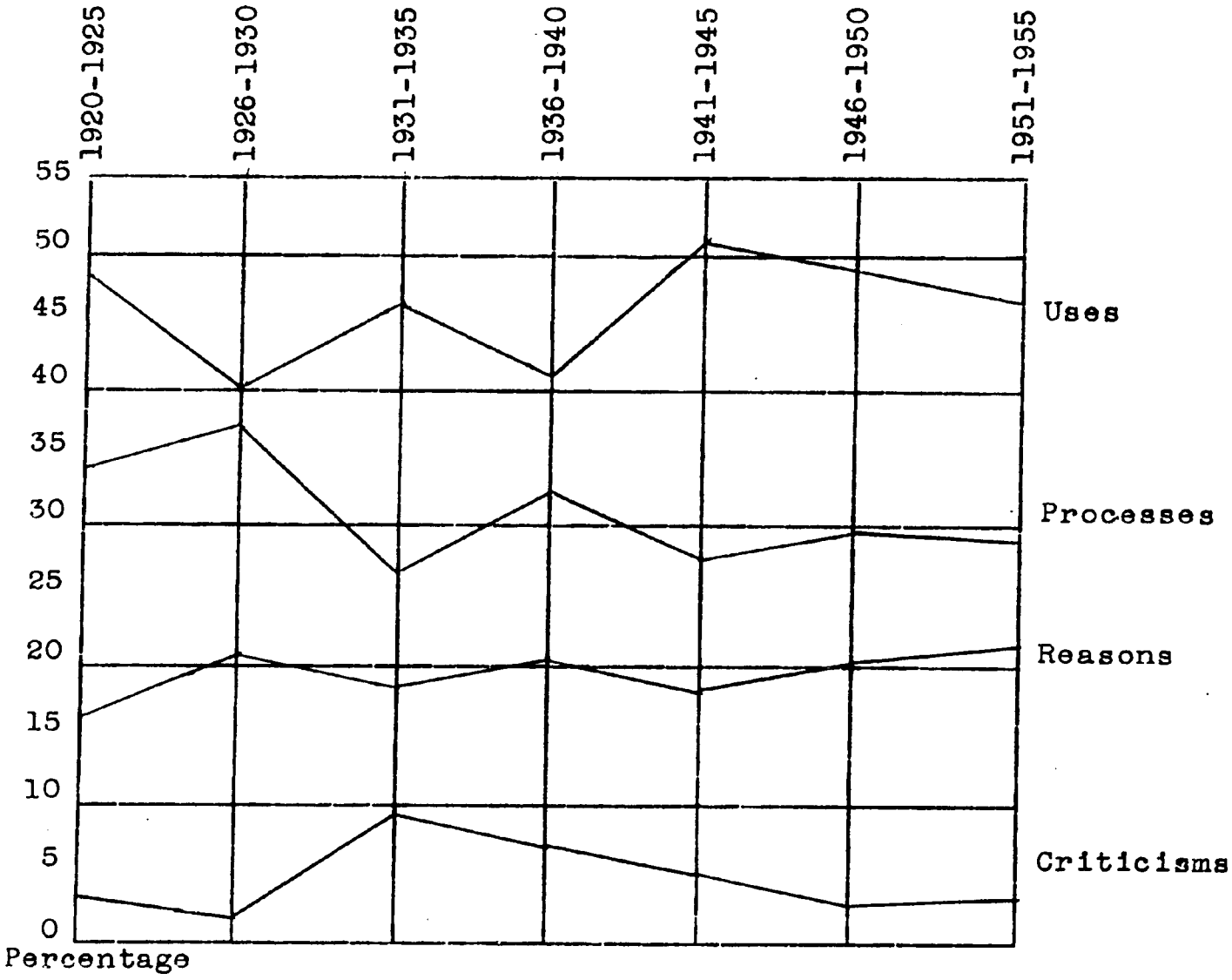


FIGURE 1. Proportional Relationships of References Describing Teacher-Pupil Planning Uses, Processes, Reasons, and Criticisms, as Identified in the Literature of the Social Studies from 1920 through 1955

Six stages seem to be evident. These may be identified as follows: (1) the stage of introduction (1920-25), (2) the stage of dormancy (1926-30), (3) the stage of criticism (1931-35), (4) the stage of interpretation (1936-40), (5) the stage of confidence (1941-45), and (6) the stage of maturity (1946-55).

