Problems of American democracy as taught in high school.

PROBLEMS OF AMERICAN DEMOCRACY AS TAUGHT IN HIGH SCHOOL

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PROBLEMS OF AMERICAN DEMOCRACY
AS TAUGHT IN HIGH SCHOOL

by

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INTRODUCTION

An increasing amount of evidence has been accumulating in the last ten years to indicate that the objectives, tools, methods of instruction and content of courses in Problems of American Democracy vary widely across the nation. It has also become apparent that the official conditions and academic atmosphere under which these courses have been taught vary just as widely with a resultant serious loss to the student and to society. Whereas this course as currently defined is comparatively new in the subject field, its acceptance across the nation, at least in name, is fairly general at this time. Still there seems to be no genuine reason why this new subject should not be conducted in the classroom in a manner consistent with what is recognized as good educational practice. This lack of attention to Problems as a course is partiqularly striking, in view of the fact that there is no part of the secondary curriculum that lends itself so admirably to the exercise of good teaching and good learning.

The Writer's Ford Fellowship: An opportunity to check the content and methods used in Problems courses presented itself when the writer was granted a Fellowship under the Ford Foundation for the Advancement of Education for the academic year 1952 and 1953. The Fellowship was granted with the understanding that the year would be used to pursue this three-point program:

1. To visit high schools throughout the nation and observe content and methods used in instructing classes in Problems of American Democracy.
2. To visit certain selected areas outside of the school to observe the degree to which the concepts of democracy are, or are not being practiced. Many industries were visited in order to study Labor-Management Relations. Penitentiaries and prison farms were visited to observe treatment of the social delinquent. The South and the West were visited to obtain some first-hand information about the problems of the negro and other minority groups. The Tennessee Valley Project, Bonneville and Coulee Dams and other projects along the Columbia River Valley were visited to observe instances of government in business and in the field of irrigation, and how these projects are affecting the conservation of water, soil, trees and wild life. While in the Pacific Northwest, various aspects of the lumber industry were appraised with the assistance of the Weyerhauser Lumber Company.
3. And finally, to study the question of Academic Freedom principally in Problems classes at the

high school level.

In this year of travel and study, the writer visited fifty high schools in all sections of the country. In this study the writer has elected to tabulate some of the plus and minus qualities observed or reportedly used in only thirty-five of the schools visited. Many schools were visited but insufficient data was obtained to list them on the regular tabulations, though frequently allusions will be made to these schools in the form of conclusions or observations. It should be noted that tabulations were made on just one class in each school, though in many instances other Problems classes would be visited, but with no thought of tabulating the results. Because as an observed fact, examples of good teaching are less frequent than inferior teaching, the writer intentionally sought out these areas which by reputation offered good courses in Problems of American Democracy, at the same time being mindful of the importance of sampling every section of the country.

Such a Study is Needed: Perhaps a survey of the content and methods and conditions in Problems Courses was particularly timely in view of the fact that the so-called "controversial courses" in the school curriculum are now undergoing a variety of attacks. These attacks are a developmental thing and can be explained in the logic of history. Our American society, in fact the whole world, has been the battle-ground for contending ideologies for slightly over a century. This has been true in a general sense since the publication of "Das Kapital" by Karl Marx and the "Communist Manifesto" by Frederick Engels and Karl Marx at the middle of the last century, which sought to indict and in fact supplant our Free Enterprise System. In an infinitely more striking sense the thrusts and counter-thrusts of these conflicting economies has been felt both at home and abroad since the First World War with its emphasis on nationalism. And, of course, these "shock-waves" have become more pronounced since the close of the Second World War which in actuality was an extension of the First World War both in basic ideological conflict and in execution. The "Cold War" gives us a name that can loosely be used to define not only this emphasis on national power-politics since 1945 but to a considerable degree it encompasses this emotional and intellectual upheaval that has been excited as two vaguely defined concepts battle for paramountcy in the American and world mind. Just as the deployment of men and materials in the Second World War became a decentralized, fluid appearing and disappearing thing, almost omni-present, in just the same fashion it has become a hopeless and frustrating task to localize this contest of conflicting economic theories. It rages in the United Nations Assembly, it becomes the crucial issue over which cabinets rise or fall. Publicly elected officials rise or fall according to how far to the "left" they can be established by the opposition. The late President Roosevelt has been alternately blamed and praised for his "Social Security" program and allied legislation. Whether it helped to usher in the "Era of the Common Man" is a question but this is a fact that it ushered in, with the assistance of certain other forces, an era of denunciation and embroilment that has fairly well divided our people. Voltaire once said, "that in any given discussion heat exists in indirect proportion to light." The mass of American people have demonstrated an appalling unwillingness to define the terms, to limit the discussion in any way or in fact to make an honest attempt to resolve the points at issue. This has meant that as the circle of confusion has become wider and wider, an increasingly greater number of American institutions have become involved with a consequent succession of unrest, fear and apprehension. The first indication that Congress was aware of this unrest was indicated by the appointment of Martin Dies of Texas to head the first Un-American Activities Committee of the House of Representatives. In succession have come the appointment of Senator Joseph McCarthy of Wisconsin as chairman of the Senate Un-American Activities Committee, the creation of the McCarran Committee and in this session of Congress, the appointment of Representative Herbert Velde of Illinois as Chairman of the House Un-American Activities Committee. The activities of these investigating groups have been felt by every department of our government and many areas of American life from the motion picture industry to labor organizations. A year ago, Representative Velde served notice that there was evidence of subversion in our colleges and high schools and that investigations would be instituted at the college level in the fall of 1952. Simultaneously with this several cities commenced to investigate their own secondary education programs in search of subversive teachers and texts. The initiation of these investigations at our two educational levels did not mark the beginning of this sort of thing, for to an even greater degree they came in the wake of many probes and attacks carried on unofficially for the most part by many self-appointed groups. That there was probable cause in some areas will probably be admitted by fair men. That education could not or rather did not keep its house in order is unfortunate. Whether or not these probes or attacks are instigated by fair-minded men is yet undecided and is not the prime consideration of a part of this paper; rather the writer has tried to gather some data to show the extent of these attacks in Problems classes among high schools across the nation and to evaluate partly from objective tabulated data and partly from opinions and deductions the effects these attacks have had on the selection of texts, determination of course content and administrative personnel and to some extent the effect on publishers.

CHAPTER II

ABOUT THE SCHOOL

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ABOUT THE SCHOOL

Introduction--Schools Visited: Before the academic year started the Ford Foundation furnished each of its Fellows a total list of the people who would enjoy grants under the Foundation this year and the schools from which they had been appointed as well as the field in which they were doing their study. The prospectus forwarded to School Superintendents in districts selected to make nominations for Fellowships indicated among other things two points: first, that the National Committee hoped to be able to make final selections from schools of every size from all sections of the country. And, second, but of first importance, the Fellows would be selected from those schools who had demonstrated over a period of years a strong, constructive educational program. It followed therefore that if one wanted to see good education in action he might very well visit as many schools under those listed by the Foundation as possible. Of the fifty schools visited, as the tabulation indicates, just two had registrations under a thousand students and these two schools were not included in the list prepared by the Foundation. An examination of the total list shows that less than five per cent of the schools had less than a thousand students registered, whereas, on the other

TABLE I
DATA ABOUT THE SCHOOL

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Enrollment-- (500-1000)																							✓			✓									
(1000-2000)			✓		✓		✓				✓	✓		✓				✓			✓	✓						✓			✓			✓	✓
(2000-3000)	✓	✓		✓		✓		✓	✓	✓			✓		✓	✓	✓		✓	✓				✓	✓		✓		✓			✓	✓		
Age of the Plant--Under 10 years	✓				✓							✓				✓					✓				✓										
10-20 years		✓	✓			✓	✓	✓	✓	✓	✓				✓		✓		✓							✓	✓					✓	✓	✓	
Over 20 years				✓									✓	✓				✓		✓		✓	✓	✓				✓	✓	✓	✓				✓
City-wide Director of Social Studies--				✓	✓	✓							✓							✓	✓			✓											
Department Heads--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Department Chairman--																				✓	✓														
School Radio Station--					✓															✓	✓														
School TV Station--																																			
City-wide Director of Audio-Visual Ed.--	✓			✓	✓	✓					✓									✓	✓			✓	✓					✓					

hand, it should be noted that the vast majority of High Schools in the nation have less than a thousand students. Lester Nelson, Principal of Scarsdale High School and the chairman of the National Fellowship Committee has pointed out very definitely that the National Committee in arriving at its selection of schools to make nomination had at their command the best criteria and the best sources of information available in the nation. Even with this information available, a great many school men would not feel that we are justified in drawing the conclusion that throughout the nation the over-all educational program in schools of less than a thousand students is of an inferior nature.

Findings Obtained from Tabulated Data--Age of School Structures: Table I shows the results obtained from a study of the thirty-five schools visited. From this table it is to be noted that of the thirty-five schools visited, six had plants that were less than ten years old, sixteen had plants that were from ten to twenty years old and the remaining thirteen structures were from twenty to thirty years old. Among the new plants visited, the George Washington High School in San Francisco, and the year-old Lincoln High School structure in Portland, Oregon were outstanding. Similarly the new school at Eugene, Oregon, though not tabulated could very well be a model for future high school structures.

Administrative Personnel: As to administrative personnel tabulated, seven of the schools had full-time Directors of Social Studies, and five of the schools supervised their Social Studies from the office of the Director of Secondary Studies. All but two of the schools had subject Department Heads, the remaining two had Department Chairmen. Of the thirty-two Department Heads, only three had supervision of teaching within their department. Only four had a teaching load of three classes or less. The majority of the Department Heads had a four period class schedule with one period off to tend to their departmental duties. As standard procedure, the Head of the Department had an office that served as a material center for the entire Social Studies Department within the High School. He accounted for books at the end of the year and requisitioned for new materials for the coming year. He conducted departmental meetings to discuss common problems; he would periodically meet with the Principal and the other Department Heads to discuss administrative problems. School policy emanating from this meeting would be handed on down to the other teachers in the department. In many cases he would be serving on Curriculum Revision Committees. Only two of the Department Heads as far as could be ascertained were called in to assist in the selection of new teachers in their department though many were called in to sanction choices already made.

Provision for Audio-Visual Equipment: Ten schools as noted in Table I had full-time Directors of Audio-Visual

Education with offices either in the Educational Building or in one of the High Schools. Twenty-two of the schools had designated one of the regular members of the teaching staff to serve as Director of Audio-Visual; a practice that presumably was duplicated in each of the other buildings in the city. All of the individual school directors interviewed had at least one class off to attend to these duties and a few had two less than the regular teacher load in the school.

In spite of the accent on audio-visual education in the past fifteen years only three schools, as the tabulation indicates, had their own radio station, though Glendale, California untabulated, had a separate school station. Four other schools had "live feed-in" where the Problems Class could listen to direct programs if the school schedule permitted. Leon High School in Tallahassee had a direct wire from the local station a block away to the Problems classroom. All the equipment that they needed was an amplifier and a loudspeaker.

As observed from the tabulation not a single school had its own TV station, though the audio-visual centers of several of the schools had individual receiving sets on call for classes that desired them.

The large majority of schools visited had working agreements with the local station which made it possible for them to borrow either disc or tape recordings, or use the studio facilities for either "live broadcasts" or to make recordings for future school use.

<u>General Observations</u>: It would appear that less than half of the schools visited had physical structures equal to the demands of a modern educational program. There seemed to be a greater percentage of school plants in New England that were below requirements than in any other section of the country. Though the writer did not visit a representative number of schools in the State of Florida those visited were well above the average for the nation. Here the structures were not only functional but also beautiful at the same time remaining essentially simple in design. The walls were plain cement blocks, plastered, sized and painted on the outside and simply sized and painted on the inside. A raised roof, that afforded remarkable ventilation, finished off the one-story structure which was erected around a court which was beautifully landscaped. All classrooms and offices opened into this court.

Though this observation represents a departure from the true purpose of these remarks, it is interesting to note that in Beaumont, Texas and in Tallahassee, Florida, the general condition of the educational plant for use by the negroes was superior to that used by the white students. And, strikingly enough, persons from several walks of life spoke of this fact with real pride.

Whereas none of the schools visited had their own TV station, a number of them had reached the blue-print stage and hoped to have completed plants in the next few years.

Mr. Bonny French, a teacher at East High School in Denver, has been selected as Ford Fellow from that city for the coming year. His project will be to examine the possibilities of TV in the High School Curriculum.

<u>Basic Concepts evolved from Chapter II "About the School."</u>

1. The average school visited enrolled from one thousand to two thousand students.
2. The average high school structure was from ten to twenty years old.
3. A majority of the schools visited supervised their Social Studies Program through the office of the Director of Social Studies.
4. Almost without exception, individual schools utilized a Department Chairman to head their Social Studies program.
5. In almost every school the Department Head did no actual supervision of teaching, rather he was an extension of the administration.
6. The average Department Head had four teaching assignments per day.
7. Most of the schools had the services of either a city-wide Director of Audio-Visual Education, or a Director appointed within the faculty of each school.

8. No school had its own TV station.
9. Most schools arrived at a working-agreement with the local radio station.

CHAPTER III

ABOUT THE ROOM

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ABOUT THE ROOM

Introduction: In spite of Mark Hopkins, with his student at the end of a log, it is axiomatic now among school people that every thing else being equal, the better teaching and better learning will take place in those schools or those classrooms designed with a special regard for the particular demands of the subject and student group involved. That a great deal of good instruction has and will be accomplished in dimly lighted rooms with dreary interiors and with obsolete and inadequate equipment is hardly debatable. On the other hand, educational researchists have available considerable amounts of very plausible data that shows the correlation between physical plant and such factors as motivation, teacher enthusiasm, student activity, physical condition of both teacher and pupil as well as "drop-outs" and successful school experience. For this reason the writer spent considerable time on his trip inspecting the physical conditions under which Problems courses are being taught. The results are summarized in Table II.

Findings Obtained from Tabulated Data--Classroom Lighting: Table II shows that thirteen of the thirty-five classrooms measured had superior lighting, fourteen classrooms had excellent or acceptable lighting, and that eight

TABLE II
DATA ABOUT THE ROOM

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Adequate Lighting--Fair	✓			✓														✓		✓			✓					✓		✓	✓				
Excellent			✓		✓			✓	✓	✓	✓		✓	✓								✓		✓		✓	✓		✓				✓		✓
Superior		✓				✓	✓					✓			✓	✓	✓		✓	✓	✓				✓							✓		✓	
Pleasant Interior--Fair	✓			✓	✓			✓					✓					✓		✓			✓					✓		✓					
Excellent						✓	✓		✓	✓	✓			✓								✓		✓		✓	✓		✓		✓		✓	✓	✓
Superior		✓	✓									✓			✓	✓	✓		✓		✓				✓							✓			
Adequate Board Space--Fair	✓												✓					✓		✓			✓					✓							
Excellent		✓	✓	✓	✓		✓	✓			✓	✓		✓	✓	✓	✓					✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Superior						✓			✓	✓									✓		✓											✓			
Adequate Storage Space--Fair	✓			✓	✓				✓				✓	✓						✓		✓	✓					✓							
Excellent		✓	✓			✓	✓				✓							✓	✓					✓		✓	✓		✓	✓	✓			✓	✓
Superior								✓		✓		✓			✓	✓	✓				✓				✓							✓	✓		
Room large enough for good learning activity--Fair	✓			✓	✓				✓				✓					✓		✓			✓					✓	✓	✓				✓	
Excellent						✓	✓			✓	✓	✓		✓	✓	✓	✓		✓			✓		✓	✓	✓	✓				✓	✓	✓		✓
Superior		✓	✓					✓													✓														
Sufficient table space--		✓	✓					✓						✓																					
Movable Seats and Desks--		✓	✓					✓						✓							✓				✓				✓						
Acoustical Qualities--Fair	✓			✓	✓			✓					✓																		✓				
Excellent						✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Superior		✓	✓								✓																					✓			
Adequate Tack Board Space--	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Does the Tack Board show signs of frequent change--	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓	✓				✓	✓				✓	✓		✓	✓

rooms had inadequate lighting. As a rule, the observer sat in the further left-hand corner of the room which traditionally receives the least light. The eight classrooms in the school plants that were less than ten years old had superior lighting. A few of the remainder came from the ten to twenty year category and the rest from old structures where new lighting fixtures had been installed as part of a remodeling program.

Blackboard Space: The table points out that six classrooms had superior black-board space, twenty-three classrooms had excellent or acceptable amounts of space and six had definitely inadequate board space. For comparative purposes twenty-five to thirty lineal feet or more of board space, three and a half feet in height, fairly distributed along two sides of the classroom was regarded as superior provision. Fifteen to twenty-five feet was regarded as excellent or acceptable and less than fifteen was regarded as inadequate board space.

Storage space: The amount of storage varied as much as any other single factor recorded in this table. Table II points out that ten of the classrooms had a fair amount of space, though from the point of view of storing the necessary books, pamphlets, maps and materials this was inadequate. This category of rooms usually had a teacher's desk, the traditional table beside the desk or at the front of the room and a closet which contained clothes and all other supplies that could not be stored either on the table or in the teacher's desk. Fifteen classrooms had acceptable storage space for several kinds of texts, back copies of magazines and newspapers, cases for wall-maps as well as the normal supplies that are needed in the classroom. The remaining ten classrooms had storage space that was above the average. A separate room or library adjoined four of these classrooms where large amounts of reference materials could be systematically stacked. All of this last group had good closet storage space, most of them had open shelves along the back or side of the room for the storage of materials. Steel filing cabinets were standard. On the wall were built-in map cases or racks to hold maps, and the closet or library area provided space for flat storage of charts and diagrams. If this could be accomplished without giving the impression that the room was crowded or cluttered, then it was placed in the superior category.

<u>Classroom Teaching Area</u>: Table II points out that twelve of the classrooms had fair or inadequate space to meet the demands of good learning activities. Typical of this type was the room that was large enough for thirty-five students and a teacher. The presence of a table did not take this room out of the lowest category. A majority of the rooms, which were not over-crowded, usually had space for the tools of instruction, a table or two, per-

haps a projector stand. Most of these rooms might have had seats for a class of thirty-five students but they would have seated forty-five students if they had been crowded as they were characteristically in the first category. The remaining four rooms had space enough for the seating of sixty students on the square foot basis followed by the first category, but in every instance never had over thirty-five students. These rooms had adequate seating, several tables for flat inspection of books, magazines and pamphlets and in some instances chairs around the table. These rooms would have space for exhibits, a projector stand, perhaps a podium for use by panels reporting findings.

