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Suggestions for a Course of Study in Elementary Local History Derived from an Analysis of Some Materials Used in Large City Schools

M. Anastasia O'Connor

Loyola University Chicago

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SUGGESTIONS FOR A COURSE OF STUDY IN
ELEMENTARY LOCAL HISTORY DERIVED
FROM AN ANALYSIS OF SOME MATERIALS
USED IN LARGE CITY SCHOOLS

by

Mother M. Anastasia O'Connor, I.B.V.M.

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts
Mother M. Anastasia O'Connor was born in Chicago, Illinois, September 21, 1921.

She was graduated from Loretto Academy, Chicago, Illinois, June 1939, and from De Paul University, June 1953, with the degree of Bachelor of Arts.

In September 1940 the author entered the teaching community of the Institute of the Blessed Virgin Mary. From 1943 to 1952 she taught in St. Adrian's School, Chicago, Illinois. Since September, 1952 she has been Principal of St. Bernard's School, Chicago, Illinois. She began her graduate studies at Loyola University in June 1955.
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CHAPTER I

INTRODUCTION

The elementary local history text used in the Archdiocese of Chicago has a copyright date of 1935. In the intervening years since 1935 many important changes have taken place in this city and other changes are expected to take place as its importance as an international port increases.

A course of study in local elementary history for parochial schools is not in existence. The only available guide to a study of Chicago in the parochial schools is the present text, Pioneer Life and a Study of Chicago, written by Helen M. Caney. It is my purpose in this thesis to make suggestions for a course of study in the history of Chicago that can be used in the fourth grade. This topic was chosen because of its need today in Chicago's elementary parochial schools. A complete course of study is usually written by more than one person, this will be made up of suggestions in the hope that it will be taken up from there by a group and developed into a finished product.

This study is confined to history, not the broad field of the social studies although many references will necessarily mention social studies, not just history. In stating aims and objectives however, we must keep in mind that in the suggestions for the course of study at the end only history will be considered.

Before planning to make suggestions for a course of study, it was decided to examine courses of study written by others in order to get ideas, to find out how it was done by others, and to look over what had been done before in that field.
In the beginning of the study superintendents of schools of twenty-two large American cities were written to requesting information about the history of each city as it was outlined in its course of study or curriculum guide. Because Chicago parochial schools had used a fine text about Chicago's history since 1935 and the Chicago Public School System had used a splendid edition for many years, it was naturally expected that the older cities would have something comparable. Only four that were written to had any form of publication which included a local history. These cities were Philadelphia, Pennsylvania; Detroit, Michigan; Cleveland, Ohio and Los Angeles, California. Several cities were in the process of organizing such a history and two, Birmingham, Alabama and Seattle, Washington were revising former editions.

Since so little help could be received from the superintendents, courses of study were looked up in the Curriculum Room of the Judd Library of the University of Chicago. There the courses of study of fifteen cities were studied as to the inclusion of local elementary history in the curriculum. These cities included five Western, four Eastern, four Northern, and two Southern cities. The Western courses studied were from Sacramento, Los Angeles, San Francisco, San Diego, California and Boise, Idaho. The Eastern cities included the Diocese of New York; New York Public School System; Philadelphia, Pennsylvania; and Washington, D. C. The Northern courses investigated were Pontiac, Michigan; Cleveland, Ohio; Minneapolis, Minnesota; and Chicago, Illinois. The two Southern courses studied included Louisville, Kentucky and Baltimore, Maryland. From these fifteen, the courses of study of eight cities were selected for examination, analysis and evaluation as to their usefulness and value in formulating a course of study for use in the Archdiocese of Chicago's fourth grade.
What is the value of such a study? The Catholic school children of Chicago are being deprived of something vital when there is not available an up to date course of study to guide teachers in the study of local history. A teacher without a course of study is like a contractor without plans. A course of study coordinates the work of the teachers in a school system. It is an indispensable instrument designed to assist in making instruction more efficient. It does not guarantee success in teaching but it does insure an organized and planned approach which helps the teacher. In the last analysis, it is the classroom teacher who will bring about an effective program.

The social studies program begins in the earliest grades. It is in these early years that the child develops basic understandings concerning the ways in which people live and work with one another in the home, school, parish and neighborhood. It is in these early years that the concepts are implanted and thus a foundation is laid for further realizations. In the world's present search for peace and unity, we look to the emergence of better men from the generation we are now teaching. Social studies is important in the curriculum for the role it can play in the task of building these better men.

In a Catholic school, the social studies curriculum is built upon the Catholic philosophy of life from which is developed the Catholic philosophy of education. An educational philosophy is basic to any formulation of a course of study. A course drawn up with a definite philosophy will assume a consistency which will add greatly to the effectiveness of the finished product.

The two major topics that should be given consideration in a statement of educational philosophy with reference to the social studies are: 1) What is the general purpose of education? 2) What part does the social studies as a whole and history in particular have in realizing this general purpose?
Frank J. Sheed once aptly remarked, "Before we can educate we must know the purposes of life and the Catholic educator knows, not of himself, but directly from the revealed word of God what the purposes of life are."

In the words of Pope Pius XI, the "primary and immediate end of Christian education is to cooperate with divine grace in forming the true and perfect Christian, that is to form Christ Himself in those regenerated by Baptism."

In another passage in the same encyclical the Holy Father states that "the true Christian, product of Christian education, is the supernatural man who thinks, judges, and acts consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character."  

To realize this end the school must provide for those in its care those experiences which, with the help of Divine grace, are best calculated to enable the young to develop the ideas, attitudes, and the habits that are demanded for Christlike living in our American democratic society.

A Catholic educator teaches with the realization that man is a creature composed of body and soul, made to the image and likeness of God and whose powers are to be developed for himself and society and ultimately for union with God. From this truth comes the realization of the worth of the human person and his worth in the sight of God.

Social studies plays an important part in realizing the general purpose of Christian education. In a Catholic school, subject matter may be separate


but it is unified by emphasis upon religion and the social studies which complement one another and tend to bring all other areas into their sphere of influence. The significance of these two subjects is manifested in the very term "Christian Social Living" upon which suggestions for the course of study will be based.

Each subject in the curriculum is a factor in strengthening the child's relationship with God and himself, with his fellow men and nature. The social studies contribute to the child's relationship with God as he sees in the love and care of his parents and the good qualities of those whom he knows a reflection of the attributes of God. In history, in particular, he learns of God's Providence toward men since the beginning of time, the use that has been made of His gifts and the failure of human projects that were opposed to God's laws.

As the child learns about men's living in ever-widening spheres, he finds that the Church has gone into all these spheres with her children, often sending missionaries to new lands simultaneously with explorers and discoverers. In history, he learns that throughout the ages the Church has worked for the betterment of men and has been the champion of their God-given rights. If history is taught correctly, a child gradually comes to have a friendly feeling for peoples in all parts of the world.

It is in the social studies that the child first learns how people live and work together in home and school and then extends his study to the community, nation and world. He looks backward into history to find how men have solved problems fundamental to all times and all peoples. It is in the social studies program that the child will become acquainted with the various occupations from which he may one day choose a means of earning his liveli-
From this it can be seen that the social studies program in the elementary school has a vital part to play in the development of the true Christian character.

After a statement of basic philosophy, organization of the course of study begins with the objectives. The purpose of a statement of objectives is to indicate the kinds of changes in the student to take place so that the instructional activities can be planned and developed in a way likely to attain these objectives; that is, to bring about these changes in the student.

The objectives are fundamentally important and should always be kept in mind as the work progresses. All of the stated objectives should be considered important and teachers should carry out enough activities to accomplish them.

Objectives may be classified as ultimate or immediate on the basis of their remoteness or proximity to the learner's activities.

The ultimate objectives in this study are the same as the goals set up for the formulation of a true and perfect Christian. These goals of Christian education in American democratic society may be summed up as follows:

1) Physical fitness or habits of healthful living.
2) Economic competency or understanding of the workings of modern industrial civilization.
3) Social virtue based on an understanding of American life and the

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5 Sister Mary Joan, I, p. 12.
workings of democracy.

4) Cultural development rooted in a familiarity with the beauty the human mind has created.

5) Moral and spiritual perfection in Christ or saintliness, the crown of all the rest.

In the measure that Catholic education reaches these goals it justifies its existence and enriches our national life. 6

Chapter II will propose to set up criteria to use as an evaluating scale for the selected courses of study. Before this can be done, the advice of experts will be sought as to what they feel are the characteristics of a good course of study. After the criteria is set up, Chapter III will be devoted to examining, analyzing, and evaluating the courses of study in local history of eight selected cities. The final chapter will be suggestions for a course of study in Chicago history for fourth grade parochial school children.