The stage of introduction, 1920-25

The first stage in the development of teacher-pupil planning is called the stage of introduction because it appears to be a time at which references descriptive of teacher-pupil planning are stressed. This emphasis suggests the emergence, arrival and introduction of teacher-pupil planning as an identifiable classroom process. The uses described for teacher-pupil planning during this first time-span are not exceeded in variety until the fourth period. There is, also, a proportional emphasis on the process of its use, with the organizational aspect of the process receiving greater attention than during any other time-span. At the same time the analytical references describing reasons for the use of teacher-pupil planning, or criticisms of its use, are noticeably low in proportion.

The stage of dormancy, 1926-30

The second stage is described as a period of dormancy. During this period it appears that there is an important proportionate emphasis on the development of a rationale and technique for the use of teacher-pupil planning. However, the

considerable decline in the amount of attention given to the uses of teacher-pupil planning, and the decline, also, in the amount of criticism, exaggerates the growth in the proportion of reason and process references. An examination of the references describing reasons and processes reveals that they are less elaborate and definitive than they were during the previous stage. Consequently, it is appropriate to describe the period as a dormant one. At the same time recognition is given to the interpretative emphasis which portends growth even within the dormant stage.

The stage of criticism, 1931-35

The third stage is termed the stage of criticism. It may be that the stage of criticism is a result of a spread of the practice of teacher-pupil planning which provides opportunities for its malpractice, the revelation of its weaknesses, and its misinterpretation. Or it may be that this stage arrives because teacher-pupil planning has been relatively uninterpreted. No real emphasis on the reasons underlying the use of teacher-pupil planning has occurred. In any case, criticisms appear in their greatest proportion during this time-span. In terms of scope, the themes of criticism become twice as varied as they were during the two preceding time-spans.

The stage of interpretation, 1936-40

The fourth stage is identified as the stage of interpretation because of a proportional emphasis on the

development of a rationale and technique for teacher-pupil planning. There is a marked increase in the variety of themes cited as reasons underlying the use of teacher-pupil planning, six of which appear for the first time during this period. Also, this is the first time-span during which all five of the major aspects of process are given attention. During this period the following process emphases are introduced: preparation of the physical setting, preparation of the pupils in terms of their planning skills and their confidence in planning, and the use of resource units as a type of framework for planning. There is considerable increase in references describing the specific roles in teacher-pupil planning played by the teacher and the pupils.

It should be pointed out that the variety of criticisms during this time-span is twice as great as it was during the stage of criticism. However, the increase in scope and proportion of reason and process references makes this a stage during which the case on behalf of teacher-pupil planning is particularly impressive.

The stage of confidence, 1941-45

The fifth stage is described as a stage of confidence as uses predominate and there is a relative absence of references describing rationale, technique or criticism. For the first time references appear specifically recommending the use of teacher-pupil planning at all grade levels. Similarly, this is the first period during which all grades are cited as locations for the use of teacher-pupil planning.

If the absence of framework is a sign of confidence in the process of teacher-pupil planning, this stage reflects such confidence. Sixteen per cent of all references to the planning of content are without an identifiable framework. This represents the greatest frequency of such examples. This is the only period (excepting the first) during which there are no references recommending the establishment of limits for pupils within which the planning is to occur. Also, classroom committees as an organizational framework are cited more frequently than in any other period while the whole class organizational form, which is more easily teacher controlled, is described less frequently than in any other time-span.