Three of the four rooms that had superior space for good learning had excellent table space though thirty-one classrooms did not meet the necessary requirements. By adequate table space, the writer refers to the classroom where all the students and the teacher and several guests or visiting teachers can sit at the tables arranged in the shape of a U or square and thus divesting the classroom atmosphere of some of its traditional stilted qualities.

The four classrooms with completely adequate table space had movable chairs and three other classrooms were equipped with chairs and desks cast in one unit.

Classroom Acoustics: Six of the classrooms produced an echo when the teacher spoke. If the class and the teacher get accustomed to this then perhaps it does not represent a negative factor. But if it were noticeable then the condition required some adjustment at the beginning of the year, and in any case must have had an affect on proper hearing at all times.

Tack-Board Space: Only six of the classrooms suffered because of inadequate tackboard space, though the manner in which twenty-nine of the classrooms were equipped offered considerable variety. In some instances a square of Celotex was erected in the chalk-tray and leaned against the black-board. In other instances a square of tackable material would stand on a tripod. These devices are to be praised rather than blamed where teachers and students are trying to overcome the handicaps of limited physical conditions and poor financing.

Of the thirty-five rooms visited and tabulated, in twenty-three the tack-boards observed had on them material that was pertinent to the problem under discussion when the writer was visiting the class. In the other thirteen classrooms much of the material was curled and weather-beaten.

General Conclusions: The Florida classrooms visited were remarkably well illuminated and for the most part with natural light. Withrow High School in Cincinnati and Jefferson High School in Portland, Oregon as well as North Central High School in Spokane, Washington were outstanding examples of thoroughly inferior lighting. Students did not linger long in these classrooms at the end of the class, in fact the writer felt like joining the students as they left. It is not to be wondered at that many classes were content to get along with one text, made no attempt to secure additional materials and seldom bothered to get a map out of departmental storage considering the straitened circumstances of storage and surface space in many of the classrooms. If the students do not come into a classroom after school to browse around among the materials, to do research or to talk with the instructor, then that room is not making its physical contribution to good learning. During the course of this year's visitation of about one hundred schools, fewer than half a dozen had either a specially designed room for the social studies or had departed from the traditional arrangements which are supposed to be equally applicable to instruction in any subject field and which have been handed down very nearly intact from colonial days. Classrooms for instruction in chemistry and physics have not only specialized treatment but highly specialized equipment to meet the specific demands of their level. The social studies though, which could very well lend themselves to specialized plant and equipment have been grouped with some of the other subject areas as not needing special rooms.

An Experimental Room: When the writer went to Northampton High School in 1938 to teach Problems and coach debating, he was given an opportunity to contribute any ideas that he might have in regard to specialized treatment for the room that would be his permanent assignment in a new plant already in the blueprint stage. Having already served an apprenticeship in teaching the social studies in even a poor example of the traditional classroom and having day-dreamed somewhat on what would be the optimum in room and equipment, this invitation came as the answer to the dream. Having no trouble in keeping in mind the sins of the other classrooms and conversely, with some fairly well developed ideas on what would be ideal, the writer working with the school architect and the superintendent of schools helped to evolve the present Social Science and Debate Laboratory at the High School. This room measuring 20' by 30' is divided into two parts by a partition, with a library and conference room in one end and the meeting place for the class in the other. The classroom area simulates the House of Commons in the British Parliament with two raised platforms, on either side of the space, each equipped with a common bench and separate chairs, while in the center there is a long table surrounded by chairs that will seat fourteen students. Eight students can be seated at each of the benches on either side. At the front of this space there is a raised platform equipped with a semi-circular panel that will seat six people and at the front of the stage there is a podium. The arched ceiling of acoustical material induces an atmosphere of discussion; a composition floor that minimizes noise and facilitates the more than ordinary traffic in a classroom where the committee system is regularly utilized. On the wall facing the panel there is a stop-clock controlled by a switch under the panel. It can be readily seen how this type of specialized plant and equipment would lend itself to a Problems of American Democracy class that for the most part is conducted against the background of the "problem-solving" and "committee technique." Most of the materials in the form of supplementary texts, newspapers, magazines and pamphlets are quickly available in the reference library. Two tables and chairs are available for eight people for committee research and committee meetings. The classroom area was designed with a special eye to discussion. Here, half the class is facing the other half of the class rather than each looking at the back of the fellow in front. This lends itself automatically to a give-and-take as ideas are traded back and forth across the room or across the table. The panel at the front was designed to meet the particular needs of panel discussions usually composed of four students and a chairman, or for class debates which would involve usually two teams of two each and a chairman. In order that there might be a respect for some time organization, a factor that is critical in this type of procedure, the chairman has a toggle-switch at his right hand under the surface of the panel that operates the stop-clock on the facing elevation. This clock will time reports or speeches, or discussions for a maximum of fifteen minutes after which the hand can be automatically set back to its starting position. This arrangement not only facilitates and dramatizes reports and debates, but also quickly lends itself to inclusion in class questioning and discussion. A great many educators visit the room from time to time to take pictures, or measurements with the idea of including a similar room in prospective high school plants.

Basic Concepts Evolved from Chapter III "About the Room":

1. The majority of classrooms had only acceptable lighting.
2. Most of the classrooms had adequate board space.
3. A majority of the rooms did not afford adequate storage space.
4. Most of the classrooms did not have space enough to provide for good learning activities.
5. As a rule most of the classrooms had adequate tack-board space though improvisations were frequent.
6. A majority of the instructors kept the tack-board current with the Problems being considered.
7. There were no rooms observed that were basically designed with the peculiar requirements of the Social Studies in mind.

CHAPTER IV

ABOUT THE CLASS

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ABOUT THE CLASS

Introduction: It was felt by the writer that for comparative purposes it would be necessary to tabulate certain specific information about each of the classes involved in the entire study. The position was held that if all other factors were common that the size of the class could very well determine the quality of instruction, the tools used and the methods applied. It follows, for instance, that far more can be accomplished where the pupil-teacher ratio is twenty to one than where the ratio is thirty-five to one. The writer also felt that the presence or absence of minority groups, whether or not the grouping was made on a heterogeneous or homogeneous basis as well as a knowledge of the family background of the class might provide either clues or specific answers about the conduct of the course. Some very concrete evidence is available in Table III.

Findings Obtained from Tabulated Data--Students Enrolled in Classes: Of the thirty-five classes tabulated two had between twenty and twenty-five students, four classes had between twenty-five and thirty students and twenty-nine had more than thirty enrolled. Classes in New England High Schools maintained the lowest teacher-pupil ratio with the

TABLE III
DATA ABOUT THE CLASS

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Size--	(under 20)																																			
	(20-25)												✓														✓									
	(25-30)		✓	✓					✓																				✓							
	(30 or more)	✓			✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
Presence of a Minority group 10% of class or less--	Indian																																			
	Italian																																			
	Jewish																																			
	Mexican										✓														✓	✓										
	Negro				✓	✓																											✓			
Grouping--	Homogeneous		✓	✓		✓	✓		✓	✓	✓		✓														✓			✓	✓			✓		✓
	Heterogeneous	✓			✓			✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	✓		✓	
Home Background--	Labor					✓						✓			✓					✓		✓			✓	✓									✓	
	Clerical-Small Business				✓		✓	✓	✓		✓	✓	✓		✓			✓	✓		✓				✓	✓		✓	✓	✓	✓	✓			✓	
	Prof. & Executive	✓	✓	✓			✓	✓	✓	✓			✓	✓		✓	✓		✓	✓		✓	✓			✓	✓			✓		✓	✓	✓		✓
Teacher judgment of average mental ability of the class--	Low					✓						✓									✓															
	Average				✓		✓				✓	✓	✓		✓		✓	✓	✓		✓			✓	✓	✓									✓	
	High	✓	✓	✓				✓	✓	✓			✓	✓		✓																				

average slightly under thirty. Classrooms in the South averaged between thirty and thirty-five students, while in the Southwest, California and the Northwest as well as the Mid-West the average was consistently over thirty-five and several classes enrolled over forty students. Many of the Problems teachers reported class-loads of 175 to 180 students for a five-period day.

Minority Groups Present: Table III points out that four of the classes visited had Mexican minorities of ten per cent or more. Three classes had negro minorities of ten per cent or more. This latter condition characterized the mid-western and so-called border states. From the city of Richmond, Virginia, south, complete segregation predetermined class content. California, Washington, Oregon and other far western states made no attempt to segregate on any basis whatsoever.

Method of Grouping: Table III also points out that thirteen of the schools visited utilized homogeneous grouping of classes along the line of scholastic achievement while twenty-two classes had a heterogeneous alignment. New England tends strongly toward the homogeneous philosophy, while the rest of the nation uses the heterogeneous method, although an occasional administrator suggested that he might experiment with homogeneous classes in the near future.

As a general principle, whenever the question of grouping was posed to the classroom teacher, it was usually turned back upon the writer with considerable surprise being demonstrated when it was learned that New England was still strongly dedicated to the homogeneous approach.

Family Background of Students: It will be observed from a study of Table III that eight teachers reported that the class came from a laboring background. Clerical and small business backgrounds accounted for twenty of the classes, while twenty-three of the groups were composed from professional and executive homes. The table further notes that fifteen of the classes were reportedly from a mixed background of all three classifications. The fact that the family background of the students is fairly homogeneous can be accounted for when it is realized that with rare exception the High Schools visited were in large cities which had at least three separate high schools. It follows quite naturally then that economic stratification would be reflected in the backgrounds of the classes visited.

Teacher Ability Rating of Classes: Interestingly enough three teachers judged their classes to be in the low ability group, nineteen said that their classes were of average ability and thirteen reported high ability. This last figure of thirteen correlates fairly well with those classes having professional or executive home background.

General Conclusions: Where the classes averaged more than thirty students an unwieldy quality evidenced itself that did not lend itself to good classroom experience. The "problem-solving approach" seemed to be utilized either a little less in classes of this size or seemed to produce results a little less striking. The small compact "committee of the whole" rapport which was noted in some of the New England classrooms was missing where the classes ranged from the middle to the upper thirties.

It is the writer's belief that the presence of a minority group of ten per cent of the entire class or more has an over-all healthy effect on class reactions and the breadth of the point-of-view expressed. Whenever a class had a minority group of ten per cent or more the course content of that particular class would include a project on "minorities" with a great deal of first-hand information available for class absorption. Many instructors and classes would press for a project on "minority problems" whether the class or the immediate community had a "minority" problem or not, solely that the group might have an understanding of this rather universal American problem.

A Problems instructor at the George Washington High School in San Francisco offered this rather stimulating thesis, that some years ago he purchased a house in the negro section of that city because he wanted his two children to spend a part of their childhood in an area where they would be a part of a minority group, and as such learn in a realistic fashion the problems that characteristically face these groups.

The problem of a negro minority came to the city of Portland, Oregon, during the Second World War when the Kaiser Ship-Building Corporation imported large numbers of colored people to help ease the labor problem. Prior to this period Portland had no minority problems. Now they have a full-grown negro problem and a rapidly growing Japanese problem, yet in the spring of 1949 the students at the Jefferson High School elected a negro to their highest office, that of Student Body President, and in the spring of 1953 they did the same thing again. This election reflects the generally happy relationship that exists between minority and majority groups on the west coast at least at the high school level.

Whereas the arguments against homogeneous grouping seem to be rather stronger than those favoring it as a general grouping practice, this seems to the writer to be particularly applicable to class grouping for Problems classes. Being aware that different sections of the country were dedicated to different premises the writer was interested in taking a poll to see if a trend could be noted. Table III indicates that this trend is definitely in favor of mixed divisions at least in Problems classes.

A study was made of the home background of the Problems classes as a whole because it was felt that the type of home, the occupation and the economic level of the family would have certain positive and easily identifiable effects on course content, selection of materials and degree of academic freedom. The results were even more striking than anticipated. Many times instructors would make a comment or report some incident which simply confirmed this position. In three different cities this was observed. The writer visited at least two high schools in each city.

In one school in one of the cities visited, their curriculum offered a thorough-going course in Problems with an excellent approach, good materials and ample freedom with a class essentially from laboring homes. A brand new high school two miles away had no course in Problems at all, and questioning turned up the information that all the social studies courses were kept on a strictly factual basis. In the other two cities, one high school in each offered a very creditable course with a multiple-text adoption, excellent procedures and a high degree of academic freedom with a class from a mixed background composed of parents who were day laborers, clerks, and owners of small businesses. In the other high school in each of the cities the course in Problems was hardly discernible, relying on a single text which was diluted in nature and stifled in atmosphere. These latter two schools were located in the better residential area of their respective cities. As one instructor succinctly stated, "They have the building and we have the course."

Basic Concepts Evolved from Chapter IV "About the

Class":

1. The typical class enrolled more than thirty students.
2. Only a few classes had an enrolled minority of ten per cent of the total enrollment of the class.
3. As a rule the classes were formed on a heterogeneous basis.
4. The typical class was adjudged by the instructor to have average ability.
5. The largest number of classes came from homes where the wage-earner varied from day-labor to executive and professional classes.

CHAPTER V

ABOUT THE INSTRUCTOR

CHAPTER V

ABOUT THE INSTRUCTOR

Introduction: A principal in Salt Lake City offered the opinion that if he could select his Problems teachers according to his own self-designed criteria he would never have to concern himself about course content, class interest or whether the class was getting from the course what it should. He further observed that such a teacher could take unto himself essentially unlimited academic freedom and that he, the principal, felt that neither the class nor the instructor would ever come in for serious criticism. Considering the fact that the writer visited a Problems class in this high school, where the principal had been given final determination as to the teaching personnel in the Problems classes, this afore mentioned opinion took on real meaning. In brief, the writer spent three days with this instructor and her class. She was the youngest teacher visited in the year's travel, she demonstrated unlimited imagination, conducted the class without benefit of text, and used methods and approaches that would have brought down the local wrath on instructors of less stature. This situation is cited solely to indicate the writer's feelings in regard to the importance of the instructor. Table IV and Table V represent an attempt to tabulate some of the factors

TABLE IV
DATA ABOUT THE INSTRUCTOR

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Men--			✓		✓	✓	✓	✓		✓		✓	✓			✓			✓			✓			✓	✓		✓		✓	✓	✓	✓	✓	✓
Women--	✓	✓		✓					✓		✓			✓	✓		✓	✓		✓	✓			✓		✓			✓						
Age--(Below 25)								✓								✓								✓											✓
(25-30)											✓			✓		✓	✓											✓						✓	
(30-40)		✓	✓			✓						✓										✓			✓	✓						✓	✓		
(40-50)	✓						✓		✓	✓			✓		✓				✓	✓	✓		✓						✓	✓					
(over 50)				✓	✓																						✓	✓							
No report																																			
Training in Education--(8 hrs. or less)																							✓										✓		✓
(8 hrs. to 16 hrs.)				✓	✓					✓			✓				✓				✓			✓			✓	✓	✓	✓				✓	
(20 hrs. to 30 hrs.)		✓	✓			✓	✓	✓	✓		✓	✓		✓	✓			✓		✓		✓			✓	✓					✓	✓			
(above 30 hrs.)																			✓																
Not known																✓																			
Hrs. training in Subject Field or Allied Fields--(6 hrs. or less)																													✓						
(6 hrs. to 12 hrs.)				✓						✓					✓		✓						✓					✓							
(12 hrs. to 20 hrs.)		✓	✓		✓	✓	✓						✓	✓				✓	✓	✓	✓	✓		✓	✓		✓			✓	✓		✓		✓
Not known	✓							✓	✓		✓	✓														✓						✓			
																✓																		✓	
College Major--Economics																																			
English													✓										✓												
History				✓				✓																					✓				✓		
Science	✓	✓	✓		✓	✓	✓		✓			✓	✓					✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓			✓	✓
Psychology										✓																						✓			
														✓	✓	✓	✓										✓								
College Minor--Economics																																			
English	✓		✓																✓	✓		✓													
History					✓								✓		✓						✓				✓				✓	✓					
Science				✓				✓	✓	✓	✓			✓			✓						✓									✓		✓	
Psychology						✓						✓																							
		✓					✓																	✓		✓			✓						
Training to Teach Social Studies--(4 hrs. or less)																																			
(4 hrs. to 8 hrs.)			✓				✓	✓				✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓			✓	✓	✓		✓	
(More than 8 hrs.)	✓	✓		✓		✓					✓								✓			✓													
Training to teach Pod.--(4 hrs. or less)																																			
(4 hrs. to 8 hrs.)																																			
Years Experience in teaching Problems--(1 yr. to 5 yrs.)																																			
(5 yrs. to 10 yrs.)	✓	✓	✓	✓						✓				✓	✓	✓	✓						✓	✓				✓	✓						
(10 yrs. to 20 yrs.)						✓	✓	✓	✓			✓						✓			✓	✓			✓	✓					✓	✓		✓	✓
(More than 20 yrs.)					✓								✓						✓	✓							✓			✓					
In-service training to teach Pod.--											✓							✓			✓														

TABLE V
DATA ABOUT THE INSTRUCTOR

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Claimed effectiveness of Public Relations Program--	Fair				✓					✓	✓			✓	✓	✓	✓	✓						✓		✓			✓	✓		✓			✓	
	Excellent	✓		✓		✓	✓	✓	✓			✓	✓						✓	✓								✓					✓	✓		✓
	Superior		✓											✓	✓	✓		✓		✓											✓					
Degree of Academic Freedom claimed by administration--	Fair									✓		✓								✓				✓									✓			✓
	Excellent			✓	✓	✓	✓		✓		✓		✓	✓		✓	✓	✓									✓			✓	✓			✓	✓	
	Superior		✓					✓							✓				✓		✓	✓	✓		✓	✓		✓	✓							
Degree of Academic Freedom claimed by Instructor--	Fair			✓	✓	✓								✓						✓				✓									✓	✓		
	Excellent						✓			✓	✓	✓	✓													✓	✓	✓	✓	✓	✓				✓	✓
	Superior	✓	✓					✓	✓						✓	✓	✓	✓	✓		✓	✓	✓		✓							✓				
Degree of Academic Freedom observed--	Fair			✓	✓	✓				✓		✓			✓		✓									✓	✓			✓	✓		✓	✓	✓	
	Excellent						✓					✓	✓					✓	✓	✓		✓						✓			✓					✓
	Superior	✓	✓				✓	✓							✓		✓				✓		✓	✓	✓							✓				
Has there been an "attack" in regard to--	Text Books	✓		✓	✓		✓			✓	✓	✓		✓						✓						✓	✓			✓			✓	✓		
	Teachers									✓	✓	✓		✓						✓	✓	✓				✓	✓						✓			

that bear on the instructor as a factor in this equation. Some other considerations will be discussed in another chapter, and still other considerations are beyond the reach of tabulations, they are intangible to the point of abstraction and yet they are so significant that they are the factors that differentiate the fair instructor from the good, and the good from the superior.

