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A study of the effect of an influx of population on the class status of the citizens of a New England seacoast town and implications for the social studies program in the secondary school.

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Blackington, F. H., III,  
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BOSTON UNIVERSITY  
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Thesis

A STUDY OF THE EFFECT OF AN INFLOX OF POPULATION  
ON THE CLASS STATUS OF THE CITIZENS OF A NEW  
ENGLAND SEACOAST TOWN AND IMPLICATIONS FOR  
THE SOCIAL STUDIES PROGRAM IN THE SECONDARY  
SCHOOL

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In Partial Fulfillment of Requirements for  
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## CHAPTER I

### A TROUBLED COMMUNITY

#### Introduction and Background of the Problem

The general community problem. -- The community under study, Marshfield, Massachusetts, has many problems. It is not unlike many others in that respect. Marshfield has problems, however, which may be considered unique in that they are particularly urgent and demand the most immediate attention.

The population of Marshfield has grown from 3267 in 1950 to 4960 in 1955 - an increase of 51 per cent.<sup>1/</sup> This extremely rapid population growth is the major cause of the immediate crisis which faces the service institutions of the community.

No relief from the present population pressure is in sight. In fact all available information indicates an increase in population pressure to the point where Marshfield will be engulfed in a veritable wave of "strangers" who even now are making it into a bedroom for Boston and its environs.

Causes of growth. -- Marshfield is the second fastest growing community on the South Shore. Its rapid growth is largely due to (1) a large amount of undeveloped acreage mostly in one-half acre lots, (2) a low tax rate - 46 dollars a thousand for 1955, (3) the proximity of Boston - some 30 miles, (4) an attractive beach area with available housing of a cottage type which

<sup>1/</sup>The South Shore Weekly Mirror, Vol. 5, Number 23, Scituate, Massachusetts, March 24, 1955.

can be easily and relatively inexpensively winterized, and (5) the proposed super-highway which would move metropolitan Boston closer to Marshfield than a one hour drive.

It would be difficult if not impossible to assess the influence of possible atomic catastrophe upon the growth of the community. The writer would not discount this as a possible influence but is firmly of the opinion that modern transportation, shorter working days and liberal financing policies of both government and private institutions dealing in real estate are of far more importance in determining the development of the community.

The educational problem. — The rapid influx of an urban population obviously does not leave the educational institutions untouched. That this situation is realized is evident in the "Report of Superintendent of Schools" published in the Annual Report of the Town Officers For 1953<sup>1/</sup>.

An examination of chart number 1 of this report reveals the average post war growth between births and grade one enrollment to be 66 per cent over the local births.

A similar report from the office of the Superintendent of Schools was published in the Annual Report of the Town Officers For 1954<sup>2/</sup>. This is an extension of the report previously mentioned and is primarily

<sup>1/</sup>Annual Report of the Town Officers for 1953, pp. 122-128, see appendix A for portions of report, pp. 46.

<sup>2/</sup>Annual Report of the Town Officers for 1954, pp. 155-159, see appendix B for portions of report, pp. 52.



concerned with the effect of population growth on the classroom needs of the secondary schools. Suggestions concerning the type of building program desired and general statements regarding a worthwhile curriculum are included.

It is evident from the assembled data that expansion of the physical plant is a neccessity and that it is a matter of immediate concern. It should be equally clear to the school officials and the citizens of this town that they have a twofold problem in the maintenance of this social institution so vital to the promotion of their own purposes. The basic educational problems are (1) that of actuating a sensible and farsighted building program and (2) the creation of a curriculum that meets the needs of the community of Marshfield.

#### The Basis For Study

Purpose and justification. — The purpose of this thesis is to describe a community study involving an examination of the social class status of the inhabitants and to examine the implications of this study for a revision of the social studies curriculum.

It is acknowledged by many, including this writer, that some of the best teaching within the realm of recorded history has been done without the aid of a man made physical plant or tightly integrated formal curriculum. We have only to turn to leaders of actual or claimed supernatural origin such as Christ or Mohammed - to the philosophers of ancient Greece like Socrates, Plato and Aristotle to name but a few to give weight to this contention. Nevertheless it would be foolish to make this a basis for neglecting the need for a modern school plant. We

are living in a different age in an infinitely more complex society.

"Whenever the function of a society becomes differentiated or specialized there is an increase in the formal aspects of its organization. We have found this to be true of community life in general, of political and economic organization in particular, and it is now equally true of education."<sup>1/</sup>

The increased formalization of the institutions within society has long since led to building programs lending permanence and organization to institutions which they house. A concomitant organization of programs promoted by these institutions is a natural development. As the physical plant is an expression of the objectives, ideals, and needs of the society which sustains it, so too must be the program which it promotes. Wesley gives expression to the latter portion of this thought in his book, Teaching The Social Studies,<sup>2/</sup> in which he states:

"The curriculum which best serves society is one which reflects not only the objectives and ideals but also the needs of that society. The curriculum maker cannot make programs for theoretical classes, he must make programs for boys and girls in a particular culture. The curriculum maker cannot afford then to lose touch with the social realities, for his product must reflect these realities.

Within the United States our programs must reflect our purposes and our needs. When war was declared on Japan, Germany, and Italy in 1941 our national objectives were immediately rearranged. The former ones, such as good transportation, improved health, and better housing, were not discarded, renounced, or forgotten; they were simply given less favorable priority numbers.

<sup>1/</sup>Robert L. Sutherland and Julian L. Woodward, Introductory Sociology (2nd ed. revised), J. B. Lippincott Company, New York, 1940, pp. 501.

<sup>2/</sup>Edgar Bruce Wesley, Teaching The Social Studies (2nd ed.), D. C. Heath and Company, Boston, 1942, pp. 30.

In times of crises nations as well as individuals reshuffle their purposes and decide to place at least temporarily a new emphasis upon a major purpose. So the curriculum of our schools and particularly the social studies curricula must reflect changed conditions and rearranged purposes. The schools should be so sensitive to society's needs as to respond, not slowly and grudgingly, but quickly and effectively. The social studies teacher must lead the way in keeping the curricula abreast of social needs."

Utility of this study. — It is hoped that this study will be of public service.

- (1) Assemble information that would aid the following in the building, expansion, and revision of the social studies curriculum.
  - (a) Superintendent
  - (b) School Board
  - (c) Principal
  - (d) Colleagues
- (2) Assemble information that would aid the following in the building, expansion, and revision of the school curricula.
  - (a) Superintendent
  - (b) School Board
  - (c) Principal
  - (d) Colleagues who are in the initial stages of a school evaluation program in conjunction with New England Association of Colleges and Secondary Schools.
- (3) Assemble information that would aid the following in the building, expansion, and modification of the physical facilities made available to and by the local populace.
  - (a) Superintendent
  - (b) School Board
  - (c) Principal
  - (d) Colleagues
  - (e) Interested Citizenry
- (4) Assemble information which would encourage the previously mentioned individuals and groups to place emphasis on a curricula centered school rather than a school centered curricula.

Scope of Study. — This study of Marshfield, Massachusetts, will

be confined in part to a determination of the socio-economic status of the pupil and adult population of the community. For this the writer planned to use Warner's Index of Status Characteristics. Coupled with this method of study is a panoramic view of the community - its history, ecological frame of life, and the problems facing the institutions within the community.

No attempt has been made to suggest solutions for or reforms of any of these institutions save that of education. The educational institution has been dealt with only in the area of the social studies on a secondary level. There has been no study of the pre-school group as this writer feels that curriculum development is an evolutionary and continuing process. Thus a pre-school population study would be of negligible value to this study. To presume to modify the curriculum on the basis of the present pre-school group would be foolhardy indeed especially in a community that is changing as rapidly as this. The writer does not wish to presume a permanence for his modification of the social studies curriculum as it would only serve to harden the educational arteries.