The stage of maturity, 1946-55

The final stage in the development of teacher-pupil planning may be described as a stage of maturity, suggested by the absence of any particular emphasis and a stabilization in the frequency differences between descriptive references (uses and processes) and analytical references (criticisms and reasons). The reasons for the use of teacher-pupil planning are fully defined, with an increased emphasis on the benefits of its use. Its uses are diverse and the locations for its use are widely dispersed. Processes for using teacher-pupil planning are elaborately described and specific measures to assure its success are recommended with increased frequency. Criticisms are relatively absent. In brief, teacher-pupil planning seems to have come through the emphases and counter-

emphases of introduction, dormancy, criticism, and confidence to a period of full-grown maturity.

The use of specific time-spans to describe these developmental stages is not an indication that the stages are discrete. In reality they are general trends which roughly parallel the periods which were established for classification purposes.

The Frequency Development of All References

References to teacher-pupil planning appear most frequently during the 1951-55 time-span. More than one-third of all references are identified during this period (35.1 per cent or 652 out of 1858). Adding the 1946-50 product to this total, it is evident that more than half (52.3 per cent or 981 out of 1858) of all references appear during the last ten years.

The time-spans listed in the order of the frequency with which they include references to teacher-pupil planning are as follows:

1951-55	35.1 per cent or 652 out of 1858
1936-40	17.8 per cent or 331 out of 1858
1946-50	17.7 per cent or 329 out of 1858
1941-45	14.4 per cent or 267 out of 1858
*1920-25	5.9 per cent or 109 out of 1858
1930-35	5.8 per cent or 108 out of 1858
1926-30	3.3 per cent or 62 out of 1858

It may be that an increase in the frequency with which references to teacher-pupil planning appear in the literature of the social studies represents an increase in the amount of

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* A six year time-span. All other periods are five years in length.

interest which social studies teachers have in teacher-pupil planning. If such is true, the growth in interest appears to be fairly steady, except as it is, perhaps, disrupted by World War II (1941-45) and the period of recovery following the war (1946-50).

Some Considerations in Interpreting Frequencies

It is appropriate at this point to give attention to some of the factors which delimit the meaning of reference frequencies.

The possibility that a given frequency will be interpreted in a meaningful manner becomes greater as there is an increase in opportunity to examine that frequency in terms of related frequencies. For example, references to teacher-pupil planning appear within the context of the social studies literature. Before the significance of an increase or a decrease in references to teacher-pupil planning can be evaluated, it is necessary to know to what extent the social studies literature is increasing or decreasing in volume. Is an increase in the frequency of teacher-pupil planning references a proportional increase, or is it simply representative of an increase in the volume of the literature of the social studies?

Also, references to teacher-pupil planning appear within the context of general matters of classroom methodology. Are there periods during which greater attention is given in the social studies literature to methodology? If so, is the pattern of the frequency of appearance of teacher-pupil planning references "typical" when compared with the frequency

patterns of other processes?

In addition, the total educational literature may be examined for references to teacher-pupil planning. In this context, what is the relationship of the frequency of references to teacher-pupil planning in the social studies to frequencies in English, science, mathematics, the literature at large?

The same kinds of questions can be raised profitably about specific types of teacher-pupil planning references. For example, is criticism of teacher-pupil planning during a specific time-span greater in proportion than is criticism of educational methodology in general? Is it greater than is the proportion of criticism of other classroom processes in the social studies?

In brief, additional studies need to be made which will permit teacher-pupil planning to be examined in terms of its relationship to the total literature. Only then may its status in the literature be determined authoritatively. However, the significance of this present study lies in what appear to be internally consistent developments in teacher-pupil planning.

The Pattern of Development of Teacher-Pupil Planning - A Chapter Summary

Each of the four types of teacher-pupil planning references discloses what seems to be a pattern of developing maturity. When examined collectively in terms of their proportional relationships, and in terms of the growing frequency

of their appearance, a general movement toward the maturation of teacher-pupil planning appears to be evident. The following paragraphs provide a summary of the developmental pattern of teacher-pupil planning:

The reasons for the use of teacher-pupil planning become more fully defined with the passing of time. Although the benefits of its use are described with increasing frequency, attention continues to be given to the basic principles which underly the practice.

