

A COMPARATIVE STUDY OF THE DEVELOPMENTAL  
AND TRADITIONAL METHODS OF TEACHING SOCIAL STUDIES

by 613-8301

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A MASTER'S REPORT

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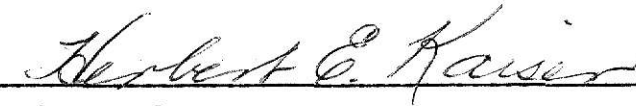
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## CHAPTER I

### INTRODUCTION

The past emphasis has been placed mainly upon subject matter that may become obsolete to the individual in his lifetime. This modern age of educational innovations and technological changes increases the necessity to examine an approach to social studies that will enable the child to attack social situations more effectively.

Interest in learning by the traditional method compared to the discovery method in social studies continues among those who are concerned with the development of high mental processes and with possible approaches to facilitate such learning in the classroom. Current educational literature contains many references to the concept of discovery learning in social studies.

In implementing the discovery method of learning in social studies, Bruner states, "the urgent need for research will point the way to teaching which will preserve exciting sequences leading to student discovery."<sup>1</sup>

The social studies has drawn ever growing criticism from such eminent educators as Carr<sup>2</sup> and Fraser,<sup>3</sup> many classroom instructors and far too many

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<sup>1</sup>Jerome Bruner, Process of Education, (Cambridge: Harvard University Press, 1967), p. 20.

<sup>2</sup>Edwin R. Carr, The Social Studies, (New York: The Center for Applied Research in Education, Inc., 1965).

<sup>3</sup>Dorothy M. Fraser, "What's Happening in the Social Studies," Curriculum Report (Curriculum Service Center/NASSP), 3:2, March, 1965.

students. Their concensus was that social studies are becoming a meaning-  
less aspect of today's curriculum because of the increasing sophistication  
level and general knowledge of students.

### The Problem

Statement of the Problem - The purpose of this study was to identify  
the differences between two methods of teaching social studies, traditional  
method and discovery method. It was to determine whether the discovery  
method of teaching or the traditional method of teaching social studies  
would enable the pupils to solve their problems in their everyday task.

### Hypotheses

1. There is a difference between social studies classes taught by  
the discovery method.
2. There is a difference in opinion of teachers concerning results  
of using the discovery method as compared to the traditional  
method.
3. There are innovative differences present in the discovery method  
of teaching social studies that are not shown in the traditional  
method.

### Procedure

This study was conducted as an investigation, for it seemed to be the  
most appropriate method of getting answers to the specific questions indi-  
cated. The procedure consisted of the following steps:

1. Survey of literature.
2. Development of an *opinionnaire* that was submitted and approved  
by parish supervisors.
3. Developing a questionnaire based upon the *opinionnaire*.
4. Tests were given to students of both groups at the beginning of  
semester 1972 and the end of the first school semester 1973.

### Limitation

This study was limited to the population of 100 teachers in several