Findings Obtained from Tabulated Data--Sex and Age of Instructors: Table IV shows that of the thirty-five classrooms visited there were twenty-one male instructors and fourteen female instructors, with that proportion fairly well maintained around the country.

Of the thirty-five instructors, four were under twenty-five years of age, six between twenty-five and thirty years of age, nine between thirty and forty, twelve between forty and fifty, and four were over fifty. In some instances, the dictates of diplomacy suggested that an estimate of the instructor's age would be wiser than a direct question.

College Education: Table IV points out that three had eight hours of education or less, twelve had eight to sixteen hours, seventeen had twenty to thirty hours, one had more than thirty hours.

In subject matter fields in both undergraduate and graduate work together, one had six hours or less, six had from six to twelve hours, nineteen from twelve to twenty hours, and seven had more than twenty hours. Two could not make a report.

In regard to major subjects pursued, Table IV points out that two majored in Economics, four in English, twenty-two in History of Political Science, two in science and five in Psychology.

Table IV shows that five took their minors in Economics, seven in English, ten in History of Political Science, two minored in science, and five in Psychology.

Table IV shows that twenty-eight had four hours or less in courses in Methods of Teaching the Social Subjects, and seven had from four to eight hours in methods.

Teaching Experience: It should be noted with care that not a single one of the instructors interviewed had ever had a course in "Methods" directed primarily toward the particular problems of this specialized area of the social studies. In actual teaching experience in the Problems Classroom thirteen had taught less than five years, fourteen had taught from five to ten years, six had taught from ten to twenty years and none of the teachers polled had taught in the field more than twenty years.

Claimed Effectiveness of Public Relations Program: Table V points out that administrators and teachers claimed that the effectiveness of the schools Public Relations Program was fair in fourteen instances, excellent in fourteen instances and superior in only seven cases.

Academic Freedom: The degree of academic freedom claimed by administrators for their particular school was fair in six instances, excellent in sixteen and superior in eleven schools polled.

Individual instructors on the other hand claimed that they enjoyed a fair degree of academic freedom in eight instances, excellent in thirteen and to a superior degree in fourteen schools polled.

Evaluation of this sort of thing is extremely subjective and extremely difficult. Administrators naturally take a certain pride in their school systems and would naturally be reluctant to admit to an outsider that their staff did not enjoy a considerable degree of academic freedom. That was expected and that is why this poll was set up as it was. Similarly the instructor even though he might have been given very definite prescriptions in regard to what he could teach or not teach, would hesitate as a matter of professional pride to admit that his classroom was in the least stifled. This was constantly true even though the writer went to some length to assure the particular instructor in charge that no national report would be made in regard to the year's findings. At the same time the teacher on the "firing line" is very close to the situation and his opinion was still very valuable for the purposes of this study. The subjective evaluation of the matter of academic freedom in the various classrooms remained obviously a very difficult business. In the matter of a few days the writer would talk with administrators, Heads of Departments, teachers in all subject fields at lunch or in the classroom, gathering evidence and opinion from which he must derive a rating.

Observed Degree of Academic Freedom: Table V points out that there was a fair degree of academic freedom enjoyed in fourteen classrooms, though only six administrators admitted to this depressed rating and eight instructors felt that such was the proper category for their particular class. Table V further points out that ten out of the thirty-five schools polled academic freedom to an excellent degree, though administrators claimed this position in sixteen cases and instructors in thirteen instances. And finally the table points out that there were eleven observed cases where the academic freedom could be cited as superior against a similar claim by eleven administrators and fourteen instructors.

Attacks on Teachers and Texts: Table V also establishes that fourteen of the thirty-five schools had been subject to "attacks" by outside persons or groups of persons in regard to text books used in their Problems classes, and in ten of the schools one or more members of the social studies teaching staff had been singled out for attack either by persons, groups of persons or through printed matter. More than seventy-five per cent of the attacks leveled against texts readily break down into three areas. The first textbook attack was that initiated by Fulton Lewis, Jr., the radio commentator when he made his broadside against Frank Macgruder's American Government.[1] Usually some local organization as a result of listening to Mr. Lewis took up the attack on the local level. Many times these attacks did not go beyond the initial stages; in other cases, as in the instance of Glendale, California, it was fought right down to the Board of Education, where the local school authorities held the line and prevailed. The second, most common area of textbook attack was that which was made against the Problems text, Challenge of American Democracy.[2] This document in its first edition was guilty of some immoderate statements if these statements were lifted from context and assayed on their face value alone. In six different schools, three of them in succession in Pennsylvania and Ohio, certain local groups had risen up and demanded that the book should be removed from regular classroom consideration. In all three communities in Pennsylvania, in Ohio and in the other scattered instances around the nation, the local school bodies held the line, and the attacks died. The more recent editions of Challenge of American Democracy have been amended and the "causi belli" has been removed. The third

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1 Frank Macgruder, American Government, Boston, Allyn & Bacon, 1948.

2 T. P. Blaich, J. C. Baumgartner, Challenge of American Democracy, New York, Harpers Bros., 1947.

area of attack has been in Texas, Arizona and California where various groups, led substantially by the American Legion, have conducted a running siege for some years against schools permitting its students to enter the United Nations Essay Contest. In San Antonio, Texas and Los Angeles, California they have objected to Problems or Social Studies classes conducting projects as such on the United Nations as an instrument toward international security. These attacks persist and are spreading to other sections.

Attacks Not Necessarily Fatal: A study of Table V will point out this rather interesting fact that in a considerable number of schools where attacks have been leveled either at members of the teaching staff or at some one or more of the three material areas discussed above, these same schools have claimed a rating of either excellent or superior in academic freedom and have an observed rating equally high. This points very directly to the fact that attacks are not necessarily fatal; in fact as in the instances alluded to, they tend to clear the academic atmosphere and leave the school organization in a far stronger position than before the attack. As a case in point, Berkeley, California claims an unlimited degree of academic freedom in their classrooms and attributes the fact that the "oath controversy" at the University of California which is just next door definitely clarified the issues and cleared the air.

<u>Some Variables that Influence Tabulated Results</u>: A researchist of strong scientific tendencies might lay down an excellent brief, well documented, that this tabulation and the conclusions drawn from it are completely without value because of the presence of so many variables in the equation.

<u>The "Climate of Opinion" Varies</u>: And it is the presence of these variables, plus other facts that have been mentioned, that prompted the idea that an attempt to evaluate the degree of academic freedom was an extremely subjective matter. In the first place the so-called "climate of opinion" varies considerably from New England and the Mid-West with this normal residual conservation, to Arizona and Texas which are quite conservative because as it was explained, "we are quite new among the states," to the Far West and the Pacific North West which evidences a pronounced liberality about issues that are almost taboo in the forementioned areas.

<u>Criterias Vary</u>: As the table points out the "claimed effectiveness" of Public Relations Programs varies not only through the spread of fair to superior, but varies according to the criteria which specific school administrators have set up in their own minds. In other words, would the Superintendent of Schools in Portland, Oregon judge the Public Relations Program in Brookline, Massachusetts as superior and vice-versa, though each assayed his program as superior? In

this matter, as in those previously mentioned, we lack norms. Again there is no accepted criteria as to what constitutes fair, excellent or superior degree of academic freedom. It was left for the observer to fashion a common list of questions which it was hoped would establish at least a common point of evaluation.[1] The answers obtained from these questions helped to establish the observed rating and the tabulations made in Table V. There are many other variables that could affect this study.

Personality of Instructor another Varying Factor: The personality of the particular classroom teacher visited, his specific training, his background, would be calculating factors. The age of the teacher becomes a factor when we recall that Charles II of England once observed "that he was too old to start on his travels again." The experience of the teacher is also a factor, as well as the degree to which he is known in the community. If a Problems class is limited by state adoption of texts or a state determined syllabus which pre-determine the scope of the course, these too are conditioning factors. Whether or not the Board of Education is about to set forth on a building program or general salary elevation are known factors that will affect the sensitivity of certain groups and these things have been known to move them to attack. A re-shuffling of these variables among the

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[1] See Tables VII, VIII, IX, X.

thirty-five schools visited might produce an entirely different set of tabulations than those noted in Tables IV and V. Perhaps the judgment of the writer which it is hoped remained reasonably constant, was the only factor that could take these variables into consideration and thus salvage some value from this area of the study.

General Conclusions: The small number of young or inexperienced teachers can be accounted for by the fact that most of the schools visited were parts of large systems where generous salary schedules permit the school authorities to require several years of teaching experience of those applying for local teaching positions.

Table IV would seem to show that many of the Problems instructors were long on technique and short on subject matter hours. This latter fact might help to explain some of the situations and difficulties of an academic nature with which some of the classrooms were beset.

The writer ended the year with the definite impression that some of the teachers interviewed had not decided to teach until they left college. Others did not remain in the subject-matter field, and still others entered the teaching field after twenty years in either the law or the armed services, or engineering. Still others were recent transplants from other subject fields.

Perhaps this would be the proper time for the writer to make the observation that he has a well established line of demarcation between desirable academic freedom and local martyrdom. They are not to be confused or to be used interchangeably. To throw oneself full into the face of existing dogma or taboos or to totally forget the age of his charges, their parental background or the climate of opinion in which they live is to invite justifiable criticism. On the other hand a Problems course to be worthy of the name must be conducted with a certain regard for the scientific approach to the end that all aspects, good and bad, of most of the controversial issues should be properly examined without bias to the end that the student in the classroom or later in life may have the facts at his command when a decision is necessary. It was inevitable that the writer should be called on dozens of times to speak to the classes that he was visiting. On these occasions talking with students from every section of the nation helped the writer discern the degree of academic freedom that they were acquainted with, and where the facts had been withheld from them there was student bewilderment and chagrin. The reaction of the instructor to the remarks and the questions posed by the writer were often indicative of the instructor's sins of omission and commission.

<u>Basic Concepts evolved from Chapter V "About the Instructor"</u>:

1. The age of the average instructor was between forty and fifty years of age.

2. The largest single group of instructors had credit for from twenty to thirty semester hours in the field of education at either the under-graduate or graduate level.
3. The largest single group of instructors reported having between twelve and twenty hours of graduate or under-graduate credits in history or its allied fields.
4. Two-thirds of the instructors interviewed reported doing their major pursuits in history or political science.
5. History and political science was the most popular "Minor" field of pursuit, of those not majoring in these fields.
6. A large majority of the instructors had four or less college credits in Methods of Teaching the Social Studies.
7. No instructor had received specific instruction on Methods of Teaching Problems.
8. The largest single group of instructors had taught Problems from five to ten years.
9. The large majority of administrators felt that their Public Relations program should be rated either fair or excellent.
10. The largest single group of administrators felt that their classrooms enjoyed an excellent degree

of academic freedom.

11. Instructors on the other hand felt as a group that they enjoyed a superior degree of academic freedom.

12. The writer noted that the largest single group enjoyed only a fair degree of academic freedom.

13. Slightly less than half of the schools visited had been subject to attacks by outside persons against either classroom materials or staff.

14. The two texts most subject to attack were _American Government_,[1] and _Challenge of American Democracy_.[2]

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[1] Frank Macgruder, _American Government_, Boston, Allyn & Bacon, 1948.

[2] T. P. Blaich and J. C. Baumgartner, _Challenge of American Democracy_, New York, Harpers Bros., 1947.

CHAPTER VI

ABOUT THE COURSE

CHAPTER VI

ABOUT THE COURSE

Introduction: One of the original purposes of this study was to discover some of the divergent practices current in Problems courses around the nation. This position took shape in the writer's mind first as a hypothesis with little actual proof. It was not until the visiting of schools started that the extent of these divergencies became really apparent. Whereas the writer thought that there might be some variance as to use of materials, manner of content determination and even the labelling of the course, he was hardly prepared for the revelations established by Table VI.

Findings Obtained from Tabulated Data--The Prospectus of the Problems Course: Table VI shows that of the total number of schools visited where a course in Problems was offered, all but three of the courses proposed a survey of the Political Problems of American Democracy, all of the courses but two proposed a survey of the Economic Problems of American Democracy and all but six of the courses polled proposed to survey the Social Problems of American Democracy. The six schools that did not include a consideration of our Social Problems in the Problems course did so because of the fact that some of them still offered a course in Senior

TABLE VI
DATA ABOUT THE COURSE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Does the Course propose a Survey of the-- Polit. Prob. of Am. Dem.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Econ. Prob. of Am. Dem.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Soc. Prob. of Am. Dem.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓		✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
	✓																																		
Is U.S. Hist. a pre-requisite--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Is the course required--	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
For Seniors--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Is U.S. Government a pre-requisite--						✓							✓																						
Is the course based on a single text--				✓		✓			✓		✓	✓			✓	✓	✓	✓	✓		✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓
With few supplementary texts--																												✓							
With several supplementary texts--				✓		✓			✓		✓				✓	✓	✓								✓					✓		✓		✓	
With many supplementary texts--												✓									✓								✓		✓		✓		
Is course based on multiple-text adoption--	✓		✓		✓		✓	✓						✓						✓		✓				✓	✓								
														✓																					
With few supplementary texts--			✓					✓																											
With several supplementary texts--	✓				✓															✓															
With many supplementary texts--							✓															✓				✓	✓								
Is the course without text--		✓								✓			✓											✓											
Are the "problems" determined by--One text				✓					✓						✓	✓	✓	✓	✓				✓		✓			✓	✓			✓		✓	
Sev. texts																																			
Teacher						✓	✓					✓									✓				✓										
Teach.-Class	✓	✓	✓		✓			✓		✓	✓		✓	✓						✓		✓					✓			✓	✓		✓		✓
Class																																			
Syllabus																										✓									
Are "problems" determined at beginning of yr.--			✓		✓	✓	✓																												
Will "problems" vary basically from yr. to yr.--	✓							✓					✓							✓				✓											

Sociology or in the instance of the Florida schools a course in the "Psychology of Living."

<u>United States History a Prerequisite</u>: A course in United States History was a universal pre-requisite to the senior course in Problems. In twenty-nine of the schools the course in Problems was required.

<u>The Courses Based on a Single Text Adoption</u>: The Problems course was based on a single text in twenty of the schools, with only one school claiming to use few other texts, twelve said that they used several other texts and five schools claimed to use many other texts. It will be immediately noticeable that almost half of the schools limited themselves to a single Problems text.

<u>The Courses Based on Multiple-Texts Adoption</u>: A multiple text adoption was practiced in ten schools with one school claiming to use a few other texts for reference purposes; three claimed to use several and four claimed to use many. By way of explanation, a class that has a multiple-text adoption is one where there are enough copies of two or more different texts to meet the class needs. Usually if there were three texts adopted the class would have the use of ten to twelve copies of each; if four texts then seven or eight copies of each would be available.

<u>Courses without Text</u>: Table VI shows that five of the courses were conducted without benefit of text. What this usually meant was that the class would have access to

two or three copies of all of the good texts in the field, but they were used simply as reference materials along with newspapers, magazines, and pamphlets.

<u>How the "Problems" are Determined</u>: When the inquiry was posed as how the problems were selected for class consideration, thirteen instructors said that it was determined by the class text, five teachers admitted that they had full determination of the problems to be considered, sixteen teachers reported that the selection was a communal matter between the students and the teacher, and one teacher reported that the list of problems along with study guides were handed down from above.

Outside of those schools using a single text, four of the instructors reported that the lists of problems determined at the beginning of the year remained unchanged and five teachers reported that not only the order would change but newer and more pertinent problems could be substituted by class ballot.

<u>Classes without Adopted Texts enjoy High Degree of Academic Freedom</u>: Table V and Table VI when compared will show some tendency for those schools whose Problems courses are without text to have a higher degree of academic freedom. This is thoroughly sound in principle for the simple reason that the area of possible criticism as far as texts are concerned has been broadened so that no single text can be subject to attack. It can always be properly claimed

that all of the good texts in the field are on reference and that one text might be subject to criticism but, who is going to criticize all of them. This would place the critic in a highly untenable position. The same principle holds true to a slightly less degree where the course is based on several texts. Where a single text is used and if the instructor hews pretty close to the organization of the book, which is apt to be the case, then attacks on either text or teacher have a tendency to be more successful. This being the case, the administrator or supervisor in selecting a single text is very apt to play a little "safe" and select a book that is less realistic and less subject to criticism, That this is true in reverse is indicated by reference to Tables V and VI which will indicate the fact that courses with a single text adoption were more subject to textbook attack than those with the other three types of adoptions.

General Conclusions: The first Problems course as such appeared in the curriculum around 1925. Its development and appearance was a very natural thing. In the first place curriculum-makers had for sometime been trying to arrive at a course, a year in length, in the social studies field that would offer a survey of three courses that had been traditional for years, namely, Senior Civics, Senior Economics and Senior Sociology. Even though these courses were a semester long the average senior would have trouble in scheduling all of them and still do the required work.