There are signs of the increasing acceptance and usage of teacher-pupil planning. The growth in the diversity of its usage is impressive. The location of its use becomes more widely dispersed among grade levels, courses and intelligence levels. The number of references concerning teacher-pupil planning increases. Criticisms have become relatively absent.

The processes for using teacher-pupil planning have become more elaborately described, and, in increasing frequency, specific measures are recommended to assure its success.

Across the time-spans teacher-pupil planning reveals an adaptability which makes its continued existence more likely and increases its usefulness. It demonstrates a sensitivity to the exigencies of the social scene, to educational movements, and to the criticisms of its usage.

After a period of fluctuation in the proportional relationships of the four types of references, suggesting

stages of introduction, dormancy, criticism, interpretation, and confidence, there is a stabilization in the frequency differences among the four types. This suggests that teacher-pupil planning has come through the growth phases which are apt to produce emphases and counter-emphases to a stage of maturity.

CHAPTER VIII

THE SUMMARY

The Purpose of the Study

This study was undertaken in an attempt to describe the development and use of teacher-pupil planning in the teaching of the secondary school social studies of the United States from 1920 until 1956. It was designed to achieve a better understanding of teacher-pupil planning based upon a determination of what have been the reasons underlying its use, the variety of its classroom uses, the techniques of its operation, and the criticisms of its use.

The Method of the Study

The data were derived from the professional literature which has been written for prospective social studies teachers or social studies teachers in-service. As the literature was examined, references related to teacher-pupil planning were noted. These were classified systematically according to types of references and according to times of appearance. Frequency tables were established on the assumption that the frequency of appearance of a given reference during a given time-span may be representative of the degree of its general acceptance. Comparative frequencies were examined in each of the seven time-spans in an effort to

identify changes which were occurring in teacher-pupil planning from 1920 until 1955.

Questions Basic to the Study

1. What have been the reasons underlying the use of teacher-pupil planning? (Chapter III)

The literature of the social studies includes 376 references which describe reasons underlying the use of teacher-pupil planning. Ninety-six and three-tenths per cent (362) of these may be classified within two major categories: (1) to improve learning (61.2 per cent) and (2) to provide training in citizenship (35.1 per cent or 132). The remaining 3.7 per cent (14) of the reasons are of a miscellaneous nature.

Three of nine themes which relate to the improvement of learning account for 80 per cent of the theme references. These three emphases state that teacher-pupil planning improves learning by (1) increasing pupil motivation, (2) identifying and meeting the needs and interests of pupils, and (3) upgrading the quality of learning. Themes which are concerned with the improved learning product appear in increasing proportion from 1926 through 1955, while themes concerned with the improved learning process decline.

References to the provision of citizenship training through the use of teacher-pupil planning are either of a general or definitive nature. The definitive references indicate that teacher-pupil planning provides training in citizenship either by developing participation skills, or

personal characteristics, or understandings and appreciations. The emphasis on participation skills is found in 39.8 per cent of the citizenship training references. Skills of co-operative activity, planning, and leadership are especially stressed. References to personal characteristics account for 27.3 per cent of these citations, with particular emphasis on responsibility and independence and self-reliance. Eleven and three-tenths per cent of the references describe the development of understandings and appreciations. General statements appear in 21.6 per cent of the references.

The variety of reasons supporting the use of teacher-pupil planning increases in each of the time-spans from 1926 through 1955.

2. What have been the varied classroom uses of teacher-pupil planning? (Chapter IV)

The literature of the social studies includes 861 references which describe uses for teacher-pupil planning. Ninety and nine-tenths per cent (783) of these refer to two major uses: (1) to plan content (45.3 per cent or 390) and (2) to plan methods and materials (45.6 per cent or 393). Four and one-tenth per cent (35) of the references are concerned with planning schedule. The remaining 5 per cent (43) describe the planning of evaluation.

