

**PROGRESSIVISM AND THE QUEST FOR MEANING IN THE SOCIAL STUDIES
AS A TOOL FOR CURRICULUM AND INSTRUCTION**

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ABSTRACT

Criticisms levelled against the application of traditional single subject disciplines for instructional purposes by the advocates of progressivism in education have largely led to an emergence of social studies as an alternative tool for making teaching-learning situations more functional in schools. Among other things, these progressivists contend that social studies as a curriculum artefact is meant to capitalize on processes which are expected to promote reflective thinking in the minds of young learners. This development is meant to create awareness and understanding which are capable of generating in them the power to look critically at what they know and to transcend it. It is expected that this orientation will bring about solutions to a variety of problems which are bound to confront them as individual human personalities within the context of any given societal framework.

INTRODUCTION:

The traditional approach to curriculum development in schools was characterized by separate classroom instructions in the traditional subjects and disciplines. Thus, in their efforts at meeting the practical of making the world more comprehensible, these educational institutions were largely instrumental in organizing knowledge and the ways of dealing with knowledge into thought edifices and categories which comprise the curriculum (Tanner and Tanner, 1980). Although intended to serve this practical need, these edifices and compartments emerged to represent a myriad of socializations even at the level of primary education. This fragmentation has given rise to one of the weightiest problems of education in modern times - a problem which impinges on the isolation of the curriculum from life experiences and the other issues and concerns driving therefrom. This ugly development has given rise to what Dewey (1938) addressed as "the fatal disconnection of subjects which kills the vitality of our modern curriculum in schools". Indeed, this single subject approach has encouraged a negation of a wholistic view of knowledge about ourselves as human beings and about the world we live in. This development has established some kind of basis for a prevalence of the traditional dichotomies and dualisms which presently pervade all-through the educational enterprise - dualisms of mind and body, cultural studies versus vocational studies, permanent studies versus temporary studies, intellect versus emotion, knowledge versus experience, subjects versus disciplines, forms of knowledge versus fields of knowledge. Thus, this orientation has engendered a compartmentalized view of knowledge in the minds of young children particularly at the primary school stage of development. The traditional approach to curriculum development in education has been seriously challenged and criticised on five major grounds, namely

- (a) It was highly conservative and therefore propagated absolutist ideals and dogmas which were not to be tested through scientific inquiry.
- (b) It failed to commit individuals sufficiently to the purposes of reflective thinking with particular reference to solving pervasive social problems.
- (c) It not only failed to be governed by the principles of immediacy and utility but largely disparaged a commitment to democratic tenets and ideals.
- (d) It was highly restrictive and largely irrelevant and therefore tended to run counter to the growing awareness of the social mobility function of education (Williams, 1961).
- (e) It was not dominated by any serious notion of structure and therefore encouraged rote-learning and * memory work. If at all it emphasized structure, it was not based on strict adherence to sound and profound educational thought or rational process, (f) The absence of structure in the association programmes rendered them incapable of being taught in imaginative ways to foster discovery and problem-solving.

it was essentially the progressivist concern of education for social reconstruction which largely led to the post-war curricula reform movement, beginning in the nursery and infant schools and now reaching up to secondary schools. It was a concern that generated and acknowledged new knowledge and awareness about the social responsibility of education particularly in presenting situations where problems are relevant to the problems of living together, and where observation and information are calculated to develop social insight and interest (Dewey, 1938, 225) Thus, the progressive slogan largely contended that the curriculum should not be a mere conglomeration of divided and specialized subject-matters but should be reflectively formulated coherently designed, and meaningfully attuned to the improvement of existing community life (Tanner and Tanner, 1980; 116). Dewey observed that the traditional educational philosophies and their associated curricula underpinnings and orientations had failed to come at grips with the deepest problems of common humanity and had equally overlooked the fact that the curriculum is humanized in the degree in which it connects with the common interests of men and had rather created conditions in which it (the curriculum) had become highly illiberal instead of liberating the mind to grapple with what is involved in "freedom". "Freedom", according to Dewey (1938:325) essentially involves the role played by "thinking: during the process of learning: it means intellectual initiative, independence in observation, judicious invention, foresight of consequences and ingenuity of adaptation to them. These thought-processes and criticisms levelled against the traditional approach to the curriculum by the progressivist reform movement was in part largely instrumental in the foundation and establishment of social studies as a curriculum package.