## CHAPTER II

### RESEARCH PROCEDURES

The problem of building a satisfactory social studies curriculum requires a detailed empirical study of the community in which the school exists and the location of trends which are regarded as highly related to the rapid growth of this community. Realizing that the pressures on the public school in a given community depend largely upon the type of inhabitants in the community, this writer decided that a knowledge of the socio-economic status of the residents was essential to a valid evaluation of the community and an appropriate social studies curriculum. It was decided that a study of the socio-economic status of the pupils would be inadequate as the public school receives direction not only from those intimately connected with the schools through their children but from the total community.

#### Determining the Socio-economic Status

The Index of Status Characteristics. — The writer selected Warner's Index of Status Characteristics to measure socio-economic status. Warner and his colleagues state that:

"The Index of Status Characteristics as a measurement of social class is posed on two propositions: that economic and other prestige factors are highly important and closely correlated with social class; and that these social and economic factors such as talent, income and money, if their potentialities for rank are to be realized, must be translated

into social-class behavior acceptable to the members of any given level of the community. This method is designed to provide an objective method for establishing the social level of everyone in the community and to do so by simple, inexpensive means.... The data for each characteristic in the Status Index are easily acquired and do not necessarily require interviewing."<sup>1</sup>/

This refined method may be briefly described as giving weighted ratings on four factors: occupation, source of income, house type and neighborhood. A social class equivalent for any individual or group of individuals may be obtained by the simple device of placing the sum of these weighted ratings on a scale.

Warner developed a supporting and more involved method referred to as the method of Evaluated Participation. Warner describes this method as follows:

"The Method of Evaluated Participation (E.P.) comprising several rating techniques, is posed on the propositions that those who interact in the social system of a community evaluate the participation of those around them, that the place where an individual participates is evaluated, and that the members of the community are explicitly or implicitly aware of the ranking and translate their evaluation of such social participation into social class ratings that can be communicated to the investigator."<sup>2</sup>/

Further study on this subject convinced the writer that the refinement of Warner's scales gave such a high positive correlation between the Index of Status Characteristics and Evaluated Participation that the expense in terms of time and money for the Evaluated Participation method could not be justified and that the Index of Status Characteristics was certainly an adequate method for the purposes of this study.

<sup>1</sup>/W. Lloyd Warner, Marcia Meeker, and Kenneth Fels, Social Class in America, Science Research Associates, Inc., Chicago, 1949, p. 39.

<sup>2</sup>/Ibid., p. 35.

Warner refined the I.S.C. by analysing it in relation to the E.P. A comparison of estimated social class placements based on six status characteristics was made with E.P. That high correlations between these characteristics and E.P. were discovered is indicated in Table 1.<sup>1/</sup>

Table 1. Correlation Coefficients of Six Status Characteristics, and the Original ISC Combining Them, and Social-Class Placement, for Old Americans

Status Characteristics	Number of Cases	Correlation with E.P.	Standard Errors of Estimate
(1)	(2)	(3)	(4)
Occupation	208	.91	1.8
Amount of Income	108	.89	2.0
Source of Income	209	.85	2.3
House type	204	.85	2.3
Dwelling area	205	.82	2.5
Education	97	.78	2.7
Original ISC	209	.97	1.1

Trends in community population can be measured only by a comparison of the community at different periods. The writer has selected the years 1945, 1950 and 1955 for this purpose. As previously pointed out the year 1945 marks the real beginning of a population growth for Marshfield and seemed to offer a good starting point. Inasmuch as a valid comparison can be made only when like factors are compared an immediate search for the most reliable status

<sup>1/</sup>Op. cit., p. 168.

characteristics measureable was made. Warner states that:

"If social class were to be predicted on the basis of one status characteristic, the most accurate prediction would be obtained by basing it upon occupation and the least accurate by basing the prediction on education." 1/

This fact finds support in Table 1. The writer decided to measure the occupation characteristic in order to measure the socio-economic trend for this 10 year period. The 10 year time lapse would have made any of the other status characteristics difficult if not impossible to obtain.

The following table shows the results of Warner's attempt to find a set of status characteristics with high correlation with E.P. and a low standard of error.

Table 2. Multiple Correlation Coefficients and Standard Errors of Estimate for Certain Sets of Three or More Status Characteristics for Old Americans 2/

Set of Status Characteristics	Multiple Corre- lation with E.P?	Standard Error of Estimate
(1)	(2)	(3)
Six Characteristics --- Occupation, amount of income, source of income, education, house type, dwelling area	.974	.98
Five Characteristics --- Occupation, amount of income, source of income, house type, dwelling area	.973 (concluded on next page)	1.00

1/Ibid., p. 168.

2/Op. cit., p. 174.



Table 12. (concluded)

Set of Status Characteristics	Multiple Corre- lation with E.P.	Standard Error of Estimate
(1)	(2)	(3)
Four Characteristics --- Occupation, source of in- come, house type, dwelling area	.972	1.02
Three Characteristics --- Occupation, source of income, house type	.966	1.13
Occupation, house type, dwelling area	.964	1.16
Occupation, source of income, dwelling area	.961	1.20
Source of income, house type, dwelling area	.935	1.54

Table 12 indicates that the characteristics used in I. S. C. have a significant correlation with E. P. and have a relatively low standard of error. Excluding education and income, weights were assigned to the <sup>1/</sup>four characteristics as follows:

Occupation	4
Source of income	3
House type	3
Dwelling area	2

An attempt was made by this writer to obtain information regarding the source of income of the inhabitants. The relations of the inhabitants of this small provincial community gave ample evidence

<sup>1/</sup>Op. cit., p. 181.

that a continued search for this factor would prejudice the whole study. Thus this factor and the weighted ratings assigned to the four factor I. S. C. were abandoned. A modified scale was adopted and weights were assigned as follows:<sup>1/</sup>

Occupation	5
House type	4
Dwelling area	3

The Ethnic Problem. — There is only one identifiable ethnic group that is distinctively "different" from the rest of the community. It consists of 18 "Portuguese" families. Their status is that of the lower class because of the factors of I. S. C. and for racial reasons. Their true racial origin is suspect among the vast majority of the remainder of the population inasmuch as there seems to be a mixture of negro and Portuguese ancestry present. Inasmuch as they remain so small a minority group this writer decided to treat them as did Warner in regard to a 20 family minority in his Jonesville study.<sup>2/</sup>

The rest of the population is a mixture of old Americans and second and third generation Americans who are not native to the community and thus cannot be identified as new or old Americans and must be categorized by the townspeople as merely new or old residents. Prominent local citizens were interviewed by the writer to determine if there was an in-group or out-group stratification as opposed to a single standard of stratification. The ethnic consideration appears to have no visible

1/Op. cit., p.185.

2/Op. cit., pp. 197-198.

consequences as to the position within the organization in this community such as churches, schools, Booster's Club, Kiwanis, American Legion, or Veterans of Foreign Wars. In view of the information available the writer assumed no necessity for modification of the I. S. C. in relation to the citizenry of Marshfield.

Occupation, house type, and neighborhood area. -- These data required by I. S. C. were found in town census reports, school records and field work. In addition the Directory of Occupational Titles<sup>1/</sup> was used to insure the correct placement of any given occupation. In Social Class in America, Warner provides complete direction and charts concerning these items.<sup>2/</sup> Simplified versions of the scales are shown here:

#### SCALES

<u>Score</u>	<u>Occupation</u>
1	Professionals and proprietors of large businesses
2	Semi-professionals and smaller officials of large businesses
3	Clerks and kindred workers
4	Skilled workers
5	Proprietors of very small businesses
6	Semi-skilled workers
7	Unskilled workers

<u>Score</u>	<u>House Type</u>
1	Excellent houses
2	Very good houses
3	Good houses
4	Average houses

<sup>1/</sup> Directory of Occupational Titles, United States Department of Labor, U.S. Employment Service, U.S. Government Printing Office, Washington, D.C.

<sup>2/</sup> Op. cit., pp. 131-159.

