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STATUS OF SOCIOLOGY IN PUBLIC HIGH SCHOOLS
IN TWELVE MIDWEST STATES

by

William Anthony Juvancic

A Thesis Submitted to the Faculty of the Institute of Social
and Industrial Relations of Loyola University in
Partial Fulfillment of the Requirements
for the Degree of Master of
Social and Industrial
Relations

February

1953

LIFE

William Anthony Juvancic was born in Chicago, Illinois, November 3, 1920.

He was graduated from Bowen High School, Chicago, Illinois, June, 1938. After a year at Drake University, Des Moines, Iowa, he continued his college training at Loyola University, Chicago, Illinois. He received the degree of Bachelor of Arts Cum Laude in June, 1942.

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CHAPTER I

THE PROBLEM AND MATERIALS USED

"The first appearance of sociology was in 1911. It made slow gains, reaching about 25 per cent of the high schools of the North Central Association by 1919 and about 15 per cent of all high schools in the country,"¹ quotes the Encyclopedia of Educational Research. It further adds that

In 1922 only 53,000 students were enrolled in the subject, and no appreciable gain has since been recorded. As in the case of economics, however, these statistics do not tell the whole story, for many topics, elements, and ideas from sociology have been incorporated in such courses as social problems, current social issues, and problems of democracy.

The courses in high-school sociology, until very recently, were largely concerned with factual surveys of the criminals, paupers, feebleminded, divorced, unemployed, and other problems and ills of society. In other words, the course was one in social pathology, and the normal functions of social institutions were scarcely even indicated. As late as 1947 not more than three or four high-school texts in sociology could be called sociology as distinguished from social pathology. As a separate subject in the high schools sociology has not made an impressive record. It is possible, however, that rather recent emphasis upon normal functions will give it renewed appeal.

The above picture of sociology in the high schools since the early part of the twentieth century shows the slow growth and development of sociology. The last sentence leaves a hope that sociology as a high school sub-

¹ Encyclopedia of Educational Research, edited by Walter Monroe, MacMillan Company, New York, 1950.

ject may rise in greater favor. The purpose of this thesis is to scan the horizon of sociology in the high schools of twelve midwest states and to endeavor to see if that hope has been strengthened and encouraged.

Six chapters comprise the particular phase of this study:

- 1) The Problem and Materials Used
- 2) Certification of Social Studies Teachers in High Schools of Twelve Midwest States
- 3) Training of High School Teachers of Social Studies in Teacher Colleges in Twelve Midwest States
- 4) Questionnaire: Teaching of Sociology and Allied Courses in High Schools of Twelve Midwest States
- 5) Evaluation of Textbooks Used in High School Social Studies Courses
- 6) Summary and Conclusions
- 7) Bibliography

The introductory chapter has a twofold function: to describe the methods of research undertaken in this study, and to underline the premises which the researcher believes has created an acute need for reevaluating the status of sociology in the high school curriculum of twelve midwest states.

"Status" is defined as the condition of sociology in the high school curriculum in relationship with the student, the teacher, the school, and the state. In order to understand the need and use of sociology in the high school curriculum it is necessary to delve into all the factors that play an important part in shaping its status in the classroom. To do that we must check the state requirements for social studies teachers, we must observe the training of the teacher in the teacher colleges, and glimpse the attitude of the college for the study of sociology in the training of its graduates, we must follow the teacher to the classroom and see his work and philosophy in comparison to the sociological needs of the students, and then form an opinion on the main instructional tool, the textbook. Lastly, we must evaluate our

study and offer suggestions or criticism in the conclusions.

Letters were sent to each state superintendent of instruction and state examining boards for copies of the latest regulations concerning the certification of social studies teachers in the respective high schools.

The following letter was sent to the above mentioned educational leaders in the twelve midwest states comprising the states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin:

Dear Sir,

In partial fulfillment of the requirements for my Master's Degree at Loyola University of Chicago I am making a study of the "Status of Sociology in the Public High Schools of Twelve Midwest States."

A chapter will pertain to the certification of the social studies teacher.

I would appreciate receiving your state regulations on the certification of social studies teachers plus other pertinent material useful to my thesis.

Sincerely yours,

From the statistics derived from state certification of social studies teachers will come the story of the necessary qualifications of teachers to secure a teaching certificate in the various states.

The undergraduate and graduate background of the teacher who holds a social studies degree or certificate is likewise analyzed. Letters and questionnaires were sent to sixty-four state teacher colleges and state universities throughout the twelve midwest states. The letter was sent as follows:

Dear Sir,

In partial fulfillment of requirements for my Master's Degree at Loyola University of Chicago I am writing a thesis on the "Status of Sociology in the Public High Schools of Twelve Midwest States."

A chapter will pertain to the social studies teacher, his training and his certification. In order that I may present your state adequately would you please send me your catalog of courses, any pertinent material used in the preparation of teachers of social studies, and the answers to the enclosed questionnaire.

I shall deeply appreciate your assistance. I am at the present evaluating questionnaires received from teachers of social studies in the public high schools in the twelve midwest states. If you desire, I shall send you a summary of my findings upon the completion of the thesis.

Sincerely yours,

Ten questions with ample space for replies made up the questionnaire:

Questionnaire on Training of Teachers of High School
Social Studies

- 1) Do you certify teachers of high school social studies? If so, what qualifications are necessary?
- 2) What are the requirements to qualify as a social studies teacher in the high schools?
- 3) How many full-time teachers or professors of sociology have you?
How many part-time?
If none of above, who teaches the courses dealing with sociology?
Degree each holds Major Field Date Degree received
- 4) What is the status of sociology in your courses for high school social studies teachers?
- 5) Can you give a percentage breakdown (since 1950 on the average) of the majors of those students planning to teach social studies in the high schools?
- 6) What texts and materials do you use in courses dealing with sociology?
- 7) What training do social studies teachers get in sociology? In what way does it differ, if any, from that given to students majoring in

sociology?

- 8) List any significant trends or approaches which you discern in your presentation of sociology courses?
- 9) What degrees and courses are available for graduate work in sociology or social studies?
- 10) Any additional comments and suggestions on my thesis will be appreciated.

Thirty-four teacher colleges and state universities replied on a percentage basis of 53 per cent. The following is a list of the schools replying to the questionnaires. Many of them sent catalogues and other helpful information.

ILLINOIS

University of Illinois, Urbana
 Eastern Illinois State College, Charleston
 Northern Illinois State Teachers College, DeKalb
 Southern Illinois University, Carbondale

INDIANA

Ball State Teachers College of Muncie
 Indiana State Teachers College, Terre Haute

IOWA

Iowa State Teachers College, Cedar Falls

KANSAS

University of Kansas, Lawrence

MICHIGAN

University of Michigan, Ann Arbor
 Michigan State Normal College, Ypsilanti
 Northern Michigan College of Education, Marquette

MINNESOTA

University of Minnesota, Minneapolis
 State Teachers College, Bemidji
 State Teachers College, Moorhead
 State Teachers College, St. Cloud
 State Teachers College, Mankato

MISSOURI

University of Missouri, Columbia

Central Missouri State College, Warrensburg
Northeast Missouri State College, Kirksville
Southwest Missouri State College, Springfield
Southeast Missouri State College, Cape Girardeau
Lincoln University, Jefferson City

NEBRASKA

Nebraska State Teachers College, Wayne
State Teachers College, Chadron

NORTH DAKOTA

State Teachers College, Dickinson
State Teachers College, Mayville
State Teachers College, Valley City

OHIO

Ohio State University, Columbus
University of Cincinnati, Cincinnati

SOUTH DAKOTA

Eastern State Normal School, Madison
State Teachers College, Spearfish

WISCONSIN

University of Wisconsin, Madison
State Teachers College, Eau Claire
State Teachers College, LaCrosse
State Teachers College, Whitewater

At the same time that the teachers' educational background is examined the educational point of view of the state teachers college is surveyed. If there is any trend for the better in the status of sociology in the high schools the roots of that development would have its seedling stage in the college training program.

After the training of the teacher is accorded treatment in its chapter, and the state requirements are seen, the next part of the study will deal with the teacher performing his task in the classroom.

Questionnaires which would establish the status of sociology in the high school curriculum and in the classroom were sent to the 188 high schools

in the midwest states in cities having a population of 20,000 and over. One hundred and three schools replied on a percentage basis of 55 per cent.