The progressivist movement popularized social studies as a product of growing teacher knowledge, awareness and responsibility in the field of curriculum development. The movement contended that "social studies: has a universal quality and includes many different areas of knowledge and activities which possess a common element or quality of being selected rationally on the basis of pragmatic consideration of the ability, aptitudes, interests and curriculum needs of specific group of pupils. Accordingly to this thought-pattern, social studies largely represents a form for organizing knowledge for the purpose of establishing relationship and interrelationships between the separate modes of understanding as exemplified in the individual subject disciplines - an area where highly differentiated school subjects and or the individual subject disciplines exhibit severe weakness. The progressivist thesis emphasizes that social studies is concerned essentially with studying the real world of the child's environment as a starting-point for further learning and for future citizenship orientations. It further asserts that in these days of knowledge explosion and rapidly changing social conditions, social studies would appear to be a very relevant and infinitely more valuable for preferring ways and means of acquiring knowledge for the purpose of addressing and solving problems which confront man's existence in any societal setting. Thus the progressive school of thought advocates that social studies is a medium for the exploration of any theme, area of problem which requires the help of more than one school subjects or discipline for its full understanding, and the interest of more than one teacher in achieving this purpose From this view-point, therefore, social studies possesses a double concern - the co-operative use of subjects and disciplines to achieve educational aims and the co-operation between teachers to make this possible.

THE PROGRESSIVIST JUSTIFICATION FOR INCLUDING SOCIAL STUDIES WITHIN THE CURRICULA FRAME-WORK OF SCHOOLS.

In their justification for arguing that social studies be included in the curricula framework of schools, the progressives contended that the teaching of this subject is meant to solve the problem created by the separate subject approach in education. Thus its teaching is aimed at incorporating integratively knowledge from many realms of learning. The curriculum associated with this development is aimed, among others, at creating a universe of inquiry, discourse and understanding among youngsters of different backgrounds and aspirations who, as citizens of a free society, are obliged to share certain responsibilities and problems (Tanner and Tanner, 1980). These responsibilities and problems are largely meant to develop and encourage the following among these young learners, namely: self-confidence and initiative, power of imagination and resourcefulness, desire for continued knowledge and learning-appreciation for the dignity of man, a sense of respect and tolerance for the opinions of others, social attitudes and values such as co-operation, integrity, trustworthiness, diligence and obedience.

The progressives contend that new curriculum package associated with social studies is expected to provide young people with some insight into the use of various knowledge structures and processes that have relevance to modern civilization. They stress that, because social studies is intended to offer a curriculum which is both meaning-fill

and relevant to a young learner's personal life, it is largely organized according to their needs and problems that demand personal and social understanding. They argue that the emphasis in social studies is not geared towards the propagation and production of knowledge as such but with the utilization of ideas, conceptual framework and generalizations derived from a variety of disciplines including the social and natural sciences, humanities, arts, languages and even Mathematics.

The concern of the progressivists for the teaching of social studies is based on the contention that an establishment of connections and relationships between a variety of subject disciplines is likely to advance our need to understand man and his interaction with his total environment. They argue that since broadly-based social issues cross the boundaries of academic disciplines, the notion that the separate disciplines must always be studied in their pure form is insufficient for a curriculum intended to demonstrate the relationship between knowledge and rationally-based social participation, in almost the same vein, Tanner and Tanner (1980), posit that one of the assets of social studies is that it not only provides an opportunity to develop the interrelationships of subject-matters that otherwise would be fragmented, but also avoids the unmanageable multiplicity of disjointed courses that congest the curriculum.