<u>Score</u>	<u>House Type</u>
5	Fair houses
6	Poor houses
7	Very poor houses

<u>Score</u>	<u>Neighborhood</u>
1	Very high
2	High
3	Above average
4	Average
5	Below average
6	Low
7	Very low

It was necessary for the writer to ascertain Marshfield's concepts of the average house and the above average neighborhood etc. for the proper functioning in this situation. The aid of two local real estate and insurance men and one well known contractor was obtained to help in the rating of both houses and neighborhoods. They were asked to independently rate these factors on a 7 point scale with 1 being the highest and 7 the lowest. The results of the neighborhood rating were tabulated as below:

#### Neighborhood Rating

Neighborhood	Writers rating	Rater I	Rater 2	Rater 3	Final Rating
(1)	(2)	(3)	(4)	(5)	(6)
A	3	3	3	3	3
B	2	2	2	2	2
C	7	6	6	6	6

(concluded on next page)

## Neighborhood Rating (concluded)

Neighborhood	Writers rating	Rater I	Rater 2	Rater 3	Final Rating
(1)	(2)	(3)	(4)	(5)	(6)
D	6	5	6	6	6
E	6	6	6	6	6
F	6	6	6	6	6
G	3	2	3	3	3
H	4	4	4	4	4
I	5	5	5	5	5
J	3	3	3	3	3
K	6	6	7	6	6
L	5	5	5	5	5
M	5	5	5	5	5
N	5	4	5	5	5
O	7	6	6	6	6
P	4	4	4	4	4

Utilization of the data obtained in this research. -- The first approach in this research, i.e., that of comparison of the occupational status of the inhabitants in the years 1945, 1950, and 1955, was designed to locate trends, if any, in the class stratification of the community. The use of the more involved I. S. C. was designed to refine the findings of the measurement of the population's occupational status of the year 1955. The results in statistical terms and interpretation in the light of community history, ecological frame of life and the problems facing its institutions with particular attention to the high school social studies curriculum will be presented in the following chapters.

### CHAPTER III

#### MARSHFIELD - A PANORAMIC VIEW

##### Colonial Period

Marshfield lays just claim to being one of New England's oldest towns. According to records of the First Church of Plymouth, settlement was first made in 1632 and the township established in 1640. Edward Winslow, several times governor of the Plymouth colony, was its first outstanding citizen. His stepson, Perigrine White, was the first caucasian child born in New England. Winslow settled near the river and other settlers soon followed his example for the land was near good transportation and the marshes produced good fodder in convenient locations. The colonial economy was similar to that of many areas along the Atlantic coast being highly diversified but basically agricultural and marine in nature. The grist mill, the nail factory, the bog iron works were closely allied to agricultural pursuits or ship building.

Being of conservative background, many of Marshfield's finest found themselves in the ranks of the Tories during this conflict. Ensuing clashes between patriots and Tories brought Marshfield its own "tea party" and the flight of the Tory element.

##### Eighteenth and Nineteenth Century Marshfield

Shipbuilding was the activity that carried Marshfield's name

the world over. The North River was the site of what was perhaps Marshfield's most romantic period.

"It is of interest that the American flag was first carried around Cape Horn and to the northwest coast, and the northwest coast first opened to trade by a North River vessel, the historic "Columbia"; and that the American flag was first carried to England after the Revolution and into the Black sea by North River vessels." 1/

From 1645 to 1871 an endless march of vessels was launched from Marshfield rivers. The industry perished with the advent of the clipper ships with their requirements for launching and the exhaustion of the local timber supplies.

The War of 1812 brought a brief adventure with textile manufacturing of limited success and the remainder of the century was passed with an emphasis on agriculture and fishing with no fortunes made and some depleted as a result. Notable and still ever present among those who invested much and reaped little material reward for their efforts was the famed Daniel Webster - a would-be "gentleman farmer". His influence no doubt contributed to the Civil War reaction of the town which ardently supported the Union though the products and thus the profits of its past ship builders were probably not untouched by slaving hands.

The Marshfield Fair, a post war effort, demonstrated the importance of agriculture in this period and extended its influence to the present day although the attraction of the midway and the parimutual betting seem to overshadow the agricultural offerings in

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1/ Joseph C. Hagar, Marshfield, The Autobiography of a Pilgrim Town, Marshfield Tercentenary Committee, Rapid Service Press, Inc., 1940, p. 149.

the eyes of many.

Largely divorced from agriculture and foreshadowing events to come was the introduction of the railroad. In spite of ample evidence of fraud in the completion of the railroad with resultant town indebtedness, the railroad from Boston to Plymouth was welcome in Marshfield. From 1867, when the railroad was established and when it in turn established a trickle of summer residents, until 1940 when it succumbed to the challenge of the automobile when there was an annual summer torrent of vacationing visitors, the railroad served Marshfield a tasty dish of prosperity.

#### Twentieth Century Marshfield

The past 55 years have brought fundamental changes to Marshfield's activity. Agricultural pursuits are moderately profitable with the cultivation of strawberries and mixed truck gardening leading the dairying by a considerable margin. The main product of Marshfield, however, has become increasingly that of a place to live or indulge in recreation. Some confusion or difference of opinion between the "natives" and the summer "guests" seems to exist as to whether or not living and recreation are one and the same thing.

At the turn of the century the beautiful beaches and river harbor facilities encouraged people of means to spend a pleasant summer in its environs. The large summer home was the order of the day. Early in the 20th century the smaller homes began to appear and more have appeared to replace areas destroyed by damaging beach fires and to serve



the summer population pressure. A goodly number of these have been winterized and now serve as year-round residences. It has been estimated that the summer population is in the vicinity of thirty thousand.

The 80 year period previous to 1945 is marked by a static population situation. In 1865 the population was 1809.<sup>1/</sup> In 1900, 1810;<sup>2/</sup> in 1915, 1725; in 1930, 1625; in 1945, 2405.<sup>3/</sup> Since 1945 the most significant developments within the town have been the result of rapid population growth. In the last 10 years the population has more than doubled.

The train has gone but the development, present and promised, of highways and automobiles has dwarfed its exit into insignificance. An expanded national economy has developed a situation here as elsewhere with a mobile population drifting into outlying towns near their work in a metropolitan center. People with better than average jobs can afford this loose spatial relationship with their place of employment and more and more of them seem to be doing just this. The working day is long for many people in Marshfield who work in Boston some 32 miles away with attendant changes in the patterns of family living. The intimate family problems caused by a new environment are no more serious than the traumatic effect of the population influx on the

1/Hurd, History of Plymouth County, pp. 1168.

2/Massachusetts Department of Commerce, Statistics of Massachusetts Cities and Towns By Regional Areas, pp. 5.

3/Frederick W. Cook, and Ralph R. Currier, The Decennial Census 1945, Commonwealth of Massachusetts, 1945, pp. 16.

government and economy of the community. A multitude of problems such as zoning, education, health, police and fire protection, finance, etc. face the community. The writer feels that an examination of these, with the exception of education, is more appropriate in another study but would, in passing, point out that the manner in which these problems are met will determine the type of community the 1975 or 1985 edition will be. Lightening the financial burden for the year round resident is the summer resident who pays his taxes in full and receives the major services of the community for three months of the year or not at all. Proper use - not abuse - of this fortunate situation could well be one of the keys to a partial solution of many of its problems.

Many people in the past have found Marshfield to have charm because it was going nowhere. This condition cannot now be truthfully said to exist for Marshfield is going somewhere. Where? This writer suggests that the results of his research to be presented in the following chapter may give some clues to the answer.

CHAPTER IV  
RESEARCH FINDINGS

Class Status Trends by Occupation

In Chapter II the writer indicated that a study of social class placement in the years 1945, 1950, and 1955 would be made in search for possible trends that might prove helpful to the purposes of this study. The basis of this placement was the occupation of the members of the community<sup>1/</sup> and is shown in Table 3.