Teacher-pupil planning of content is usually described in the literature as the planning of major course divisions such as problems (25.7 per cent), units (19.7 per cent), and topics (19 per cent). In addition to major course

divisions, course objectives are reported as being planned (13.2 per cent), as is the sub-topic (10.4 per cent). General statements concerned with teacher-pupil planning of content appear in 11.3 per cent of the references. Most descriptions (95.4 per cent) of teacher-pupil planning of content are accompanied by some references to a framework within which the planning occurs.

References to the use of teacher-pupil planning to establish method are of a general nature (18.4 per cent), or refer to planning the process of study and research (32.3 per cent), the process of reporting findings (26.4 per cent), or planning sources of information (22.9 per cent). Three specific aspects of the planning of method account for 27 per cent of all the references. These are planning leadership (11 per cent), committees (8 per cent), and the field trip (8 per cent).

Teacher-pupil planning of the schedule of study is more frequently concerned with the order of events or topics than it is with time allotments.

Teacher-pupil planning of evaluation usually takes the form of planning criteria, although the planning of procedures, techniques, and instruments of evaluation are also reported.

Teacher-pupil planning occurs throughout the secondary school social studies curriculum. References to the planning of content appear more frequently in relation to integrated courses, while the planning of method appears

to be associated more frequently with separate subject courses. Although teacher-pupil planning is reported more frequently at the senior high school level than at the junior high school level, there are examples of teacher-pupil planning at all the grade levels of the high school, with the twelfth and ninth grades receiving particular emphasis. References to the relationship of teacher-pupil planning to specific intelligence levels are infrequent. However, teacher-pupil planning is associated more frequently with the slow learner than with the rapid learner.

3. What have been the techniques of the operation of teacher-pupil planning? (Chapter V)

The literature of the social studies includes 476 references which describe five major aspects of the process of using teacher-pupil planning. Most frequently cited are references concerned with classroom organization (38.4 per cent or 183). Next most frequently mentioned are the preparatory activities (30.9 per cent or 147). References describing the impetus for planning are third in frequency (22.7 per cent or 147). Fourth in frequency are citations appropriate to the decision process (5.9 per cent or 28). Least frequent are the references concerned with the discussion process (2.1 per cent or 10).

According to the literature, teacher-pupil planning occurs within seven different forms of classroom organization, two of which are reported in approximately two-thirds of the citations. These are the whole class (41 per cent) and the

whole class in combination with the classroom committees (26.6 per cent). Other organizational forms are: the whole class and student representatives (12.2 per cent); classroom committees (8.5 per cent); whole class, student representatives, and classroom committees (5.3 per cent); student representatives and teacher (4.8 per cent); and student representatives and classroom committees (1.6 per cent).

References to preparatory activities increase steadily in the frequency of their appearance during the last six time-spans becoming the most frequent type of technique reference during the 1951-55 period. References to the preparation of pupils (54.1 per cent) deal primarily with the teacher's role in stimulating and directing pupils' thinking, especially through activities such as reading, home assignments and lectures. It is also reported that pupils are prepared through establishing the limits within which they may plan, through developing their confidence in planning, and through developing their planning skills. References to the preparation of the teacher (42.3 per cent) are concerned most frequently with the construction of frameworks, particularly the resource unit. Other references indicate why teacher preparation is advisable, the manner in which the teachers are prepared, and preparatory activities which do not involve the construction of a framework. The infrequent references describing the preparation of the physical setting (3.6 per cent) discuss, among other items, the placement of the blackboard, the location of the teacher, and the arrangement of the chairs.

Three out of four of the references describing the impetus for planning cite the teacher as the initiator.

Most references to the decision simply indicate that voting is the process employed. There are some descriptions of the type of majority required such as the simple majority and the consensus.

References concerned with the discussion process include descriptions of a form of parliamentary procedure, buzz sessions, and informal processes.