THE PROGRESSIVIST VIEW OF CURRICULUM AND INSTRUCTIONS IN SOCIAL STUDIES.

The progressive thesis considers the social studies as a unique discipline which represents one of those modern curriculum arrangements which capitalizes on the use of methods to sustain the reasons for its existence as an important subject area. One of its assets is aimed at assisting young learners perceive the limitations of using single subjects disciplines of the social sciences in interpreting human activities and events as they occur in society. In this stance, social studies must be seen as one of those avenues of establishing a strong basis for the production of the total individual rather than so exclusively to the production of the future scholar, lawyer or physician (Callaban and Clark, 1977). Based on this understanding and development, social studies has to display a unique "functionality principle". Thus "functionality principle" presupposes that the subject has to be problem-solving in its orientations; it must possess a retentive and transfer value, and it must display a purpose that relates to life situations (Banks and Clegg, 1977; Common, 1984). The progressive thesis maintains that these criteria, particularly the "problem solving orientation must be made operational in a classroom setting within a framework of an understanding that social studies represents a relevant curriculum package which aims at integrating many subject areas, disciplines and aspirations so long as they offer to the young learner a wholistic portrait of man and his knowledge of his environment. The implications of this progressivist perspective for curriculum and instructions in the social studies are considered under the following broad areas, namely:

- (a) Curriculum Structure and the Scope of Curriculum Programmes;
- (b) Design of Curriculum Programmes;
- (c) Reflective Thinking and Problem-Solving;
- (e) Evaluative Procedures.

CURRICULUM STRUCTURE AND THE SCOPE OF CURRICULUM PROGRAMMES.

The progressivist thesis underscores a commitment of social studies education to helping the learner acquire the analytical ideas, tools and principles that are developed by scholars in the various fields of study, particularly the social sciences. This understanding implies, among others, orienting the learner to effectively participate in the process that makes possible the building, development and establishment of knowledge, particularly interdisciplinary knowledge forms. This line of thought is expected to get the learner think reflectively in order to participate effectively in the process of knowledge getting and knowledge building.

The progressivists stand-point stresses that 'Reflective Thinking'¹ must be capitalized on by both teachers and the taught in social studies education as a major means through which curricula elements from a variety of disciplines are unified. In this circumstance, reflective thinking is conjectured as a means of enhancing the skills as analytical reasoning in the individual in order to enable him establish relationships that cut across the various disciplines, particularly the social sciences. In other words, the thought-patterns of the individual is oriented into conjecturing the processes by which the content of the said subjects and or disciplines are interconnected and interrelated. These thinking patterns largely have to do with coming at grips with a functional application of social science concepts and

framework that are capable of establishing connective tissues among different subject matter. This development is expected to establish social studies as an eclectic science, geography, economics, psychology, sociology, etc. This orientation also has to accommodate the view that the said distillation calls for a meaningful clarification of the interrelationships and an understanding of the human Chemistry that stems from the interaction of the various social science disciplines including philosophy, literature and ethics (Engle, 1977). This form of knowledge structure, according to the protagonists of the progressive thesis, represents one of the essential components of the decision-making process which students and teachers require if they are to make intelligent decisions concerning their personal and social problems.

Thus the curriculum underpinnings reflected in the foregoing stipulate that the structure of the entire instructional programmes associated with the social studies is expected to underscore the interrelationships of its parts or components in sharp contrast to the structure of each specific subject discipline. Callahan and Clark (1978) suggest that this development should constitute the hub of curriculum organization in the entire spectrum of social studies. In this orientation, interdisciplinary curriculum structures are being encouraged as replacements for single-focus study of separate subject disciplines. In a bid at stressing the importance of social studies as a vital curriculum package, Bellack (1967:221) makes the following reflections thus;

In the social sciences, the economist is preoccupied with the concept of scarcity, the political scientist with the concept of Power and authority, the anthropologist with the notion of culture, and the sociologist with social functions and social Systems. Man's social life, However, as it is actually lived, is far more complex than the limited image of it reflected in the Concepts and generalization of any one subject discipline. Only by combining the various points of view of the various Subject disciplines can anything approaching a complete anticipation of life occurrences be achieved.