Table 3. Class Status by Occupation in the Years 1945, 1950, 1955 (Expressed in Percent of Total Population)

Class Rating	1945	1950	1955
(1)	(2)	(3)	(4)
I	5.1	5.3	4.3
II	10.8	12.1	12.4
III	13.6	17.4	23.9
IV	14.7	25.9	27.2
V	43.1	23.9	19.9
VI	4.6	5.3	4.8
VII	7.9	10.1	7.5

<sup>1/</sup>Op. cit., p. 10., This work, Chapter 2.

Table 3 list percentages which in some areas indicate strong trends and others result in changes so small as to give little or no substantial evidence for trend identification. The trends are marked in Classes III, IV, and V. A steady climb in the upper middle class (III) population is easily noticed with a rapid increase in middle class (IV) population recorded in the 1945-1950 period. The latter mentioned population surge tapered off in the succeeding five year period. This upward surge in the upper middle and middle classes is matched by a decline in the lower middle class (V). A jump of 2.2 per cent population in the lower lower class (VII) between 1945 and 1950 is followed by a reduction of 2.6 per cent from 1950 to 1955. Clearly no trend can be established here and the writer speculates that this area of unskilled labor may well be considered as particularly sensitive to the vagaries of the national economy which in 1950 was just recovering from a recession and entering the period of the Korean "Police Action". The upper upper class (I) shows a similar but less marked pattern and offers no direction worthy of serious consideration as does the upper lower class (VI). The lower upper class (II) shows a slight but consistent trend upward. Thus as a result of these statistics three definite trends have been located: (1) upward in the upper middle class, (2) upward in the middle middle class, and (3) downward in the lower middle class.

#### Class Status by I.S.C.

By use of Warner's Index of Status Characteristics the class placement of Marshfield's 1955 population was more accurately measured.

Table 4. Class Placement by I.S.C. (1955) Expressed in Per Cent of Total Population

Class Rating	Percentage
(1)	(2)
Upper Class I	11.87
Upper Middle Class II	43.6
Lower Middle Class III	34.8
Upper Lower Class IV	4.73
Lower Lower Class V	5.00

The large discrepancy between Class I on Table 4 and Classes I and II on Table 3 of this chapter is in the opinion of the writer due to the absence of a neighborhood rating of I within the community as is evidenced by the Neighborhood Rating Scale on pages 14 and 15. This undoubtably swells the population percentage in the upper middle class. The nature of the community population is, however, clearly directed toward higher class status with 55.47 per cent of the population by this scale rated as upper middle class or higher. The per cent of the population that is lower middle class or higher is 90.27. The combined upper and lower middle classes claim 78.4 per cent of the population. Even with a possible excess of 5 per cent in this total due to the previously mentioned lack of a number 1 neighborhood rating, the community is definately middle class oriented.

# Pertinent Statistics on Population and Public Finance

Additional material of relationship between population and public finance with implications regarding the conspicuous consumption of the community has been compiled for general comparison with the results of the community survey and is shown in Table 5.

Table 5. Statistics on Population and Public Finance for the Town of Marshfield

	Land Area in Sq. Mi.	Density Person Per Sq. Mi. Land Area	Valuation Land and Building in Thousands of Dollars	Valuation Sq. Mi. of Land Area in Thousands
	(1)	(2)	(3)	(4)
1945	28.35	85	7,684	271
1950	28.35	115	10,587	373
1955	28.35	175	16,375	587

  

	Valuation Per Capita in Dollars	Tax Rate per Thousand Dollars
	(5)	(6)
1945	3,191	26
1950	3,241	37
1955	5,012	46

It again is apparent from an examination of Table 5 that Marshfield has grown. Land valuations are admittedly only an indication of growth

and are not proportionate to real value inasmuch as re-evaluation is slow. The valuation per capita is misleading in that while the population has doubled the pre-adult population has nearly quadrupled according to school records. It is reasonable to assume that if complete figures were available on adult and pre-adult population and the valuation per capita calculated on an adult basis, a more realistic measurement in items of property values which are closely allied with job placement and class status, that a more marked evidence in regard to the upward surge of Marshfield's population would be indicated. The tax rate's relatively slow growth can be explained as largely due to the fact that many institutions of the community have been large enough, up to this date, to eliminate the immediate necessity for expensive growth. This situation does not offer much for the future, however, as the school department, water department, fire department, town offices, etc. are at a bursting point. That this point has not previously been reached is due largely to the fact that Marshfield has constructed its institutions for yearly flexibility as a resort town.

The school system is an exception to the foregoing statements. In this area there has been a large elementary school building program and a secondary program is soon to follow. A school building program involves more than additional classroom space. The curriculum must be modified much as the physical plant and professional staff if the needs of the community are to be met. The writer would again indicate that it is to this end that this study is directed.

Conclusions:

1. Sentiment of the natives to the contrary notwithstanding, the community has a trend toward residents of higher social class.
2. The community has a middle class orientation with 90.27 per cent of the population in or above the lower middle class.
3. The community has a marked trend of upward mobility within the middle class.
4. This upward trend is largely due to an increase in population because of a proximity to Boston and the advantages offered by Marshfield in the way of pleasant home environment and a relatively low tax rate.
5. The increase in community wealth and conspicuous consumption in real estate is commensurate with the concurrent population increase and indicates a verification of the population growth according to type or class placement.
6. The underlying motivating factor for the development of Marshfield is the increase in ease and speed of transportation in a period of an expanding national economy which has enabled the majority of its citizenry to better themselves through positive response in a period of expanding educational and economic opportunity.



CHAPTER V  
IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS  
FOR FURTHER STUDY

The Philosophical Basis of Education

The use of the results of this study and in fact the study itself is predicated on the philosophy that education and/or life itself is the continuous reconstruction of experience due to the interaction of individuals and their environment. Marked by growth regarded as synonymous with education, this reorganization implies selection of superior experiences over inferior experiences. Interaction with the environment is that which provides experience and this experience of acting upon one's environment and vice versa is the core of growth.

Life is regarded as a continuous recapitulation or, more accurately stated, a continuous reorganization and refinement of experience thus providing true growth by the selective process of eliminating the inferior experiences in favor of the superior. This is and must be a continuous process if growth (education) is to be maintained.

Environment is viewed as primarily social and experience with environment through which the individual gains his ends, i. e. growth. The human is the only form of life with the

ability to reconstruct his experience and thus maintain the flexibility essential for this continuous interaction with his environment with a consequent dependence upon and power to modify developmentally that with which he interacts.

Essential to the welfare of society is the development of common experience, something to be viewed not as having happened to the individual but as shared interactively by the individual, so that common understanding, thus communication, thus a true community of the intellect may exist. This experience is regarded not as external but internal to the individual and society. Continuous reconstruction is the means by which growth, life and education continue.

To reconstruct the experience of an individual group, or the human race is an intellectual problem. To control the environment so that it may be a simplified reconstruction and to offer that which will widen the experimental horizon and thus provide for the flexibility and interdependence or interaction with the environment employs a synthesis of intellectual content in the curriculum coupled with a present concept of the environment. This robs not the curriculum of intellectual content but merely redefines it in the present situation.

Continual reconstruction involves value judgements based on the empirical results of past experiences. Authority for human action must then be the empirical evidence regarded by mankind as the truth. That this truth may change as additional

evidence is presented through mankind's experience in no way lessons its value for it is the best that can be done at the given instant.

In view of our complex society no other source of authority is generally acceptable and it is this writer's view that absolutists, wherever they may be found, find extreme difficulty in maintaining their own standards of absolute values to say nothing of reaching a common ground of agreement with others on these values. Thus from a positive viewpoint that pragmatism is the true philosophy until experience dictates a change, which in itself would be pragmatic, and from the negative approach that other philosophical positions are inadequate, the writer states his authority for making any study and this one in particular and the conclusions in regard to curriculum development in Marshfield High School.