The advent of a course in Problems afforded the senior an opportunity to take a survey course bearing on the political, economic and social problems of American Democracy on a more clinical basis than previously possible. The three traditional courses tended to be historical rather than current and laid great stress on the idea that factual content was the prime consideration and gave little thought to the examination of our political, economic and social structure with regards to its mechanical and functional defects. Once the idea took shape a great many educators encouraged the movement because it offered first a chance to do some wholesale curriculum revision and second it introduced the scientific approach to a field which badly needed investigation even though this was to be done only at the academic level. A great many of the traditionalists eyed this monster with horror. Here were educators encouraging our youth to tread on what had long been thought of as sacred soil. This area was taboo. Other critics claimed vehemently that there was nothing wrong with the concept of democracy as we were living it in this country, and even if there were it was certainly presumptuous for seniors to become diagnostic about this sort of thing. It was claimed by others that the student might become disillusioned with what he discovered. A few years later Albert Beck, the historian, observed that in his opinion the learning process in high school should not exceed the acquisition of facts. That it was the purpose of the colleges to take the facts, enlarge upon them, and draw conclusions relative to the effective functioning of our economic, social and political order. This controversy still raises its head occasionally, primarily though by those who still feel that such a course is highly unclassical. Those people of stature similar to historian Beck have countered with several retorts. First, they ask how does the high school graduate who does not go on to college get the full picture of our democracy in fact and in action? He is, of course, going to be a voter in a few years and unless we wish to raise a generation of citizens indifferent to the needs of democracy, then it might be well to at least introduce tomorrow's non-college citizen to some of the real problems regardless of how banal they may be. This era besides producing a new course which lent itself well to the diagnostic approach also established this fact that democracy as a way of life offers a potential in excess of any other form of government or pattern of living ever conceived by the mind of man, but that if this highly developed concept was left to its own devices, then it could become a dangerous form of government in the hands of the demagogue and the professional politician.

It was rather amazing to see what various schools across the nation were doing with the course. Labelings vary from its original title to American Problems, American Issues, Contemporary Problems, Big Issues, American and

World Problems, Living Together, and Dynamic America.

In Florida a course in "Personality and Charm" was found hiding under the rather pedantic title of Problems of Democracy. Realism may suggest though that "Personality and Charm" may be paramount problems in our democracy, from the viewpoint of the teen-ager.

A few of the schools in the Mid-West are still offering to their seniors a course in Civics, another in Economics, and a third in Sociology or Psychology.

The writer talked with several school superintendents who have recently adopted the policy of creating a Materials Editing Committee. In Portland, Oregon, it is composed of one hundred lay persons and teachers on the committee. This committee reads and reports on all textbooks recommended for class adoption and edits all films used in the classroom. Neither of these committees issued an adverse report on either the most controversial texts or films mentioned in other parts of this paper. And what an excellent bulwark these respective superintendents had in time of trouble in the favorable report of a large group of influential lay people! Other administrators that were interviewed showed great interest in this growing western practice.

This attack on textbooks and materials is a product of an unreasoning past and is hardly a compliment to the present. It parallels our present "book-burning" discussions which operates on the pre-Renaissance idea that to burn or destroy the book or place the book out of reach is tantamount to the destruction of the idea itself. It is a rather sobering experience to be confronted with a brand of logic of this variety in 1953. It will be noticed in Table V that there were far more attacks on texts than on teachers, when in reality a surer grappling of the problem could be realized if those who are instigating attacks would concentrate on the teacher.

The most controversial text in the field has but a few lines that have been cited by the critics, while there is not an instructor in the field who cannot excite more subversion in a single day by the simple use of voice inflection, if he so elects. But, of course those things are hard to detect and prove, whereas the printed word is tangible evidence. On the other hand it must not be forgotten that the printed word has but uni-dimensional power while the spoken word has multi-dimensional power. This is one of the reasons why the personality of the instructor is such an important factor in this whole study. Some school men say that personality is the only factor.

The table shows that in a majority of cases the problems to be discussed by the class in any given year were the product of both the teacher and the pupil. In September of last year the writer visited four classes in three high schools where "problems" were arrived at in this fashion. The procedure was essentially the same in all classes. The first day the teacher indicated to the group that the class was their class and they could discuss the problems upon which they agreed. The instructor then suggested that for two days the group do a great deal of reading and research working toward the compilation of individual lists of problems. After a day of research the class would discuss the various topics offered and finally a master list of twenty problems was built up with the understanding that the final list of ten would be derived from the master list of twenty by preferential vote. A study of the final tabulations in the four classes showed that eight of the problems selected were common to all four lists and that the addition of four more to the master list of ten would have covered the total variety in the four lists. Two of the instructors reported that eight of the problems selected by the students were on their own private lists that they had made to tally with student preference. And it would be perfectly safe to say that these lists compiled by students and teacher had better balance, had better regard for the many aspects of our national and international problems than did some of the lists superimposed by instructors on the class in other parts of the country. It might be further noted that when the class was ready for a problem the students would write down on the paper the three problems that they would like to take up next, numbering them according to preference. In one class it was understood that if no problem from the master list of ten received more than a certain number of first choices, then it was understood that the master list should be opened for revision and substitution.

Basic Evolved Concepts from Chapter VI "About the Course":

1. Most of the courses in Problems across the nation propose to survey the Political, Economic and Social Problems of American Democracy.
2. United States History is a common pre-requisite.
3. The Problems courses are universally for Seniors and in a vast majority of instances as required courses.
4. A majority of the courses are based on a single text.
5. The average course uses several supplementary texts for reference purposes.
6. The majority of the course content is determined by the class and the teacher.
7. As a general rule course content is flexible and is adjustable to new and current demands.
8. Basically the Problems selected do not vary from year to year.

CHAPTER VII

ABOUT THE COURSE CONTENT

CHAPTER VII

ABOUT THE COURSE CONTENT

Introduction: Tables VII, VIII, IX, X contain an exhaustive list of all the projects or problems reportedly used by the total number of schools visited. The presence of a check mark opposite "Elections" and under school number two in Table VIII is not intended to imply that the Problems class in that school developed a full dress "problem" on elections, rather it simply means that elections were covered to a greater or lesser degree during the course of the school year. Unfortunately the limitations of time and of the patience of the instructor visited would not permit an elaborate report on each project or problem undertaken in a given year. In order, therefore, to have some semblance of organization in the four tables, and to make possible a uniform report as well as to facilitate recall on the part of the instructor, the writer provided the general items of course content and tabulated the "yes" and "no" answer of each individual instructor as the items were read by the writer. It might be noted that ninety per cent of the course items tabulated are included in any of the straight Problems Texts listed in Table XI.

Because the highest type of course adheres to the scientific approach, it is important that the student shall

TABLE VII
COURSE CONTENT (INTRODUCTORY)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Definition of "Problems"--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Need for such a course--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student research for objectives--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inst. on obstacles to straight thinking--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Propaganda analysis--		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓				✓		✓			✓	✓	✓	✓	✓	✓		✓		✓		✓
Reading and evaluating newspapers--	✓	✓	✓			✓	✓					✓							✓					✓		✓	✓	✓							✓
How to use the library--		✓						✓			✓																	✓						✓	
How to do research--		✓						✓													✓				✓			✓						✓	
Proper form for research papers--		✓						✓											✓		✓							✓							
How to keep notes--																																			
SUBJECT MATTER CONTENT																																			
Philosophy of Government--						✓							✓					✓				✓						✓							
Philosophy and Ideals of Am. Govt.--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mechanics of Local Government--		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Functioning of Local Govt.--		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Defects in Mechanics & Func. of L. Govt.--		✓	✓	✓	✓	✓	✓			✓		✓		✓	✓	✓	✓	✓		✓	✓		✓		✓							✓		✓	✓
Remedial Considerations--		✓	✓	✓	✓					✓		✓		✓		✓	✓								✓							✓		✓	
County Government--Mechanics		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
Functioning		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
Defects		✓	✓	✓			✓	✓		✓	✓	✓		✓	✓	✓	✓			✓		✓	✓	✓		✓	✓				✓		✓		✓
Remedial		✓					✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓		✓		✓		✓	✓				✓		✓		
State Government--Mechanics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Functioning		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Defects		✓		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓			✓		✓		✓		✓	✓				✓		✓		✓
Remedial		✓		✓			✓			✓	✓	✓	✓	✓	✓	✓	✓			✓		✓		✓		✓	✓				✓		✓		✓
National Government--Mechanics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Functioning		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Defects		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓				✓	✓	✓		✓
Remedial		✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓		✓	✓	✓	✓				✓		✓		✓
United Nations--Mechanics																																			
Functioning																																			
Defects																																			
Remedial																																			

TABLE VIII
SUBJECT MATTER CONTENT

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Political Parties--		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Elections--		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
International Relations--Marshall Plan			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nato			✓			✓	✓	✓	✓			✓	✓							✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pt. Four			✓		✓	✓	✓	✓	✓	✓		✓	✓							✓	✓	✓				✓	✓			✓	✓	✓	✓	✓	✓
Korea		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓							✓		✓				✓	✓			✓	✓	✓	✓	✓	✓
Russia			✓			✓	✓	✓	✓		✓	✓	✓							✓		✓				✓	✓			✓	✓	✓	✓	✓	✓
Taxation--Theory		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Practice		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Defects																																			
Remedial																																			
Local		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓					✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
State		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓					✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
National		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Labor-Relations--																																			
History of Labor Movement		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Must we increase curbs on Labor							✓																		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Do we have Industrial Democracy		✓		✓		✓	✓	✓																	✓	✓	✓	✓		✓	✓		✓	✓	✓
Education--Objectives			✓	✓		✓	✓	✓	✓	✓		✓	✓						✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓
Control of--Local			✓				✓					✓				✓	✓				✓	✓	✓	✓	✓					✓	✓		✓		
State							✓					✓					✓			✓			✓										✓		
Function of		✓																		✓		✓				✓									
Shall it be subsidized									✓		✓						✓		✓																
Do we need Federal Control		✓						✓		✓		✓		✓	✓	✓				✓					✓					✓			✓	✓	✓
																						✓													
Rural Problems--Education			✓	✓		✓	✓		✓	✓				✓	✓				✓	✓		✓	✓								✓				
Medicine			✓			✓																	✓								✓				
Transportation																							✓												
Recreation																				✓			✓												
Marketing				✓																			✓												
Labor Supply																							✓												
The Color Problem--	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓					✓		✓		✓		✓						✓	✓			✓	✓
Marriage & Divorce--		✓				✓	✓		✓	✓	✓							✓		✓		✓		✓		✓				✓	✓			✓	✓
The Home--											✓							✓		✓										✓				✓	
	✓						✓																												
The Church--																		✓		✓				✓						✓	✓			✓	
	✓																																		
Pre-marital Relations --																		✓		✓				✓						✓				✓	
Dating --																		✓						✓						✓				✓	
																		✓																	

TABLE IX
SUBJECT MATTER CONTENT

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Crime and its Treatment--	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓					✓		✓		✓		✓		✓	✓	✓		✓	✓		✓	✓	✓
Mental Delinquency--	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓						✓		✓		✓		✓		✓				✓	✓			✓	
Prepaid vs. Private Medicine--	✓	✓		✓			✓		✓		✓							✓				✓				✓	✓				✓	✓	✓		✓
Contrasting Ideologies--		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Communism--		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Theory		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Practice		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Merits			✓										✓							✓				✓											
Demerits		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Socialism--		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Theory		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Practice		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Merits													✓						✓					✓											
Demerits		✓	✓	✓	✓	✓		✓		✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Capitalism--		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Theory		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Practice		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Merits		✓											✓							✓				✓											
Demerits		✓											✓							✓				✓											
Remedial Considerations	✓	✓				✓				✓		✓					✓			✓			✓							✓					
Vocations--																																			
Driver Education--		✓							✓	✓										✓															✓
Safety Education--														✓	✓	✓	✓	✓																	
Personality and Charm--		✓	✓											✓	✓	✓	✓	✓		✓															
Living Together--			✓														✓			✓															
Insurance--																				✓					✓										
Atomic Living--																																			
Conservation--Soil		✓	✓		✓		✓		✓		✓	✓								✓	✓	✓	✓					✓				✓			
Water		✓	✓		✓		✓		✓		✓	✓					✓		✓	✓		✓		✓				✓							
Trees		✓	✓				✓		✓			✓	✓				✓		✓	✓				✓				✓							
Fish											✓	✓							✓	✓								✓							
Game											✓	✓							✓	✓								✓							
Minerals												✓						✓														✓			
Scenic Areas		✓	✓		✓		✓		✓		✓	✓						✓	✓	✓								✓							
Government in Business--Power			✓					✓			✓	✓				✓		✓	✓									✓							
Shipping																																			
Farming					✓	✓																					✓								
Social Security		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

TABLE X
SUBJECT MATTER CONTENT

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Constitution and Function of--Com. Chest		✓																		✓	✓														
Y.M.C.A.		✓																		✓	✓														
Jr. Police																																			
Jr. Red Cross																				✓	✓														
Jr. Forester																				✓	✓														
Jr. Game Wd.																				✓	✓														
Minority Groups--	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Leisure Time--										✓										✓				✓											
World Religions--																								✓											
Modern Music and Art--																								✓											
Consumer Education--							✓																			✓									
Business Cycles and Econ. Instability--		✓		✓	✓			✓	✓	✓		✓					✓				✓				✓						✓			✓	
Money-Credit-Price Levels--								✓		✓		✓				✓					✓				✓										
International Trade and Tariff--				✓								✓		✓						✓															
Housing Problem--		✓	✓							✓										✓											✓				✓
Slum Clearance--		✓	✓							✓										✓											✓				✓
Alcoholism--						✓													✓					✓											
Narcotics--																			✓	✓															
Academic Freedom--													✓							✓				✓											

acquire skill in the use of the tools which are essential in executing this approach. Either the Problems course or some other course in school should acquaint the student with the methods and resources of research, the taking and filing of notes, the reading and evaluation of written materials, the ability to sift and select evidence, as well as a working knowledge of the simple laws of logic and the devices and functioning of modern propaganda. Without these skills the class and the instructor may very well become involved in difficulties and become the focal point of criticism.

Findings Obtained from Tabulated Data: These specific conclusions drawn from the tabulated evidence in Tables VII, VIII, IX, X will show to some extent the degree to which the classrooms attempted to meet these requirements.

About the Introductory Course Content: Thirty-three instructors out of the total observed defined the course in terms of what it was supposed to accomplish. All instructors pointed out the need for such a course and assisted their students in research on objectives for the course. All instructors claimed that either directly or indirectly the obstacles to straight thinking were pointed out to the members of their class. Twenty-two reported doing something definite in propaganda analysis and eleven said that their classes were briefed in the reading and evaluating the newspapers. This figure is low because in some schools this item is treated in the English classes. Similarly as Table VII points out, four classes were given instructions on research and the same number instructed on the proper form for research papers. These last three figures are also low because these items had been treated in the English Department. All of the instructors reported that they had lectured or briefed their classes on the taking and keeping of notes.

<u>Subject Matter Content--Schools Considering Political Problems</u>: Tables VII, VIII, IX and X point out that thirty-two schools considered the mechanics, functioning, merits, demerits and remedial aspects of American government at the local, state and national level. The same group treated the same aspects of the United Nations Organization.

Thirty-three classes involved political parties and elections in a problem. Thirty-three classes examined the conflicting ideologies of Capitalism, Communism and Socialism, in regard to the theory, practice, merits, demerits and remedial possibilities of each, to a greater or lesser extent. Eight considered the merits and demerits of government in the power business.

<u>Schools Considering the Economic Problems</u>: Thirty-two classes took up some aspect of the problem of taxation at the three levels of American government. Thirty-one discussed the problems of Labor-Management to some degree. Twleve studied the question of Business Cycles and Economic

Instability. Thirteen touched on Conservation.

<u>Schools Considering the Social Problems</u>: Twenty-three schools treated some aspect of Education. Eighteen, as Tables VII to X point out considered the "Color Problem," Marriage and Divorce, Home and the Church, Pre-Paid versus Private Medicine, Mental Delinquency, Minority Groups, Crime and its Treatment, and Pre-Marital Relations.

It will be noted from a study of Tables VII, VIII, IX and X that the factual items of course content and the factual aspects of controversial items enjoyed a greater classroom popularity than did those items which were strictly controversial. It will also be noted that as a general principle classes were more apt to elect and discuss controversial topics not closely related to their immediate community.

<u>General Conclusions</u>: As specifically concluded from the tabulations on Table IX, only four instructors examined the merits of Communism and Socialism, keeping faith with the scientific approach to the end that the student might get the whole picture. These four instructors apparently knew that there are several points of belief that are common to Communism, Socialism and Democratic Capitalism. Perhaps they were aware, for a case in point, that our American system of education, which endeavors to educate all the children of all the people, has been borrowed by the Communists and claimed by them to be a part of their original thesis. The parallelism becomes more apparent when we realize that the

citizen supports education through the general tax levy according to his ability, and derives benefit from the educational system according to his need or the number of children he has to be educated. This is a basic tenet in Communist thinking. The point seems to be this then, that the student should have a chance to learn all the facts, otherwise, any attempt to draw an intelligent conclusion may end in confusion, and that is the condition that the Communists favor and try to create.