Thus, in his estimation, Bellack (1967) himself a protagonist of the progressive view-point in curriculum development and instruction is convinced that the lime has arrived when scholars in the natural sciences, social sciences, mathematics and humanities should begin to search as a group for new structures for teaching. The new structures resulting from their team work and efforts, according to Bellack (1967), must provoke UK: study of man and his activities apart from capitalizing on the discovery of retatendness among his activities; these structures are also expected to involve and underscore considerable attention to values, ethics and morals not only as they have been and are but also as they should be.

With regard to the scope of curriculum programmes in the social studies, the progressivist philosophy emphasizes that these must be problem-solving in orientation rather than on 1 act-accumulating. According to Callahan and Clark (1978), the scope of curriculum programmes in social studies should be geared at underscoring the interrelatedness of knowledge and the continuity and the repetitive quality of the, thoughts, creations and actions of predecessors which affect and are related to the work of contemporaries.

DESIGN OF CURRICULUM PROGRAMMES.

The progressive thought-process essentially holds that the major promise of curriculum trends in social studies lies in its potential for making education a relevant happening in the lives of young learners. Wilhelms (1972) contends that the philosophy behind its entrenchment, particularly in primary education, recognizes that the cadre of learners involved need "free times and sympathetic guidance to look at life, to look at themselves, to grasp the human condition and slowly to decide how they mean to spend themselves and by what criteria they choose to govern their values upon this earth". According to Wilhelms (1972), any design of curriculum programmes in social studies at this level of should not be for "pupils to become acquainted with certain bodies of content but that they should use these great treasure houses of our culture to find what speaks to them and helps them to grow in their innermost selves". The progressive thesis endorses that the design of curriculum structure in social studies is expected to capitalize on the need for envisioning general education programmes in which instructions are geared towards cutting across a variety of

subject disciplines (particularly the social sciences) while special efforts are made to demonstrate the intrinsic relationships between these fields as concepts from them are brought to bear on societal issues and problems raised in the said curriculum for solution with particular reference to the young learner. Thus, as a modern curriculum arrangement, the *raison d'être* of social studies derives from its utilization of methods not only to sustain the basis for this existence as an important subject area but also to achieve the synergistic goals usually associated with its programme designs. The progressive thought-process holds that one of the main assets of social studies stems from its use in assisting young learners perceive the limitations of using single subject disciplines in interpreting events as they occur in society. In this stance, the social studies perspective is primarily engaged in describing and explaining human activities in any given societal framework. In this 'progressive orientation, this subject area considered as an interdisciplinary study of a topic, a problem, an issue or an aspiration. Thus, Adaralegbe (1980) considers social studies as representing a problems-approach discipline through which the young learns about problems of survival in his environment

REFLECTIVE THINKING AND PROBLEM-SOLVING

The progressive thesis conceptualizes 'reflective thinking' as an instrument for visualizing and perceiving the idea of 'unification' as the solution for the overcrowded and fragmented curriculum associated with the traditionalists educators. In this light, unification is considered as a valid reflection of the nature of Knowledge. According to the progressives, reflective and or clear thinking implies 'related thinking' but this is not possible when each subject (or all the other areas of knowledge). The progressives believe that 'related thinking' represents the best kind of thinking; it could be achieved only through a curriculum that reflects the basic unity underlying all knowledge. Further, according to them, art of reflective thinking enables the individual to conceptualize the curriculum in the light of democratic goals.