There are in the literature of the social studies 74 additional references which focus attention directly upon the teacher's and the pupils' roles in the process of teacher-pupil planning. Descriptions of the teacher's role account for 86.5 per cent (64 out of 74) of these references and most frequently describe the teacher's role as that of a guide. There are ten references concerned with the pupils' role in which pupils are cited most frequently as playing varied roles, depending on factors such as age, maturity, background and experiences in planning.

4. What criticisms have been offered concerning the use of teacher-pupil planning? (Chapter VI)

The literature of the social studies includes 71 references which describe criticisms of the use of teacher-pupil planning in the social studies. Most of these criticisms (87.3 per cent or 62) indicate that the use of teacher-pupil planning impairs learning. A few (8.5 per cent or 6) state that its use develops inappropriate personality

characteristics. The remaining criticisms (4.2 per cent or 3) are of a miscellaneous nature.

Teacher-pupil planning impairs learning, according to the literature, because of the inadequacy of pupils' interests (42.6 per cent) and because teacher-pupil planning results in the selection of inappropriate content (30.9 per cent). Also, it is reported that learning becomes inefficient (26.5 per cent), especially as a result of the time wasted.

Criticisms of teacher-pupil planning which indicate that its use develops inappropriate personality characteristics usually suggest that through teacher-pupil planning pupils become so much concerned with their own interests that they become self-centered.

5. What have been the stages in the development of teacher-pupil planning? (Chapter VII)

Six stages are evident in the development of teacher-pupil planning. The first is termed the stage of introduction (1920-25) during which time descriptive references discussing the uses and processes of teacher-pupil planning are stressed. Analytical references examining reasons for using teacher-pupil planning are noticeably low in proportion. During the second stage, the stage of dormancy (1926-30), teacher-pupil planning references decline considerably in number and are less elaborate and definitive than at the previous stage. The third stage (1931-35) is called the stage of criticism. During this period criticisms appear in their greatest proportion, and, in terms of scope, are twice as varied as they

were during the two preceding time-spans. The fourth stage (1936-40) is identified as the stage of interpretation because of a proportional emphasis on the development of a rationale and technique for teacher-pupil planning. There is also a marked increase in the variety of themes cited as reasons underlying the use of teacher-pupil planning, as is true of the scope of the references describing the process of teacher-pupil planning. The fifth stage (1941-45) is described as a stage of confidence as descriptions of uses predominate and there is a relative absence of references describing rationale, technique or criticism. In addition, there are no references recommending the establishment of limits for pupils within which the planning is to occur and the frequency of examples without an identifiable framework is at its greatest. References appear specifically recommending the use of teacher-pupil planning at all grade levels for the first time. The final stage in the development of teacher-pupil planning (1946-55) is the stage of maturity, suggested by the absence of any emphasis, a stabilization in the frequency difference between descriptive references and analytical references, fully defined reasons for the use of teacher-pupil planning, usage which is diverse and widely dispersed, and elaborately described techniques of use.

The Hypotheses of the Study

The first hypothesis

The first hypothesis held that the reason most frequently stated in support of the use of teacher-pupil

planning is that it provides training in citizenship.

During the first time-span examined (1920-25), training in citizenship does appear as the most frequent reason. However, for the total thirty-six year period examined in this study (1920 through 1955), the improvement of learning predominates as the underlying reason for the use of teacher-pupil planning, accounting for 61.2 per cent of all reason references. Citizenship references total 35.1 per cent of the reason references for the entire period. Consequently, the first hypothesis is not affirmed.

The second hypothesis

The second hypothesis is as follows: Pupils in the social studies who have participated in teacher-pupil planning have shared mostly in planning the process of study and have rarely had opportunity to share in the planning of content.

The evidence in the literature indicates that pupils have shared in the planning of the process of study more frequently than they have shared in the planning of content. However, the margin of predominance is slight and it is clear that pupil participation in planning content is reported frequently, not rarely. Of the total number of different references concerned with teacher-pupil planning of content and methods and materials, 50.2 per cent cite teacher-pupil planning of methods and materials and 49.8 per cent relate planning to content. Therefore, the second hypothesis is not borne out.