Reference has been made under the heading of "Specific Conclusions" that a good Problems course should equip the student with certain skills in the use of logic, ability to recognize valid evidence and a capacity to understand the instruments of propaganda. It is skill in the use of these tools, if successfully acquired by a considerable portion of our school population, that is causing certain segments of our adult population to suggest that our schools are entirely too pragmatic and not a little Godless. If by some diabolical means the educators and teachers of the nation could be persuaded to reverse their positions and start decrying the scientific approach and praising on the other hand the scholastic approach which places high premium on authority, then our political, social and economic policies could be determined by a few with little fear of question or ballot-box pressure. It is interesting to muse on the possible number of people or groups of people who would be willing to pay a high price for such an assured disposition among our school people. It follows naturally then that with the proper materials, utilized by the proper person in the proper environment that certain definite and positive changes can be brought about in the thinking of the average senior, to the end that he may not become the victim of glittering generalities, mistaken cause and effect, and wishful or prejudiced thinking. It is also very nearly an assured fact that he will acquire a new and deeper understanding of some important democratic concepts. He will come to have a new regard for the sacredness of the individual personality. He will discover that living in a democracy means more than just increased privileges and advantages and rights, that in reality he enjoys certain rights and privileges because certain other citizens in our democracy are performing their duties and obligations. This sets in motion a brand new chain of thinking in regard to what can happen constructively if everyone adheres to the prescriptions of constituted authority, and similarly what can happen if certain individuals and groups set up their own tribunals and decide for themselves, in an extra-legal sense, what they must do or what they do not have to do. He commences to increase the span of his thinking. Where once he weighed or tried to weigh the merits and demerits of a situation on the basis of what was good or bad for himself or some localized area around him, now his view becomes more cosmopolitan and he stays judgment until he can examine the over-all effect upon the whole nation, or perhaps the entire world. Among these new concepts which will occur to him will be this one: that Democracy as a way of life is still on trial and that there are those who have already written it off as a mistaken ideal. And this will also occur to our Problems student; that the success or failure of this democratic concept may very well be decided upon by the young people of his generation. And among these groups are those who seem not willing to just wait and let this democratic experiment sink to failure of its own dead weight, if that is its destiny, but are committed to a policy of hastening and assuring its failure as if they were afraid that it might succeed. We, as school people, may give the high school graduate every advantage, teach him every skill and even fit him perfectly to some line of profitable endeavor, but if we do not teach him to become seriously and vitally interested in democracy and its problems, then much of our other efforts are to no avail. The economic, social and political slants, and the mental attitudes of today's seniors in this country, is calculated by our best thinkers to be of the utmost importance as a determinant for future international security. And, it is because of the vital truth of this concept that so much interest has been evidenced across the nation in what goes on in the social studies classroom in general and the Problems classroom in particular. The dynamic quality of the course content in Problems is under careful scrutiny by many groups. No other teacher in the high school has as much literature, pieces of propaganda and so-called "study guides" cross his desk as does the instructor in Problems. As has been perviously discussed, no other group of text-books received the critical examination or is subject to the "attacks" that is normally expected of Problems text. There can be little question, and other countries have provided us with excellent case histories, that we will witness continually stronger effort on the part of many groups to influence, to condition and even to prescribe what shall be found in our Problems texts, and how it shall be treated by the instructor. This pattern was observable in Texas and Arizona where the National Economic Council had through a period of three years been conducting Economic Council Workshops in the High Schools during the summer. To these workshops, almost as if by command performance, came administrators, Directors of Social Studies, Problems teachers to the end that all might clearly comprehend a certain point of view. This was that industry in general is very unhappy about the quality and variety of economic principles that the high school senior possesses when he leaves school. The results have been fantastic in these two states. When a course in Problems was discovered among the schools of this area in many instances the text would be a straight Economics affair and as one instructor said, "the instructions for use in this course are pasted on the jacket," and this condition will continue with its increasingly abortive effects until such time as our school people become completely cognizant of the import of the situation and decide to do something about it. Let us hope that they do not wait too long or do too little.

Basic Concepts evolved from Chapter VII "About the Course Content":

1. Almost universally instructors reported doing definitive work with their classes, and pointing up the need and objectives of such a course.
2. A group of instructors oriented their groups in the laws of simple logic and propaganda analysis.
3. The English departments usually instructed in the use of the library and in the use of research instruments.
4. The instructors as a whole indoctrinated their class along the lines of the ideals of American democratic government.
5. As a general principle Problems classes considered the mechanics and functioning of the five levels of government more frequently than the defects and possible remedial considerations.
6. Course items pertaining to political parties, elections, international relations, taxation and labor-relations were standard problems.

7. The Color Problem, Crime and its treatment, Minority Groups and Mental Delinquency were the only social problems considered by a majority of the classes.
8. All the instructors claimed consideration of the theory and practice of the conflicting ideologies but tended to become less objective when considering the merits and demerits.
9. There were thirty-six other topics touched on by five classes or less.

CHAPTER VIII

TOOLS USED OR REPORTED USED

CHAPTER VIII

TOOLS USED OR REPORTED USED

Introduction: It has been reported that a good teacher needs no text and few materials. We might have little quarrel with the fact that a single text is not necessary but it was observed that the teachers who were doing the best job either had in active use several texts, many different kinds of materials and were aware of the existence of a great deal more than they were using at the moment. On the other hand, it was rather startling to discover that certain instructors had never heard of certain well known texts, or documents, or films or sources of films.

Findings Obtained from Tabulated Data--Textbooks: Table XI points out Challenge of American Democracy, the most challenged text in America, was used in nine classrooms either as a single text or as a part of a multiple adoption. American Government and Politics had been adopted by one school, Youth Faces its Problems by one school, Everyday Problems of American Democracy, by seven schools, Problems of American Democracy by three schools, Economic Problems of Today by two schools, American Government by seven schools, Problems in American Government by three schools, American Government and Social Policy by seven schools, and Contemporary Problems Here and Abroad had been adopted by four schools. These are ac-

TABLE XI
TOOLS USED OR REPORTED USED

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Texts--																																			
Challenge of American Democracy			✓	✓	✓		✓	✓			✓									✓						✓	✓								
Am. Government and Politics					✓																														
Youth Faces its Problems																																	✓		
Our Changing Social Order								✓																											
Everyday Prob. of American Democracy			✓		✓		✓																			✓	✓	✓		✓					
Government in Action																																			
Problems of American Democracy						✓	✓	✓																											
Economic Problems of Today																			✓												✓				
American Government	✓															✓		✓	✓	✓			✓								✓				
The Government of the United States																																			
Problems in American Democracy	✓							✓																											✓
American Democracy and Social Policy	✓		✓									✓		✓	✓	✓								✓											
Contemporary Problems Here and Abroad			✓						✓																✓									✓	
Government and Politics in the U.S.																																			
Sources of Supplementary Pamphlets--																																			
American Education Press--		✓							✓																										
American Medical Association--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Anti-Defamation League--																						✓													
Building America Series--	✓						✓	✓									✓																		✓
National League for Civil Liberty--							✓	✓						✓	✓	✓	✓				✓														
Foreign Policy Association--	✓	✓	✓	✓	✓	✓	✓	✓				✓			✓				✓	✓	✓	✓		✓			✓				✓			✓	
Headline Series--			✓				✓						✓				✓					✓								✓					
Institute for Propaganda Analysis--		✓				✓										✓				✓															
Merrill, Charles E., Publ.--									✓																										
National Association of Manufacturers--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
National Education Association--		✓																																	✓

TABLE XII
TOOLS USED OR REPORTED USED

Sources of Supplementary Pamphlets--	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
National Institute of Social Relations--					✓									✓	✓	✓	✓	✓							✓										
National Municipal League--		✓								✓										✓						✓									
National Safety Council--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oregon Physicians and Surgeons--																				✓	✓														
Public Affairs Committee Inc.--	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓				✓		✓	✓					✓		✓					
Southern Regional Council--																								✓		✓						✓			
Town Hall Advisory Services--		✓	✓								✓																	✓						✓	
United Nations (Dept. of Public Inform.)--		✓	✓					✓				✓	✓		✓					✓											✓				
Government Sources of Supplementary Pamph.																																			
Department of Agriculture			✓	✓															✓	✓											✓				
Department of Commerce	✓				✓	✓	✓							✓	✓		✓	✓	✓						✓				✓						
Department of Interior		✓						✓								✓																			
Department of Justice					✓									✓				✓								✓									
Department of Labor	✓	✓	✓	✓	✓		✓		✓			✓					✓		✓	✓			✓						✓						✓
Fed. Comm. Comm.							✓												✓						✓							✓			
Fed. Housing Adm.		✓					✓										✓					✓				✓									
Fed. Security Agency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓							
Fed. Trade Comm.				✓									✓								✓														
Films used or reported used--																																			
Why We Fight		✓																✓																	
This is the United States								✓														✓													
Trial by Jury		✓											✓									✓				✓									
Pictures in your Mind	✓																		✓							✓									
Room for Discussion		✓									✓																							✓	
Our Shrinking World							✓																												
Schools in the South					✓										✓							✓													
A Criminal is Born																	✓					✓				✓									
Junior Prom							✓					✓				✓		✓												✓			✓		
Industrial Revolution										✓									✓																
Does it Matter What you Think							✓													✓							✓								
Problems of Housing					✓																								✓						
Brotherhood of Man				✓															✓		✓														
Working Knowledge of the National Govt.					✓		✓								✓					✓	✓														
You the People		✓	✓																✓				✓		✓							✓			✓
Boundary Lines			✓																✓				✓							✓					
Man One Family		✓									✓												✓												
Youth in Crisis																			✓																
Marriage and Divorce																							✓		✓										
Parliamentary Procedure	✓		✓				✓								✓						✓														
Know your Library				✓						✓						✓	✓								✓										
The Mighty Columbia																			✓	✓															

TABLE XIII
TOOLS USED OR REPORTED USED

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Films used or reported used--																																			
Public Opinion																								✓											
Atomic Power																			✓																
Great Symphonies																✓																			
Natural Resources of the Pacific				✓																															
The Bill of Rights								✓													✓														
Knowledge-Builders						✓				✓																									
Strip-film services used--																																			
Coronet				✓		✓				✓												✓													
Industrial			✓			✓								✓				✓	✓	✓					✓					✓	✓	✓			
New York Times				✓			✓									✓								✓					✓						
Society for Visual Education															✓					✓															
Magazines and Newspapers Subscribed to--																																			
American Observer				✓												✓														✓					
Coronet							✓																												
Readers Digest					✓																✓														
Time									✓																	✓									
Newsweek													✓																						
U.S. News & World Report	✓	✓	✓						✓		✓		✓	✓	✓					✓				✓		✓					✓		✓		✓
Audio-Visual Equipment used or reported used--																																			
Projector--Motion Picture	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Slide-Strip film	✓		✓					✓		✓						✓	✓	✓													✓	✓	✓	✓	✓
Record Player--In classroom			✓		✓					✓			✓								✓									✓					
In office	✓	✓	✓	✓	✓			✓				✓	✓	✓	✓	✓			✓			✓			✓			✓	✓				✓	✓	
Broadcasts--Live--Office	✓	✓	✓	✓	✓						✓										✓	✓								✓	✓	✓			
In Classroom					✓	✓																				✓									
Still--local station								✓			✓				✓			✓				✓					✓					✓			✓

knowledged to be the best Problems texts in the field and were found very frequently in the reference libraries of all the classes, particularly those who had not adopted any text or texts.

Sources of Supplementary Pamphlets: Materials from the American Education Press were utilized by two schools as indicated by Table XI. The materials of the American Medical Association were found in all of the classrooms visited. One school used material published by the Anti-Defamation League; five schools used the Building America Series; seven schools regularly got materials from the National Civil Liberties League; and the publications of the Foreign Policy Association were used by eighteen schools, and the Headline Series was found in six schools. The Institute for Propaganda Analysis sent material to four classrooms; one school secured material from Charles E. Merrill, publisher; all of the schools reported receiving unlimited materials from the National Association of Manufacturers, while but two schools tapped the resources of the National Educational Association, Seven schools, four of them in Florida, reported receiving materials from the National Institute of Social Relations; the National Municipal League sent materials to four schools; the National Safety Council addressed material to all the schools; the Oregon Physicians and Surgeons contributed material to just two schools; Public Affairs Committee Inc. sent material to eighteen schools; the Southern Regional Council was utilized by three schools; the Town Hall Advisory Service by five schools; the United Nations Department of Public Information was tapped for information by eight schools.

Government Sources of Material: Five schools received material from the Department of Agriculture, eleven from Department of Commerce, three from the Department of the Interior, four from Justice, fourteen from Labor, four from the Federal Communication Commission, five from the Federal Housing Commission, while twenty-six schools received materials from the Federal Security Agency, though only three schools sought information from the Federal Trade Commission.

Films used or reported used: The film "You the People" was shown before seven classes, "Junior Prom" before six classes, while the following films were viewed by five classes or less: "Working Knowledge of the Federal Government," "Parliamentary Procedure," "Know Your Library," "Trial by Jury," "Room for Discussion," "Boundary Lines," "Man One Family," "Pictures in your Mind," "Schools in the South," "A Criminal is Born," "Youth in Crisis," "Does it Matter What you Think," "Why We Fight," "This is the United States," "Industrial Revolution," "Problems of Housing," "Brotherhood of Man," "Marriage and Divorce," "The Mighty Columbia," "The Bill of Rights," "Our Shrinking World," "Public Opinion," "Great Symphonies," "Natural Resources of the Pacific," and "Knowledge Builders."

Strip-Film Services Used: Four schools used films from Coronet, ten schools used films obtained from industrial concerns, five schools subscribed to the New York Times Strip Film Service, and two utilized the services of the Society for Visual Education.

Magazines and Newspapers Subscribed to: The *American Observer* was used in three classes, one class subscribed to the *Coronet* Magazine, two to the *Readers Digest*, two to *Time* Magazine, one school to *Newsweek*, and fourteen schools to *U. S. News and World Report*.

Use of Audio-Visual Equipment: All the schools reported using moving picture projectors, and twelve reported using strip-film and slide projectors. Six classes had the use of a record player in the classroom and twelve received recorded or taped material "piped" from the office. Three classes had "live" radio broadcasts right in the classroom, and eighteen reported that their "live" broadcasts came from the office. Eight classes reported working arrangements with the local radio station for rebroadcasts of news and programs.

General Conclusions: It will be noted that Table XI points out that *Challenge of American Democracy* by Blaich and Baumgartner is the most popular problems text across the nation; *Everyday Problems of American Democracy* by Greenan and Meredith, and *American Democracy and Social Policy* by Walker, Beach and Adams are tied for second preference; while *Contemporary Problems Here and Abroad* by West, Meredith and Wesley is in the fourth position. It is interesting to compare this study with one made by the Head of the Social Studies Department at the Maine Township High School in Des Plaines, Illinois. He wanted to know what some of the other high schools in his enrollment bracket were using in the Problems classes for texts. He addressed a simple inquiry to two hundred such schools. His tabulations showed that Challenge of American Democracy was used by seventy-five per cent of the schools; Everyday Problems of American Democracy was second in popularity; Problems in American Democracy by Patterson, Little and Burch a close third, and Problems of American Democracy by Horace Kidger in fourth position. The two studies are nearly parallel. It is not unreasonable, therefore, that Challenge of American Democracy should be the most criticized text in the nation among straight Problems texts.

The afore-mentioned "attacks" on textbooks is having at once an interesting and a depressing influence on textbook writers, their books and on publishers. During the course of the year's travel the writer had occasion to talk with the New England representative of Ginn and Company of Boston who have published Macgruder's American Government since it first appeared. The writer had known of several schools that had abolished the text and it was presumed that the radio attack on the book would have depressed its sales. The representative from Ginn and Company produced sales records to show that the sales of Macgruder's Government was thirty-five per cent in excess of any previous year in its history. Apparently all the attack did was to call the attention of the school men to the fact that not enough attention had been lavished on this "classic" in the field of American Government. In spite of this heart-warming incident that happened to one of Ginn's publications, this same concern is now in the process of bringing off the press a Problems text, from the context of which they claim it is impossible to "lift" a subversive line. Does this indicate the direction publishers are going to take in order to produce documents pleasing to school officials and the public? Shall we expect to see the publishers bend in the future before every whimsical breeze that blows, lest they displease some group and thus permit sales to suffer? The writer talked with a Problems teacher in Cleveland who reported that he had the material complete for a new Problems text, but that after visiting a publisher and noting recommended revisions, he had decided not to publish the book at this time. It is a rather chilling experience to follow that sort of thing to its logical conclusion and contemplate its results on a ten-year basis.

Most large publishers now have appointed a special representative to do nothing but keep track of those pressure groups who are interested in shaping the content of future textbooks.

To show that this sort of thing is not new in modern times and to also show some of the end results, the writer would like to cite part of a speech given by Douglas Mac-

Arthur before the semi-annual meeting of the Superintendents of the larger schools which convened in Los Angeles in March of 1953. He told this group assembled of the ideals and the thinking of the people of Japan before the Second World War. He explained that the "War Lords" recognized the fact that if they were going to bend the people of Japan to their selfish ends then they must bring heavy pressure to bear on books, publishers and teachers. With this in mind, the "War Lords" set in motion this four point program as chronicled by General MacArthur: (1) Take a good book and attack its context. (2) Attack authors and publishers, push the publisher to the right and bring pressure to bear so that he will publish only books that stress an intense nationalism and national bigotry. (3) Produce a series of texts slanted to suit the specific ends in mind. (Japanese autonomy in the Far East) (4) Over-emphasize the old institutions, the old mores and customs and taboos. General MacArthur offered as commentary these facts, that this program was started in the middle thirties; by 1940 there was not a teacher or professor left still on the job who dared to step an inch beyond dictated policy. He went on to explain that after the Occupation of Japan twenty-eight per cent of the materials in the school spelling books had to be deleted and eighty per cent of the context of the history books had to be removed. The writer is not going to draw any conclusions except to say that someone has been reading over someone's shoulder. And this story should be told to every teacher, every publisher, every author and every administrator in the nation.

As a general principle teachers were not utilizing the available sources of pamphlets and other materials; on the other hand, a great many agencies were flooding the teacher's desk with unsolicited information. This rather sweeping statement does not exclude the many Federal Agencies and Departments.

The use of films was sporadic across the nation. Almost without exception the schools had made some provision for personnel to act as Audio-Visual Directors or Supervisors, but the number of films actually used or reported used varied enormously. Some systems had their own film libraries and apparently unlimited resources; other schools used only rented films from some of the nationally recognized libraries; others were located near enough to University Audio-Visual Centers so that they had easy access to large numbers of films. Not infrequently schools would view a film at the local theatre.

Table XIII establishes the wide popularity of the magazine U.S. News and World Report as a basis for keeping up to date about the news of the world. This magazine, aware of its popularity at the school level has gone out of its way to produce an unusual number of guides, commentaries, "Quizzes on the News," that have been very attractive both to teachers and students.

In the audio branch of instructional tools, a surprisingly small number of schools used recordings. There are some permanent series of records that were not used around the nation. Quite a number of classes listened to disc or tape recordings of the news or of some program. The problems of scheduling prevented a great many of the classes from listening to "live" broadcasts. One ingenious instructor in Tallahassee, as mentioned in another chapter, had a direct wire from the local radio studio, which was just around the corner from his classroom. In this same class one of the students worked at the local radio studio and came in every morning armed with the Associated and United Press news tape, thus making possible a daily news round-up.