In this particular questionnaire were approximately ten main divisions. They were designed to find the answers to the following questions:

- 1) What is the place of sociology in the general curriculum?
- 2) In what way is sociology treated as a class subject?
- 3) What are the students' interests in sociology?
- 4) What is the subject matter in sociology requested by the students and considered pertinent by the administrators?
- 5) What textbooks are used in the class?
- 6) What methods are used in the teaching of sociology?
- 7) What are the qualifications of the teachers of sociology or allied fields?
- 8) How can sociology be furthered as a high school subject?
- 9) What are the future trends in the teaching of high school sociology?
- 10) What is the range of state aid and interest?

The entire questionnaire of 29 questions was sent to principals of the high schools with the following letter:

Dear Principal,

In partial fulfillment of the requirements for my Master's Degree at Loyola University of Chicago I am making a study on the "Status of Sociology in the Public High Schools in Twelve Midwest States."

It would be greatly appreciated if you would take a few minutes to answer the enclosed questionnaire (or give it to your sociology or social studies teacher) and return it to me in the enclosed envelope as soon as possible.

The success of this study will depend upon your cooperation, and you will be informed of the results if you desire.

I thank you for whatever assistance you may give me.

Sincerely yours,

The two page questionnaire with sufficient space for replies included the following questions:

QUESTIONNAIRE ON THE STATUS OF PUBLIC HIGH SCHOOL
SOCIOLOGY

Name _____ School _____ Title _____

- 1) Is sociology taught to your students? _____
- 2) What is the title of the course? _____
- 3) If sociology is not taught, is a comparable social science course included in your curriculum? _____
- 4) What is the title of the course(s)? _____
- 5) Is the course (social studies or sociology) required? _____
- 6) If required, for which students? _____
- 7) Is the course a 1 or 2 semester course? _____
- 8) Please give title and author of any textbooks used for the course.
 - a) Sociology _____
 - b) Other Social Studies _____
- 9) If voluntary, what percent of students eligible to take the course do sign up for the classes? _____
- 10) What other electives are available at the same time? _____
- 11) In regards to curriculum, what do the students request in classes of sociology or social studies as subject matter and what seems to interest them the most in the courses? _____
- 12) What does your school consider to be pertinent subject matter for high school sociology? _____
- 13) What is your school's trend in the social studies field, particularly in sociology? Any special emphasis on certain phases of the field of sociology? _____
- 14) How is the average sociology or social studies class handled? (Textbook method, trips, sundry reading material, speakers, discussion groups, etc.) _____
- 15) Are these subjects included in your social studies?
 - a) race _____
 - b) the family _____
 - c) preparation for marriage _____

- d) labor _____
- e) population _____
- f) crime and delinquency _____
- g) poverty _____
- h) social principles _____
- i) international social principles _____

16) What are the educational qualifications of persons teaching the sociology or social studies courses in your school?

- a) Bachelor's degree _____ Major in Sociology _____
- b) Master's degree _____ Major in other fields _____
- c) Ph.D. degree _____
- d) Other degrees (List) _____

17) Do you follow a prescribed curriculum in social studies? _____

18) What is the date your present social studies course of study was introduced in your school? _____

19) Will it be or is it being revised? If it is to be revised when will it be ready? _____

20) If sociology is not currently offered in your curriculum, are there any plans being made to include such courses in the future? _____

21) What are the objectives of the social studies classes? _____

22) To what extent are these objectives realized? _____

23) If sociology is being offered, in what way would you say the field needs further development as a class subject in high school? _____

24) Where in high school do you see the need for sociological principles? _____

25) How could they best be carried out in an average high school? _____

26) Are there any degree requirements for teaching social studies established by your state or standardizing organization in your area? _____

27) Does your school system have its own requirements for teachers of social studies? _____

28) What guidance and aid does your state give in regard to the social studies program in your school? _____

29) Does the state prescribe any textbooks for social studies? _____

The following is a list of the 103 schools that participated in the questionnaire on sociology in the high schools:

ILLINOIS

Alton High School, Alton
East High School, Aurora
Bloomington High School, Bloomington
Hyde Park High School, Chicago
Danville High School, Danville
Decatur High School, Decatur
East St. Louis Senior High School, East St. Louis
Elgin High School, Elgin
Evanston Township High School, Evanston
Freeport High School, Freeport
Thornton Township High School, Harvey
Jacksonville High School, Jacksonville
Joliet Township High School, Joliet
Proviso Township High School, Maywood
Oak Park Township High School, Oak Park
Pekin High School, Pekin
Woodruff High School, Peoria
Quincy Senior High School, Quincy
Springfield High School, Springfield
Waukegan Township High School, Waukegan

INDIANA

Anderson Senior High School, Anderson
Elkhart High School, Elkhart
Central High School, Evansville
Lew Wallace High School, Gary
Hammond High School, Hammond
Arsenal Technical High School, Indianapolis
Jefferson High School, Lafayette
Marion High School, Marion
Issac C. Elston Senior High School, Michigan City
Central High School, Muncie
Richmond Senior High School, Richmond
Wiley High School, Terre Haute

IOWA

Burlington High School, Burlington
Franklin High School, Cedar Rapids
Abraham Lincoln High School, Council Bluffs
Davenport High School, Davenport
Iowa City High School, Iowa City
Mason City High School, Mason City
Ottumwa High School, Ottumwa
Central High School, Sioux City

West High School, Waterloo

KANSAS

Hutchinson High School, Hutchinson
Wyandotte High School, Kansas City
Leavenworth Senior High School, Leavenworth
Liberty Memorial High School, Lawrence
Salina High School, Salina
East High School, Wichita

MICHIGAN

Central High School, Bay City
Fordson High School, Dearborn
East Detroit High School, East Detroit
South High School, Grand Rapids
Highland Park High School, Highland Park
Jackson Senior High School, Jackson
Muskegon High School, Muskegon
Pontiac Senior High School, Pontiac
Port Huron Senior High School, Port Huron
Royal Oak Senior High School, Royal Oak

MINNESOTA

Austin High School, Austin
South High School, Minneapolis
Rochester High School, Rochester
Senior High School, Winona

MISSOURI

Hannibal Senior High School, Hannibal
William Chrisman High School, Independence
Joplin High School, Joplin
University City Senior High School, University City

NEBRASKA

Lincoln High School, Lincoln
South High School, Omaha

NORTH DAKOTA

Minot Senior High School, Minot

OHIO

East High School, Akron
Alliance High School, Alliance
Withrow High School, Cincinnati
Collinwood High School, Cleveland
Cleveland Heights High School, Cleveland Heights
Cuyahoga Falls High School, Cuyahoga Falls
Wilbur Wright High School, Dayton

Elyria High School, Elyria
 Shore High School, Euclid
 Lakewood High School, Lakewood
 Lancaster High School, Lancaster
 Central High School, Lima
 Lorain High School, Lorain
 Mansfield High School, Mansfield
 Washington High School, Massillon
 Middletown High School, Middletown
 Norwood High School, Norwood
 Warren G. Harding Senior High School, Warren
 South High School, Youngstown
 Lash High School, Zanesville

SOUTH DAKOTA

Rapid City High School, Rapid City

WISCONSIN

Appleton High School, Appleton
 Fond Du Lac Senior High School, Fond Du Lac
 East High School, Green Bay
 Central High School, LaCrosse
 East Senior High School, Madison
 Lincoln Senior High School, Manitowoc
 Rufus King High School, Milwaukee
 Oshkosh High School, Oshkosh
 Washington Park High School, Racine
 Central High School, Sheboygan
 Central High School, Superior
 Waukesha Senior High School, Waukesha
 Wauwatosa Senior High School, Wauwatosa
 West Allis Central High School, West Allis

An important tool of the classroom is the textbook. No matter how modern the environment, now how ingenious the teacher may be in modernizing his methods of teaching, still a vital part of each student's education is his interest in and study of his textbook, whether it be one or many.

The teachers and principals replying to the questionnaires mentioned the sundry texts which are used in their high schools. A chapter in this thesis is devoted to an evaluation of the texts used in the sociology or social studies classes in the high schools.

The question to resolve in this analysis will be to ascertain whether the sociology texts of 1952 do teach the principles of sociology to fit the needs and problems of today's youth, or whether the texts cannot be distinguished from texts of social pathology as mentioned on page one of this thesis in the quotation from the Encyclopedia of Educational Research.