The third hypothesis

The third hypothesis forecast that when pupils do plan content it is in those social studies courses which are "integrated" or "fused" courses rather than the separate subject courses.

In the literature of the social studies, references appear which associate teacher-pupil planning with more than seventy different social studies course titles. These include every major course in the social studies curriculum and most of the minor and miscellaneous courses. Specifically, of the references to courses in which content is teacher-pupil planned, 43.5 per cent describe separate subject courses. Fifty-six and five-tenths per cent describe integrated courses. Teacher-pupil planning of content is, therefore, more frequent in the integrated courses, but it also occurs in the separate subject courses. Consequently, the third hypothesis is not supported.

The fourth hypothesis

The fourth hypothesis held that descriptions of the techniques of using teacher-pupil planning appear infrequently in comparison to other types of teacher-pupil planning references.

This hypothesis is refuted. Although references describing the uses of teacher-pupil planning appear most frequently (46.3 per cent), references describing the techniques of the operation of teacher-pupil planning are described second in the order of frequency (29.6 per cent). Reason

references are third most frequent (21.2 per cent) and criticism references appear least frequently (3.8 per cent).

Recommendations for Additional Studies

There are a variety of additional studies of teacher-pupil planning which could be undertaken profitably. For example, it would be useful to determine the extent to which literature of the social studies describes the current acceptance and practice of teacher-pupil planning among social studies classroom teachers. Such a study would be especially valuable if it examined the reasons why classroom teachers do not use teacher-pupil planning.

Another productive investigation might be a study of the opinions of non-educators concerning the values derived from the involvement of pupils in planning classroom educational experiences.

Studies similar to the present one but in other subject matter fields could add meaning to this investigation and would help assess the general status and progress of teacher-pupil planning.

Particularly useful would be an examination of teacher-pupil planning within a fairly constant pupil group over a period of years. Such an investigation would be helpful in studying the development of planning skills and the content and quality of a series of decisions.

There is a need, finally, for experimental studies which will test claims which support and those which oppose teacher-pupil planning. The references examined for this

study were all based on logic, experience, or conjecture. The writers gave no indication that they had attempted to verify their opinions. Experiments which would test the claims and counter-claims would be useful. Experimental examinations of teacher-pupil planning which would compare it with other teaching procedures could add significantly to the present knowledge concerning teacher-pupil planning.

Final Conclusions

A general conclusion resulting from this examination of the development and use of teacher-pupil planning in the teaching of the social studies is that teacher-pupil planning has been a maturing and increasingly accepted classroom process. The reasons in support of the use of teacher-pupil planning have become more fully developed. There has been growth in the diversity and locations of its use. The processes of its use have become elaborately described. Criticisms of its use are now relatively absent.

Specific conclusions resulting from the hypotheses of this study are as follows: (1) The improvement of learning predominates as the underlying reason for the use of teacher-pupil planning in the social studies. (2) Pupils in the social studies who have participated in teacher-oupil planning have shared in planning of the content almost as frequently as in planning the process of study. (3) Teacher-pupil planning of content occurs in separate subject courses although examples of the planning of content are slightly more frequent in the integrated courses. (4) Almost one-third of all references to teacher-pupil planning include some description of the techniques of its use.