6 Sister Mary Joan, I, p. 11.
CHAPTER II
COURSES OF STUDY

Various authors define a course of study differently. A course of study is not the curriculum and it is necessary to distinguish clearly between the two words. The curriculum includes the totality of subject matter, activities and experiences which constitute a pupil's school life. In other words, the curriculum is the sum total of the school's efforts to influence learning, whether in the classroom, on the playground, or out of school.\(^1\) The course of study is organized to achieve the objectives of a curriculum. It is the plan which sets forth for the teacher such items as the objectives and content of a given subject and the activities and materials to be used to accomplish desired results.\(^2\)

Monroe defines the course of study as "the name given to the specifications and directions relating to a given field of instruction. These specifications and directions include, in addition to the objectives to be attained, directions and suggestions relating to what the teacher should do in getting his students to achieve these objectives."\(^3\)

Herriot defines the course of study by specifying its functions. He says, "A course of study has a two-fold function; first, to coordinate the work of the teachers of a school system, and second, to help them as individual

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When a teacher is provided with a carefully prepared course of study, she has a detailed statement of the specific tasks assigned to her and the directions for the performance of these tasks. The following two general types of material should be included: 1) specifications of the detailed objectives of the course and of the materials of instruction, and 2) directions consisting chiefly of suggestions as to learning exercises and methods of stimulating and directing learning.¹

According to Caswell, a course of study may be likened to the plans and specifications for a building. Just as plans and specifications are not the building, neither is the course of study the curriculum.² Obviously, a good course of study is a valuable aid to the development of a good curriculum.

From the above definitions it can be taken that the course of study should be a source book with materials and suggestions to assist the teacher in organizing instruction. The teacher's proper use of the course of study really determines its worth. A teacher needs the master plan, he should use it in planning his work in the same way an engineer or architect uses manuals and tables. The concept of the course of study as a source book developed for the purpose of aiding teachers in planning their work is basic to effective use of the materials.

As an aid to the teacher in planning instruction, a course of study should have certain characteristics. In this chapter several authors will be quoted, stating their views on the characteristics of a good course of study. At the

¹M. E. Herriot, How to Make a Course of Study in Reading, Bureau of Educational Research, Circular No. 42 (Urbana, 1926), pp. 4-5.

end of the chapter will be set up criteria determined by a study of these authors that can be used to examine and analyze the courses of study in local history of the eight selected cities.

According to Draper, the effectiveness of the course of study is measured by the improvement of teaching in the classroom. In order that the teacher and supervisor may utilize the course of study in the most effective way, this instrument must meet certain standards in its organization. It should present the general objectives of the curriculum and of education. The general objectives will then be analyzed into a large number of specific objectives which point out the details of the particular units, jobs, activities, and experiences that have been developed to realize the general objectives. If real and specific objectives have been attained, they will suggest accurately the subject matter and student activities that are essential. The particular methods that have been found effective in promoting student interest and enthusiasm in realizing the objectives should then be included. This predicates that methods of measuring student achievement through standardized and non-standardized examinations should be included in each unit of the course. Annotated references to the best books and materials in the field should be indicated.  

In evaluating a course of study, Draper suggests the following criteria:

1) Is the course easy to read? Since a course to be of value must be translated into better teaching, it is essential that it be read and studied by the teachers for whom it is prepared.

2) Is the course of study simple in organization? An involved course,
which requires the teacher to read extensively rather than study intensively is not often used. The various aspects of the course should be so related that it can be used effectively without laborious effort on the part of the teacher.

3) Is the course a study of scholarly production? Unless the course of study is clearly written and its composition presents evidence of marked scholarship, it will receive little attention from the faculty.

4) Can the course of study be translated into improved teaching? This, after all, is the final test of the course. 7

In a comprehensive treatment of 498 courses of study, Stratemeyer and Bruner compiled the following as the major headings they felt should be included in a good course of study.

A. Recognition of Educational Objectives

B. Organization of Subject Matter - What to Teach
   1) Content
   2) General organization
   3) Use of textbooks

C. Recognition of and Adaptation to Pupil's Needs
   1) Recognition of the individual
   2) Activities
   3) Projects
   4) Tests

D. Adaptation to Teacher's Needs
   1) General helps for teacher
   2) Method
   3) Lessons
   4) Reference material for teacher
   5) Reference material for pupils

E. Course of Study Itself
   1) Mechanical make-up
   2) Course of study as a whole 8

7 Ibid., p. 732.
According to Anderson, the modern course of study is a flexible type of guide to the curriculum rather than a rigid plan a teacher must adhere to. Its purpose, he says, is to assist the teacher and give him suggestions rather than to inhibit him so that he cannot carry on planning with pupils or adapt the program to their needs. It indicates the broad framework of the scope and sequence within which each teacher has a great deal of latitude to work.

Anderson also points out that the trend has been away from a course of study that prescribes specifics in terms of subject matter to be taught, and also a trend toward the publication of briefer guides. This trend is not evidenced in some recent course of study, i.e., the one for Los Angeles local history.

Ralph Tyler feels that organization is an important problem in developing a course of study because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners. In his opinion there are three major criteria to be met in building an effectively organized group of learning experiences: 1) continuity, 2) sequence, and 3) integration. Continuity refers to the vertical reiteration of major curriculum elements. For example, if in the social studies the developments of skills in reading social studies material is an important objective, it is necessary to see that there is recurring and continuing opportunity for these skills to be practiced and developed.

Sequence is related to continuity but goes beyond it. Sequence as a

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criterion emphasizes the importance of having each successive experience build upon the preceding one but to go more broadly and deeply into the matters involved. Sequence emphasizes not duplication but rather higher levels of treatment with each successive learning experience.

Integration refers to the horizontal relationship of curriculum experiences. Organization of these experiences should be such that they help the student increasingly to get a unified view and to unify his behavior in relation to the elements dealt with. These three, according to Tyler, are basic guiding criteria in the building of an effective scheme of organization of learning experiences.

According to Caswell, the following characteristics must be evident in a course of study designed to provide maximum utility. There must be a philosophy upon which the course is organized, a statement of objectives, instructions for use of the course of study, material to be covered, teaching procedures, table of contents, and general reference. Caswell emphasizes, too, that the usefulness of a course of study depends to a considerable extent upon its mechanical makeup.11

After reading what competent authors list as the characteristics of a good course of study, simple criteria will be set up, criteria by which the courses of study in local history of eight cities will be evaluated. All the authors agree on some characteristics, some were alone in their emphasis on one or another characteristic. All agree that a course of study must be based upon a philosophy and that definite objectives must be stated. All agree, too, that a course of study must be simple enough in organization for

11 Caswell and Campbell, p. 460.
the teacher to use. The course of study must include the material to be covered and suggestions should be given as to instructional procedures to help the teacher. The majority of authors mention pupil and teacher references, some form of evaluation and simplicity in style and format.

The following are proposed as five criteria to evaluate a course of study:

1) Is the course of study based on a definite philosophy of education with objectives clearly stated?

Organization of a course of study begins with objectives and not with some preconceived idea of the general organization of the course. The objectives in a course of study are responsible for its worth. It is important that objectives be stated in terms of the pupils and not as goals for the teacher. All objectives should be stated in terms of "ability to do," that is, in terms of specific controls of conduct which the pupils are to acquire.\(^\text{12}\) The number of objectives must be limited because it is better to have a small number than many since it requires time to attain educational objectives. An educational program is not effective if so much is attempted that little is accomplished. It is essential, therefore, to select the number of objectives that can actually be attained in significant degree in the time available and that these be really important ones.\(^\text{13}\)

2) Is the course of study easy to read and simple in organization?

The ease in reading will determine to a large extent the frequency of reading. Since the value of a course of study lies in the improvement of

\(^{12}\) Monroe, p. 6.

\(^{13}\) Tyler, p. 22.
teaching it engenders, it is essential that it be read and studied by the teachers. It is also important that its organization be simple enough not to discourage a teacher at the outset. If the effort needed to study is laborious, it will be quickly tossed aside.

3) Is the course of study comprehensive?

It should include along with general and specific objectives the content to be covered, suggested types of method, instructional aids, teacher and pupil references. President Hutchins, in his book, No Friendly Voice, makes this statement. "Wherever I have met with educational people, from Hawaii to Rhode Island and from Minnesota to Texas, I have been struck by their unwillingness to discuss the only important question about education and research, and that is the question of content. They want to talk about methods, the size of classes, organization, administration, student supervision, degrees and building."

The presentation of any content material necessarily involves the use of some method. The most generally approved organization of instruction is the unit plan. In organizing the content material continuity and sequence must be provided for in order to be effective. Only insofar as the content is organized and presented in a way that will arouse pupils to activity and intrigue them to continue active until the learning outcomes have been achieved has it any part to play in an intelligent technique of teaching. As Hamilton states it, "the primary principle of all education is the determination of the pupil to self-activity."

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4) Does the course of study provide any plan for evaluation?

If a course of study includes some means of evaluation it helps the teacher and also insures better use of the course. To make a good test takes time, so tests included in the course assist the teacher. There should be some means of determining whether or not the activities and learning experiences are contributing to the achievement of the objective.

5) Is the course of study usable at the stated grade level?

Unless the pupils at the particular grade level for whom the course is written can attain a certain degree of mastery of the content, the course is worthless. A scholarly production with content, vocabulary, and activities beyond the ability of a class is frustrating not only to the pupil but to the teacher. Individual differences can be provided for and should be in a good course of study. Courses of study with an overabundance of material to be covered also give unrest to a conscientious teacher.

These criteria are simple but include the main points given as the characteristics of a good course of study as outlined earlier by certain curriculum experts. In the next chapter the courses of study in local history of eight selected cities will be examined, analyzed, and evaluated in the light of the above criteria.
CHAPTER III

EXAMINATION AND ANALYSIS OF EIGHT COURSES OF STUDY

The criteria set up in the previous chapter will form the basis for the analysis of the selected courses of study. In this chapter, each course of study is reviewed separately. The courses of study were chosen from the following places: Diocese of New York; New York Public School System; Pontiac, Michigan; Louisville, Kentucky; Sacramento, California; Cleveland, Ohio; Philadelphia, Pennsylvania and Los Angeles, California. These cities are widely spread over the United States and represent a general picture of what is available in studied local history.