In keeping with this statement of philosophical posture the writer again turns to an outstanding authority in the social studies, Wesley, who states:<sup>1/</sup>

"The curriculum which best serves society is one which reflects not only the objectives and ideals but also the needs of that society. The curriculum maker cannot make programs for theoretical classes; he must make programs for boys and girls in a particular culture. The curriculum maker cannot afford then to lose touch with the social realities, for his product must reflect these realities."

<sup>1/</sup>Edgar Bruce Wesley, Teaching The Social Studies (2nd. ed.), D. C. Heath and Company, Boston, 1942, pp. 30.

Present Status of the Social Studies  
in Marshfield High School

The curriculum of Marshfield High School may be described as a subject matter curriculum.<sup>1/</sup> The social studies occupy a place in that organization of a like nature. Subjects offered the student in this area consist of two electives and two required courses. The electives are World History and Economic Geography.<sup>2/</sup> The state requires that all students take a one year course in American History and the town requires a one year course called Problems of Democracy. Integration within the social studies is incidental on the part of the educators. It may well be said to be unconscious or nonexistent in terms of knowledgeable organization. There is one possible exception to the foregoing statement--the same teacher sometimes teaches more than one subject in the social studies area. This, on the surface, would seem to deny the isolation within the curriculum. Further examination, however, would indicate that the tenure of members of the department has been relatively brief and the presence of integration, if it could be honestly called that, similarly brief. To the knowledge of this writer no statement has ever been made to the general objectives of the social studies and this is indicative of a lack of organization among those concerned with teaching children in the area of Social studies.

1/B. Othaniel Smith, William O. Stanley, and J. Harlan Shores, Fundamentals of Curriculum Development, World Book Company, New York, 1950, pp. 376-382.

2/Economic Geography required of Sophomores in the Commercial curriculum.

It also leads to and/or is evidence of confusion on the part of administrators and teaching staff as to what the social studies curriculum shall consist of.

Table 6. Placement of Subjects by Grades

	United States History	Problems of Democracy	Economic Geography	World History
(1)	(2)	(3)	(4)	(5)
Grade 9				*
Grade 10			*	*
Grade 11	*		*	*
Grade 12		*	*	*

A glance at Table 6 reveals the chronological heterogeneity of the classes in elective subjects. Logical arrangement of subject matter is possible but psychological arrangement is somewhat of a terrifying task. The result is an unhealthy educational situation from many viewpoints. Lacking stated recognized objectives, integration, and psychological arrangement of subject matter, these electives tend to play the role of a place to pick up needed credits for graduation for upper-classmen and a place for initiation or consolidation of bad educational attitudes on the part of the members of the Freshman and sophomore classes.

World History is a rather well accepted course with status. A synthesis of ancient and modern world history, it lends itself, even in a non-integrated curriculum, to a realization on the part of many students of their general cultural heritage. Economic

geography holds no such status and tends to be a catch all for those who find nothing else to take. With the thought that it is advantageous to know something about the rest of the world, it has been offered as a study of major regions of the world and their economic resources. Rarely does a student in the college curriculum find himself here. Membership of this class is that of those pursuing the home economics, vocational, general and commercial curricula.<sup>1/</sup>

The required subjects reflect status within the social studies structure that is legally required. This is not a unique local status as it is a central tendency throughout the United States. The national stability in this area of the social studies, recognized by this central tendency, in many cases is arrived at by legal means and in others by public opinion. This leaves the upper grade placement in a better position to integrate horizontally and vertically. Included in the United States History course is a state requirement of one unit in state history and one unit in local history. In both Problems of Democracy and United States History, the organization is topical and taught by the unit method. Correlation at this moment is planned by the writer. The writer would suggest that a mere scratching at the surface is being effected due to the partial correlation with the total social studies field and the fact that absolutely no permanency is implied. Integration should reflect a policy not a personality.

1/Required of Sophomores in Commercial Curriculum.

## Educational Objectives

### With Special Reference to Social Studies

Objectives are goals or ends for which formal education strives. The acceptance of a particular set of objectives is an acceptance of the justification of a certain institution's right to exist. This acceptance of goals can only exist in a democratic society when they are stated in general terms. They tend to be much like many political platforms in that there tends to be little room for opposition. Billett states: <sup>1/</sup>

"...it seems self evident that no normal pupil should be permitted to leave the secondary school until he is reasonably fitted to cope unsupervised with problems which will confront him, without harm to himself and to society."

Obviously this goal is to be reasonably fitted to cope unsupervised with problems yet to confront him. A very worthy objective.

Two statements by Wesley are quoted here as other examples similar in form to that of Billett's. <sup>2/</sup>

"Public education implies a public investment for the public good. If this 'great investment' is to pay dividends, they must show up in a generation of adults who have acquired, partly because of the work of the schools, a keener social consciousness. In fact, free public schools were established, not to facilitate the success of individuals as individuals, but to strengthen and promote the larger social good. There is, of course, no conflict between social and individual objectives when both are properly understood, but at various times in our educational history there has been a tendency to forget the social

1/Roy O. Billett, Fundamentals of Secondary-School Teaching with Emphasis on the Unit Method, Riverside Press, Cambridge, Massachusetts, 1940, p. 37.

2/Edgar Bruce Wesley, Teaching Social Studies in High Schools (3rd ed.), D. C. Heath and Company, Boston, 1950, pp. 122 and 41.

aspect and to subordinate it to the welfare of selected individualism.

The contemporary scene presents a threefold challenge; understanding it is a objective; the degree to which it is understood serves as a standard of insight; and third, it provides much of the content of the social studies curriculum. History provides the time depth, the vertical measure of society, but the contemporary social sciences supply the horizontal spread."

Basic general objectives can be observed with these statements.

Wesley is concerned with developing social consciousness, greater social good, and awareness of the relationship of individual and social objectives.

Educational objectives are usually stated in short precise statements with an assumption that the reader is operating within the same frame of reference as the writer. This is, no doubt, adequate insofar as professional literature is concerned but we not only have to consider presenting the justification to the fellow professional but to society as a whole. In the opinion of the writer this is where educators often fail in their public relations and inasmuch as this study, its results and the implications thereof are directed to a variety of people, the objectives stated and the means of reaching these objectives (curriculum) will be found in descriptive form.

The influence of the social studies should permeate the total school curriculum and the objectives of the social studies dealing with human relationships should receive like considerations.

<sup>1/</sup>  
Bent and Kronenberg state:

"Social study is the heart of the curriculum. The entire curriculum can be based on the social studies as they should be the nucleus of all units. This follows from a definition of a social

1/Rudyard K. Bent and Henry H. Kronenberg, Principles of Secondary Education, (2nd. Ed.), McGraw Hill Book Company, Inc., 1949, p.255.



study, which is any course whose subject matter is primarily social. If secondary school courses are to be related to life, are functional, and are to have social utility they must have a social core."

Making the social studies the core of the high school curriculum is the prime objective of this writer. In order to accomplish this certain general objectives for the social studies have been arrived at to give direction to this program. The writer believes that each citizen in our society, in order to live a happy, well adjusted, productive, social life, needs continually to grow in his ability to work cooperatively, to understand the implications of group living, to understand the basic inescapable interdependence of the people in society (local and international), to understand cultural and emotional background of democracy. He needs to develop a reasoned patriotism, an understanding of social institutions, a desire for social experiences with resultant rewards and satisfaction from good citizenship, the ability to assemble and evaluate facts with resultant decisions based on clear and independent thinking. He needs, further, to continually grow in his ability to reconstruct the experience of society so that the better aspects may be maintained and do this with an increasing ability for suspended judgment and a knowledge of the evolutionary nature of society. He needs to grow in the knowledge of the depth of historical perspective so disillusionment and emotional frustration will not result in unhealthy outlets for such as those following Wilson's ideals. He needs to grow in his development of moral and ethical values based upon reflective thought, to grow in the realization of the inconsistency of American

thought, to grow in intellectual and emotional realization of the nature of man, and to growth in understanding that democracy and education are a way of life continuous beyond a formal system.