APPENDIX A

A TABLE ILLUSTRATING THE SYSTEM FOR RECORDING DATA, INCLUDING APPROPRIATE REFERENCE CODE SYMBOLS

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55
Interests and Needs	B13,109 G12,151 J6,131	H26,373 C21,82 D10,117 M19,163	S31,318 C24,378 B34,371 T15,520 W34,47	H41,342 S47,152 S46,391 H28,14 K17,320 H32,12 B22,214 S33,55 J7,34 J7,96 J7,341 D12,40 P9,228 C26,111 B24,365 W9,553 H41,132 S49,162 B38,285 M32,85 E8,159 E8,169 J7,86	K25,121 M26,112 S37,250 W24,277 W10,105 S12,141 T13,39 W27,515 W11,280 C14,124 B35,63 K22,88	A12,196 H39,76 B25,216 B18,314 M13,151 S16,259 Q1,104 M30,373 T10,295 P14,183 M30,295	C35,136 H1,367 B5,22 B12,66 A4,238 B4,14 A1,64 F14,249 M31,19 B32,179 B32,59 S41,65 T14,75 K6,121 E7,65 S44,77 A18,5 A18,12 A18,45 A18,72 A18,74 A18,76 J8,27 J8,64 F17,54 V3,36 Z3,453 A18,73
Individual Differences					K22,136	T10,267 T10,439	M31,62 M31,66 J8,63 J8,64 J8,72 J8,92
Articulation						P14,183 Q1,105	A18,32 J8,26 C39,270

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55
Motivation	S23,16 B13,109 H18,240 G12,151 F9,75 W39,143	H26,373 C21,82 R8,23 D23,302 B39,91	C23,269 S31,318 W18,33 C24,378 G15,524 S48,16 S48,48 S48,85 C36,83	H28,14 H31,251 P11,159 C30,293 R12,304 F10,261 S49,293 W33,154 C16,157 T3,244 H10,334 M5,13 H12,244 L3,405 W9,553 H41,124 H41,132 S47,25 F15,77	S38,58 W10,105 B35,191 B33,262 W32,476 W29,46 K22,88	P12,54 A12,196 B25,217 R7,106 M13,151 N3,366 W31,224 W31,493 C40,39 B10,60 Q1,87 Q1,182 M30,109 M30,251 M30,270 M30,415 M30,393 P15,11 P15,69 P15,142	B28,218 F3,361 B8,30 E1,162 B5,22 C2,9 B12,66 G2,159 G3,258 O3,336 F14,249 M31,134 M31,326 M31,345 M31,514 M31,29 M31,100 M31,129 M31,301 S41,15 S41,53 S41,56 S41,218 S41,221 W37,48 K6,121 L2,239 E7,66 W40,3 A18,74 J8,16 J8,46 Z3,453
Participation						V3,29	S41,218 S41,221 T14,62
Efficiency			C24,378	S49,240		M30,391	K6,121 D1,134 A15,30 H47,6 C2,9 M31,224 A15,212 E7,110 J8,67 J8,16

	1920-25	1926-30	1931-35	1936-40	1941-45	1946-50	1951-55
Quantity			M22,321			Q1,87 V3,35 W31,222	C2,9 S41,54 T14,62 A18,80 J8,16 J8,46
Quality	W39,143	K20,74	D11,262	H30,113 B24,366 R12,304 H10,334 H41,248 H41,411 A13,105 H29,209	B33,249 T13,191	Q1,20 M30,109 M30,273 V3,32 W31,222 E10,137	F3,361 B8,30 E1,162 M31,134 M31,350 C2,9 F14,249 M31,128 M31,178 M31,494 S41,15 W37,48 C39,55 S44,71 R13,113 A18,80 J8,40 F17,107 Z3,453
Variety				B24,366 S49,240		M30,270 M13,151	M31,345 A18,74 J8,64
Usefulness				B24,366 S49,240	B33,79 W32,261 T13,75 S45,32 K25,60	Q1,68 W35,117 C40,39 V3,35	H1,367 K6,126 C2,9 B40,5
Miscellaneous				S46,355			H44,137

APPENDIX B

CODE SYMBOLS AND THE REFERENCES TO WHICH THEY REFER

A-1 Ahrens, Maurice R. "Priorities in Social Studies Instruction in Secondary Schools," Social Education, XVII (February, 1953), 62-64, 70.

A-2 Ahrens, Maurice R. "Freedom To Learn: Censorship and Learning Materials," Social Education, XVII (April, 1953), 165-170.

A-3 Alexander, Albert. "History and the Cult of Objectivity," Social Education, XVII (May, 1953), 220-221, 227.

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