A careful reading and study of these courses gives an idea of what is being done throughout the country in the field of social studies and in local histories in particular. There is still much to be done in many places. It is quite evident from the answers to inquiries that many cities have really lagged behind in any worthwhile endeavor to make the history of their city known. However, in letters received from superintendents all over the country there appears to be a marked increase in work on the subject and committees are being formed in many places to produce usable courses of study in local history.

Diocese of New York

The course of study in use in the Diocese of New York is built on the program for Guiding Growth in Christian Social Living put out by the Commission on American Citizenship of the Catholic University of America in
This course provides a detailed instructional program as a means of achieving the necessary understandings, attitudes, and habits for Christian living.

The course put out by Catholic University is permeated with a Christian philosophy of education based on a Christian philosophy of life. All objectives lead to that all-embracing aim of Christian education; namely, to provide those experiences which, with the assistance of divine grace, are best calculated to develop in the young the ideas, the attitudes, and the habits that are demanded for Christlike living in our American democratic society. The Catholic curriculum, because it sees man in his whole nature and total environment, does not stop with reverence to his use of the earth and his social relations; it completes the picture, no matter what area is studied, with man's relationship to God.

In the course of study for each grade in the Diocese of New York there is a chapter with specific notes to the teacher of that grade. In this chapter are listed the objectives for that particular grade. They are divided according to individual abilities, relationship to God and Church, relationship to fellow men, and relationship to nature. These stated objectives are brief, to the point, practical, and well thought out. For example, to mention three of the ten objectives listed under individual abilities: 1) to gather first-hand information from the environment, 2) to learn the purpose of a map

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2 New York State Curriculum Committee, A Tentative Course of Study for Catholic Schools of Dioceses of New York State (Syracuse, 1949).
and a globe, and 3) to learn the meaning of terms which describe the physical features of the local community.\(^3\)

The course of study itself is set up under the following headings in order to incorporate all the necessary elements in a unified program and to enrich the teaching: Content, Christian Social Living Principles and Virtues, Learning Activities, Teacher's Materials, and Pupil's Materials.

The course of study is comprehensive. It includes an introduction, an excellent summary of the entire course from grades one to eight, an explanation of course headings, special notes for the teacher of each grade, objectives for each grade, course divisions, unit development and references. The idea of giving a summary of all eight grades in the course of study for each grade helps the teacher to see the sequence and continuity of the entire program. It also helps the teacher to see the part one grade plays in the entire program.

The content is set up in unit divisions of varying length, each building upon the previous unit and correlating as far as possible with the religion program of the grade. The content is drawn from the grade program of Guiding Growth in Christian Social Living with minor changes, rearrangement, and more detailed development.\(^4\)

The learning activities are chosen to emphasize careful presentation, the mastery of certain skills at each level and the development of a meaningful vocabulary. For example, in the first unit the life of the Woodland Indians

\(^3\)Ibid., Grade 3, p. 12.

is studied. While studying the unit one of the suggested activities is to
draw a wigwam and a longhouse and to tell how and where each was used. Such
words as longhouse, paddle, mocasin, wampum, and canoe are added to the child's
usable vocabulary. The activities given could not all be used but they pre-
sent some variety so that the teacher may select what seems most effective for
her group. Also, they include activities which might take place in English,
music, art or other periods of the day. In the above mentioned unit there is
provision in the activities for learning an Indian lullaby or dance, making a
table display of an Indian village or preparing a frieze illustrating Indian
life. While strengthening the arts and skills such activities build under-
standings related to the social studies.

Sources for teacher's background are excellent. Each section of each
unit lists books or articles helpful to the teacher. At the end of the entire
course there is an alphabetical Bibliography of teacher's references including
books, periodicals, free materials and visual aids. A child's text is never
adequate for the teacher who is to present the material in an overall view.
The children's references are excellent, too. It is especially good for the
gifted child to have access to supplementary sources of information. Besides
the local environment, which has priority in a local study, library books,
stories in readers and instructional articles are only a few pupil materials
mentioned.

Provision is made at the end of each unit for teacher made tests to
evaluate the learning experiences of the unit.

This course of study is usable in grade three; however, the presenta-

5 A Tentative Course of Study for Catholic Schools of Dioceses of New
tion takes place so early in the grades that not enough real local history can be covered by the student. It is an exceptionally well planned course, complete with aims, content, activities and references.

New York Public School System

The New York Public Schools study local history in grade four. For a city the size of New York the course of study seems inadequate to help most teachers. The objectives of a social studies program are listed but the transfer to the learning experiences is not well formulated. The course gives as its main objective to help the pupil gain insight into American life; to help him understand and appreciate the American heritage and to develop qualities necessary for good citizenship.6

The course is not detailed but rather a framework around which teaching units and problems can be organized. The course itself states that it is a framework and should be used in connection with two other bulletins: Social Studies K-Gr. 2 and Social Studies 3 and 4.

The course is not comprehensive. It briefly gives the content to be covered and there is no other help for the teacher in planning the units. To illustrate the brevity, the following is the total provision for the teacher concerning Unit I, "How and Why Our City Grew."


These three lines constitute all the help the teacher gets for the unit. Each

6Board of Education of the City of New York, Course of Study in Social Studies: Grades K-6, Brooklyn, c1950.

7Ibid., p. 15.
unit, and there are five on New York, is just as brief.

In a city like New York, a very flexible program is necessary to take into account differences in growth and learning, maturity and background on the part of the pupils and differences in communities and neighborhoods. This is true, of course, for any large city school system.

The most valuable section of this course of study is a well planned means of evaluating learnings in the social studies program. The outline includes means of measuring the acquisition of basic knowledge, skills and concepts such as 1) teacher made tests, 2) standard tests; methods of evaluating human relationships by 1) observing children at work and in informal situations, 2) conferences with the parents and children; ways of measuring the development of critical judgment such as 1) an analysis of the child's oral and written work, 2) standardized tests; ways of measuring qualities of citizenship and degree of participation in civic responsibilities such as 1) observing children in the school and community, 2) record participation in class projects; and an informal inventory on children's interests and attitudes by 1) observing children playing, 2) an analysis of their leisure time activities.  

The course of study is usable provided the teacher is industrious enough to use the content suggestions as a point of departure and develop a unit himself. The course states that "it is not expected that any school or class will undertake a study of every aspect of each of the main problems outlined. These aspects are suggestive rather than prescriptive."

Pontiac, Michigan

The mid-western city of Pontiac, Michigan studies its local history in

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Ibid., pp. 6-8.
the second half of third grade. The central theme announced in the beginning is the interdependence of one group upon another in a city. So often in urban living this interdependence is passed over so it is a point worth stressing with city children. In keeping with the Christian philosophy each individual should contribute his share to Christian social living in a city or a neighborhood community. There is no statement of the philosophy upon which the course is based. There is one small paragraph statement in the beginning giving the contribution of the social studies to the school program.

The objectives in the Pontiac course are listed as desirable outcomes.10 These outcomes are listed under the following headings:

1) A knowledge and understanding of .................
2) An appreciation for ...................................
3) An attitude of ......................................
4) Habits of ............................................
5) Skills in .............................................

Organization of the course is simple. Each unit has its own particular theme and a few listed generalizations.

The suggested subject content is quite detailed and very specific. There are many dates and events listed. The suggested activities and aids mentioned are good, but too few. The units are well organized, each one is focused on a definite stated problem, for example:

Problem A. The industrial City - Pontiac
B. The Early Town of Pontiac
C. Pioneer Life in Pontiac

After the statement of the problem each unit has a detailed outline and a suggested list of activities. The Bibliography at the end combines both

10Ibid., p. 65.
the teacher and pupil references into one list.

Evaluation takes place with each unit, there is no general means of evaluating the entire course. For a third grade unit there is too much material to be included in the content budget of one semester. If it could be extended over two semesters, it would be more suitable.

Louisville, Kentucky

The Louisville course of study is the result of the cooperative efforts of teachers, principals, supervisors, curriculum workers and interested citizens of Louisville.\textsuperscript{11} The basic philosophy is stated and the objectives based on it well formulated. To quote the Production Committee: "As a result of extensive study, it was discovered that all the needs of children and youth could be grouped under four areas in which children and youth need to grow and develop: the physical, intellectual, emotional and social."\textsuperscript{12} The social studies program, they felt, could provide opportunities for significant development in all these areas except the physical. According to their philosophy the teacher's interest lies in the whole individual and his task is to help the child grow in all the areas, to aid him in using whatever potentialities and capacities he has for general adjustment to life.

The course of study itself does not have an attractive format. Its organization is simple enough. The units follow much the same pattern as most courses of study. Beginning with the known, the immediate neighborhood, the course gradually proceeds to the study of the entire city.


\textsuperscript{12}Ibid., p. 1.
The units are developed by presenting an experience and then giving suggestions and materials for carrying it out. Each unit has a two or three paragraph introduction, a list of two or three desired outcomes, then ways of approaching the unit, and finally suggestions for developing the unit. The following is a sample suggestion for approaching a unit: 13

Experiences

When the children have discussed the problems to be solved by the people in a city, they are sure to decide that obtaining food is one of them.