To ascertain the status of sociology in high schools in the twelve midwest states the following key statements may well underline the conclusions to be drawn from this study:

- 1) that the schools in the midwest states are not inclined to stress courses in sociology
- 2) that the needs of youth are not met by a curriculum except at the desire of the individual social studies teacher
- 3) that educators realize the need for sociological courses in high school but are handicapped by the favoring of traditional courses
- 4) that the various state teacher colleges place more emphasis on traditional subject matter, like history, than upon subject matter which creates understanding of changing conditions in the world today
- 5) that the various state teacher colleges differ as to the kind of preparation necessary to teach sociology in the high schools
- 6) that teacher training in sociology is inadequate for high school classes in sociology
- 7) that sociology must develop its own reason and manner of existence as a social science; it must express itself more fully, clearly, and sharply as a social science with its own way of life,

independent in sharper delineation from other social sciences.

CHAPTER II

STATE CERTIFICATION REQUIREMENTS FOR HIGH SCHOOL TEACHERS

This chapter proposes to enumerate the educational requirements necessary for a prospective teacher in the state high schools and to evaluate particularly the state's regard to requirements in the sociological area, or allied fields. The sources of the information were the state bulletins or circulars on teacher certification.

STATE OF ILLINOIS CERTIFICATION

The State of Illinois offers two certificates to teachers in high school. The initial teaching certificate is entitled, "A Limited High School Certificate."¹ It is valid for four years for teachers in grades seven through twelve.

Requirements for the Limited High School Certificate are:

- 1) Bachelor's degree with at least 120 semester hours
- 2) 16 semester hours in professional education, 5 of which must be in student teaching
- 3) Major field of 32 semester hours
- 4) Minor field of 16 semester hours
- 5) In lieu of one major and one minor, three minors are acceptable²

The major and minor subjects should be in separate areas. Under a

1 Illinois State, Certification of Teachers, 1951

2 Illinois State, Certification of Teachers, 1951

Social Science course a study of the History of the United States and/or American Government is required of each student.

An advanced certificate, a Life High School Certificate, is given by the State of Illinois to teachers who have earned additional educational credits and experience. The requirements are:

- 1) Master's degree
- 2) 22 semester hours in professional education
- 3) four years experience in teaching in subject field or fields in which holder has a major or minor in one or more of grades seven through twelve³

STATE OF INDIANA CERTIFICATION

The State of Indiana offers a Provisional Secondary Certificate for which the requirements are:

- 1) Bachelor's degree
- 2) 18 semester hours in professional education, five of which must be in student teaching
- 3) A restricted area (equivalent to a major) of 24 semester hours
- 4) A conditional area (equivalent to a minor) of 18 semester hours⁴

This certificate entitles the holder to teach the subject or subjects indicated on the certificate in grades seven through twelve in any secondary school or in a departmentalized elementary school.

The conditional area (minor of eighteen semester hours) of the certificate is valid for one year and it may be renewed with a minimum of three semester hours of additional work each year until the total credit in that subject field has reached 24 semester hours (restricted area).

3 Ibid.

4 State of Indiana, Bulletin, 24, 37

A Provisional Certificate is valid for five years, and it may be renewed for one additional five year period only. It may be converted into a Permanent Secondary Certificate after the holder has had five years' experience and has earned a master's degree.

For a high school certificate in Social Studies the requirements are 40 semester hours including

- 1) World history 3 semester hours
- 2) American history 3 semester hours
- 3) Economics 3 semester hours
- 4) Sociology 3 semester hours
- 5) Political Science 3 semester hours
- 6) World geography 3 semester hours⁵

Approximately one-half of the semester hours should be about equally divided between world and United States history. Eighteen semester hours are required for a minor in social studies, and twenty-four semester hours in the major field.

STATE OF IOWA CERTIFICATION

The State of Iowa offers a Standard Secondary Certificate to teachers which is valid for a term of five years for teaching in the grades seven through twelve. The requirements are:

- 1) Bachelor's degree
- 2) 20 semester hours in professional education, not less than 11 semester hours in the secondary school area
- 3) Education courses must include these courses:
 - a) Methods and Evaluation in secondary school . . 6 semester hours
 - b) Student teaching . . 5 semester hours
- 4) All applicants must have a two-semester course entitled,

⁵ Ibid., 37

"Principles of American Government."⁶

Each candidate for the Standard Secondary Certificate must show twenty semester hours in one academic field, with fifteen semester hours in each of two additional fields, or 30 semester hours in one subject-matter field, and twenty semester hours in one additional field.

The State of Iowa offers an Advanced Secondary Certificate, valid for five years, and for teaching in the seventh and eighth grades, in a high school, and in a junior college. The requirements are:

- 1) Holder of or eligible for a Standard Secondary Certificate
- 2) Master's degree⁷

These two certificates are eligible for life renewal when the following requirements are met:

- 1) Five years successful teaching experience
- 2) 30 semester hours beyond bachelor's degree
- 3) Professional spirit
- 4) Professional growth in service⁸

STATE OF KANSAS CERTIFICATION

The State of Kansas offers a Three-year Certificate, valid for three years, in any secondary school to teachers who have

- 1) 45 semester hours of general education
- 2) Bachelor's degree
- 3) 18 semester hours of professional education⁹

6 State of Iowa, "Certification of Teachers," Bulletin, 6.

7 Ibid., 14.

8 Ibid., 24.

9 State of Kansas, Bulletin, 3.

This three-year certificate is renewable for a five-year term providing the holder makes application for such renewal, has two years of successful teaching experience, or eight semester hours' additional credit obtained during the validity of the certificate.

At the end of the third year, the teacher can apply for the Secondary Five-Year Certificate, providing the conditions mentioned in the previous paragraph have been met. To renew this five-year certificate at the end of the term, the teacher must show eight semester hours of additional credit, or six semester hours if the holder of a master's degree.

Certificates are issued to cover majors in social science and in sociology. In social science the teacher must show a preparation of 24 semester hours in a major, and a minimum of six semester hours in each subject taught. For a sociology major the teacher must show the completion of 24 semester hours in that field with six semester hours in each subject taught.

STATE OF MICHIGAN CERTIFICATION

The State of Michigan offers a Secondary Provisional Certificate, valid for five years, to college graduates who have completed the curriculum for secondary teachers, to teach all subjects in grades seven and eight, and in grades nine through twelve, the major and minor subjects or subject fields named on the certificate.

Minimum requirements for the State Secondary Provisional Certificate, valid for five years are:

- 1) Bachelor's degree
- 2) 24 semester hours in a major field
- 3) 15 semester hours in a minor field
- 4) 20 semester hours in professional education; including
 - a) Directed teaching in secondary grades --- 5 semester hours

- b) Methods in major or minor subject
- c) Principles of Teaching, or equivalent
- d) Psychology of Education, or equivalent
- e) History or Philosophy of Education, or equivalent
- f) Electives in education to complete 20 semester hours¹⁰

At the expiration of the five years the teacher may apply for a

State Secondary Permanent Certificate. The requirements are:

- 1) holder of a State Secondary Provisional Certificate, plus
- 2) application must be made within one year following expiration of State Secondary Provisional Certificate
- 3) candidate must have taught successfully three years in secondary schools within the five-year period of the provisional certificate
- 4) must have earned ten additional semester hours of credit¹¹

The additional training for the permanent certificate may be waived providing the teacher has a master's degree at the time he received his provisional certificate, or prior to his application for the state secondary permanent certificate.

Credit earned subsequent to the receiving of the provisional certificate whether leading to a master's degree or not may be counted toward requirements for the secondary permanent certificate or for additional majors or minors. The secondary permanent certificate is valid for five years, and can be renewed at the expiration of the term.

The State secondary permanent certificate must be changed to a permanent certificate at the end of the first five years or else the privilege of candidacy for the permanent certificate is forfeited. To apply for consideration the holder must meet the conditions stipulated by the State Board

10 State of Michigan, "Teachers' Certification Code," Bulletin, 5-6.

11 Ibid., 5.

of Education to apply to the case concerned.