The idea behind the 'Project Method' or the 'Project Approach' to the curriculum represents brain-child of the progressives and its thesis centres squarely on the contention that children would learn to think if they worked on problems of genuine interests to them. Reflective thinking, according to Dewey (1938), himself a doyen of the progressives, is problem-solving; it is the key to intelligent action, as opposed to impulsive or routine action. Tanner and Tanner (1980) contend that the progressive definition of 'reflective thinking' is in essence, the 'scientific method' applied to all human problem, ranging from the simple problem of daily living to complex social problems and abstract intellectual problems. Dewey (1938) expatiated that there are essentially five phases in the complete act of thought. He further reflected that these phases are not steps in the sense that they are necessarily in sequence; rather, they represented, according to him, the indispensable traits of reflective thinking. These five phases or 'indispensable traits' include the following:

- (a) Defining the problem,
- (b) Noting the condition surrounding the problem - that is, identifying all the significant factors (this implies a phase in gathering data concerning the problem}.
- (c) Formulating hypotheses for the possible solution of the problem.
- (d) Elaborating (reasoning out) the probable value of the various hypothesis for solving the problem; and
- (e) Actively testing the hypotheses to see which ideas offer the best solution for the problem.

Thus, it is the contention of the progressives that any educational project requires reflective thinking. They maintain that the outputs from the process itself are to serve as guides for future experience. Thus, according to Dewey (1933), a worthwhile activity gives the child a chance to formulate and to test solutions to problems and to practise the process of reflective thinking. This kind of doing was the basis for the project idea as Dewey conceived it and he also made it operational in the Dewey School in Chicago.

With regard to the process goal of problem-solving, the progressives categorized that it was better suited to individual and societal needs than the traditional goal of acquiring knowledge through memorization. Indeed, the problem-solving approach is particularly amenable to teaching-learning situations in social studies if one remembers the important point that this subject area represents an applied field which attempts to fuse and synthesize scientific knowledge with ethical, philosophic, religious and social considerations which arise in the process of decision-making as practised by an individual (Engle, 1977). The primary purpose, in this situation, is

the utilization of knowledge for the purpose of offering solutions to problems. The aim is to improve the process by which individuals including learners use knowledge, essentially from the social sciences, not only in making decisions concerning their individual behaviour but also concerning issues and problems that have to do with public policy. Indeed, the basis of the knowledge requisite for these operations in social studies education capitalizes on an employment of 'reflective thinking' and or 'analytical reasoning' embarked upon by an individual. This knowledge is essentially interdisciplinary and the curriculum framework involved must serve as a foundation instrument for rational decision and problem-solving. This is because knowledge from any one discipline is insufficient to help us make intelligent decisions on complex social problems and issues which abound the world over (Banks and Clegg, 1977:19). From the progressive standpoint, it does follow that in any situation where this interdisciplinary curriculum principles is employed or applied, there has to be a convergence of a variety of thinking patterns (deductive, inductive, reflective and logical) before a problem can be resolved or solved.

Thus, the progressive conception of education method is grouped in a social framework which is based on the idea that thinking is problem solving and that learning is simply 'inquiry'. In fact, the progressivist ideal of active inquiry is now being implemented in social studies programmes in schools through study units, activities, projects, field trips, excursions, observations and discussions. Group inquiry has become formalized into a method; the goal of learning to solve social problems through reflective thinking has also tended to ramify into the goal of developing social skills. The progressive idea that education should be used as an instrument for developing in the individual the ability to solve social problems with a democratic framework has become established in social studies.

STAGES INVOLVED IN STIMULATING STUDENTS ACQUIRE THE ANALYTICAL INQUIRY PROCESS ASSOCIATED WITH PROBLEM-SOLVING.