Suggestions and Materials

Animals, Plants and Machines pp. 99-110
Emphasizing the importance of food.

Neighborhood Stories pp. 48-55
Stressing three great necessities.

Farm and City pp. 114-115
Emphasizing dependence of city people upon farmers for their food supply.

The entire unit goes on like that. Most of the experiences are within the ability range of third graders but an adequate outline is not provided. Teachers need a unified, definite, coherent basic body of content outline and this course of study does not have that. If an outline had been provided, the experiences suggested would be valuable learning activities to help realize the desired outcomes. The course does have an unusually fine Bibliography. Since there is no formal text, there is great need for a wide variety of reference books.

Evaluation is provided for in suggested teacher made tests. If there is concentration on achieving the desired outcomes it would provide an evaluating criteria. The course on the whole is usable in third grade provided the teacher plans well and has all the required books and materials to carry out the suggestions.

13 Ibid., p. 102.
Sacramento, California

The course of study for Sacramento is not a new course but a revision of one that had proven its worth over a period of ten years. In a nine statement list the committee drawing up the course of study presents its point of view in developing the Elementary Social Studies Course of Study for Sacramento. In these statements the democratic way of living is upheld and the school's way of continuing it is outlined. This constitutes their statement of a philosophy of education.

The general objectives for the third grade, where the local history of Sacramento is studied, are four. They are brief and to the point; for example, the second objective of the four is "A knowledge of the many things that contribute to make our city of Sacramento a pleasant place in which to live."15

The course of study is clear and simple in organization. The material for each grade is divided into units of work. The units are so arranged that the teacher need not follow the exact order in which the units have been written. The format is attractive and the work easy to read.

Each unit has a title and follows this plan:16

A. Objectives (three or four for that particular unit).
B. Material to include in study (very brief).
C. Suggested Procedures (lengthy).
D. Bibliography.
E. Visual Aids.

The teacher is not expected to carry out all the suggestions nor follow

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14 Sacramento City Unified School Districts, Course of Study in Social Studies for the Third Grade (Sacramento, 1949).
15 Ibid., p. 9.
16 Ibid., p. 21.
them in any particular order. The committee does not attempt to suggest procedures including other subjects such as music, art, etc. but thought it more desirable to include these subjects if they came in naturally.

The course calls for the use of library materials covering a wide range of books, pictures, and maps. Below the outline of suggested procedures in each unit is listed a general bibliography that should be helpful in developing the work of that unit.

At the end of the course twenty-seven activities are explained in detail. Such activities as arranging a bulletin board, modeling, making friezes, dramatizing, making posters, making and using maps, constructing peep shows, etc., are explained in detail. This is a unique contribution of this course of study. 17

The course is comprehensive. The content outline is brief but the suggested procedures fill in what is lacking. The suggested procedures are excellent. There is a wide variety and all seem possible. The following suggestions from different units will give an idea of their usefulness.

From the Unit "Transportation of Sacramento" 18

Suggested Procedure: Play travel games to bring out such points as:

a) What is the fastest way to travel to New York?
b) What other means of transportation could you use?
c) What five ways could you travel to San Francisco?
d) What main boulevard passes the State Fair Grounds?
e) What main highway is nearest your school?

From the Unit on Occupations and Industries of Sacramento: 19

17 Ibid., pp. 66-91.
18 Ibid., p. 54.
19 Ibid., p. 34.
Suggested Procedure: Class discussion relating to the larger groups of workers in relation to our social needs:

a) workers who help secure our food
b) workers who help secure our shelter
c) workers who help secure our clothing
d) workers who help secure our transportation
e) workers who serve the public
f) workers who protect our health
g) workers who help us in business

One suggested procedure might take several days or class work. A good teacher could do much with such suggestions.

There is no means of evaluation included in the course. Teacher made tests and oral questions would tell how well the child has mastered the material of the course.

This course was designed to be carried on throughout the year. It is usable in grade three. Provision is made in the suggested procedures for individual differences. With books, pictures, and maps this is a very workable course of study.

Cleveland, Ohio

Cleveland, Ohio offers a course of study, a text on Cleveland, and a workbook to accompany the text. Here again, local history is studied in the third grade.

The objectives of social studies in the Primary grades are excellent. They are listed under five topics:

1) To increase experiences
2) To give basic knowledge
3) To develop skills and habits
4) To develop appreciations and attitudes
5) To develop desirable habits of citizenship

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Cleveland Public Schools, Social Studies: Primary Levels: Third Year (Cleveland, 1942).
The sub-topics are clear and practical and constitute a major contribution to this study. Besides the objectives of the social studies, each unit has listed some specific objectives.

The course of study is simple in organization. The last three of the sixteen units are about Cleveland. A guide list tells at what reading level the unit is to begin.

The two units entitled "Early Cleveland" and "Cleveland Today" follow the same organizational pattern:

I. Objectives
II. Outline - detailed topics - some with 10 sub-topics
III. Approach
IV. Experiences
V. Pupil's Bibliography
VI. Outcomes - listed as so many facts about Cleveland
VII. Vocabulary list

In the section on Experiences, there are many ideas and suggestions for the teacher to use such as lists of questions, blackboard charts, booklets, trips, discussion ideas, art work and programs.

After the outline there are many supplementary sheets giving in paragraph form the story of early Cleveland for the teacher. At the end is a teacher's Bibliography and visual material list.

There is excellent provision for evaluation. Section IV entitled "Outcomes" lists many facts from which a quiz, oral or written, could be made. The evaluating section asks questions to show 1) what information and understandings the pupil has as a result of study of the unit, 2) what evidences

21 Ibid., p. iv.
22 Ibid., p. vii.
23 Ibid., p. 71.
there are of democratic group living, 3) what growth there is in ability to find and utilize material, and 4) what growth there is in ability to express ideas and solve problems. Besides this evaluating check at the end of each unit there is a check list of outcomes in habits and attitudes which should be the outcome of the social studies in the primary grades. Since the subject matter and information are not the major objectives in primary social studies, the authors of this course felt that objective tests covering factual material would not suffice. The following are some of the headings in the check list: Responsibility, Initiative, Cooperation, Work habits, Consideration for Others, Trustworthiness, Personal habits and Health habits.

The workbook to accompany the text provides fine material for checking factual knowledge. Both the text on Cleveland and the workbook are suitable for third grade as to vocabulary, content, and interest. Cleveland has done more in a practical way to present its history to its students in an interesting yet informative way than many other places.

Philadelphia, Pennsylvania

The course of study for the fourth grade of Philadelphia is encased in a large volume entitled "A Guide to the Social Studies in the Elementary Schools." This guide has as a basis for its philosophy the democratic way of life. To the authors the promotion of effective democratic citizenship is the thread giving their course a definite pattern of unity, direction, and purpose.

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24 Ibid., p. 93.

The book itself is divided into four sections: 1) Basis and characteristics of the social studies program, 2) organization of the program, 3) procedures and techniques in the teaching of social studies, and 4) a grade-by-grade organization of social studies experiences. The organization of the book is not simple, but the outlines of content are. The pages of explanation are lengthy and exact, too intensive a reading on the part of the teacher.

The course of study is certainly comprehensive. An entire section is devoted to procedures and techniques of teaching which gives teachers definite and specific plans for carrying out a unit. Since each grade level is responsible for doing its share in developing skills and geographic concepts these, too, are listed according to grade levels.

Chapter IV presents a sequential treatment of the social studies program. It is beneficial to the teacher to see the complete program with the experiences of one grade in relation to the others which this course provides. Each level begins with an "overview" for the grade indicating which area will receive particular emphasis that year. Following that is a detailed outline of the basic understandings to strive for in that grade. Suggested unit titles follow as a guide in planning the work of the grade along with illustrative units for six of the seventeen unit titles.

An illustrative unit consists of 1) showing how the unit ties in with the basic understandings chart, 2) objectives for the unit, 3) teacher suggestions for initiating the unit, 4) questions, learning activities, skills and techniques, 5) reference books, 6) visual aids, 7) suggestions for closing the unit, and 8) means of evaluating. It would have been more beneficial for

26 Ibid., pp. 115-117.
the teacher if all seventeen units were illustrated instead of the numerous pages of tedious explanation of the basic understandings.

The skills and techniques accompanying the learning activities are unusually good. They would be an aid to any teacher. To illustrate: 27

Learning Activity  
Discussing "How the early settlers helped us to enjoy religious freedom today."

Skills and Techniques  
Discussing:
1. Stick to the point.
2. Listen courteously and attentively.
3. Determine thought before speaking.
4. Disagree courteously.
5. Share in contributing to the discussion.