STATE OF MINNESOTA CERTIFICATION

The State of Minnesota offers a high school certificate to all applicants who have the following requirements:

- 1) bachelor's degree
- 2) 18 semester hours professional education
- 3) 24 semester hours in a major field
- 4) 15 semester hours in a minor field¹²

Four semester hours of professional education courses must be in Observation and Student Teaching, and one college course from each of the three following fields:

- 1) Human Growth and Development
 - a) Educational Psychology
 - b) Psychology of Learning
 - c) Child Growth, etc.
- 2) Orientation to Teaching
 - a) General Methods
 - b) Principles of Education
 - c) School and Society
 - d) Philosophy of Education
 - e) Curriculum
 - f) Tests and Measurements, etc.
- 3) Special Methods and Materials¹³

A high school certificate entitles the teacher to teach in any secondary school those subjects or fields in which he has a major area of concentration in a teaching field (24 semester hours), or a minor area of concentration (15 semester hours).

STATE OF MISSOURI CERTIFICATION

The State of Missouri offers a high school certificate, valid for

12 State of Minnesota, Bulletin, 2.

13 Ibid.

five years, to those applicants who meet the following requirements:

- 1) Bachelor's degree
- 2) Completion of appropriate college credits for certification in subjects or fields in which he wishes to teach: in social studies a major of 24 semester hours and a minor of 15 semester hours
- 3) At least 25 semester hours in General Education
- 4) At least 18 semester hours in professional education¹⁴

The State of Missouri requires that the education courses consist of the following subjects:

- 1) Educational Psychology . . . 2 semester hours
- 2) History or Philosophy or Principles of Education . . . 2 semester hours
- 3) General Methods in Secondary Teaching . . . 2 semester hours
- 4) Methods in one high school teaching field . . . 2 semester hours
- 5) Secondary School Administration . . . 2 semester hours
- 6) Supervised Student Teaching in Secondary Schools . . . 5 semester hours
- 7) Excess of other education credits . . . 3 semester hours¹⁵

Five year certificates can be converted into Permanent Certificates after three years of satisfactory service.

STATE OF MISSOURI CERTIFICATION

A major in Social Studies, as listed on the High School Certificate, is had in fulfillment of the following requirements:

- 1) American history 5 semester hours
- 2) European history 5 semester hours
- 3) American government 2 semester hours
- 4) Economics 2 semester hours
- 5) Sociology 2 semester hours
- 6) Other social studies credits . . . 8 semester hours¹⁶

14 Missouri State Department of Education, Bulletin, 1.

15 Ibid.

16 Ibid., 4.

In addition the State of Missouri passed a law in 1947 that all candidates for a college degree must have completed courses on instruction in and "satisfactorily passed an examination on the provisions and principles of the Constitution of the United States and of the State of Missouri, and in American History, including the study of American institutions."¹⁷

A teacher who qualifies for teaching Social Studies grades seven through twelve via a High School Certificate is certified to teach Citizenship, World History, American History, and American Problems. The same teacher will be certified to teach any of the following courses in which he has at least five hours of credit: Government, Economics, Sociology, and Geography.

STATE OF NEBRASKA CERTIFICATION

The State of Nebraska offered three kinds of high school certificates, each one more advanced than the other. The Initial secondary school certificate, valid for five years, allows the holder to teach in grades seven through twelve. The requirements are:

- 1) Bachelor's degree
- 2) 18 semester hours in professional education, including 3 semester hours in supervised teaching of grades 7-12 and 2 semester hours in health education
- 3) 15 semester hours in each of two teaching fields¹⁸

The Initial secondary school certificate can be renewed only once. To renew, the teacher must have accrued nine semester hours of graduate work, three semester hours of which must be in education courses.

The Provisional secondary school certificate, valid for five years,

17 State of Missouri, School Laws, 30.

18 State of Nebraska, "Certification Digest," 1.

can be renewed only once under the same conditions as the renewal of the Initial high school certificate. The requirements for the Provisional secondary school certificate are:

- 1) Same requirements as Initial certificate plus
- 2) 9 semester hours graduate courses, including three in education
- 3) One year teaching experience, grades seven through twelve¹⁹

The teacher can acquire the Professional secondary school certificate which is valid for life in the teaching of grades seven through twelve.

Requirements for the life certificate are:

- 1) Same requirements as for Initial certificate plus
- 2) 18 semester hours graduate credit, including six in education
- 3) Three years experience, grades seven through twelve
- 4) Any number of renewals²⁰

STATE OF NORTH DAKOTA CERTIFICATION

The State of North Dakota attaches to the diploma of graduates of state teacher colleges First Grade Professional Certificates. Graduates of an accredited college, approved as a teacher training institution, can obtain the same certificate if the following requirements are met:

- 1) Bachelor's degree
- 2) 16 semester hours of education, including student teaching²¹

This certificate qualifies the holder to teach in any of the high schools of the state. The Initial First Grade Professional Certificate is

19 Ibid.

20 Ibid.

21 State of North Dakota, Bulletin, 1.

issued for three years. Life Professional Certificates are issued when the teacher has taught for at least eighteen months during the validity of his limited, or three-year certificate.

STATE OF OHIO CERTIFICATION

The State of Ohio offers a Provisional high school certificate, valid for teaching the special field or subject in grades seven through twelve. The approved program of secondary education should include:

- 1) Bachelor's degree
- 2) 17 semester hours in professional education, including
 - a) Student teaching, 3 semester hours
 - b) Educational psychology
 - c) Principles of teaching
 - d) Classroom organization and management
 - e) Methods of teaching
- 3) 15 semester hours in each of three teaching fields²²

Teaching areas are not designated as majors or minors. The certificate does, however, indicate in semester hours the strength of preparation. For a comprehensive major in social studies a total of 40 semester hours is distributed over the following areas:

- 1) American History
- 2) History of Western Civilization
- 3) Economics
- 4) Sociology
- 5) Political Science
- 6) Principles of Geography²³

Subjects such as economics, sociology, and geography will, upon the recommendation of the institution, be added to a certificate providing the applicant has completed fifteen semester hours in each subject.

22 State of Ohio, "Application for Ohio Provisional Certificate," 1.

23 Ibid.

STATE OF SOUTH DAKOTA CERTIFICATION

The State of South Dakota offers a High School General Certificate, valid for one year, to those applicants who meet the following requirements:

- 1) Citizens of United States
- 2) 18 years old
- 3) Bachelor's degree
- 4) Major in academic field
- 5) 15 semester hours of professional education including 3 semester hours in High School Methods or Problems of Administration and Supervision, 2 semester hours of Educational Psychology, 3 semester hours of student teaching, and 7 semester hours of electives in education field²⁴

The first renewal of an original high school certificate may be made without additional credits upon application and evidence of completion of at least twelve months of successful teaching experience.

Upon evidence of the completion of nine quarter hours (six semester hours) of credit within the past five years the second and subsequent renewals, valid for five years, can be made. A person who possesses a master's degree may renew or reinstate any high school certificate without additional credit.

To obtain a High School Permanent Certificate a teacher must

- 1) show a minimum of 18 semester hours of graduate credit
- 2) have taught 45 months of successful teaching on a high school certificate
- 3) have completed graduate work within the past five years prior to applying for permanent certificate²⁵

A High School Permanent Certificate is issued at any time to the

²⁴ State of South Dakota, Bulletin, 1.

²⁵ Ibid., 2.

holder of a master's degree who has had five years experience teaching in the South Dakota schools.

STATE OF WISCONSIN CERTIFICATION

The State of Wisconsin offers a High School Secondary Certificate to those who possess the following requirements:

- 1) Bachelor's degree
- 2) 18 semester hours in professional education, including
 - a) Educational Psychology or Psychology of Learning, 3 semester hours
 - b) Methods course in major subject, 2 semester hours
 - c) Practice teaching, 5 semester hours
 - d) Electives in education field, 8 semester hours
- 3) 24 semester hours in major field
- 4) 15 semester hours in two teaching minors²⁶

A Life High School Certificate is granted to those who have qualified as listed above, and who in addition, show satisfactory evidence of two years of successful teaching in the high schools on two one-year certificates.

Teachers of social science majors or minors are expected to take college credits in two fields required by state law. These are courses on 1) Conservation of Natural Resources and 2) Consumer's Cooperatives and Cooperative Marketing.

SUMMARY

The twelve midwest states range in the number of semester hours of professional education courses required of the applicant for a high school teaching certificate from fifteen semester hours of South Dakota to the twenty semester hours of Iowa and Michigan. Most of the states seem to prefer eighteen semester hours of education courses.

²⁶ State of Wisconsin, Bulletin, 1.