Basic Concepts evolved from Chapter VIII "Tools Used or Reported Used":

1. The two most popular Problems texts are Challenge of American Democracy and Everyday Problems of American Democracy. These texts were used in nearly half of the classes visited.
2. Only five sources of supplementary pamphlets were utilized by a simple majority of the classes. They were the American Medical Association, Foreign Policy Association, National Association of Manufacturers, the National Safety Council and the Federal Security Agency.
3. All classes used materials from some government

agency at some time during the course of the year.

4. Twenty-eight motion picture films were reported used and were shown a total of eighty-two times. The most popular films shown were: "Working Knowledge of the Federal Government," "Parliamentary Procedure," "Know Your Library," "Trial by Jury," "Room for Discussion," and "Boundary Lines." No single film was shown before more than seven classes.
5. Four strip-film services were utilized.
6. Of six newspapers or magazines reportedly subscribed to, the most popular was U.S. News and World Report.
7. All classes had access to motion picture film projectors, and the only other audio-visual tool reportedly used by a majority of classes was that of "live" broadcasts "piped" through the office.

CHAPTER IX

METHODS AND APPROACHES USED OR REPORTED USED

CHAPTER IX

METHODS AND APPROACHES USED OR REPORTED USED

Introduction: The writer must confess that it was a difficult task to record tabulations against the items in Tables XIV, XV, XVI, and XVII that would have real meaning and value for the total study. As a general practice the individual items were read to the Problems instructor and his reaction would be recorded. In many instances the extensions of these items served as a reminder to the instructor of practices that he was once acquainted with, or had used once upon a time but had been neglected with the passage of time. And the instructor, wishing perhaps to make a good score on the writer's multiple tabulations, might lay claim to certain devices or practices that either were not a part of his normal procedure or that he touched on very lightly. This might be forgivable but it was nevertheless disconcerting and confusing to the tabulator. These comments are made without malice and are made only to serve as a background for the foregoing tables.

Findings Obtained from Tabulated Data--Socratic Method: In regard to the time-honored Socratic method of question and answer, none of the thirty-five instructors said that they used it occasionally, twenty-one reported that they used it frequently and fourteen admitted to using it regularly.

TABLE XIV
METHODS OF INSTRUCTION USED OR REPORTED USED

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Question and answer--Occasionally	✓	✓			✓	✓	✓	✓			✓		✓	✓					✓	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓		✓
Frequently			✓	✓					✓	✓		✓			✓	✓	✓	✓		✓		✓					✓	✓	✓					✓	
Regularly																																			
Instr. reading from the book--Occasionally																																			
Frequently																							✓												
Regularly																		✓										✓							
Lecture--25% of the time		✓				✓	✓	✓					✓							✓		✓		✓											✓
50% of the time	✓		✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓	✓		✓	✓	✓	✓	✓	✓	
75% of the time																								✓				✓							
100% of the time																																			
Are reports assigned--																																			
Do students record class notes--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Are guides for keeping notes provided--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Is the "Problem-Solving Technique" used--Occasionally						✓		✓			✓			✓	✓	✓	✓	✓	✓		✓		✓		✓			✓	✓					✓	
Frequently	✓			✓	✓				✓	✓			✓													✓	✓			✓		✓	✓		
Regularly		✓	✓				✓					✓								✓		✓		✓							✓				✓
Is the class oriented in its use--Orally				✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓		✓			✓		✓	✓	✓
Mimeograph	✓	✓	✓		✓		✓							✓						✓			✓			✓				✓		✓	✓		
Both																																			
Is the Committee used--Unit Basis	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Monthly Basis		✓				✓		✓												✓		✓		✓		✓				✓	✓	✓			✓
Yearly Basis								✓																✓						✓					
Committee chairmen procured by--Teacher appt.	✓	✓	✓	✓			✓		✓	✓		✓						✓	✓	✓	✓	✓		✓	✓	✓			✓	✓			✓	✓	✓
Class Election		✓			✓	✓		✓		✓	✓		✓	✓										✓	✓	✓					✓				✓
Volunteering																	✓							✓											✓
																																✓			
Committee members secured--Teacher appt.	✓	✓	✓	✓	✓		✓			✓	✓		✓	✓															✓					✓	
Class Elect.					✓	✓		✓	✓						✓	✓		✓	✓		✓	✓	✓	✓		✓		✓					✓		✓
Volunteer		✓	✓		✓	✓	✓		✓	✓	✓	✓						✓		✓		✓	✓		✓		✓			✓	✓	✓	✓		✓
Does the teacher consult with each chr. sep.-	✓	✓			✓	✓	✓	✓				✓	✓					✓	✓	✓	✓	✓		✓		✓	✓		✓	✓			✓		
Is class briefed on committee procedure--	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Does committee report to chr. periodically--		✓						✓												✓															
Are findings made known--Formally	✓	✓		✓	✓	✓	✓	✓		✓			✓						✓	✓	✓			✓			✓		✓			✓		✓	✓
Informally		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓			✓	✓				✓				✓		✓	✓		✓		
Orally		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		✓						✓	✓
Written	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓		✓			✓	✓		

TABLE XV
METHODS USED

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Devices used in making reports--	Single Reports	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Panels		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓					✓	✓	✓	✓					✓		✓	✓	✓	✓	✓	✓	✓
	Debates		✓			✓				✓											✓		✓													✓
	Mock Sessions		✓																		✓		✓													
	Models					✓																							✓					✓		
	Charts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Diagrams	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Socio-grams		✓																		✓		✓													
	Recorders		✓			✓	✓														✓	✓			✓							✓				
Does each committee person submit report--	Oral	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓			✓						✓	✓	✓	
	Written	✓	✓	✓						✓	✓						✓										✓									
Are conclusions noted following speakers, "field trips"--	Oral	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Written	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Recorded	✓	✓	✓		✓	✓														✓		✓													
Devices used in securing data--	Magazines	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Newspapers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Radio-TV	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Other teachers				✓		✓													✓							✓									
	Administrators				✓		✓																		✓											
	Lay persons		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓					✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Books	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Pamphlets	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Comm. field trips		✓			✓														✓	✓				✓											
	Class field trips	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Are students instructed on--	Sources of inform.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	How to interview		✓		✓				✓												✓		✓		✓											
	Visiting speakers																																			
	Field trips	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Do you have a news round-up--	Daily		✓			✓	✓	✓				✓					✓		✓						✓	✓	✓					✓				
	Weekly	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
Do you use the committee approach here--			✓																													✓				
Method of Dissemination--	Teacher orally																																			
	Student orally																																			
	Combination T. & S.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Live-wire feed-in																															✓				
	Recorded feed-in		✓			✓	✓																													
	Orally outside person																																			
Does the class enter Essay Contests--				✓	✓														✓	✓					✓											
Have you done Col. Citizenship Ed. Work--			✓	✓																																

TABLE XVI
METHODS USED

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Have the faculty cooperated in C.E.P. work--																																			
Poorly				✓																															
Fairly well			✓																																
Satisfactory																																			
Unusually well																																			
Are research materials readily available in the room--																																			
None																								✓											
Some	✓		✓					✓	✓	✓				✓	✓					✓				✓	✓	✓	✓		✓		✓	✓	✓		
Considerable		✓		✓	✓	✓	✓				✓	✓							✓	✓			✓				✓	✓					✓	✓	
Much									✓								✓								✓										✓
All																																			
Are lib. Fac. available within sch. prog.--			✓					✓									✓												✓						
Field Trips--																																			
Police Department		✓				✓				✓						✓	✓	✓	✓	✓	✓						✓					✓			✓
Fire Department	✓	✓								✓						✓	✓	✓	✓	✓				✓	✓						✓				
Courts			✓				✓						✓					✓																	
Mines																																			
Newspapers																	✓		✓		✓									✓					
Water Front	✓									✓																		✓							
United Nations		✓	✓																															✓	
Capitol in Washington	✓																															✓			
State Legislature		✓																					✓												
Open meeting of local Govt.													✓								✓							✓		✓					
Pts. of historical interest	✓	✓			✓																✓	✓												✓	
National Parks																																			
State Parks																																			
School Board Meeting			✓	✓														✓			✓														
Another school																					✓														
Another state							✓					✓																✓							
Stock Exchange					✓																														
Election Headquarters		✓	✓																							✓									
National Convention											✓																								
Atomic Museum (Oak Ridge)			✓																																
Sess. of subversive investigation																	✓																		
Banks							✓			✓			✓								✓										✓				
Federal Reserve Banks					✓																						✓								
Colleges & Universities	✓				✓																								✓						
Irrigation Projects																						✓		✓				✓							
Stock Yards																																			
Reclamation Dams																		✓	✓																
Smelters																																			
Hospitals (V.A.)																																			
Mental Hospitals																																			
Social Agencies	✓																				✓	✓													
Hiring Halls (Longshoreman)																						✓													
Lumbering Operations																		✓	✓																
Tree Nurseries																																			

TABLE XVII
METHODS USED

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Projects and Conferences--																																			
New York Herald Tribune Forum			✓																							✓									
United Nation Orientation Conference	✓																								✓										
National Election Project			✓																																
Local Conservation Programs																				✓															
Tillamock Burn Reforestation Project																				✓															
Social Agency (Aux. Projects)																									✓										
Evaluative Practices--																																			
Does the adm. require periodic exams--		✓										✓															✓		✓						
Do all Prob. instr. give pd. exams--	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Does instr. give pre-instr. checks on-- Facts		✓	✓		✓	✓														✓															
Concepts		✓	✓																	✓															
Skills		✓	✓																	✓															
Attitudes		✓	✓																	✓															
Appreciations		✓	✓																	✓															
If not otherwise required does the instructor evaluate every-- Day				✓							✓	✓	✓	✓								✓				✓	✓			✓					
Week																																			
Month				✓		✓					✓				✓													✓							
Year																																			
End Unit	✓	✓			✓	✓		✓		✓						✓	✓	✓	✓				✓	✓	✓				✓		✓	✓	✓	✓	✓
Do these evaluations aim to check-- Facts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓			✓		✓		✓			✓	✓	✓	✓	✓	✓			✓
Concepts	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓					✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Attitudes	✓	✓	✓		✓	✓	✓	✓			✓		✓							✓		✓		✓		✓			✓	✓	✓		✓		
Appreciations		✓	✓		✓	✓	✓	✓	✓				✓			✓				✓		✓	✓	✓					✓	✓	✓				
Evaluative Devices used--Stand. Ob. Tests			✓																																
Teacher-Made Obj. T.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Subjective tests	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Observation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Opin. of other teach.							✓																												
Stud. by classmates							✓																												
Self-evaluation							✓																												
Teach.-eval. by stud.							✓														✓														
Are evaluations compared with objectives--		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Does instr. eval. class after graduation--																																			

A great many of the teachers checked on the matter took the position that there was no substitute for this traditional approach in ascertaining answers to certain types of situations or questions.

Instructor Reading from Text: One instructor said that he frequently would read from the text or reference book for a period of ten to fifteen minutes upon occasion, and two instructors, one reporting and one observed, are tabulated as resorting to reading from the printed page more or less regularly.

The Lecture Method: Quite a number of the instructors interviewed, particularly those in New England and the South felt that there was considerable to be said for the lecture method. Of the total number, nine said that they lectured twenty-five per cent of the time, twenty-four reported lecturing fifty per cent of the time, and one or two suggested that they lectured about seventy-five per cent of the time.

All instructors reported that they expected their students to keep notes and all but one said that they provided guides for the keeping of notes.

Use of the "Problem-Solving" Technique: When asked if they employed the "problem solving technique" fifteen instructors out of thirty-five interviewed said that they did occasionally, eleven reported using this approach frequently, and nine said they used the method regularly.

Where the classes were large there was a pronounced tendency to use this technique less than where the classes averaged below thirty students enrolled. Twenty-three instructors reported briefing their classes on the use of this procedure orally, and twelve reported that they oriented their classes by the use of mimeographed material and by oral explanation.

Use of the Committee System: In regard to the use of the "Committee System" twenty-nine instructors reported using the method on a unit basis, twelve said that they used it on a monthly basis and three reportedly used the system on a yearly basis.

Twenty-one held the view that committee chairmen should be appointed by the teacher. Thirteen said that for the most part, committee chairmen were elected by the members of the class, and three teachers said that they asked first for volunteers before making appointments.

In the procurement of committee members, twelve teachers said that they made the appointments feeling that they alone were in a position to judge the relative abilities, dispositions and skills of the members. Fourteen of the instructors said that committee members were elected by the class, or appointed by the chairman. And twenty suggested that they depended upon the volunteer method, or class suggestion, before making appointments. Ten instructors said that they used a combination of the three methods to create their committees.

Nineteen teachers reported that they consulted with or counselled each committee chairman separately at least once during the development of a "problem."

Of the total number of teachers interviewed thirty-one reported that they discussed committee procedure with their classes. A considerable number reported that copies of mimeographed instructions were also given to the class.

How Findings were Reported: In reporting committee findings eighteen instructors said that they had the students report formally either by single report, or as a part of a panel or debate. Nineteen said that they asked for report of findings in an informal fashion, usually through the enrichment of class discussion; in a few instances findings were reported by individual committee members to the chairman of the committee. Twenty-four teachers used the oral presentation of findings and twenty-four asked for a written report of findings. A clearer impression of what the various classes did would be arrived at when it is noted, as Table XIV points out, that all but two of the classes used all of the procedures or part of the methods during the course of the year. As to the particular medium used to give these reports, Table XIV points out that all the classes used single reports at some time or other during the course of the school year. Twenty-seven classes used panels of from three to six students as a method of making reports. What this meant in many instances was that the panel would be made up of the members of a single committee with the committee chairman presiding over the panel. Debates were used by six classes. Mock sessions of such things as state legislatures, United Nations Assembly, or of a court of law, were utilized by three classes. Models were used by three classes; charts and diagrams were both claimed as methods of reporting findings by all of the classes observed. Socio-grams were reported by three classes, and recorders were used by seven schools. In this event the disc or tape would be set aside and played back before the same class, or would be used before another class for comparative purposes. Conclusions arrived at by the class were noted orally and recorded in notebooks by thirty-three classes, and these conclusions were recorded by seven of the classes, again for comparative purposes. In twenty-three classes each committee member made an oral report, and then made written reports.

<u>Sources of Data</u>: All of the instructors reported, according to Table XIV, that they informed their classes on the sources of information. Six teachers briefed their classes on the proper methods of conducting an interview, and thirty-two instructors gave their classes instructions on the conduct of field trips. In regard to devices or sources used in securing data or evidence, the total number of instructors reported the use of magazines, newspapers, books

and pamphlets. Thirty-two said that class field trips were used, twenty-four said that data was secured from lay persons either while serving as a speaker or when being interviewed. Five reported that individual committee field trips were employed to secure information, four reported that information would be obtained from other teachers and three said that administrators were either interviewed or asked to speak before the group.

A News Round-Up: To the question, "Do you have a news round up?" eleven reported that they had a round-up on a daily basis and twenty-six on a weekly basis. Two reported using the committee approach at this point. Table XIV indicates that the method of dissemination was rather constant with all the classes using a combination of teacher-student oral presentation. One class had a "live-feed-in" and three classes had a recorded "feed-in."

Essay Contests: Five classes entered essay contests or combination essay and oratorical contests. Such contests are conducted annually by the American Legion and by the Knights of Phythias in some sections of the country.

Columbia Citizenship Education Project: Two instructors had been assigned the duties of school representatives to follow the recommendations of the Columbia Citizenship Education Project. One reported that the faculty had cooperated fairly well and the other said that he had received poor support from the faculty, the standard arguments being that the rest of the faculty felt that the project represented an imposition on their classroom time.

<u>Availability of Research Materials</u>: When asked if the research materials were readily available in the room, one teacher said that none of it was available on this basis; ten said that some of it was available; fourteen said that considerable of the necessary materials were readily available, and three of the instructors said that most of it was readily available. This was true in the instances where there was a separate library or room adjoining the classroom in which all materials could be gathered and filed.

<u>Field Trips</u>: Table XVI indicates that twelve classes visited the local Police Station, eleven visited the Fire Department, six visited local points of historical interest, five visited either regular banks or branches of the Federal Reserve System, four schools visited newspaper plants, open meetings of local government, school board meetings, and sessions of the local court. Three schools visited the United Nations, a nearby college or university, a local irrigation project, some of the local social agencies, the election headquarters of one party or another and three classes visited some point of interest in another state. Two classes visited the water front, the state legislature, a Federal Reserve bank, a reclamation dam, or a lumbering operation. One school visited some one of these: the Capi-

tol in Washington, the Stock Exchange, another school, the Atomic Museum at Oak Ridge, Tennessee, a session of the House Un-American Activities Committee, and a longshoremen's hiring hall.

Projects and Conferences: Table XVII notes that two Problems classes attended the New York Herald Tribune Forum conducted in October of each year. Two attended United Nations Orientation Conferences, one being held at the University of California and the other at Stanford University. One class engaged in a national election project that started in June and ended with the election the first Tuesday after the first Monday in November. One class engaged in a school conservation project. The Problems class at Jefferson High School in Portland, Oregon takes part in the Tallamook Burn Reforestation Project, that is school wide in scope and has had a great deal of publicity at the national level. One school developed an auxiliary unit that worked with one of the local social agencies.

Post-Instruction Evaluative Practices: Table XVII points out that only four administrations require periodic examinations, though the other thirty-one Problems instructors give periodic examinations. Eight of this group of thirty-one examine on a weekly basis, four on a monthly basis and nineteen on a unit basis. Table XVII further shows that all of the instructors check for factual knowledge in these examinations, twenty-five check for new skills, twenty-five check for new concepts, sixteen for new attitudes, and seventeen for new appreciations.

Pre-Instruction Evaluative Practices: Table XVII establishes that five instructors conducted pre-instruction checks in their classes on factual knowledge, three checked for concepts, three for skills, three for attitudes and three for appreciations.