The objectives expressed in terms of growth needs are assumed by this writer to be needs of all the children of our society. The school curriculum is the means to these objectives. A study of the local social unit should give an indication to the alert educator in regard to the measure of emphasis to be placed on each of these objectives.

#### Implications of This Study for the Marshfield

##### Social Studies Curriculum

Marshfield is definitely a truly middle class town with all the implications thereof. The morality and attitudes toward "laissez faire" society, work for work's sake, success measured in material evidence to others, the confidence in the individual as sole determinant of his destiny etc. is the cultural, intellectual, and emotional inheritance of its inhabitants. The roots of Calvinism are deeply implanted in this community of mixed Protestant and Catholic background. That this is not unique to America is recognized by those acquainted with Tawney's excellent work Religion and the Rise of Capitalism. Nevertheless it is especially true of this middle class community embracing the American ideal of "rags to riches in three shoe shines". Social mobility is naturally an accompanying reality with economic mobility. Useful things are those which supply both and thus education is valuable. That educators are not so valuable is merely one

of the grand inconsistencies of American thinking.

The frontier influence <sup>1/</sup> on this community is strong. The geographic frontier is still present for those who hope to make or are making a small fortune on real estate speculation and development but the true frontier is in the field of individual gains through education which would place the individual in an advantageous position in relationship to his fellow man. This is success and the lack of it is almost immoral.

The other significant fact for the inhabitants is that of growth. Growth means change and people must be emotionally and intellectually prepared for it. This growth is something which brings many problems in human relations. Important among these changes is a tendency toward disintegration of family life with its attendant implications due largely to transportation, lengthened working days, and the impact of the summer metropolitan beach crowd.

The implications for the social studies are quite clear. Assuming the previously stated objectives are basic to adjustment to present social reality and reconstruction thereof, the social studies program of Marshfield High School must have a heavy sociological emphasis in a simplified environment and widen the rather limited or narrow background of its students. The students will not in all probability spend their lives in this town so

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<sup>1/</sup> This term is used with respect to the traditional rugged Yankee individualism.

must be prepared to deal with the realities of life which certainly include other attitudes and conditions of living. Their naive faith and optimism must be tempered by a growth in understanding of our cultural trends and present day realities. To implement this is a suggested program whereby this widening of horizons may be achieved.

The writer suggests the following program. It would seem advisable to establish a four year program of required social studies consisting of Grade 9, human relations and civics; Grade 10, world history; Grade 11, United States history; Grade 12, problems of democracy.

#### Human Relations and Civics

This course would be planned to help the student understand himself as an individual, his abilities, the similarities and differences of people, personality, personal and group relationships, the source of authority and need for social control. Stress would be placed on the individual as a member of society - not the fallacious opposition to it. Local and state history and government would be included as a state requirement and as a device for logical simplified basis for understanding government as an example of human relations and group living.

#### World History

This course would give emphasis to depth in human development through a study of early civilization to that of the present. Eastern and western culture would be included with the emphasis on western culture. Landmarks in the history of thought and critical events shaping the future would be stressed. The aim is to give the student the opportunity to understand the many forces--- political, economic, geographic, and cultural--- which have shaped societies throughout history. Geography and geographic changes would be emphasized because of their importance in understanding events and trends in history.

### American History

This Course would cover the span of American History from the discovery of America to the Present. The political, economic, and social growth of the United States through the Civil War would constitute the work for the first half year. The second half of the course would emphasize the events and major trends affecting modern America in its local and world setting.

### Problems of Democracy

The content of this course would be varied. Basic to it and a definite point of emphasis would be a study of social philosophy and the nature of man, the nature of social inheritance, economic problems and trends, political problems and trends, social problems of mental health, crime, racial and ethnic understanding.

It is advisable that the course called economic geography be dropped. This subject matter may be easily included in the suggested in a more natural functional setting. Thus it would lend itself to psychological organization and eliminate some of the educational and social evils attendant to the previously described present situation.

### Limitations of This Study

This study is limited to the formal educational institution and more specifically to the area of social studies. It has been made in a rapidly growing residential community in a specific and limited geographical relationship. It may well be typical or atypical. The next ten years may bring a strengthening or reversal of the trends indicated. A move to private non-sectarian or parochial schools for a substantial portion of the population may well begin. These are some of the possibilities.

There are limitations in regard to a detailed implementation of the implications of the study that are obvious as no attempt has been made in the direction.

There is a lessening of accuracy in class placement due to the inability of the writer to obtain information as to the source of income of the inhabitants as previously noted coupled with a defended decision to eliminate the use of Warner's method of evaluated participation.

In conclusion it may be said that (1) this study lacks a permanency of conclusion, (2) that this study lacks implementation of its conclusion, and (3) that the conclusions are based upon research methods that are somewhat less accurate than the best formula expounded by Warner in his Social Class in America.

#### Recommendations for Further Study

The recommendations for further study grow out of the limitations of this one. The lack of permanency of the study in no way conflicts with the philosophy of the study and is in fact inherent in it.

The writer would recommend that the study be circulated to all groups in the community that might find it a useful frame of reference in dealing with the problems of the community. The school system as a whole would do well to examine its methods, content, and conclusions for direction in its several phases of formal education. A study, by those in the area of social studies as well as others, of the detailed means by which the results and conclusions of this study may be used is imperative for the writers efforts to have any real meaning other than an educational exercise.

This study is continuous with all past, present and future educational research. This is an accepted fact by the writer who does not in any way regard it as unique or monumental. The vital point that the writer raises, however, is that the value of this study in regard to the immediate local situation is directly connected with the ability and inclination of his associates to examine it and continue the study with an eye to the implementation of its conclusions in all fields of educational endeavor.

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APPENDIX A

Report of Superintendent of Schools  
1953

CLASSROOM NEEDS

Mr. Wingate's report for 1952 stressed the importance of immediate planning for future classroom needs.

Marshfield located as it is on the periphery of the large metropolitan area of Boston and with much uninhabited acreage is being subjected to unprecedented growth due to outward population movements from metropolitan Boston.

The beach areas are a contributing factor which makes Marshfield a desirable community in which young families decide to establish homes.

With these facts in mind it is necessary to establish pupil growth trends over the past twenty years; deduce definite relationships between the number of children born in the community with corresponding school entrance enrollments and succeeding growth statistics.

These relationships then can be used as factors in making reasonably sound predictions regarding future enrollments and future classroom requirements.

The accompanying Chart I sets up local births from 1926 to 1947 against grade 1 enrollments six years later since there is a lag of six years between birth and school entrance. A study of the relationship between birth and first grade enrollments through this period will determine the growth trend as far as pre-school children are concerned. A comparison of grade enrollments from grade 2 to grade 12 will likewise show the growth trends in their respective grades throughout this period.

A comparison of the birth to first grade enrollment statistics shows that Marshfield has continually attracted families with pre-school children throughout the pre-war period and that grade 2 to grade 12 enrollments remained relatively static.

The post war period 1946-1952 shows however increased move-in population in grades 1-9. It seems reasonable to assume that this trend will hold for a few years to come.

United States Census office statistics show continuing high birth rates and their predictions anticipate an increasing population growth up to the year 1975.