The applicants must have a bachelor's degree and ten of the states require a major of 24 semester hours. Nebraska, however, requires fifteen semester hours in each of two teaching fields, Ohio asks for fifteen semester hours in each of three teaching fields, and Illinois will accept three minors in lieu of a major and a minor.

The minor subject has a semester range from sixteen semester hours to twenty semester hours with the majority of the states preferring the former. Actually, the range in minors and majors isn't as variable as the statistics indicate, simply, because many states require additional courses to maintain a certificate or to secure a more permanent type certificate. These courses which do not necessarily have to be taken from the education field could bring the teacher's credits to the 24 semester hours if selected in the major interest.

A master's degree seems to be the pinnacle of achievement and success to the teacher in the high school, for with that degree and a certain amount of teaching experience a life or permanent certificate is easily acquired. Moreover, renewals are easily acquired by the holders of master's degrees. Only in one state, Kansas, is additional graduate work required of the holder of a master's degree.

The midwest states with three exceptions are concerned mainly with the college credits or working experience of the teacher. The State of Illinois requires each teacher to have a course on the history of the United States and, or American Government. Missouri requires all students to have a course on the provisions and principles of the Constitution of the United States and of the State of Missouri, and in American History, including the

study of American institutions. Wisconsin laws require two courses for social science majors or minors: conservation of natural resources and consumer's cooperatives and cooperative marketing.

Traditional courses, i.e., history and government, seem to dominate the state requirements whenever the state inserts such qualifications into teacher training regulations, although there is some sociological implications in the Missouri study of American institutions and also in the courses on consumer's cooperatives and cooperative marketing required by the state of Wisconsin.

To teach sociology in the high schools the states have placed a minimum of fifteen semester hours in the social studies field, with five or six semester hours credit taken on the subject of sociology, etc., which is to be taught.

Five or six semester hours is generally not more than a cursory introduction into the field of sociology and if the state requirements are considered sufficient to teach sociology in the high schools this researcher believes that unsatisfactory results will occur. The teacher who conducts a class in sociology will undoubtedly draw upon his knowledge of other allied fields to fill in the voids and discrepancies in his knowledge of sociology.

Since as we shall see later on in this thesis sociology is generally treated like the melting pot of other social studies fields then sociology due to scanty state requirements cannot receive due consideration in the high school curriculum nor acquire its proper growth and development under such hazy and inadequate requirements.

Chapter III will follow the teacher to his undergraduate preparation in social studies and sociology in the various teacher colleges in the twelve midwest states. We shall endeavor to ascertain the adequacy of training in sociology for the teacher.

CHAPTER III

TRAINING OF HIGH SCHOOL TEACHERS OF SOCIAL STUDIES IN TEACHER COLLEGES IN TWELVE MIDWEST STATES

The purpose of this chapter is to ascertain the nature and kind of training that the prospective high school teacher receives at the various state teacher colleges and universities. The undergraduate work of the social studies teacher (sociology, if available) in a total number of 36 state teacher colleges and universities has been examined and they are presented in this chapter as the basic training program of the teachers in high schools in the twelve midwest states who teach the classes of sociology and social studies.

In addition, the observations of the social studies teachers and department heads will be included as taken from replies to questionnaires sent to them. The possible trends of these state teacher colleges in respect to the study of sociology, etc., in the curricula will also be presented.

One word of explanation is due before the teacher programs are studied. It is necessary to show the difference between quarter and semester hours of credit which vary in the operation of the schools. Under the quarter plan, courses run for twelve weeks, and a quarter hour of credit is based upon one hour of instruction per week for the twelve weeks.

Under the semester plan all courses run for about eighteen weeks,

and the semester hour of credit is based upon one hour of instruction per week for eighteen weeks. Thus, a quarter hour is equal to two-thirds of a semester hour, or a semester hour is equal to one and one-half quarter hours. Three quarter hours equals 2 semester hours, and nine quarter hours equals six semester hours, etc.

ILLINOIS

Four out of six teacher colleges in the State of Illinois are included: the University of Illinois at Urbana, Eastern Illinois State College of Charleston, Northern Illinois State Teachers College of DeKalb, and Southern Illinois University of Carbondale, Illinois.

UNIVERSITY OF ILLINOIS¹

For the degree of Bachelor of Arts in the teaching of social studies a minimum of 120 semester hours of credit is required for graduation, not counting the first two years of work in military science and physical education.

The social studies major must have 20 hours in history and 21 semester hours in social studies field other than history: at least one course in each of economics, geography, political science, and sociology. At least eight semester hours should be taken in each of two social studies: economics, geography, sociology, and political science.

For a minor in the social studies, other than history, a student must complete at least eight semester hours of work in each of two of the fol-

1 Questionnaire, 1951.

lowing subjects: economics, geography, sociology, and political science.

The minimum total for a minor is sixteen semester hours.

All, or nearly all, students who earn this teaching minor in social studies will have earned majors in the commercial subjects, which require eleven hours of economics, three hours of political science, three hours of economic or commercial geography, and eight hours of sociology. These courses satisfy the minimum requirements for teaching civics, community civics, economics, sociology, contemporary problems, and economic or commercial geography in the high school.

Twenty semester hours of professional education are required of the teacher in social studies. The University of Illinois offers a total of 32 courses in sociology.

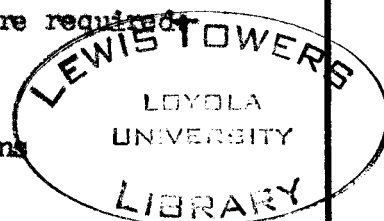
EASTERN ILLINOIS STATE TEACHERS COLLEGE²

A Bachelor of Science degree in Education is offered to graduates having 192 quarter hours of credit plus one-fourth quarter hour of credit in library use. Common to all curricula for the high school teacher are the requisite of 24 quarter hours in professional education courses, and eight to twelve quarter hours in social science, four hours at least in American history.

For a major in Social Science 70 quarter hours are required.

4 quarter hours each:

- 1) Origin and development of Social Institutions
- 2) Origin and development of Economic Institutions
- 3) American History 1492-1828
- 4) American National Government



5) Public Opinion and Propaganda (may be selected as one of eight electives)

2 quarter hours:

Materials and Problems of High School Instruction in Social Science

20-28 quarter hours:

Professional education courses

The Northern Illinois State Teachers College offers a comprehensive major in social science which fulfills the requirement of a minor subject within its framework. No minor is necessary, therefore, to the students who undertake the comprehensive major course in social science. Included in the 84 quarter hours are four hours each in the Origin and Development of Social Institutions, the Family, and Principles of Sociology.

Five sociology courses can be selected as electives: four hours of Public Opinion and Propaganda, the Community, and Criminology, three hours in Social Disorganization, and two hours in Marriage and Family Counseling.

Students can elect a graduate major in the social sciences if they satisfy the following course requirements: every major in the social science must complete by the end of the fifth year a minimum of twelve hours of credit in each of the fields comprising the general area, namely, History, Economics, Sociology, and Political Science.

Northern Illinois State Teachers College offers a total of eight courses in the field of sociology.

SOUTHERN ILLINOIS UNIVERSITY³

Southern Illinois University bestows a Bachelor of Science in Education upon completion of 192 quarter hours of credit. For a social studies

³ Southern Illinois University, Bulletin, 48.

major 72 hours are required and among them are twelve hours in each of European history, American history, Economics, Geography, Government, and Sociology.

Two sociology courses are required courses for the social science major, namely, Introductory Sociology, and Applied Sociology, bearing five hours credit each. The Introductory Sociology course is a survey of the field: interrelationships of personality, social organization, and culture; major social processes; and the structure and organization of groups. Applied Sociology is the course which is an application of sociological principles to the analysis of various contemporary social problems.

In this social studies major, electives in the total of 27 hours can include four hours of the Family, and four hours of Social Psychology. Students, however, may take a direct major in sociology, if they prefer.

Students may take a major sequence of 36 quarter hours in sociology, with one minor of at least 24 hours in another social science or related subject, and a second minor sequence in a different department; or a major sequence of 48 hours in sociology, with a single minor sequence of 24 hours in a different field.

Southern Illinois University recommends the 36-hour plan with two minors, one in another social science, for those students who expect to teach sociology in secondary schools. Required courses for the sociology major are four hours in elementary statistics, and principles of sociology, and three hours in current sociological literature, professional interest and opportunities in sociology.