If a social studies teacher is to reap the benefits accruable from an employment of progressivist ideals in teaching-learning situations, he has to face up to the challenges of stimulating, learners to an awareness of the analytical inquiry process associated with problem-solving. The major steps include the followings:

- (a) The teacher has to get the student to feel uncertain and doubtful about his knowledge regarding a question or issue for which an answer is required. Thus, this stage is characterized by a state of confusion and perplexity owing to the fact that the student or learner is involved in an incomplete situation whose full nature and significance have not yet been ascertained. The idea is to present the student with a creative encounter or experience that will challenge his preconceived ideas and question him to challenge his knowledge. The student must now have a problem which should be his own.
- (b) The sensing and identification of the problem in more clear terms through a process of analysis. This second stage is an attempt at a conjecture, a tentative interpretation of some data, attributing to them a tendency to produce certain consequences. In terms of the student, his problem must be a real one, that is, real to himself, and a stimulus to further thought-process.
- (c) The formulation of hypotheses - these hypotheses are meant to offer possible explanations or alternative solutions to the problem. This third stage largely involves a careful examination, exploration, survey and analysis of every available consideration that would help clarify and define further the problem under consideration.
- (d) Collection of relevant facts, or data bearing on the logical consequences of the hypotheses. In this regard, the student must have the necessary information and make the observations required to deal with the problem.
- (e) Evaluation and analysis of data. This stage also entails testing the hypotheses in relation to the data that have been gathered and analyzed. In this circumstance, the student is in the position of the researcher developing his ideas and seeking his own solution. It has to be underscored that this stage involves the student in taking a stand upon the projected hypothesis or hypotheses as an organized plan of action to be applied to the existing stage of affairs.
- (f) The last stage calls for stating a conclusion. This may be executed by either a restating of the original hypothesis/hypotheses, a revision of the hypothesis/hypotheses in the light of the data or a substitution of a

conclusion for the original hypothesis/hypotheses because they were found to be completely inadequate.

The stating of a conclusion may be associated with a derivation of a generalization or a theory. On the whole, the student must be allowed to try out and test the validity of his conclusions.

The important of the problem-solving approach to teaching in the social studies is to heighten the relevance of the school to the student's life. It is concerned not only with the student's cognitive growth but also with emotional and social development. Thus, with varying degrees of teacher supervision, the students engage in the processes of problem-solving and rational thinking. Also, they undertake the investigation of problems, issues and conditions; the preparation of research reports based on empirical data or analysis of the literature; they survey actual situations and come up with conclusions and recommendations; they discuss extensively and make use of current reference works (Onwuka, 1981:202). According to Obemetaeta (1982:23), the problem-approach has significant advantages to the study of social studies because of the following reasons: (a) It conforms to life because life is simply problem-solving; (b) It arouses interest which aids the education process; (c) It trains students on the art of good judgment formation; (d) It develops critical thinking in learners; It fosters student or learner activity.

EVALUATION PROCEDURES

The progressivists recognize the scientific method as the only acceptable basis for curriculum appraisal. They contend that curriculum evaluation should be objective rather than impressionistic. They recognize the need to evaluate results and or establish alleged achievements of growth by evidence. They maintain that efforts must be geared at analyzing purposes and methods in terms of basic principles. Thus, they regard evaluation as on-going process all-through an instructional programme. To this end, evaluation is geared at revealing and measuring a learners progress in total terms; it is also meant to identify the strengths and weaknesses of programmes in order to create forums for making improvements on the basis of evidence. The progressivist influence on social studies education is something all embracing and total. In this subject it has become a norm to devise instruments for evaluating students in terms of objectives that are associated with the following four main levels, namely: knowledge, skills, attitudes and values. The progressive emphasis demands that within each of these levels or categories, a number of more specific behaviours and content can be identified as being particularly germane to, social studies education.