Evaluative Devices Used: One instructor according to Table XVII used a standardized test of an objective nature; all of the instructors used teacher-made objective tests, and subjective tests. All instructors claimed to evaluate by observation, one instructor utilized the services of another teacher or teachers; this same teacher also employed the students in his class to evaluate each other and each student to evaluate himself from the point of view of increased skills, new appreciations and new attitudes. Two instructors worked out a basis of judgment and asked their students to judge them.

Table XVII shows that all but one of the instructors compared evaluation results with course or problem objectives originally established. Unhappily, as yet, no Problems instructor or administrator has attempted to evaluate the concepts, attitudes and appreciations of the high school graduate after he has been out of school for a period of years.

General Conclusions: In certain areas the problems instructors took the attitude that the quickest method of getting the maximum amount of factual information to the student and equipping him with the necessary skills, attitudes and appreciations is through the lecture method. Accepted educational practice notwithstanding this position is seriously and staunchly held in certain areas with probably New England being the worst offender. The proponents of this position try to strengthen their position by suggesting that when the high school senior reaches college he will sit in classes where the lecture approach is standard, and therefore why not acquaint him in high school with this method? Teachers will further defend this method by claiming, and of course with a certain amount of justification, that the lecture and the question and answer method are far more considerate of the energies of the teacher than is the case with the "committee approach." This thesis is supported in part by this general observation that the "committee system" was used more by instructors under forty than over forty. The matter of amount of training and when the training was acquired would have a bearing on this situation also. The opponents of the "committee approach" or those who oppose the entire "problem-solving technique" in fact claim that a great deal of time is wasted. It is claimed that much student committee work is without purpose, and without the presence of close adult supervision the research is shallow and many of the findings are without point. And again there does seem to be a great deal of lost energy, and the teacher sitting on the side-lines while committee work is in progress must resist the temptation to intervene when for the moment time would be saved. In counter to this the observer talked with many instructors who held the view that the "hemming and hawing" in committee work is basically a fine educational experience, that growth is taking place and the over-all product will be a great deal better. As a matter of record the writer has sat in a few adult committee meetings where there was a great deal of "hemming and hawing" and an enormous amount of lost time. In view of the fact that our citizenry seems to be committed to join a great many organizations during the course of his active career and that sort of thing leads to a great many committee appointments, perhaps some lost time and energy could be saved at the adult level if more time is spent on committee work at the student level.

Contrary to tabulated claims which in many instances were rather sweeping claims in regard to class use of the "problem-solving technique" and class orientation to its procedure and use, there were some observed weaknesses. First the writer gained the impression in some instances that the instructor made no attempt, or little attempt to re-orient or strengthen the class in the use of the "committee approach." Findings would show lack of penetrating research; either the data would be too scanty, or it would be poorly documented, or the whole report failed to accomplish its avowed purpose. Second, committee findings, as reported, were not properly discussed, and the conclusions were poorly assayed. As a general observation, too few classes compared results accomplished with the objectives which the class and the teacher together had established. Third, most oral reports were made in a fashion which showed little regard for good speech, or rather for interesting reporting. Admittedly the problems class is not a speech class, but a natural opportunity was missed by many instructors to encourage good platform conduct in organization and presentation. In the same connection most committee chairmen reflected poor instruction of effective methods in introduction of speakers and in setting forth the purpose of the committee and in summarizing the panel discussion or the total panel and class discussion at the end. These matters, if adjusted, would have added quality to the presentations and would have engendered increased class interest. These commentaries do not imply a brief for a stylized form, but if good diction and platform presence justify specific courses in other parts of the curriculum, a moment spent in their behalf under these conditions would be time well invested. As a side thought, perhaps this condition reflects questionable training practices in the Speech Department. The fourth general weakness observed was that the training in the Problems class to the end that the student might acquire new skills, new attitudes and appreciations was seldom at the practical level in the school life beyond the walls of the Problems classroom. In other words in a majority of instances the newly acquired concepts and skills and appreciations were never laboratory-tested in the run-of-the-mill life of the school. This represents a lapse in follow-through of the scientific approach. This leads to the last defect that has been barely mentioned under specific conclusions and it is simply an extension of this last indictment mentioned. And it is this: in not a single instance did either the instructor or any administrator attempt to evaluate the wearing qualities of the classroom acquired concepts, appreciations and attitudes. Fundamentally, then, what was the purpose of the course, if not to favorably and positively condition the reactions, the attitudes, the mental sets of tomorrow's citizen? A continuance of this error will simply mean that this new course that we set in motion in 1925 will become just another "ivory-tower" academic course with no real or worthwhile purpose. In this connection, though, the writer had the satisfaction of knowing that two instructors who had been casting around for subjects for doctoral research decided that this would be the field of their pursuit. So perhaps in the next five years there will come into existence evaluative criteria which can and will be applied to this problem. When this has been accomplished, then perhaps we will know the true quality of our teaching in the classroom, and perhaps then and only then will we know whether the young democratic practitioner of eighteen years of age is an excited, effective and intelligent democratic practitioner at twenty-five years or even thirty, after he has joined certain groups and been subject to a climate of opinion and thinking unlike that which surrounds him in the classroom.

Basic Evolved Concepts from Chapter IX "Methods or Approaches Used or Reported Used":

1. Question and answer and lecture methods were used by all instructors about half of the class time.
2. All instructors reported using the "problem-solving" approach some of the time. Twenty-five per cent used it regularly.
3. Not enough time is spent by the instructor in orienting the members of the class to the procedural aspects of the committee system and the skills associated with it.
4. Findings are reported most frequently by single reports, diagrams, or charts.
5. Universally classes are required to keep written notes of class happenings.
6. Newspapers, magazines and the radio are the chief sources of research information.
7. All classes have a news-round-up at least once a week.

CHAPTER X

OBSERVER'S EVALUATION OF INSTRUCTORS

CHAPTER X

OBSERVER'S EVALUATION OF INSTRUCTORS

Introduction: The purpose of Table XVIII was to arrive at an over-all judgment of the individual instructors through a tabulation of the teacher's personal characteristics and his skill in the conduct of the class. The basic items listed in Table XVIII as well as the sub-divisions are entirely the product of the writer's thinking, and were selected because they seemed to provide a fairly accurate and comprehensive evaluation of all teacher qualities that influence the quality of instruction, and which have not been tabulated in other parts of the study. This idea also appeared reasonable that each of these evaluative items are inter-related and that a variance up or down in the items of any one category would be reflected in the observed rating in the others. For a case in point: a consistently low rating in all or a part of the separate items in Table XVIII, with the exception of control, would have a specific bearing on the final tabulation under this classification. Similarly, a low rating in control would be reflected in several of the other ratings listed.

Findings Obtained from Tabulated Data--Appearance of Instructor: As noted in Table XVIII, twenty-nine of the total number of thirty-five problems instructors observed were

TABLE XVIII
OBSERVERS EVALUATION OF INSTRUCTORS

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Personality of Teacher-- Personal app. & Dress--	Attractive	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓
	Neat but Dull				✓	✓						✓												✓		✓			✓							
	Unkempt																																			
Voice--	Pleasing and Expressive	✓		✓			✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓				✓	✓	✓		✓	✓
	Average		✓		✓	✓				✓		✓														✓		✓		✓				✓		
	Monotonous and Dreary																							✓					✓							
Manner--	Solicits Confidence	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓	✓	✓	✓	✓	✓
	Neither repells or attracts				✓	✓																		✓		✓			✓	✓						
	Repells																																			
Enthusiasm--	Vital	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	Just another class				✓	✓				✓						✓	✓							✓					✓		✓					
	Bored																																			
Control--	Complete without obvious effort		✓			✓	✓	✓	✓		✓		✓	✓					✓				✓		✓		✓				✓	✓	✓			✓
	Complete with obvious effort									✓		✓					✓					✓				✓				✓				✓	✓	
	Fair control with no effort	✓		✓	✓									✓	✓	✓		✓		✓	✓			✓												
	Fair control with obv. effort																											✓	✓							
	Poor with no effort																																			
	Poor with obvious effort																																			
Student reaction to teacher and Course--	Is attracted to both	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓					✓	✓	✓	✓	✓
	(5 Pts. credit)				✓	✓				✓						✓								✓		✓		✓	✓	✓	✓					
	Barely concealed dislike																																			
Scholarship of Teacher--	Superior		✓					✓													✓		✓				✓									
	Excellent	✓		✓			✓		✓			✓	✓	✓						✓				✓	✓	✓					✓	✓	✓	✓		✓
	Good				✓	✓				✓	✓				✓	✓	✓	✓	✓			✓		✓			✓	✓	✓	✓					✓	
	Fair																																			
	Poor																																			
Demonstrated skill in teaching--	Arr. at wise objectives	✓	✓			✓	✓	✓	✓			✓		✓				✓		✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓
	Organization of class		✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓		✓	✓	✓		✓	✓	✓	✓			✓			✓		✓
	Use of motivating devices		✓					✓	✓			✓	✓	✓	✓				✓		✓		✓		✓	✓	✓	✓								
	Regard for ind. differences	✓	✓	✓		✓		✓	✓					✓	✓					✓	✓	✓	✓		✓		✓				✓	✓		✓		
	Ability to direct not dominate		✓	✓		✓		✓	✓			✓		✓							✓		✓		✓		✓				✓		✓			
	Is class contin. and purposeful	✓					✓	✓	✓				✓						✓	✓			✓		✓	✓	✓					✓				✓
Do techniques show primary interest in--	Facts			✓	✓					✓	✓	✓		✓		✓	✓		✓	✓				✓		✓	✓	✓	✓	✓		✓			✓	✓
	New skills	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓			✓				✓	✓	✓
	New or ch. attit.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓				✓	✓			✓	✓	✓			
	New appreciations	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓					✓		✓	✓	✓		✓		✓	✓			✓		✓			
Do evaluative devices show int. in sk. att.--		✓	✓	✓			✓	✓					✓	✓							✓	✓	✓		✓		✓									
Over-all evaluation--	Superior		✓						✓				✓								✓		✓		✓		✓									
	Excellent	✓		✓		✓	✓	✓				✓		✓														✓			✓	✓	✓	✓		
	Good				✓					✓	✓				✓	✓	✓	✓	✓		✓		✓		✓		✓			✓					✓	✓
	Fair																												✓							

rated as attractive in personal appearance and dress and six were noted as neat but dull. In voice rating the table shows that twenty-four had pleasing, expressive voices, nine an average voice and two were rated as monotonous and dreary. The tabulated evidence in regard to the manner of the teacher shows that twenty-nine of the total number solicit confidence among the members of the class, while six were rated as neither repelling or attracting the members of the class. Pertaining to enthusiasm, the table points out that twenty-seven were rated as vital, while eight instructors gave the impression that this was just another class, and the presence of one more visitor more or less was of no great consequence.

Teacher control of the class varied somewhat but not so much as was anticipated by the writer. Table XVIII points out that sixteen instructors maintained complete control without obvious effort, eight had complete control but with obvious effort. Nine teachers realized a fair degree of control without obvious effort, and two of the teachers had a rated control of fair with obvious effort. The writer did not witness a single example of what could be rated as poor control.

Rating the scholarship of the individual instructors was a difficult and highly subjective task, and again the evidence was gathered from many sources. Table XVIII notes that five teachers were rated as superior in scholarship, fifteen were rated as excellent and fifteen also were tabulated as good.

<u>Demonstrated Skill in Teaching</u>: Table XVIII points out that twenty-two of the total number of teachers arrived at wise or acceptable objectives for the course. Twenty-two also achieved a very acceptable degree of class organization for the various projects or problems undertaken. In fourteen cases through the medium of observed evidence or reported instances, the impression was gained that there was an adequate use of motivating devices, utilized in fourteen classrooms.

<u>Regard for Individual Differences</u>: There was an apparent regard for individual differences in seventeen classrooms. This does not necessarily mean that all of the instructors did not have some regard for this principle, rather the tabulations point to those instructors who apparently followed this idea as a regular course of action. The ability of the instructor to direct but not dominate was evidenced quite clearly in thirteen classrooms, whereas in some of the other twenty-one classes observed the instructor determined the content, the committee chairman, the members of the individual committee and finally dominated all discussions. These were teacher-centered classes, and happily pure examples of this variety were in the minority. According to Table XVIII, procedural techniques in the classroom demonstrated a primary interest in facts in nineteen schools, new skills in twenty-five schools, new or changed attitudes

in twenty-two schools and new appreciations in nineteen schools. A comparison between Tables XIV and XVIII will point out a high incident of occurrence between those instructors who accent lecture and question and answer methods and those instructors who seem to be primarily interested in student acquisition of facts. Conversely, there is a high degree of correlation between those instructors who use the "problem-solving" technique regularly and those who put premium on new concepts, new or changed attitudes and new appreciations and skills. It must be remembered, though, that a shadow is cast over this conclusion when we recall that the larger the class the greater was the tendency to use the "committee approach."

Do Evaluative Devices Test for Skills, Concepts and Attitudes?: In spite of the tabulated results that show the high incidence of teacher interest in factors other than fact, Table XVIII further establishes that only twelve of the total number of teachers definitely planned their evaluative materials to check skills, concepts, appreciations and attitudes. This is still another indication of a lack of follow-through in class development, where the original objectives as set forth at the beginning of the course or the project were not checked properly at the end of the course or project.

The Writer's Over-all Evaluation of Each Instructor: As indicated in the introduction to this study, the writer elected to tabulate results in thirty-five Problems classes across the nation. It will be recalled that the schools visited for the most part enrolled between a thousand and two thousand students and that these schools were selected because of their acknowledged leadership in the field of secondary education. As Table XVIII indicates, the writer used a four-point rating: superior, excellent, good and fair. This provided ample range for spread and, as noted in the table, encompasses the entire group visited in a very satisfactory manner. The tabulated report is that of the thirty-five teachers observed, seven are rated as superior teachers, twelve as excellent teachers, fifteen as good teachers and one as a fair teacher.

General Conclusions: After visiting a great many schools and observing, at least in passing, literally hundreds of teachers, the matter of dress fell into so many very definite patterns that now if the writer should see a teacher in any section of the country attired as they normally are in school, it would be quite possible to indicate the section from which they came. For instance, in the New England and New York areas, both the men and women teachers dressed very well. The men might wear a sports jacket with odd trousers with a white or colored shirt and tie, all of excellent tailoring and quality. From Washington, D.C., through the South, the South-West and North-West, the writer does not recall having seen a single sports jacket, rather the set pattern was a business suit and a white shirt. During the course of the year, the writer had occasion to visit a great many service clubs and throughout the area just mentioned the attire for men would be a business suit and a white shirt. In the Mid-West from Denver to western New York state, sport shirts without jackets were the general rule. In this area the distaff side was the better attired of the species. This casual mid-western pattern was thought to be the rule in the Far West, and it came as something of a shock to discover that in this, as in many other aspects of their educational program and their way of life, people in the South-West and Far West exhibited the characteristics that are standard with other people who live in comparatively new sections of the nation.

In commenting on Table XVIII, the writer would like to note as he has noted at the conclusion of other chapters that the tabulations were made when everyone, students as well as teachers, were presumably on their best behavior. The writer took little consolation in the knowledge that this situation was no better or no worse than it is with teachers filling out questionnaires for those pursuing doctoral studies. In order to get a cross-check, the writer would occasionally call up the Director of Social Studies or the Superintendent or Principal, and, after indicating his mission, would seek permission to visit a class where high level work was being done in Problems classes. Invariably this would mean that the instructor selected for the morrow's visitation would be forewarned and fore-armed, and the quality of instruction was in these instances particularly good. If the quality continued through three or four classes, under the same instructor for a period of days, and if interviews with this instructor produced opinions, observations and methods of the same high level, then first impressions might be confirmed. Though as a general rule, there seemed to be a tapering off process back to what presumably was normal tempo.

By consulting Table XVIII, it will be observed that as a general principle those teachers who demonstrated good personal appearance, a pleasant voice, a solicitous manner and a vital enthusiasm also achieved the maximum of control with the least amount of effort. A reference to Tables XIV and XVIII will also indicate the truth of this general principle that those instructors who regularly used the "committee system" in connection with the "problem-solving technique," even though they characteristically had a condition that one instructor defined as "organized disorder," nevertheless these instructors had a tendency to draw high ratings in the matter of control.

Basic Concepts Evolved from Chapter X "Observer's Evaluation of Instructors":

1. The average Problems instructor was attractive in person and in dress.

2. The vast majority had pleasing voices, were solicitous of their students' welfare, and were enthusiastic about their work.
3. Control throughout the thirty-five schools visited was very good.
4. In the majority of classes the student reacted favorably to both the teacher and the course.
5. The scholarship of the average teacher was rated from good to excellent.
6. The average instructor demonstrated a fair degree of skill in setting up objectives, organizing the class and developing the problems, but there was demonstrated a general tendency to not properly evaluate and compare results achieved against ends sought.
7. More instructors still evidenced an interest in factual content than in skills, appreciations and attitudes, though most of the instructors were very much aware of the significance of the latter.
8. On a four point rating scale of fair, good, excellent and superior, the majority of the teachers grouped in the good to excellent category.

CHAPTER XI

CONCLUSION

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Introduction: For purposes of describing the typical situation, a hypothetical school and room and teacher are described below. The material is all taken from the preceding chapters and is based on the total study.

Discussion--General Information: The city of Metropolis is situated in the geographical center of the nation. It has a population of 200,000 people, with a wide distribution of industries and wealth. There are three high schools in the city, two of them academic in nature and the third is devoted to training in technical vocations. One of the academic high schools is located on the outskirts of the city neighboring the better residential area, the other is located in what used to be the heart of the city. The patrons of this school are mixed as to occupation and gainful employment. The sons and daughters of the laboring classes attend this school as do the children of those clerically employed, and those from professional and executive homes. This latter school is the average school. The plant is about twenty years old and the enrollment is two thousand students. The school day starts at eight in the morning and closes officially at 3:30 in the afternoon. The name of this high school is the Lincoln High School.

Personnel: The school has a principal and one vice-principal. It has the services of a city-wide Director of Social Studies as well as a Director of Audio-Visual Education of the same status, both with offices in the Board of Education Building located in the business section of the city. The subject fields at Lincoln High School are departmentalized. The head of the Department of Social Studies does not supervise teaching in his department. Rather he is in control of materials, he takes an inventory at the end of the year and submits requisitions for new materials at the same time. Departmental materials are stored in his office, which is also equipped with a steel filing cabinet, a typewriter, a mimeograph machine, two tables, three chairs and a desk and chair for himself.