The courses that deal directly with the teaching of the social studies are three hours of "The Teaching of History and the Social Sciences in the Secondary School," and "Materials for the Teaching of Sociology in Secondary Schools," one hour.

Southern Illinois University offers a variety of 53 courses in sociology with nine of them dealing specifically in the field of anthropology. It offers graduate work as Master of Arts and Master of Science in Education in sociology and in social studies.

In the questionnaire Southern Illinois University reported its trend in sociology to be that of greater stress placed upon the practical application of the principles being taught in sociology.

INDIANA

Two out of four Indiana State Teachers Colleges are included in this survey. They are the Ball State Teachers College of Muncie, and Indiana State Teachers College, Terre Haute, Indiana.

BALL STATE TEACHERS COLLEGE⁴

The college does not offer a major in sociology as all social studies are integrated. The requirements for teachers of high school social studies call for a Bachelor's degree, involving 40 quarter hours of general education, 28 hours of professional education, and a major and a minor in the field to be taught.

For the social science major 64 hours are required; for the minor, 36 hours. The major requirements include 44 hours of American and general

⁴ Questionnaire, 1951.

history, eight hours each of sociology and geography, and 4 hours of political science.

Sociology, therefore, is required in the comprehensive area for teaching social studies in the high school. The chief texts that are used in social studies courses that pertain to sociology are Young's Sociology, Bossard's The Sociology of Child Development, Modern American Society, and Social Pathology.

For graduate work in social studies the college offers courses in sociology of childhood, and social pathology. Eleven teachers handle the courses in social science. Six of the professors have Ph.D. degrees awarded in 1926, 1936, 1945, 1946, and 1951. Five professors have master's degrees, and one instructor has a bachelor's.

INDIANA STATE TEACHERS COLLEGE⁵

The college offers a degree in social studies, the requirements for the major including 28 quarter hours of history, and eight hours in each of the following subjects: sociology, geography, economics, political science, and electives in social studies.

Social studies teachers are required to take a course in the principles of sociology and one elective course in sociology. About 10 per cent of all graduates since 1950, reported the college, plan to teach the social studies in high school.

One full-time teacher of sociology, and three part-time teachers comprise the staff in social studies. Two have Ph.D. degrees in sociology,

⁵ Questionnaire, 1951.

received in 1930 and 1935; one has a master's degree in sociology awarded in 1938, and the fourth teacher has a master's degree in history acquired in 1940.

Textbooks used in the sociology classes include Landid' Man in Environment, Sorokin's Crisis of Our Age, Landis' Population Problems, while the eight sociology courses are entitled, Principles of Sociology, Social Change, Population Problems, Urban Sociology, History of Social Thought, Rural Sociology, Family, and Conflict.

In graduate work a master's degree can be obtained, not in one field of social studies, but the work must be spread in at least two fields.

IOWA

One out of two state teacher colleges reported on our questionnaires asking information regarding teacher training in the social studies, particularly in the field of sociology. That college is the Iowa State Teachers College located in Cedar Falls, Iowa.

IOWA STATE TEACHERS COLLEGE⁶

Iowa State does not offer a major in sociology, just in social science. A major in social science consists of at least 59 quarter hours which must include 10 hours of history, 9 hours of government, 8 hours each in sociology and economics, and 4 hours in the teaching of social science.

A minor is required for the bachelor's degree, in addition to the major, although the minor may not be in a social studies field. The college recommended foreign languages for the students majoring in social science,

6 Iowa State Teachers College, Bulletin, 46.

particularly for those who do graduate work.

The student can receive a joint minor of economics and sociology which requires 23 hours. Courses required in this minor are principles of economics and principles of sociology, five hour courses. The course in sociology concerns itself with the principal social forces and institutions involved in the evolution of society plus an acquaintance with methods of social control.

There is no graduate work in sociology or in social studies at Iowa State. The college has three full-time professors of sociology on the staff. Two of them have Ph.D. degrees, based on doctoral theses on Social Theory, received in 1945 and 1950, while one has a Ph.D. degree in Urban Sociology awarded in 1947.

Iowa State offers five hours each in sociology and crime and delinquency, and three hours each in rural sociology, social problems, contemporary social and economic problems, population, and the family.

KANSAS

One out of four Kansas State Teachers Colleges is included in this survey. That particular college is the University of Kansas, situated in Lawrence, Kansas.

UNIVERSITY OF KANSAS⁷

At the University of Kansas the prospective teacher usually starts his training in the School of Education in his junior and senior years. For a major in social studies 24 semester hours are the minimum requirements.

7 University of Kansas, Bulletin, 95.

These are allotted as nine hours for general courses in social science and political science, eight hours for world history, six hours for American history, five hours for economics, four hours for sociology, and three hours for political science.

All School of Education students are expected to take the two courses in sociology in the senior year. Modern Social Practices I is a critical study of current public issues growing out of major problems of contemporary society. Modern Social Practices II is supervised readings concerning current public issues and the basic social problems from which they arise, with emphasis on situational background aspects.

For a sociology major in the Arts college the students are expected to take, preferably by the end of the sophomore year, two of the three introductory courses in economics, political science, and psychology. Within the sociology department they are required to take one course from each of the following groups:

- (a) Social disorganization
- (b) Contemporary Civilization in the United States
- (c) Social Movements and social controls

- (a) Rural sociology
- (b) Urban sociology
- (c) Population problems

- (a) Collective Behavior
- (b) Psychological sociology
- (c) Culture and Personality

- (a) Prehistoric Man
- (b) Cultural Anthropology
- (c) The American Indian

The University of Kansas has fourteen teachers of sociology in a department which presents 41 courses in sociology. Masters and Doctor degrees

in sociology are given. The School of Education offers a Master of Arts or Master of Science in Education degree.

MICHIGAN

Three out of five Michigan State Teachers Colleges are included in this survey. They are the University of Michigan at Ann Arbor, Michigan State Normal College at Ypsilanti, and the Northern Michigan College of Education located at Marquette, Michigan.

UNIVERSITY OF MICHIGAN⁸

In the School of Education the University of Michigan offers a major in social studies which includes 38 hours of work, namely, twenty hours of history, six of which must be in American history, and additional courses selected from four of the departments of anthropology, economics, geography, political science, and sociology. For a minor in social studies 24 hours must include nine hours distributed over three of the department subjects, and fifteen hours of history, six of which must be in American history.

A bachelor of arts degree in the field of sociology can be had for the teaching of social sciences. Two sociology courses, principles of sociology, and introductory quantitative sociology, are prerequisite courses for the concentration program in sociology.

In addition to the six hours of prerequisite courses 30 more hours, including one on sociological theory, which deals with the functions of theory with reference to research, are needed.

The 30 hours, in addition to the six hour prerequisite program, will

⁸ University of Michigan, School of Education, Announcement, 13.

suffice for a major with at least one course in each of the following four groups, and at least two advanced courses from the fields of anthropology, economics, or political science:

Group 1

- 1) Sociology of Education
- 2) The Family
- 3) The Structure of American Society
- 4) Social Stratification
- 5) Religious Institutions
- 6) Latin-American Social Systems
- 7) African Social Systems
- 8) Comparative Family Organizations

Group 2

- 1) Social Psychology
- 2) Personality and Culture
- 3) Collective Behavior
- 4) Communication and Communications

Group 3

- 1) Introduction to Population Study
- 2) Introduction to Human Ecology
- 3) Migration
- 4) Technology and Social Change
- 5) Industrial Sociology

Group 4

- 1) Community Problems
- 2) Criminology
- 3) Social Conflict and Readjustment
- 4) War and World Society
- 5) Juvenile Delinquency
- 6) Social Legislation
- 7) Race and Culture Contacts

The School of Education offers a course, the Teaching of the Social Studies, on the undergraduate and graduate level. The latter course is sometimes used as the beginning of a master's thesis. The University of Michigan offers 35 sociology courses taught by a faculty of 16 teachers. In the courses no single textbooks are used, except wide reading of many books, articles, etc., from posted lists.

MICHIGAN STATE NORMAL COLLEGE⁹

The college requires 30 hours in a major field of social studies, seventeen hours in a minor, and twenty hours of professional education with an additional eight hours of practice teaching. At least three semester hours is required in sociology for the social studies major.