Thus, Fraenkel (1973) observes that under 'knowledge', the major types of information to be studied and learned in the social studies include facts, concepts, generalization and theories. Under 'skills', the major kinds of social studies skills, according to Fraenkel, include 'thinking skills', 'academic skills', 'social skills' and 'research skills'. 'Thinking skills' include such abilities as describing, defining, classifying, hypothesizing, generalizing, predicting, comparing and contrasting etc. 'Academic skills' include such abilities as reading, viewing, writing, speaking, listening, reading and interpreting maps, outlining, graphing, charting and notetaking. 'Research skills' include the ability to (a) define a problem; (b) formulate a reasonable hypothesis and to show the problem might be resolved; (c) locate and gather data dealing with the problem; (d) analyzing the data; (e) evaluating the hypothesis in the light of data that has been gathered and analyzed; (f) drawing a conclusion which implies a rejection or an acceptance or a modification of hypothesis as appropriate. 'Social skills' include the ability to execute the following: (a) co-operating harmoniously with others on small or large group projects; (b) contributing productively to group tasks and discussions; (c) supplying leadership when, and if, necessary and appropriate. Under 'attitudes', Fraenkel (1973) has grouped the associated objectives, namely: (a) attitudes for desirable intellectual behaviour and (b) attitudes for desirable social behaviour. "Attitude for desirable intellectual behaviour" are expected to lead the individual to a cultivation of an empirical, reasonable and humane outlook. These ways of thinking include such attitudes as 'open-mindedness', 'objectivity', 'skepticism', 'relativity', 'precision in collecting, analyzing and interpreting data', 'a tendency to search for multiple rather than single causes of human behaviour', 'Attitudes for desirable social behaviour' are basically grouped under three categories namely: (a) 'Awareness and interest', (b) 'responsibility', and (c) 'involvements'. Awareness; refers to a recognition on the part of the individual that certain social problems (poverty, hunger, crime, tribalism, etc.) exist and need to be addressed and solved. 'Interest' reflects the degree of attention that individuals display towards a given social problem. 'Acceptance of responsibility includes such attitudes as" (a) to be well-informed about what goes on in the world: (b) a recognition of the obligation to be well-informed before making a decision about public issues; (c)

and a willingness to operate within the limitations of democratic procedures in attempting to further a given cause. 'Involvement' refers to the extent to which a person is willing to act on the basis of his convictions. With regard to 'Values' the attitudes to be fostered through instruction in social studies include the core values of a democratic society and these include: 'a belief in the worth and dignity of every being', 'personal freedom', 'equity and justice for all', 'peace and order among men', 'economic well-being for all', 'respect for the rule of law and the due process of law' and 'equal rights under the law'.

On the whole, evaluation in the social studies, with reference to the behavioural objectives associated with the foregoing levels of instructional operations in the subject, demand that emphasis be placed on seeking and identifying ways of obtaining evidence as to how they are requisitely demonstrated and displayed in practical terms by learners during teaching-learning situations. Progressive thought-processes and movements are largely instrumental for fashioning out methods -tests, questionnaires, practical tasks, interviews, oral and written reports, projects, discussions, debates and dramatizations, displays and exhibitions, community services, conferences, peer assessment technique and the like- which have become the basis for evaluative instalments for determining behaviours that possess 'affective' and 'psychomotor' orientations in social studies education.

CONCLUDING REMARKS

The main argument for the emergence of social studies is largely buttressed on the progressivist views on educational practices largely advanced by Dewey (1895-1952) and his colleagues. Progressivism was largely instrumental for fashioning out the raison d'être of social studies and therefore enabling it to capitalize and exploit the process of 'interdisciplining' the conceptual framework and methods of a variety of forms of knowledge, subject disciplines and thought-processes and patterns and channel them to bear on the study or examination of human and societal problems in their environmental settings for their comprehensive analysis and understanding. Thus an execution of programmes in social studies very often demand that both teachers and taught must employ the use of reflective thinking for enhancing skills of analytical reasoning among themselves in order to establishing relationship during teaching-learning situations for the purpose of enabling them exhibit intellectual actions concerning their personal and social problems.

The institutioning of social studies within the frameworks of schools represents a reaction against an employment of the traditional approach in dispensing and handling curriculum issues in a classroom context. Thus social studies education recognizes the inadequacies of knowledge from the individual subject disciplines alone in assisting us solve complex and baffling human problems. It is an employment of the problem-solving technique (popularized by progressive movements) in addressing and setting issues of education importance that has established the inextricable link between social studies as a subject area and progressivism in as a major thought-process.

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