Plate I

Marshfield, Mass.		CHART I SCHOOL ENROLLMENT TREND 1930 - 1952 Enrollment and Percentage Survival in Each Succeeding Grade																											
Birth Year	Total Births	School Year	Survival Percentages Birth - Gr. 1	Survival Percentages Grades 1-2	Survival Percentages Grades 2-3	Survival Percentages Grades 3-4	Survival Percentages Grades 4-5	Survival Percentages Grades 5-6	Survival Percentages Grades 6-7	Survival Percentages Grades 7-8	Survival Percentages Grades 8-9	Survival Percentages Grades 9-10	Survival Percentages Grades 10-11	N	Survival Percentages Grades 11-12														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16														
1924	20	1930	36 180	35	31	35	35	32	27	33	21	18	24	20	325														
1925	22	1931	36 161	27 75	34 103	23 74	35 100	22 146	30 93	29 107	29 87	17 80	19 103	23 95	324														
1926	31	1932	35 123	35 97	43 159	28 82	28 121	39 111	19 86	34 113	31 106	31 106	15 88	22 115	360														
1927	36	1933	34 94	35 100	26 74	38 88	37 132	30 107	42 107	22 115	31 91	29 93	32 103	16 106	372														
1928	29	1934	42 145	31 91	37 105	25 96	37 97	34 91	30 100	46 109	22 100	29 93	29 100	30 93	392														
1929	28	1935	34 121	43 102	25 80	32 86	25 100	37 100	34 100	27 90	44 95	22 100	29 100	30 103	382														
1930	18	1936	28 155	30 88	48 111	26 104	38 118	24 96	34 91	34 100	34 125	30 68	23 104	22 75	371														
1931	25	1937	37 148	38 135	30 100	45 93	31 119	41 107	27 112	32 94	35 102	26 76	34 113	19 82	395														
1932	27	1938	37 137	35 94	33 86	40 133	40 88	29 93	40 97	30 111	33 103	24 68	26 100	38 111	405														
1933	32	1939	37 115	36 97	27 77	33 100	38 95	34 85	32 110	37 92	34 113	26 78	25 104	28 107	387														
1934	30	1940	44 147	38 102	34 94	27 100	36 109	39 102	33 97	31 96	38 102	29 85	27 103	25 100	401														
1935	44	1941	46 104	36 81	38 100	31 91	29 107	32 88	39 100	31 93	32 103	32 84	27 93	23 85	396														
1936	31	1942	42 135	42 91	32 88	34 83	31 100	25 86	39 121	40 102	32 103	28 87	29 90	21 77	395														
1937	22	1943	35 160	39 92	49 116	31 96	37 108	29 93	30 120	38 97	34 85	30 93	27 96	23 79	402														
1938	35	1944	42 120	32 91	42 107	41 83	38 122	36 97	29 100	30 100	39 102	30 88	29 96	26 96	414														
1939	41	1945	44 107	38 90	33 103	32 76	42 102	35 92	34 94	34 117	28 93	37 94	21 70	25 86	403														
1940	35	1946	53 151	45 102	46 121	33 100	36 112	44 104	38 108	36 103	26 76	28 100	36 97	22 104	443														
1941	43	1947	49 114	63 118	46 102	54 117	36 109	37 102	51 115	45 118	40 111	23 88	22 78	28 77	424														
1942	39	1948	72 189	51 104	77 122	61 110	54 100	37 108	41 110	50 93	44 97	38 93	23 100	20 90	558														
1943	41	1949	70 171	71 98	53 103	66 85	54 103	59 109	32 86	43 104	50 100	44 100	35 92	26 113	603														
1944	42	1950	80 191	68 97	67 94	55 103	71 107	55 103	61 103	33 103	41 95	49 98	34 77	33 94	647														
1945	50	1951	72 144	84 103	68 100	72 107	62 112	77 108	57 103	55 90	35 106	37 90	52 102	29 85	700														
1946	56	1952	113 202	81 112	85 101	81 119	74 102	65 101	80 103	68 119	51 92	32 91	41 110	43 82	814														
Survival % Totals 1930 - 1952				3307		2160		2246		2122		2365		2224		2256		2273		2187		1955		2125		2055			
Survival % Averages 1930 - 1952				144		94		98		92		103		97		98		99		95		85		92		89			
Survival % Totals 1946 - 1952				1162		734		743		741		747		730		728		737		677		662		660		645			
Survival % Averages 1946 - 1952				166		105		106		106		106		104		104		105		96		95		94		92			

Returning to our own study for Marshfield we note that the average post war growth between births and grade 1 enrollment is 66% over the number of local births. This indicates that we must make provision for at least this increased number of first grade pupils during the present growing situation.

Post War Growth from grade 1-grade 2 5%

Post War Growth from grade 2-grade 3 6%

Post War Growth from grade 3-grade 4 6%

Post War Growth from grade 4-grade 5 6%

Post War Growth from grade 5-grade 6 4%

Post War Growth from grade 6-grade 7 4%

Post War Growth from grade 7-grade 8 5%

For predictive purposed we set up a projection of this school enrollment trend in much the same manner as our past growth trend has been delineated.

Plate II

Marshfield, Mass.

CHART II  
PROJECTION OF SCHOOL ENROLLMENT TREND  
1952 - 1964  
Enrollment and Percentage Survival in Each Succeeding Grade

Birth Year	Total Births	School Year	Average Survival Percentage Birth to Grade 1	1	2	3	4	5	6	Totals	Rooms Needed	7	8	9	10	11	12	Totals											
1946	56	1952	202	113	112	81	201	85	119	81	202	74	104	65	109	19	103	80	119	68	92	51	91	32	110	41	82	315	
1947	65	1953	166	108	105	119	106	86	106	90	106	86	104	77	566	19	104	68	105	84	96	65	95	48	94	30	92	38	333
1948	74	1954		123	113		126		91		95		89	637	21+		80		71		81		62		45		28	367	
1949	65	1955		108		129		120		134		96		99	686	23		93		84		68		77		58		41	421
1950	49	1956		81		113		137		127		112		100	700	23+		103		98		81		65		72		53	472
1951	63	1957		105		85		120		145		135		148	738	25		104		108		94		77		61		66	510
1952	85	1958		141		110		90		127		124		140	762	25+		154		109		104		89		72		56	584
1953	86	1959		142		148		117		95		135		160	777	27		146		162		105		99		84		66	662
1954		1960		149		157		124		101		140		166			153		156		98		93		77		74	743	
1955		1961				153		166		131		105		145			174		147		148		92		86		79	792	
1956		1962						167		176		136		109			152		167		140		139		85		79	792	
1957		1963								177		183		142			144		146		159		132		128		82	820	
1958		1964												190			148		109		139		149		121		85	856	

Chart II sets up births from 1947 to 1953; applies survival percentage factors from grade to grade and develops future grade enrollments, elementary enrollment totals, junior high enrollment totals, and senior high enrollment totals.

From the predictions obtained in Chart II we derive our classroom needs from 1953 to 1958 on the elementary level; from 1953 to 1960 on the junior high level; from 1953 to 1964 on the senior high level.

At this time it is important to point out that junior-senior high school classroom needs require much greater study than is required for elementary school planning. The reason for this is that educational programs for older pupils are broader and take into account the individual differences of pupils to a much greater degree than for elementary pupils.

Enrollment studies are basically necessary for secondary school planning but studies of aims and purposes are necessary to a greater degree than in elementary planning.

At the present moment we are faced with the necessity of focusing our attention on elementary needs which your School Investigating Committee are doing.

It will be necessary within a few months to concentrate our investigation upon secondary school needs.

Returning to final summations of our growth trend studies we find that the following represent our classroom needs based on enrollment trends.



## Elementary

Year	No. of Pupils	Needed Classrooms	Available Classrooms
1953	566	19	17
1954	637	22	
1955	686	23	
1956	700	24	
1957	738	25	
1958	762	26	
Total Needed		26	Total Available 17

## Junior High

Year	No. of Pupils	Needed Classrooms	Available Classrooms
1953	153	5	4
1954	151	5	
1955	177	6	
1956	201	7	
1957	212	7	
1958	263	9	
1959	308	10	
1960	320	11	
Total Needed		11	Total Available 4

## Senior High

Year	No. of Pupils	Needed Classrooms	Available Classrooms
1953	183	11	11
1954	216	13	11
1955	244		
1956	271	15	
1957	298	14	
1958	321		
1959	354	20	
1960	423		
1961	473	22	
1962	531	25	
1963	565		
1964	518		
Total Needed		25-30	Total Available 11

The immediate pressure for classroom space is on the elementary and junior high school level. With this in mind your School investigating Committee has recommended and the Town has voted a 16-room addition to the present Marshfield Grade School.