The college has two full-time teachers of sociology. Both had their major fields in sociology, a Ph.D. degree received in 1938, while the master's degree belongs to the other teacher who has work completed on his doctorate.

NORTHERN MICHIGAN COLLEGE OF EDUCATION¹⁰

Any curriculum leading to the bachelor's degree and teachers certificate consists of at least 124 semester hours of credit and including twelve semester hours in social science, among which must be a course in National Government or on State and Local Government. Twenty hours of professional education, including a methods course in major or minor field, a major subject of 24 hours, and two minors of 15 hours each complete the list.

The Curriculum for Social Service can be had with the inclusion of education courses in lieu of some electives for a teaching certificate. A major in sociology needs 24 hours; a minor in sociology needs 15 hours. Both major and minor in sociology require three hours on principles of sociology, and three hours on educational sociology.

9 Questionnaire, 1951.

10 Northern Michigan College of Education, Bulletin, 31.

There is no special curriculum for high school social studies teachers. The Home Economic teachers must have one course in sociology. No other high school curriculum requires any sociology. They, nearly all, require twelve hours in social studies, two of which must be in government, and the other ten hours in social studies electives.

NORTHERN MICHIGAN COLLEGE OF EDUCATION¹¹

Of the sociology majors nearly 80 per cent take teacher certificates and about three-fourths of the majors plan to teach, the rest plan to go into social work, as it is handled by the sociology department also. Some of the texts that are used in the college are Sociology by Ogburn and Nirkoff, Race by Rose and Rose, The Family by Nirkoff, Social Principles by Landis, Social Pathology by Merrill et al, Criminology by Sutherland, Juvenile Delinquency by Carr, Social Change by Ogburn, and Community Organization by Kimmelman.

Seventeen courses in sociology are offered by the staff comprised of five teachers, two of whom are full-time. The Ph.D. degree was awarded to one teacher in 1936 with a major in sociology. Four teachers have their masters' degrees in education and sociology, psychology and sociology, social work, and psychology and education.

MINNESOTA

Five out of six Minnesota State Teacher Colleges are included in this survey. They are the University of Minnesota, State Teacher Colleges located at Bemidji, Moorhead, St. Cloud, and Mankato, Minnesota

¹¹ Northern Michigan College of Education, Bulletin, 31.

UNIVERSITY OF MINNESOTA¹²

The University of Minnesota requires 186 quarter hours of credit which includes 29 hours of professional education for the prospective high school teacher. An academic major and one or more minors are also necessary. The major may be taken in one of five fields in the social studies: economics, geography, history, political science, and sociology.

The student in addition to taking 30 hours in his major must take 23 credits in history and eighteen hours in at least two other subjects in the major fields. No fewer than five hours are to be taken from any one of the major fields.

For a major in sociology the requirements call for five hours of introductory sociology, three hours each of rural sociology and social problems, and 25 hours in electives.

Five hours in the teaching of social studies in secondary schools, three hours each in Problems in teaching the social studies, and in social studies curriculum, and two hours in current developments in social studies are education methods courses offered by the University of Minnesota that deal specifically with the social studies.

BEMIDJI STATE TEACHERS COLLEGE¹³

Bemidji State Teachers College in Minnesota gives a major in social studies, a broad field, and not in individual areas for the high school

12 Questionnaire, 1951.

13 Questionnaire, 1951.

teacher. The teacher of social studies needs a bachelor degree, a major of 60 quarter hours or a minor of 35 hours, and 24 hours in professional education, including twelve hours of cadet teaching.

In the social studies curriculum none to twelve hours of sociology are required plus such electives as the student chooses. No graduate work in sociology or social studies is given.

Bemidji has one full-time teacher of social studies, a Ph.D. holder received in 1951. Community research was his major.

MOORHEAD STATE TEACHERS COLLEGE¹¹

Requirements for a bachelor of arts degree or bachelor of science in education degree call for 192 quarter hours of credit, with a major of 57-58 hours or a minor of 38 hours in social studies. A course, social studies in the secondary school, 3 hours, is recommended.

Sociology is an essential part of the social studies survey of twelve hours required of all students as well as of social studies majors. Other than that, an introductory course in sociology, 4 hours, is required of all majors and minors, and one elective course in addition.

No major is given in sociology, but the broad major in the social studies takes the course introduction to sociology, and three to four hours of electives in sociology or economics. This is all that the social studies major of 57-58 hours requires.

A minor in sociology is offered which requires 23-25 hours. The courses included in the minor are the introduction to sociology, four hours,

¹¹ Moorhead State Teachers College, Bulletin, 17.

social problems, three hours, race problems or population problems, three to four hours, plus thirteen to fifteen hours of sociology electives.

In the broad minor in social studies of 38 hours only the introduction to sociology is required.

Moorhead has five teachers in the social studies. Two of them have Ph.D.'s received in 1936 and 1939, with respective majors in political science and economics. Three of them have masters degrees obtained in 1944, 1946, and 1948, with respective majors in history, education and social studies, and history.

There are no courses given on the graduate level. Seven courses are given in sociology, four hours each introduction to sociology, rural sociology, population problems, and three hours in social problems, the family, race problems, and criminology and penology.

ST. CLOUD STATE TEACHERS COLLEGE¹⁵

St. Cloud of Minnesota offers a bachelor in science degree in the school of education. A degree can be had in either the social sciences or social studies. The social science major requires 36 quarter hours including five hours in principles of sociology, five hours in principles of economics, four hours each in American government and Money and Banking, three hours each in Contemporary Problems and State Government, and twelve hours in electives.

For a minor in social science 24 hours are required, including the courses listed previously except for the omission of the electives.

Eight to twelve hours each of economics and political science, eight

¹⁵ St. Cloud State Teachers College, Bulletin, 44.

hours of geography, three hours in psychology, and sixteen to twenty-four hours of history are required in the 50-60 hours for the social studies major.

In the constants that are required in the first two years for all students in the field of education are three hours of a social aspect course, three hours of economic aspect, and three hours of political aspect.

In the major and minor fields a methods course in the teaching of secondary social studies, 2 hours credit, is required. A four hour course is also offered as a social studies workshop in international problems.

St. Cloud has four teachers in the social studies division. The head of the department is a Ph.D. in sociology. The others have master degrees. Two of the teachers in social studies have their major field of interest in physical education.

MANKATO STATE TEACHERS COLLEGE¹⁶

A teacher of social studies needs a preparation of a major of 68 quarter hours in economics, geography, history, sociology, and political science, and a minor of 24 hours. Twelve hours of sociology are required for a social studies major.

Approximately 25 per cent of the students in the school of education are planning to teach social studies in high school. Mankato College in Minnesota has a faculty of three full-time teachers in the social studies department: all have Ph.D. degrees, received in 1912, 1942, and 1950 with respective majors in theory of philosophy and entmology, applied sociology, and abnormal psychology.

Nineteen courses in sociology are offered by the college.

MISSOURI

Six out of seven Missouri State Teacher Colleges responded to the questionnaires. They are the University of Missouri, Columbia, Central Missouri State College, Warrensburg, Northeast Missouri State College, Kirksville, Southwest Missouri State College, Springfield, Southeast Missouri State College, Cape Girardeau, and Lincoln University of Jefferson City, Missouri.

UNIVERSITY OF MISSOURI¹⁷

The University of Missouri does not offer any specific course in sociology for high school social studies teachers. For a major in social studies the student must possess 30 hours of credit.

The University has one full-time teacher of social studies, a Ph.D. with a social studies major, and one part-time teacher, who has a master's degree in education.

CENTRAL MISSOURI STATE COLLEGE¹⁸

A life certificate to teach in the public schools of Missouri is awarded to holders of a bachelor of science in education degree who fulfill the following requirements: 120 semester hours of college credit, 25 hours of professional education in secondary teaching, a social studies major of 40 semester hours (24 hours is the minimum) and fifteen hours in a minor subject.

The major in social studies consists of five hours each in American

17 Questionnaire, 1951.

18 Central Missouri State College, Catalog, 37.

history, European history, American government, economics, sociology, geography, and ten elective hours in history.

The minor in social studies is identical in requirements to the state's minimum requirements of 24 semester hours: five semester hours each in American and European history, two hours each in American government, economics, sociology, and eight hours in electives in social studies.

Students who complete satisfactorily the minor program may be granted a certificate to teach citizenship, world history, American history, and American problems in the high schools. A student who has at least five hours in government, economics, sociology, or geography may teach any of these four fields in which he has the five hours of credit.