The section on "Evaluating Growth" has some excellent ideas for the evaluation of a unit. It gives such suggestions as having the children make and conduct quiz programs, true or false reviews, multiple choice, matching and completion. Some of the tests made by the teacher may be planned to measure the ability of the children to 1) locate places on a map, 2) use an index, 3) summarize in logical sequence, or 4) to use new words learned. In addition to these, a survey of the learning activities and experiences suggested reveals many opportunities for the attainment of the objectives. For example, one of the objectives is to recognize the ideas and accomplishments of William Penn. The learning activity to accompany this is to dramatize the story of Penn. In order to do this the following skills are included: 1) outline what to include, 2) decide upon proper sequence, and 3) make the dialogue sound natural. 28

A very comprehensive worksheet for the teacher to use as a check list

27 Ibid., p. 125.
28 Ibid., p. 125.
in planning and developing a unit in social studies is given. It is so thorough and complete, however, that it is useless as an everyday tool for the teacher. It would be valuable for someone evaluating a unit in a study.29

This course is practical and usable for the fourth grade. To accompany it are two fine texts Earning a Living in Philadelphia published in 1951 and Philadelphia - a City of Many Neighborhoods in 1957. If all the suggested seventeen units were attempted in one year it would be too much for a fourth grade but a good teacher would know which units to stress and which could be omitted entirely.

Los Angeles, California

The Curriculum Division of the Los Angeles City School Districts puts out an "Instructional Guide for Teaching Social Studies for Grade Three."30 The size alone would tempt a person to not even begin to study it.

The volume is so large and so detailed that one would naturally expect to find a chapter at least on the objectives of the Los Angeles course or some statement as to the philosophy underlying the formidable book, but there is none.

Part I gives a few pages of introduction to the teaching of social studies. Here some disconnected paragraphs define the social studies, make suggestions relating to the learning process, and evaluation of the social studies area of learning and lastly make suggestions for teaching it in grade three.

Part II begins the part of the course which the teacher presents. It

29Ibid., pp. 34-36.
deals with community services, such as "Bakery," "Transportation," "Fishing" and "Post Office." The unit on "Transportation" is three and one-half pages long while the bibliography to accompany it is six pages. The unit on "Transportation" has a format like this:  

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Types of transportation
Within the city for each individual
foot
bicycle, scooter, wagon
automobile
taxicab
station wagon
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The following unit is the opposite. It is twenty-three pages with sideline guides as TRANSPORTATION OF INDIVIDUALS above but entirely narrative and picture. The vocabulary in the narrative requires study because of so many technical words and the pictures would be difficult for a teacher to reproduce on a blackboard.

The unit on "Fishing" is sixty-five pages replete with narrative and pictures. The diagrams are excellent but highly impractical for third grade. This unit is an excellent example of one that is too comprehensive. All of the material provides interesting reading and shows much research but it is too much for third grade. The vocabulary alone in the unit on "Fishing" would take some time for an upper grade student to master.

Part III takes up "Early Los Angeles." The first part of this background material is rather general. There is a review of the historical incidents that led to the discovery and settlement of California. The second part is more specific and detailed so that it may aid more directly. The subject matter is presented by topics, each topic in chronological order. Again, the

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31 Ibid., p. 25.
material is so bogged down by detail that few teachers would have the patience to read through it.

The part dealing with "Early Los Angeles" covers not only the entire early history but such topics at length as trees in the area, early weapons, every small battle fought, farm implements, homes, candle-making, food in early days, cooking utensils, early farming, clothing, government, law enforcement, fire protection, early transportation, civic improvements, population, schools. This is not a presentation of all the topics; just the ones treated at greatest length.

Nowhere is there any provision for evaluation. The course is a valuable piece of research work but it is far from being practical for the ordinary teacher of grade three. Those making up the course seemed to place great importance on producing a large volume rather than a practical one.

After reading, studying, analyzing, and evaluating these courses of study, some general conclusions must be reached.

Each course of study has good points, some more than others. Some courses have features that are unique. There are many similarities, yet each stands alone because it is the study of an individual city.

Before beginning to make suggestions for a course of study for the history of Chicago, it is well to realize how many fine ideas can be obtained from these courses. The Diocese of New York's is excellent and has a solid basis in its philosophy. It fulfills all the qualifications for a model course of study.

Some courses presented excellent learning activities, e.g. Louisville, Sacramento, and Philadelphia. Others excelled in evaluation ideas such as Cleveland, Philadelphia, and New York Public Schools. Every course included
a list of objectives or aims. All made a contribution to the study in one way or another. In the next chapter the best features from each will be incorporated in suggestions for a course of study in a local history of Chicago.
CHAPTER IV

A COURSE OF STUDY FOR FOURTH GRADE

This chapter is to be a suggested course of study for the fourth grade parochial schools of Chicago. After studying many courses of study, some good features were selected to include in this course. Other features found in courses will be avoided. The same criteria used to evaluate the eight selected courses of study will be used in designing this course.

Usually a committee or group make up a course of study. The work of this chapter is not intended to be a completed product. It is intended to suggest and from there a group can take it up and make it complete.

A course of study should not be a lengthy treatise on the school's philosophy or on the place of the social studies in the curriculum. These can be confined to books relating to social studies or curriculum. The ordinary teacher wants to know in a brief, complete and understandable way what to teach, what are the desired results, how best to achieve them, and what aids are available. If these facts are simple and well stated, the teacher is satisfied and is much more likely to do a good teaching job than if he had to read extensively before getting to the "meat" of the course. Unless a course of study is usable and results in improved teaching it may be worthless.

Starting with the next page the format will be in the form of a suggested course of study.

A SUGGESTED COURSE OF STUDY FOR FOURTH GRADE

INTRODUCTION

The study of social environment for the primary grades has been com-
completed by the time the child reaches the fourth grade. In these early grades units have been developed around the home, the family, and the immediate neighborhood. It is in these early grades that the foundation for basic social principles is laid. The course for the fourth grade expects to strengthen this foundation and expands the horizon for the child. As children learn and live to see people work with one another, their concept of the Mystical Body of Christ develops and they begin to see that no matter where or when men live they will always find themselves dependent upon nature, their fellow men, and God. In learning about the pioneers and early settlers, children will come to realize more and more man's dependence and God's omnipotence.

**SCOPE OF THE COURSE**

The course for fourth grade begins the formal study of history. It will include a chronological study of Chicago's history. Much time will be devoted to pioneer life because of its interest to children of this age and its appropriate place in the history of Chicago. It is expected that the fourth grader will have acquired some knowledge of pioneer life and Chicago's history by the time this course is completed. It is pre-supposed that a text following the content material outlined will be in the hands of each child.

**SUGGESTED TIMING OF UNITS:**

- **Introductory Chapter** - 2 weeks
- **Unit I** - 10 weeks
- **Unit II** - 4 weeks
- **Unit III** - 4 weeks
- **Unit IV** - 11 weeks
- **Review** - 1 week
The success of the course depends on the teacher. Preparatory planning is important for each unit. The initiation period during which the unit is launched is a vital part of the unit and can contribute much to its success. It should not be hurried or slighted. The timing schedule suggested is arbitrary. The interest of the group must be aroused, their enthusiasm kindled, and their participation enlisted.

In working out the unit many opportunities will be provided for the children to participate in various activities according to individual and class needs and abilities. Appropriate skills are developed and strengthened as there is growth in ability to secure and organize data, participate in discussion, give reports, tell a story, use written language for letters, stories, plays and poems and acquire and use new words.

The teacher must provide time in the class program for social study activities each day. In order to assure a continuous, well-organized development of the unit, each daily activity or lesson should be conceived as an entity and also as a step in furthering the program of the unit being studied.

Unless the teacher feels that the area of social studies is an integral and important part of the child's development there will be little progress. The problems of our day are social problems which clamor for the one remaining solution that is valid: the application of Christian teachings to family life, labor relations, problems of the farmer, industrial relations, national and international policy, and interracial action. For the past seventy-five years these subjects have been treated emphatically by the Popes, giving to the world through their encyclicals the Christian social teachings which began with Christ and have been set forth in every age by His Church.
The social studies contribute directly to the child's development by strengthening Christlike understanding, attitudes, and habits concerning his fellow men. The relationship to neighbor is fundamental in the lives of all men, but to the Christian it is a necessary means of salvation taught by Christ: love of neighbor for love of God.

The social studies offer a medium through which to teach effectively the Christian social principles. The principles in turn may be demonstrated as put to work in the social virtues which are summed up in justice and charity.

The social studies complement the study of religion, emphasizing the social applications of Christian doctrine. Christian social living, with reference to the subject matter program, rests upon the dual foundation of religion and the social studies.

PHILOSOPHY OF EDUCATION:

This course of study is based on Catholic philosophy which holds that man is a creature composed of body and soul, made to the image and likeness of God and destined to spend eternity with Him in heaven. Man's purpose on earth is to seek God in order to spend eternity with Him. In keeping with this, Pope Pius XI has enunciated so clearly that the school, to attain the end of Christian education, must provide for those in its care those experiences which, with the help of Divine grace, are best calculated to develop in the young the ideas, attitudes, and habits that are demanded for Christlike living in our American democratic society.

The Catholic philosophy does not change with the times or with each new educational trend. The fact that man is a creature whose powers are to be
developed for himself and society and ultimately for union with God is timeless. This consistency gives a solid and firm foundation to any social studies program which should add to the effectiveness of the finished product.

ULTIMATE OBJECTIVES OF CHRISTIAN EDUCATION

1. Physical fitness or habits of healthful living.
2. Economic competency or understanding of the workings of modern industrial civilization.
3. Social virtue based on an understanding of American life and the workings of democracy.
4. Cultural development rooted in a familiarity with the beauty the human mind has created.
5. Moral and spiritual perfection in Christ or saintliness, the crown of all the rest.