Academic Freedom: The principal reports that the public relations program of the school system as a whole should be rated as excellent or next to the top on a four point scale. Speaking for Lincoln High School, he claims that the teachers in his staff enjoy an excellent degree of academic freedom on the same four point scale. The instructors in general and the Problems teachers in particular are about equally divided: those in the field of the social studies feel that they enjoy an excellent degree of academic freedom; those in other fields say that the conditions are superior. The observed degree of freedom was fair to superior.

The Instructor: The principal personally introduced me to his best Problems instructor, a man of forty-five years of age. He is attractive in dress and personal appearance. He has a pleasing voice, he is vitally interested in his students and in his subject field, in that order. He is cordial to the writer and very much interested in the writer's project. Subsequent interviews turn up the information that he has sixteen to twenty hours of college credit in the field of Education and about twenty hours in the field of the social studies. He reports that he has one course in "Methods of Teaching the Social Subjects," and that he had no specific introduction to "Methods in Teaching Problems."

He has a five period teaching schedule, with one study period, and he assists as supervisor of one extra-curricula school activity. Of the five classes that he teaches, three are in Problems, one in American History, and one in World History that he thoroughly dislikes. One hundred and sixty-five students sit in his five classes. He reports that he has never been singled out for attack but admits that there was a local flurry about Frank Macgruder's American Government, but that the school authorities held the line and the attack died.

His scholarship rating will be nearer excellent than good. He has been in the teaching profession since graduating from college, having spent a period of years in some smaller system. He has been teaching Problems in the ten years that he has been at Lincoln High School.

The Room: Room 210 is traditional, the forty seats and desks are fixed, the floors are wooden and saturated with oil, and the lighting is only acceptable. The blackboard space is adequate to meet the needs of the class, and the storage space is considerably less than ideal. There is a table beside his desk, but there are no other tables in the room. In one corner of the room are some open shelves which store reference materials. The closet on the inside wall to his left contains his personal clothes, and as many other materials as it can hold. The entire rear wall is reserved for tack-board space which holds clippings, charts, brochures and class lists that show signs of frequent change. One open map case is located over the black-board back of his desk.

The Class: The Problems class has thirty-five members grouped on a heterogeneous basis. Two of the members of the class are colored. The class as a whole represents a good cross section of home backgrounds and occupations. He says that they are of average ability. Half of them will go to college. Of the other half, some of the girls will get married immediately, the boys will either go to the local trade school for a year or will go directly to work.

The Course: The instructor reports that this is a straight course in Problems of American Democracy and that before the year is complete the class will consider the major economic, social and political problems in American life. He notes that the course is required of all members of the Senior class and that United States History is a Junior prerequisite to the course. He adds that the course will be conducted on a diagnostic basis with objective consideration for all aspects of the problems considered. He points to a copy of The Challenge of American Democracy, and indicates that it is the class text, but adds that on the open shelves are from three to five copies of Everyday Problems of American Democracy, a dozen copies of American Government left over from another period as well as multiple copies of several of the other popular texts in the field. He admitted that he would have liked a multiple text adoption but that funds would not permit it at this time.

In spite of the single text, he notes that the specific problems considered by the class during the year will be determined on a communal basis with the students and the instructor sharing in the determination. He elaborated at some length on the procedure employed. Several days are set aside during the first two weeks when the class, through research, investigate all the prospective problems that might legitimately be considered in the course. Through the medium of research and class discussion intermixed they finally arrive at an exhaustive list that represents the selections of all members of the class. Further discussion and preferential selection reduces the list of problems to ten. When the time comes, as the instructor explained, for the class to consider its first problem and all subsequent problems the selection is again accomplished on a preferential basis. If in any election no problem receives a certain number of first choices then the entire list is open to revision and the substitution of new and more acceptable problems. The instructor further reports that the basic list of problems will not vary from year to year.

The Tools of Instruction: Besides the single class text and the reference texts referred to previously, the class has access to the school library and the various sources of material available in the city. It is pointed out that though the facilities of the school library were adequate to meet the needs for research materials, the school schedule does not lend itself in the most favorable fashion to student access to their facilities.

It is further pointed out that the following sources of information in pamphlet and book form are tapped at some time during the course of the school year: the American Medical Association, the Foreign Policy Association, the National Association of Manufacturers, and Federal Security Agency and the National Safety Council.

The instructor reports that for the purpose of keeping abreast with current developments at home and abroad the school subscribes to copies of U.S. News and World Report for the entire class.

For audio-visual tools the class reportedly uses about five films a year and inadequacy of room equipment requires that the class must view these films in a room provided by the audio-visual center. No strip-film services are utilized, nor are recordings listened to other than those piped from the office through the public address system. Live broadcasts may be piped from the office to the classroom if the time of broadcast and class scheduling permits.

Introductory Course Content: In this connection the instructor reports that considerable time is spent at the beginning of the year in general orientation before getting the subject matter content. The areas so canvassed are:

1. Definition of the course and its place in the curriculum.
2. Why such a course is vitally needed and why it is offered only to seniors.
3. Considerable time is spent in discussing the simple laws of reasoning, and the normal difficulties people experience in thinking. In the development of this area the scientific approach is explained and its application to regular class work. The devices and functioning of propaganda are examined at this point to provide laboratory examples of defective thinking.
4. Through lecturing the instructor informs the class

about the various research sources that are available, as well as research methods. He reports that as a general thing the English department will have already covered these skills and that usually all he has to do is to hand out mimeographed material reviewing research methods and the sources of peculiar interest to the students in the problems class.

Subject Matter Content of the Course: In regard to this area the instructor reports that class and teacher selection usually resolves itself down to a selection of approximately this list of topics:

1. The philosophy of government in general, and the philosophy and ideals of American Government. A study of the structure and operation, merits, demerits and remedial consideration of American government at the local, state, national levels as well as the same considerations of the United Nations.
2. The history of political parties, their structure, their purpose, the problems represented by them and a consideration of what can be done to improve them or to offset any negative influence they may have on American political life. Integrated with this will be a study of local, state and national elections. With municipal elections occurring

annually and Congressional elections biennially the class always has a real life condition to study in connection with their class consideration.

3. International Relations in some form always composes a project for the class. Inevitably it examines the question of diplomacy, the composition of our State Department, the method of the fashioning of American foreign policy, as well as pertinent points of current issue: NATO, Marshall Plan Aid, Point Four, Korea and Russia.
4. Taxation enjoys annual selection to the class list of Problems. The theory of American taxation and its operation at the various levels.
5. Labor-Management Relations are always considered, though the approach will vary from year to year. The history and the devices of both labor and management in their quest for supremacy is touched upon, and occasionally the question of democracy in industry occupies class time.
6. Education usually makes up one project. Its history, theory and purpose in America, local and state areas of control, and the very dynamic question of federal subsidy or outright financing and control.
7. The Color Problem and the Problem of Minority

Groups usually resolve as a single unit.

8. Communism, Socialism and capitalism is always considered by every class. The examination usually rests on the following points: theory, practice, merits, defects, remedial considerations.
9. Conservation of soil, water, forested areas, wildlife and scenic areas, always composes one unit, though the emphasis varies according to the composition of the class. Before this area is thoroughly examined the question of the present and future role of the federal government in such projects as T.V.A., Bonneville, Boulder and Coulee Dams is brought up, developed and examined.
10. Business Cycles and Economic Instability is a topic which usually appears on the class agenda.
11. Pre-paid medicine vs. private medicine, Crime and its Treatment, Safety Education, Alcoholism are topics that appear in the total list occasionally rather than some of those just mentioned.

It is of interest to notice that the projects listed on this and the previous pages will be found in essentially the same form in any one of the standard Problems textbooks in the field. But in this instance the list is compounded cooperatively by the instructor and the class, leaving the class with the definite impression that it is their class and that they are primarily responsible for selecting the problems that they will discuss throughout the year. This plus the fact that the list remains completely flexible to the will and disposition of the class will add enormously to the matter of interest and motivation and will have the direct effect of setting this problems course apart from all other subject matter courses in the school program in that it is not handed down to them without recourse.

Methods and Approaches Used: The instructor at Lincoln High School suggested that he lectures from twenty-five per cent to forty per cent of the time and points out that the most efficient approach to a great many areas, procedures, and in the instance of instructions is by lecture methods. He also establishes the point that listening to lectures and taking proper notes will be of value to those members of his class who are going on to college. He took the position that a certain amount of question and answer is not only inevitable but very beneficial, particularly when it is intermixed with other methods. He claims that there is a certain realism attained in the Socratic Method, in which the student and the teacher confront each other, that is not attainable in any other procedure.

He reported though that the "problem-solving technique" used in conjunction with the "committee system" is finding increased popularity in his classes and that through it, it is possible to teach a far greater variety of skills all of which are or should be a part of the standard equipment of the adult citizen. He noted some of them. The ability of students to do research of a probing nature on vital problems, to the end that he may form intelligent opinions. The student comes to have an awareness for authoritative materials and casts aside the spurious, or poorly documented, or over-generalized. He learns to pool his findings with other members of a committee, and again he must sift and screen and evaluate, and compare his opinions against those of the group. He may learn that the elements of justice are not either all right or all wrong, that there may be shades of right or wrong that temper opinion or judgment. These are important skills in a democracy.

The "Problem-Solving" Approach: At this point he went on to explain that at the beginning of the year when he is considering the scientific approach he will include in his discussion its application to the "problem-solving" technique, which in turn will lead him to a discussion of the use of the committee system as he proposes to integrate it with the "problem-solving" approach. He went on to remind me that this orientation would require at least two weeks. During this time through the use of mimeographed materials and oral explanation he discusses the duties of the committees and the chairmen and how they will be arrived at. He takes the position that for the most part he appoints the committee chairman, feeling that only an adult could properly take into consideration individual differences; on the other hand, after describing the work of a given committee he calls for volunteers, or listens to class suggestion or in the final analysis might make appointments to the body of the committee himself.

How the Committee System Works: In regard to committee investigations, having already discussed sources of materials, he explains how the committee sub-divides the main task, how each committee member proceeds to look for data and record and file his findings. The instructor's particular system was to take notes on three by five, lined catalog cards which would simplify organization. This instructor's practice was to have each member of the committee submit an oral report of his area of research, rather than to have all findings pooled and a report given by the chairman. When the committee is ready to report it is converted into a panel. The chairman of the committee presides, indicates to the class what particular aspect of the main problem his committee has undertaken, and then in turn introduces each member of the committee to the class. After all members of the committee have submitted their reports, then the chairman invites inter-panel questioning for perhaps five minutes, then seeks questions from the floor to the panel. Finally the chairman restates the question under advisement by his committee, briefs the class on what each speaker has covered in his or her report, and then undertakes the very difficult task of summarizing the total findings of the panel, plus the questions, plus any discussion. At this point the period normally ends and the instructor takes charge indicating further proceedings in regard to summarizing conclusions of this committee and setting up a panel for the following day.

The instructor also suggested that sometimes the findings of investigations lend themselves to single reports, or debates which quickly include the class in a general discussion.

Requirements in Regard to Notebooks: By the time the first panel has reached the reporting stage the instructor informs me that he has briefed the class on notebook requirements. There is to be one department set aside for lecture notes, another for individual committee findings, a third for conclusions on each panel discussion or single report, and a fourth for current events. Notebooks are to be submitted in typed form at the end of every two units of work.

The News Round-Up: The instructor reported that outside of unusual happenings, the class conducts a news round-up once a week. The basic, and common document for this phase of their work is the magazine, U.S. News and World Report, previously mentioned. This naturally did not preclude the reference to all other possible materials. The procedure is divided. Sometimes he asks all members of the class to be prepared to present a factual commentation of some aspect of the news and then offer a series of authoritative opinions plus their own, so identified. Class discussion follows for a limited time, then the next report is called for. The weakness in this system as it was explained is that the search never went deep enough to do much good. The second approach, which sometimes is used entirely and sometimes in conjunction with the single report system was to appoint individual committees of three or five students to follow the appointments in a certain area or relating to some specific happening. Then this committee each week is responsible for keeping the class posted on that particular area of current happenings. Sometimes these committees continue until a particular news development drops from sight or loses significance. The instructor confessed that he usually presides over these "round-up sessions" for two reasons: first, to keep the class from disintegrating in a discussion of trivia; and second, have a mature point of view in the whole picture for evaluation purposes.

Field Trips: The final approach noted by the instructor is that the average Problems class usually goes on two "field" trips each year. The trips are either to the local district court, police or fire station, or to the local legislature thirty miles away. Preliminary to these excursions an official from the place to be visited comes before the Problems class and discusses the duties and the function of that particular agency to the end that the class may have an inside point of view of what to look for and what to expect. Following these trips a discussion takes place on what is observed and an attempt made to integrate this new information with their academic study of the same agency.

Evaluative Devices: The Problems instructor reports that as a general practice he examines the group at the end of each unit of study. The administration requires no regular examinations. He notes that he uses only teacher-made objective and subjective examinations to check for factual knowledge, new skills, appreciations, and new or changed attitudes. The writer gathered that some attempt was made to evaluate the results of these examinations and the objectives originally established at the beginning of the course or at the beginning of each Problem.

The instructor makes no attempt to check the members of the class after graduation.

Writer's Evaluation of the Instructor: In personal appearance and dress the instructor is personable. His voice is pleasing, his manner solicits confidence and he is enthusiastic about his subject and his class. Control is complete without obvious effort on his part. He is popular with the students and they apparently are enthusiastic about the course. The scholarship of the teacher is good to excellent. He demonstrates skill in arriving at wise objectives, the class is reasonably well organized to meet the various problems undertaken. Though he shows definite regard for individual differences, he occasionally gives the impression that he is dominating and not leading. His evaluative devices show strong interest in factual knowledge but due interest in skills, appreciations, and attitudes. On a four point scale of fair, good, excellent and superior, the writer would rate him between good and excellent.

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Lake Success, New York.

MAGAZINES AND PAPERS

American Observer.
509 Massachusetts Avenue, N. W., Washington, D. C.

Coronet.
Esquire Inc., 65 Water Street, Chicago, Illinois.

Readers Digest.
Readers Digest Association (School Service), Pleasantville, New York.

U.S. News and World Report.
Circulation Department, 435 Parker Avenue, Dayton, Ohio.

Newsweek.
Newsweek Building, Broadway and 42nd Street, New York, N. Y.

Time Magazine.
540 North Michigan Avenue, Chicago 11, Illinois.

FILMS*

Castle Films. United World Films Inc., 1445 Park Avenue, New York 29, N. Y.
"The Great Symphonies"

Coronet Films. Coronet Building, Chicago, Illinois.
"Natural Resources of the Pacific"
"The Mighty Columbia"

Educational Film Guide. Educational Film Bureau, Inc., 6 North Michigan Avenue, Chicago, Illinois.
"Marriage and Divorce"
"This is the United Nations"
"Trial By Jury"

Encyclopedia Britannica, 1150 Wilmette Avenue, Wilmette, Illinois.
"Knowledge Builders"

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*Titles of films tabulated in Table XII with sources and addresses.

Encyclopedia Britannica.
"Public Opinion"
"Why We Fight" (Series)

University of California Film Bureau. Berkeley, California
"A Criminal is Born"
"Atomic Power"
"Industrial Revolution"
"Know Your Library"
"Parliamentary Procedure"
"Pictures in Your Mind"
"The Bill of Rights"

University of Illinois Visual Aid Service. Division of University Extension, Champaign, Illinois.
"Our Shrinking World"
"Working Knowledge of the Federal Government"
"You the People"

University of Indiana Audio-Visual Center. Bloomington, Indiana.
"Boundary Lines"
"Brotherhood of Man"
"Does it Matter What you Think"
"Junior Prom"

University of Iowa Visual Aid Service. Ames, Iowa.
"Schools in the South"

University of Minnesota. Minneapolis, Minnesota.
"Man One Family"
"Problems of Housing"
"Youth in Crisis"

STRIP-FILMS

Coronet. Coronet Films, Coronet Building, Chicago 1, Illinois.

New York Times Strip Film Service. Times Square, New York, N. Y.

APPENDIX

APPENDIX

HIGH SCHOOLS VISITED*

1.	Berkeley High School	Berkeley, California
2.	Brookline High School	Brookline, Massachusetts
3.	Bronxville High School	Bronxville, New York
4.	Withrow High School	Cincinnati, Ohio
5.	John Marshall High School	Cleveland, Ohio
6.	East High School	Denver, Colorado
7.	Maine Township High School	Des Plaines, Illinois
8.	East Orange High School	East Orange, New Jersey
9.	Dwight M. Morrow High School	Englewood, New Jersey
10.	Austin High School	El Paso, Texas
11.	Vincent Strong High School	Erie, Pennsylvania
12.	Hamden High School	Hamden, Connecticut
13.	Hollywood High School	Hollywood, California
14.	Andrew Jackson High School	Jacksonville, Florida
15.	Edison High School	Miami, Florida
16.	Jackson High School	Miami, Florida
17.	Miami High School	Miami, Florida
18.	John McDonough High School	New Orleans, Louisiana
19.	North High School	Phoenix, Arizona

*Number in front of the name of the High School is the same as used in the tabulation.

20.	Jefferson High School	Portland, Oregon
21.	Lincoln High School	Portland, Oregon
22.	Monroe High School	Rochester, New York
23.	Rocky Mount High School	Rocky Mount, North Carolina
24.	South High School	Salt Lake City, Utah
25.	George Washington High School	San Francisco, California
26.	Scarsdale High School	Scarsdale, New York
27.	Niles Township High School	Skokie, Illinois
28.	North Central High School	Spokane, Washington
29.	Stamford High School	Stamford, Connecticut
30.	Classical High School	Springfield, Massachusetts
31.	Leon High School	Tallahassee, Florida
32.	Tucson High School	Tucson, Arizona
33.	New Trier High School	Winnetka, Illinois
34.	Woodland High School	Woodland, California
35.	West Hartford High School	West Hartford, Connecticut

Problem approved by:

A. J. McCarthy

Albert W. Purvis

Date April 8, 1954