APPENDIX B

Report of Superintendent of Schools  
1954

CLASSROOM NEEDS

In our annual report for 1953 we set up a method for predicting growth in our school population from 1954 to 1964 and the resulting classroom needs on both elementary and secondary levels. We have concentrated on meeting our elementary classroom requirements during the past year with the construction of the 16-room addition to the Marshfield Grade School.

We should now give prompt attention to our needs on the secondary level.

All predictions are based on the experience and growth pattern established in the seven-year period from 1946-1953 when the suburban movement from Boston was in its ascendancy.

This pattern could be overturned by unforeseen large housing development in Marshfield but at the moment we have no other statistics to use, therefore, in an examination of our needs we must start with our growth pattern established and published last year.

Chart III on page 126 of that report depicts the growth pattern on junior high ( grade 7 and grade 8 ) and senior high ( grades 9-12 ) levels. It is reproduced as follows and labeled Chart III:

CHART III

Junior High

Year	No. of Pupils	Needed Classrooms	Available Classrooms
1953	153	5	4
1954	151	5	

CHART III (continued)

Year	No. of Pupils	Needed Classrooms	Available Classrooms
1955	177	6	
1956	201	7	
1957	212	7	
1958	263	9	
1959	308	10	
1960	320	11	
Total Needed		11	Total Available 4

## Senior High

Year	No. of Pupils	Needed Classrooms	Available Classrooms
1953	183	11	11
1954	216	13	11
1955	244		
1956	271	14	
1957	298	15	
1958	321		
1959	354	20	
1960	423		
1961	473	22	
1962	531	25	
1963	565		
1964	518		
Total Needed		25-30	Total Available 11

In order to gain a complete picture of our total junior-senior high school situation as it appears that it will develop in the next ten to thirteen years, we should examine it in the light of junior-senior high school organization in grades 7-8 and 9-12 as well as on the basis of 7-9 and 10-12 organization.

You will note that in the organization of 7-8 and 9-12 that we can expect to reach an enrollment of 320 in grades 7-8 in 1960 and an enrollment of 565 in grades 9-12 in 1963. In this connection may we point out that the capacity of our present high school is 320 pupils.

We should now examine these enrollment figures in our potential or-

ganization of grades 7-9 and grades 10-12. To do this we would add annually projected grade 9 enrollments to the junior high totals and subtract annually projected grade 9 enrollments from the senior high totals as follows:

## CHART IIIa

## Junior High

Year	No. of Pupils		
1953	153		
1954	151		
1955	177		
1956	201		
1957	212	94	306
1958	263	104	367
1959	308	105	413
1960	320	156	476

## Senior High

Year	No. of Pupils		
1953	183		
1954	216		
1955	244		
1956	271		
1957	298	- 94	204
1958	321	-104	217
1959	354	-105	249
1960	423	-156	267
1961	473	-147	326
1962	531	-167	364
1963	565	-146	419
1964	518	-109	409

Under this plan we would expect a junior high school enrollment of 476 in grades 7, 8, and 9 in 1960 and 419 in grades 10, 11 and 12.

If we were to consider further secondary school building needs on the basis of enrollment alone, we are faced with the need of 400-500 pupil secondary school for either junior or senior high level.

Our present high school building has reached the limit of possible further expansion. We are very limited in outdoor space requirements.

It appears that it can render effective service as a junior high school building but it is doubtful that by remodeling it could keep pace with the demands of future high school programming.

Our present school administration favors the traditional division of junior-senior high school organization into grades 7-8 and grades 9-12, for smaller communities because we feel that a broader high school program can be offered in small community high school of four years than in a three-year high school.

As we look to the future needs of our high school pupils, we have to recognize certain basic premises: that every youth shall be afforded the opportunity to obtain at least a high school education; that every youth shall have the fullest opportunity for moral and ethical development in keeping with ideals and principles in an American Democracy; that every youth has certain needs and responsibilities that are common to all adolescents in perpetuating our democratic society; that every youth as a person of inherent worth differs from every other youth in respect to health, mental ability, interests, and background.

These premises then require that our high school provide: A program of studies in general education that will insure the unity of our people for the common good; diversified experiences and educational services that will meet the educational, vocational and avocational needs of our youth; counselling that will help young people make intelligent choices beneficial to self and society; those services that will assist youth to be physically and mentally healthy.

A comprehensive high school answers the needs for our youth which revolve about their personal development, their civic competence and

their occupational preparation. Such a high school is concerned mainly with general education in all curriculum areas: English, social studies, mathematics, foreign language, science, commercial studies, music, fine arts, household industrial arts, health and physical education.

This general education includes exploratory and pre-vocational work, not only for boys and girls who plan to go to college, but also for the large number of youth for whom the high school is the terminal school. Proper guidance of students in the development of individual aptitudes and interests calls for a branching into a variety of subjects areas and requires several rooms with specialized equipment.

To effectuate "learning by doing," we should provide laboratories in natural science, industrial arts, commercial arts, and household arts. Space and equipment are needed also to accomodate individual student projects and club activities. Library and conference rooms are considered as essential workshops and are being given more space than has been usually allocated to them in shhool design.

The shhool health program must be reflected in appropriate equipment and building facilities. Some items which deserve consideration in a modern high school building are special quarters for the purpose of medical inspection and clinical use, shower rooms of ample size connected with the gymnasium, hand-washing facilities and adequate rest rooms, including washing and toilet facilities for men and women teachers.

The location of special facilities rooms and equipment should be given careful attention from the point of view of those who make use of them for efficient administration. Thus the library, cafeteria, auditorium, administration offices and guidance rooms should be readily ac-



cessible to the entire school population. Science rooms and laboratories should be near preparation and storage rooms. Department offices and storage rooms should as far as possible be located near the rooms assigned to the department. The gymnasium should have ready access to showers and outdoor athletic and recreational fields. Music rooms and music practice rooms should be near the auditorium and so soundproofed or located so as not to interfere with normal classroom activities. Shops and conference rooms which may be designed to serve the community in out-of-school hours may perhaps be located on the ground floor.

The youth and community needs of the future, within the range of reasonable prediction, should be anticipated. Thus the audiomindedness of our school population can be utilized by means of suitable address and radio-television systems in our school. An expanding visual education program calls for more facilities and equipment to make use of films and other visual aids. Cabinets should be supplied to house exhibit material of local and outside origin.

Planning for delivery of supplies to cafeteria, shops, science laboratories and supply depositories needs attention in terms of service entrances, receiving space and direct accessibility. New lighting, air conditioning or ventilating arrangements which reflect the latest engineering and sanitary advances in those fields should be explored.

The site for the high school should be large enough in area to provide for outdoor physical education and recreation for the youth of the school and the adults of the community. Space for safe parking of cars and buses should be allocated. Provision should be made for future expansion.

We should try to achieve beauty as well as utility in the construction of buildings inside and out. Functional architecture is essential for any school plant, but it need not be bleak and repellent. A warm atmosphere can be achieved without ostentation or expensive finish.

Since a well-planned school depends upon the projection of the program into required space units, a preliminary list of room requirements is presented in order to provide a general understanding of the special needs of such a school.

The operation of a high school is considerably more complicated than an elementary school where all pupils, except for brief periods, commonly remain in the same room for all their instruction. The high school requirements, because of a broader program with its elective and pre-vocational offerings, are determined on an entirely different basis.

Dr. Homer Anderson, whose national reputation for research in school planning is well recognized, has devised a special formula for determining secondary school room requirements. This formula has been used in our preliminary listing, but it should be thoroughly studied by any committee charged with investigating powers.

Our purpose in submitting this data is to enable a building committee to quickly determine the scope of its study and extent of consultative service necessary for proper planning. A program for the financing of a school building program is a natural concomitant to school building planning.

The responsibility for this duty should be definitely established so that the taxpayers may have a general idea of the financial burden that may result.