IMMEDIATE OBJECTIVES OF THE SOCIAL STUDIES PROGRAM

1. Growth in individual abilities needed for Christlike living in our American democratic society.
   a) to work well with others; to help plan, execute and evaluate group activities.
   b) to gather first-hand information about Chicago from the environment.
   c) to identify physical features near the home and school; to discover, with the help of the teacher, the predominant features of Chicago.
   d) to find in books simple references pertinent to pioneer life and the study of Chicago.
e) to learn meaning of terms which describe the physical features of Chicago.

f) to learn something about placement of buildings, streets, and areas on simple maps.

g) to develop qualities of initiative, resourcefulness, leadership, and cooperation in group work.

h) to learn purposes of maps and globes.

i) to develop good work habits, to work cheerfully, and with perseverance.

j) to become better acquainted with the Chicago Historical Museum.

k) to come to a realization of the difference between our way of living and that of pioneers.

2. Development of understandings, attitudes, and habits that will perfect the individual in his relationship with God and the Church:

a) to realize the dependence of all people on their Creator.

b) to realize that all rightful authority comes from God and must be obeyed for His sake.

c) to learn what part the Church, through its parishes, plays in the life of Chicago.

d) to assume personal responsibility for helping to spread the Kingdom of Christ in Chicago.

e) to understand that all peoples must abide by the principles of Christianity if they are to live in peace and harmony and enjoy true happiness.

3. Development of understandings, attitudes, and habits, that will
perfect the individual in his relationship with his fellow men:

a) to grow in understanding and appreciation of the human dignity possessed by each person.

b) to realize Chicago is made up of families and its strength or weakness lies in its homes.

c) to realize the interdependence of people and their common dependence on God.

d) to understand and appreciate the national characteristics and cultures of all people.

e) to appreciate what Chicago does for the protection and welfare of all its members.

f) to realize the dignity of the worker and his work.

g) to appreciate the ways of living of the pioneers.

h) to learn what was done for Chicago by those who lived before us and to appreciate it.

i) to practice justice and charity in all our relations with others; respect persons of all races and nationalities for their human dignity and calling to supernatural life.

j) to practice good citizenship in Chicago by observing its laws and cooperating in its projects for the common good.

4. Development of understandings, attitudes, and habits that will perfect the individual in his relationship to nature.

a) to understand how the life and work of the people in Chicago is influenced by their physical environment and resources.

b) to realize the history of every city is influenced by its geography.
c) to understand that the resources of Chicago are for the use of all and must be shared by all in justice.

CONTENT OUTLINE

CHICAGO - LAND OF OPPORTUNITY - Introductory Chapter

Objectives of this chapter:

1. To develop the geographic concepts necessary for the study of Chicago.
2. To enkindle enthusiasm and interest in the study of Chicago's history.
3. To develop a spirit of pride in Chicago.

A. Overall Picture of the City

1. Why Chicago was a natural place for a city to grow.
2. Reasons for the rapid growth of the city.
3. Why Chicago is proud of its city.
4. Why Chicago is a place of opportunity and a city with a future.

B. Geographic Background

1. Location in relation to the rest of the United States.
2. Geographic features of the area.
3. Location of child's home in relation to the rest of the city.
4. Divisions of Chicago
   a) Sections.
   b) Streets.
5. Location of the suburbs.

Learning Activities for Introductory Chapter:

1. On a large map of the world locate:
2. Show why Chicago was a natural place to settle.

3. On a map of Chicago locate the following:
   - Lake Michigan
   - Chicago River
   - Drainage Canal
   - the Loop
   - State Street
   - Your house
   - Your school
   - North Side
   - West Side
   - South Side
   - Calumet Harbor
   - Midway Airport

4. Collect as many pictures as you can of places of interest in Chicago.

5. Prepare a group discussion on why you like living in Chicago.
   Pretend that your group is invited to another city to present your reasons.

6. Make a map of your neighborhood. Show the streets, alleys, and buildings. Label some of the buildings.

UNIT I - PIONEER LIFE

Objectives of this unit:

1. To learn about the early explorers and missionaries of the Chicago area.

2. To learn about the pioneers, their difficulties, their sacrifices, and their courage.

3. To learn about life in the first settlements of the pioneers and
4. To realize and appreciate the contribution of these early people to our happiness today.

A. How Nature Helped to Build a Great City
   1. Location of water routes - cheap transportation.
   2. Advantageous transportation.
   3. Favorable climate.
   5. Natural resources abundant and nearby.

B. Early Explorers
   1. Voyages of Marquette and Joliet.
   2. Indians they found here.
   5. Chicago Portage.

C. First Settlers
   1. Jean Baptiste Point Sable.
   2. Mr. Le Mai.
   3. Eleanor and John Kinzie.
   4. Mark Beaubien.
   5. John Wentworth.

D. The Pioneers Journey Westward
   1. Points of origin.
   2. Preparations for the journey.

4. The journey.

5. Difficulties encountered.


E. Establishing a Settlement

1. Selection of a site.

2. Building of a fort or station.


4. Pioneer furnishings.

5. Clearing of land for farms.

F. Daily Life in a Settlement

1. Farming.

2. Cooking.

3. Trading.

4. Trapping.

5. Recreational activities.

6. Education.

7. Worship.


9. Guard against Indians.

G. Business Activities of Pioneer Days

1. Blacksmith shop.

2. Lumber mill.

3. Trapping.


5. Stores.
6. Post Office.

H. Means of Transportation Used by Pioneers

1. Water.
2. Roads.
3. Stagecoach.
5. Railroad.

VOCABULARY DEVELOPMENT

barter  flat-boats  missionaries  settler
blacksmith  fort  pack peddler  stagecoach
clearing land  frontier  pioneer  stockade
corduroy road  garrison  portage  tannery
corn-husking bee  gristmill  route  trapper
explorer  hunter  settlement

PROPER NAMES TO REMEMBER

Louis Joliet  Father Marquette
John Kinzie  Jean Baptiste Point Sable
Robert De La Salle  Tonty
Le Mai

Learning Activities for Unit I:

1. Make a sketch of a flat-boat.

2. Start collecting pictures of Chicago so that by the end of the year you will have a fine collection.

3. Draw a rough map of the Chicago area. Be sure to put in:
   Lake Michigan
   Chicago Portage
   North Branch
   Illinois River
   Des Plaines River

4. Pretend you were with Marquette and Joliet when they stopped at Chicago. Write a letter home to tell about life with these two men.
5. Begin with Lake Michigan and tell how the travellers in the very early days could travel in their canoes up the Chicago River and at last come to the Mississippi River. Show the trip on a map.

6. On a map trace the voyages of Marquette and Joliet.

7. Explain the Chicago Portage.

8. Look up in other books the names of some early settlers in Chicago.

9. How many places or things around Chicago can you find that are named after early settlers.

10. Give four reasons why settlers came to Chicago.

11. Make a list of places in Chicago that are named in honor of early visitors to Chicago; for example, Marquette Park.

12. Discuss and illustrate on a map the main routes pioneers used to come to Chicago.

13. Make a pencil drawing of a covered wagon.

14. Make a list of five of the things the family carried in the covered wagon.

15. Explain why it was easier to go down the river than to go up the river.

16. Name three dangers the pioneers had to face.

17. Trace the Ohio River from its source to its mouth.

18. Plan a short play pretending you are a family getting ready to come West.

19. Make a fort on a sand table. Build a stockade, the block houses, cabins, crossbar.

20. Make a drawing of the inside of a pioneer cabin. Be sure to show: the fireplace
antlers where rifle was placed  
pegs in the wall  
small windows


22. Would you like to have been a boy or girl in pioneer days? Why or why not?

23. Tell how corn was ground to make meal.

24. Describe a husking bee.

25. Draw a picture of some pioneer clothing.

26. How was mail received in the pioneer days?

27. Describe a blacksmith shop.

28. Name ten articles you think would be carried by a pack peddler.

29. Find out how butter, soap, or candles were made. Tell the story to the class.

30. Draw a mural showing early means of transportation.

31. Make a sketch of a stage coach.

32. Make up a short play. Call it "The Iron Horse Comes to Town."
Have your play tell the story of the coming of the railroad to a pioneer settlement.

UNIT II - EARLY CHICAGO

Objectives of this Unit

1. To find out how Chicago got its name.

2. To learn the story of Fort Dearborn.

3. To learn the part played in early Chicago by the Church.

4. To learn about the Great Fire of 1871.
A. Early History

1. How Chicago got its name.
2. Chicago as a fur-trading post.
3. Fort Dearborn.
4. Massacre at Fort Dearborn.
5. Rebuilding of Fort Dearborn.
6. 1833 - Chicago incorporated as a village.
7. 1837 - Chicago received charter as a city.
9. Constant increase in population

B. The Catholic Church in Early Chicago

1. Early missionaries.
2. Coming of Father St. Cyr.
3. Diocese of Chicago established in 1843.
4. Work of Bishop Quarter.
5. Struggles of Church at this period.

C. Chicago Fire - 1871

1. Size of Chicago in 1871.
2. Homes at this time.
3. Fire Department.
4. Cause of the fire.
5. Extent of fire and damage.
6. Results of the disaster.
7. Courage of the people "I Will."
Learning Activities for Unit II

1. In an encyclopedia find and report on the life of the Indian Chief Chi-ca-gu.

2. Explain the meaning of barter.

3. Make a list of the articles you think were traded for furs.

4. Tell how Fort Dearborn was built.

5. Build a replica of Fort Dearborn.

6. Describe the furnishings of the homes of early settlers in Chicago. Find pictures if you can.

7. Visit the Chicago Historical Society's "Chicago Room."

8. Why did the early settlers feel that Chicago was a good place for the steel industry?

9. Name some of the early industries which started in Chicago.

10. Find out from an encyclopedia or history of Chicago what the early schools were like.

11. Name all the ways you can in which the people of early Chicago enjoyed themselves.

12. Look up these men in an encyclopedia. Report on them to the class:
13. Look up the following names in an encyclopedia and report what you find to the class:
   Father Pinet
   Bishop Quarter
   Diocese

14. Explain why the Chicago fire was one of the worst fires in the world.

15. Find out how the relief work was organized after the fire.

16. Make a large poster or drawing showing how fires were fought at the time of the Chicago Fire.

17. Explain how people fought fires before there was a fire department.

18. Imagine you were in the fourth grade at the time of the Chicago Fire. Write a letter to a friend in another city telling about it.

19. Prepare a talk that might have been given to a group after the Chicago Fire on how to prevent fire.

20. Draw a picture of how you think people looked as they fled the city.

UNIT III - FROM THE FIRE TO THE CENTURY OF PROGRESS EXPOSITION

Objectives of this Unit:

1. To learn about the spirit of the people of Chicago displayed in rebuilding after the Fire.

2. To see the growth of the Church during this period.

3. To realize that this period was one of constant expansion.

4. To learn about the World’s Fair of 1933.
A. Chicago Begins Again

1. Plans to rebuild after the Fire.
2. Lessons learned from the fire.
3. World's Columbian Exposition - 1893.
4. Sanitary and Ship Canal completed.
6. Arrival of various European groups.

B. The Church in Chicago 1871 to 1933.

1. Bishop Foley.
2. Laying of cornerstones for Holy Name Cathedral - 1874.
3. Chicago becomes an Archdiocese in 1880.
5. Archbishop Quigley.
7. Eucharistic Congress - 1926.

C. The World's Fair - 1933.

1. Planned for ten years.
2. Commemorated Chicago's 100 years.
3. Some special features
   a. The Sky Ride
   b. Hall of Science
   c. Old Fort Dearborn
   d. Wings of a Century Pageant
   e. The Enchanted Island
   f. Hall of States

VOCABULARY DEVELOPMENT

archbishop
archdiocese
drainage canal
Congress
PROPER NAMES TO REMEMBER

Archbishop Feehan  Eucharistic Congress
Archbishop Quigley  Sanitary and Ship Canal
Cardinal Mundelein  World's Columbian Exposition
Century of Progress

Learning Activities for Unit III

1. Tell how the people of Chicago got their water in the early days. Why were wells not so successful?
2. Tell why a city needs a good plan for getting rid of refuse.
3. What plans do you think the officials of Chicago made after the Fire?
5. Pretend you are Daniel Burnham presenting your plan for the city to a friend. What would you say?
6. What national groups settled in Chicago during this time? Name something each group contributed to Chicago.
7. As a class project make a list of all the nationalities in your classroom.
8. Have a short program "We Came From Other Lands." If you can get native costumes, do so. Try to include each country's customs, songs, etc.
10. Look up the following names in an encyclopedia. Report on them to the class: Philip D. Armour  Gustavius Swift  George M. Pullman
Julius Rosenwald
Jane Addams

11. What is a Eucharistic Congress? Name some other cities where one has been held.

12. Discuss how each of the following persons has added to the glory of the Church in Chicago.

   Father Marquette
   Father St. Cyr
   Bishop Foley
   Bishop Quarter
   Archbishop Quigley
   Cardinal Mundelein

13. Get some books from the library about the Century of Progress.

14. Get someone to tell you about the World's Fair in 1933. Report it to the class. If possible, get someone who was there to come in and tell the class about it.

UNIT IV - CHICAGO, THE CITY WITH A FUTURE

Objectives of this Unit

1. To learn of the numerous important industries by which Chicagoans earn a living.

2. To find out what Chicago does for the welfare of its citizens, physically, spiritually, and intellectually.

3. To learn about the important places to see and visit in Chicago.

4. To acquire an awareness and appreciation of the contributions of many national and ethnic groups to Chicago's cultural and economic development.

5. To realize that Chicago as a World Port may become America's largest city.
6. To become aware of and realize that each person contributes his share to make Chicago a better city in which to serve God and man through cooperative planning and efforts of all.

A. Some Leading Industries Which Help Make Chicago Great

1. Railroad center of the country.
2. Air travel center of the country.
3. Largest steel producing center.
4. Largest live stock market.
5. Trading center.
7. Mail order center of the world.
8. Furniture center.

B. Chicago Protects Its Citizens

1. Health Department.
2. Police Department.
3. Fire Department.

C. Education in Chicago

1. Public School System.
2. Parochial School System.
3. Colleges and Universities.
4. Cultural opportunities.
D. Recreation in Chicagoland

1. Best park system in the world.
2. Beaches.
3. Forest Preserves.
4. Fairs and exhibitions.
5. Libraries and Museums.
7. Numerous city playgrounds.

E. Places that Should be Seen in Chicago

2. Chicago Historical Society.
3. Art Institute.
4. Holy Name Cathedral.
5. Chicago Public Library.
6. Midway and O'Hare Airfields.
7. The Loop.
10. Lincoln Park Zoo.
11. Adler Planetarium.
13. Lake Shore Drive.
15. Navy Pier.

F. Growth of the Church in Chicago since 1933
1. Arrival of Archbishop Stritch in 1940.


3. Archbishop Stritch created a Cardinal.

4. Parishes established.

5. Number of parochial schools opened.

6. Expansion of Church's charitable and apostolic works.


8. Coming of Archbishop Meyer.

G. Government of Chicago

1. Mayor.

2. City Council.

3. Commissioners.


H. Chicago's Future

1. Air travel center.

2. Rail center.

3. Recreational and cultural center.

4. Medical center of world.

5. Convention City.


7. City Planning.

8. Expressways leading to Chicago.

9. Chicago - the heartland of America.

10. A World Port with the opening of the St. Lawrence Seaway.
### Vocabulary Development

<table>
<thead>
<tr>
<th>alderman</th>
<th>international port</th>
<th>public school</th>
</tr>
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<tbody>
<tr>
<td>aquarium</td>
<td>judge</td>
<td>public works</td>
</tr>
<tr>
<td>boulevard</td>
<td>locks</td>
<td>pumping station</td>
</tr>
<tr>
<td>city council</td>
<td>mail order</td>
<td>sanitation</td>
</tr>
<tr>
<td>crib</td>
<td>manufacturing</td>
<td>sewage</td>
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<tr>
<td>commissioners</td>
<td>mayor</td>
<td>subway</td>
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<tr>
<td>conservatory</td>
<td>museum</td>
<td>village</td>
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<tr>
<td>expressway</td>
<td>parochial school</td>
<td>ward</td>
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<tr>
<td>filtration plant</td>
<td>pier</td>
<td>zoo</td>
</tr>
<tr>
<td>forest preserve</td>
<td>planatarium</td>
<td></td>
</tr>
</tbody>
</table>

### Proper Names to Remember

- Adler Planatarium
- Art Institute
- Field Museum
- Holy Name Cathedral
- Lincoln Park
- The Loop
- Midway
- Museum of Science and Industry
- Navy Pier
- O'Hare
- Prudential Building
- Shedd Aquarium
- St. Lawrence Seaway

### Learning Activities for Unit IV

1. On a map of the United States show how and why all railroads pass through Chicago.

2. Take a trip to the Stock Yards. Report on it to the class.

3. Draw a mural showing transportation used by people coming to Chicago from the earliest days until now.

4. List as many things as you can that are made in Chicago.

5. Form a committee. Study articles in the encyclopedia on the making of steel. Give the report to the class.

6. Draw a picture of a steer. List below the names of as many by-products of the meat packing industry as you can.

7. Visit a railroad station, a dock, or an airport to see the activities related to travel transportation today.
8. How does Chicago get its water today? Show by drawings.

9. Make a list of things the Health Department does for the citizens of Chicago.

10. Why are the police and fire departments necessary?

11. Visit a fire station or police station. Ask questions that will help you learn more about the work of these important departments.

12. Visit one of the big newspaper offices in or near the Loop. A guide will take you through the printing shop and show you how the newspaper is made.

13. Find out how much the Catholic school system in Chicago saves the taxpayers of the city.

14. Arrange for a visit to the library nearest the school. It would be a good chance for everyone to apply for a library card.

15. List the names of all the public schools within three miles of your school.

16. Find out about the concerts held in Grant Park, the talks and films at the Chicago Historical Society and children's art displays at the Art Institute. Try to attend one of them.

17. What activities are offered for children in the city part closest to your home?

18. Get a map from the Park District showing where the parks are located and where the forest preserves are and what each offers to visitors.

19. Pretend you are a roving reporter. Write an article to send back to your home paper about someplace you visited in Chicago.

20. Tell what you would see in
21. Give two facts about each of these parks:
   a. Lincoln Park
   b. Garfield Park
   c. Jackson Park
   d. Grant Park

22. Name some animals kept in the zoo.

23. Suppose someone from out of town came to visit you. Plan a four day sight-seeing trip. List the places you would visit.

24. Make a list of all the places you have visited in Chicago so far.

25. Make a list of all the charitable works that the Catholic Charities in Chicago support.

26. Invite a speaker to your class to tell you about Cardinal Stritch's life.

27. Tell how each of the following groups help to make the Catholic school system in Chicago successful:
   a. Bishops and Pastors
   b. Priests, Brothers, and Sisters
   c. Lay people and parents

28. Plan a panel on "How Chicago is Governed." Be sure to tell
   a. How the mayor is elected
   b. Duties of the mayor
   c. Duties of the city council
   d. Duties of Commissioners
   e. Duties of the judges

29. Find out the ward and precinct you live in and who is your alderman.

30. Plan a short play to be given to a class in another city in which
you show why Chicago is a great city and why you are proud to live here.

31. Tell what changes you think will take place in Chicago with the St. Lawrence Seaway open. What countries do you think will send ships to Chicago?

32. Collect pictures of famous landmarks in Chicago.

33. What is a suburb? List as many as you can near Chicago.

34. Draw a sketch map to show how a boat will get from the Atlantic Ocean to Chicago.

35. Draw a map of downtown Chicago. Put in the main streets and some of the important buildings.

36. On a map trace a trip through the South branch of the Chicago River, into the Chicago Sanitary and Ship Canal, the Calumet-Sag Canal, the Calumet River, Lake Michigan and back to the mouth of the Chicago River.

37. Start a collection of pictures and articles about the St. Lawrence Seaway and port area.

38. On a map of Chicago locate and name the following:

   a. Lake Michigan
   b. Chicago River
   c. North Side
   d. West Side
   e. South Side
   f. South Chicago
   g. Desplaines River
   h. Calumet Harbor
   i. Navy Pier
   j. Convention Hall

Put a where the Loop is located.
<table>
<thead>
<tr>
<th>The Learning Activity</th>
<th>Suggestions for Developing Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>A visit to .....................................</td>
<td>Planning a trip</td>
</tr>
<tr>
<td></td>
<td>1. Determine purpose.</td>
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<td></td>
<td>2. Select place, make necessary contacts</td>
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<td>with authorities.</td>
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<td></td>
<td>3. Transportation</td>
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<td>5. Questions ready.</td>
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<td></td>
<td>7. Evaluation of trip.</td>
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<tr>
<td>Discuss .........................................</td>
<td>Discussing</td>
</tr>
<tr>
<td></td>
<td>1. Stick to the point.</td>
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<td>2. Listen courteously and attentively.</td>
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<td></td>
<td>3. Determine thought before speaking.</td>
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<td></td>
<td>4. Disagree courteously.</td>
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<td>5. Share in contributing to the discussion.</td>
</tr>
<tr>
<td>Tell a story about ............................</td>
<td>Organizing a Story</td>
</tr>
<tr>
<td></td>
<td>1. Tell enough to make story interesting</td>
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<tr>
<td></td>
<td>to hear and easy to understand.</td>
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<td></td>
<td>2. Tell things in order in which they happened.</td>
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<td>3. Think of a good beginning sentence.</td>
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<td></td>
<td>4. Get story started by telling something</td>
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<td>important in the story.</td>
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<td></td>
<td>5. If story has a surprise, plan to tell it</td>
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<td></td>
<td>near the end.</td>
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<tr>
<td></td>
<td>6. Choose a title.</td>
</tr>
<tr>
<td>Use a dictionary to ............................</td>
<td>Building Vocabularies</td>
</tr>
<tr>
<td></td>
<td>1. Find word in alphabetical order.</td>
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<td>2. Find the meaning.</td>
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<td></td>
<td>3. Make or find illustrations for new words.</td>
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<td>4. Make class chart of new words.</td>
</tr>
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<td></td>
<td>5. Find words together in dictionary.</td>
</tr>
<tr>
<td></td>
<td>6. Use new words in discussions or reports.</td>
</tr>
<tr>
<td>The Learning Activity</td>
<td>Suggestions for Developing Skill</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>Class makes an outline</td>
<td>Outlining</td>
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<tr>
<td>Looking up in encyclopedia</td>
<td>Securing Information</td>
</tr>
<tr>
<td>Showing a film</td>
<td>Getting Information from a Film</td>
</tr>
</tbody>
</table>

**Outlining**
1. Select main topics.
2. Number each Roman Numeral.
3. Select sub-topics.
4. Indent each sub-topic under its main topic. Each sub-topic is lettered with a capital letter.

**Securing Information**
1. Use key word.
2. Read article.
3. Select information desired.
4. Get main idea.
5. Write report.

**Getting Information from a Film**
1. Teacher views film in advance.
2. Discuss importance of good manners at a film.
3. Plan "things to look for."
4. Ask questions to check observation.
5. Re-run the film to help clear up doubts or review ideas.

**METHODS OF EVALUATING**

I. To measure the acquisition of basic knowledge, skills, and concepts.
   A. Teacher made tests.
      1. Short oral quizzes.
      2. Written tests of various kinds (true-false, multiple choice, fill in blank, etc.).
   B. Standardized tests.
   C. Evaluating reports and discussions.

II. To evaluate human relationships.
   A. Observe children at work and play.
   B. Anecdotal reports.
C. Studies of friendship choices.
D. Conferences with parents and children.
E. Observation as to efforts to contribute to success of work in a group.

III. To measure qualities of Christian social living.
   A. Observation at work and play.
   B. Observance of the amount of participation in group projects.
   C. Observe ability to accept a fair share of group responsibility.
   D. Observe manner in which children of other races and nationalities are treated and accepted.
   E. Observe way in which materials are handled and treated.

IV. To measure interests and attitudes.
   A. Informal interest inventories.
   B. Observation of activities.
   C. Analysis of leisure time activities.
   D. Class discussions.
   E. Informal conversation at play.

V. To measure development of work and study habits.
   A. Observe how materials are kept.
   B. Watch attack on a new problem.
   C. Is there perseverance until the job is complete?
   D. Is time used profitably?
   E. Is initiative shown or does each step have to be dictated.
   F. Is good use made of the library and reference materials?
BOOKS FOR CHILDREN TO READ


Horn, Madeleine D. Log Cabin Family. Scribner's, New York, 1939.


REFERENCES FOR THE TEACHER


Chicago Plan Commission. Many pamphlets available on request.


McKenna, Ruth. Chicago These First Hundred Years. Chicago Hist. Society, 1933.


CHAPTER V
CONCLUSION

The last chapter concludes the study the writer set out to make. It was undertaken in the hope of preparing a suggested course of study in local elementary history for the fourth grade in the Archdiocese of Chicago. There is no such course at present and it is needed since the text now in use ends with Chicago's history in 1933. The value of this study will lie in its contribution to the social studies curriculum of the Chicago Archdiocese. Its real worth can be tested only by experimentation and evaluation.

Before undertaking the writing, courses of study in local history from all over the country were sent for and all the available literature on the subject was read extensively. The number of responses from superintendents stating there was no course of study in local history came as an awakener to the fact that there was need of work in this area. Finally eight courses of study were selected for the purpose of examination, analysis, and evaluation. From reading and studying a criteria was set up by which the selected courses were to be evaluated.

The course of study itself is suggestive. Many additions can be made and a curriculum planning committee could further improve it. The grade placement of content is governed in a large part by an analysis of curricular materials in use throughout the nation. Local history is studied, with few exceptions, in the third or fourth grade. In planning the learning activities for this course individual differences have been considered, with provision for the gifted child.
The course of study is the year's outline, not the daily lesson plan. In using this course of study it is expected that an accompanying text will be used. The text should follow the content outline and contain assimilation exercises at the end of each chapter or unit.

From this study much has been learned about the intricate development of a good course of study. The selecting of proper objectives is so important and unless these objectives are kept in the foreground and there is continual striving to reach them, a course of study may not be worthwhile. In teaching day by day the teacher tends to become so absorbed in the present that the objectives held out as the desired outcomes of a particular unit may become distorted or completely out of view.

Some courses of study have excellent characteristics, such as the correlation of the content outline with the Christian Social Principles in the New York Diocese Course, the method of evaluation in the New York Public School Course and the Cleveland Course, and the development of skills in the Philadelphia Course. Other courses of study read were less practical because of length, too great detail or material not properly graded.

When the study was undertaken the writer was surprised to find such a scarcity in up to date courses of study in local history throughout the country. The amount of recent material on preparing courses is scarce too, so some earlier curriculum writers had to be read and studied for concrete help. There is much current literature on the subject of curriculum in general but little on the specific art of writing a course of study.

As various courses were read, the need for courses of study with simple organization and practical help for teachers was realized. It is the writer's hope that any teacher who uses the course of study suggested here
will find it intelligible, helpful and successful in enabling the children to acquire a better understanding and appreciation of Chicago and its early settlers. The success of any course of study depends on the teacher, and how effectively he can use the suggestions made. If this study is helpful in making better citizens of our boys and girls, it will have been worth the time and effort expended.
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Cleveland Public Schools. Social Studies: Primary Levels: Third Year. Cleveland, 1942.


Los Angeles City School Districts. Instructional Guide for Teaching Social


Quaife, Milo. Chicago. University of Chicago, 1933.


The thesis submitted by Mother M. Anastasia O'Connor, I.B.V.M. has been read and approved by three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

[Signature of Adviser]

Date