Under the Department of Sociology a combined major of 30 semester hours in sociology and psychology are available. Required are three hours of general sociology, and two hours each in rural sociology, urban sociology, social problems, and marriage and family. Electives equal to four hours may be selected from the three hour courses of social work, history of social thought, ethics, and general anthropology.

A minor in sociology may be met by completing sociology courses, general sociology, marriage and family, rural sociology, urban sociology, social problems, and two of the four elective courses.

The social studies classes use the textbook, Landis' Man in Environment, plus a reading list of about 125 books, including the classics in the field.

Eight courses in sociology are offered by the college, and a master's degree in education is available for graduate work. The college has one full-

time teacher in sociology: a Ph.D. received in 1940 with an education major.

NORTHEAST MISSOURI STATE COLLEGE¹⁸

The bachelor of science in education degree is awarded to those who meet the following requirements, 124 semester hours of college credit, twenty to twenty and one-half hours of professional education, and a major of 30 hours.

The bachelor of arts degree is offered in social science in economics, history, political science, and sociology. For the total of 30 hours required in the major are two and one-half hours in each of Principles of sociology, the family, social psychology, population problems, anthropology, and in one of the following groups of electives: rural or urban sociology, labor problems or consumer economics, mental hygiene or adolescent psychology. Five hours are also required for the major and are to be elected from courses on the problems of the modern world.

For a minor in sociology the requirements call for five hours on problems of the modern world, and two and one-half hours in each of principles of sociology, the family, anthropology, and electives.

There are two methods courses for the teacher of social studies, three hours on the teaching of the social studies, and two and one-half hours on problems in the teaching of the social studies.

Northeast Missouri State College has three part-time associate professors of sociology: all have Ph.D.'s received in 1938, 1946, and 1948 with respective majors in home economics, American history, and philosophy.

18 Northeast Missouri State Teachers College, Bulletin, 48.

SOUTHWEST MISSOURI STATE COLLEGE¹⁹

A bachelor of science in education degree is given to those who desire to major in social studies. A major in sociology is permitted teachers in social studies. Although to teach sociology in Missouri requires only five semester hours of credit, the major in sociology for a degree requires 30 semester hours.

Southwest has two full-time teachers of sociology: both have Ph.D. degrees in sociology received in 1932 and 1934. The college does not offer any graduate work in the social studies.

SOUTHEAST MISSOURI STATE COLLEGE²⁰

Southeast offers a major in social studies or social science. The primary requirements are 25 semester hours of professional education and 124 semester hours of college work.

In social studies a major consists of a minimum of 25 semester hours. A teaching major in social studies may be obtained by acquiring minors in history and in social science, including seven and one-half hours each in American and European history, and five hours each in sociology, economics, and government.

In social science a major or minor included general sociology, introduction to the study of political economy, and American government.

Approximately 30 per cent of students planning to teach in the high schools since 1950 have majored in social studies at Southeast. The textbooks

19 Questionnaire, 1951.

20 Southeast Missouri State College, Bulletin, 29.

used frequently are Sociology by Ogburn and Ninkoff, and Economic and Sociological Progress by Jennings. There is no graduate work available in social studies or sociology.

Southeast has two full-time professors of sociology; a Ph.D. having an education major received in 1923, and a master in social studies earned in 1948. Four courses in sociology are offered by the college, each one bearing 2.5 semester hours of credit: general sociology, social problems, social psychology, and family.

LINCOLN UNIVERSITY²¹

Lincoln University offers a social science major or a sociology major. The social studies teacher needs a social science major with eighteen semester hours of professional education, and thirty hours made up of history, economics, sociology, and government. Sociology majors are required to take thirty hours of sociology; social science majors may take as few as six hours of sociology.

The six hours required in sociology are those in modern family, and social psychology. One may major in education and minor in sociology. Since 1950 the majors of those students planning to teach social studies in high school were, approximately, history 60 per cent, economics, 20 per cent, sociology, 15 per cent, and government 5 per cent.

Lincoln University has two full-time teachers of sociology. Both have their Ph.D. degrees in sociology received in 1936 and in 1940. Fifteen courses in sociology are given and graduate work in sociology is available.

21 Questionnaire, 1951.

NEBRASKA

Three out of five schools responded to the questionnaires, although only two of them have courses in social studies. They are the Nebraska State Teachers College at Wayne, and the State Teachers College at Chadron, Nebraska.

WAYNE STATE TEACHERS COLLEGE²²

A bachelor of arts in education degree can be had with a major in sociology and economics. The major requires 24 semester hours, not less than six hours in either sociology or economics.

The sociology sequence of courses would include three hours each of principles of sociology I, principles of Sociology II, social and economic problems, principles of economics, the family, and two hours each of social pathology, immigration, American race problems, and public finance. Students who major in sociology are expected to take courses in history, political science, and geography, the number of hours to be recommended by their counselors.

For a minor in sociology and economics a minimum of sixteen semester hours is required, with not less than six hours in either subject. A course in the methods of teaching social studies, two hours, is offered to prospective teachers. Nine courses in sociology are offered in the division of social sciences.

CHADRON STATE TEACHERS COLLEGE²³

Chadron, Nebraska, offers a degree for high school social studies

22 Questionnaire, 1951.

23 Questionnaire, 1951.

teachers. Fifteen hours are required for the major subject, with five hours in a specific subject. The college has two full-time teachers in the social studies department: both have Ph.D. degrees with majors in sociology and history. A part-time teacher has a master's degree in history.

NORTH DAKOTA

Three out of five colleges in North Dakota are included in this survey. They are State Teachers Colleges located at Dickinson, Mayville, and Valley City, North Dakota.

DICKINSON STATE TEACHERS COLLEGE²⁴

Besides the education courses those desiring a major in social studies must take forty quarter hours which include eight hours in American history, eight hours in Modern European history, eight hours in geography, introductory sociology, and a sociology elective, and four hours in economics, American government, and state government.

About a third of all students planning to teach in the high schools are majoring in social studies since 1950. Sociology is required in the social studies major, but more take the senior courses as electives. Dickinson has two part-time teachers in sociology, a Ph.D. in geography, and a M.A. in social science.

MAYVILLE STATE TEACHERS COLLEGE²⁵

Mayville State Teachers College offers a composite social studies major or minor. It does not offer a sociology major or minor. In the com-

²⁴ Questionnaire, 1951.

²⁵ Questionnaire, 1951.

posite major or minor in social studies, some courses in sociology are required.

The textbooks used in the classes include Sociology by Ogburn and Ninkoff, The Sociology of Rural Life by Smith, and Your Marriage and Family Living by Landis. The college replied that changes in texts are contemplated.

One part-time teacher handles the classes in sociology. He has a Ph.D. in political science received in 1950. The college does not offer any graduate work in social studies.

VALLEY CITY STATE TEACHERS COLLEGE²⁶

Valley City State Teachers College offers a bachelor of arts in education degree. A major in social science is taken by teachers of social studies.

Although there is no major in sociology, one and only one course in sociology is required of the social science major. There is no graduate work available in social studies. Valley City College has one part-time teacher in sociology, who has a major field in history and education.

OHIO

Two out of four State Teacher Colleges in Ohio are included in this survey. They are Ohio State University, Columbus, and the University of Cincinnati, Cincinnati, Ohio.

OHIO STATE UNIVERSITY²⁷

The requirements for a degree in social studies at Ohio State

26 Questionnaire, 1951.

27 Questionnaire, 1951.

University is 80 quarter hours. The courses include 20 hours in history, ten hours each in economics, sociology, and geography, and 30 hours in electives.

Ohio State University has fifteen full-time and fifteen part-time teachers of social studies. Several of the textbooks used in sociology are Guber's Sociology, Cook and Cook's Sociological Approach to Education, and O'Brien, Schraz et al's Readings in Sociology.

Graduate work is available in social studies and in sociology. A Ph.D. degree is offered in sociology at Ohio State University.

UNIVERSITY OF CINCINNATI²⁸

For the social studies degree at the University of Cincinnati the applicant must have 40 semester hours in history, sociology, economics, political science, and geography.

Upon graduation each student in social studies must present in the first or primary teaching field in social studies a minimum of twenty-one semester hours, and in each of two other fields a minimum of eighteen hours.

The courses offered in sociology number four, namely, introduction to sociology, introduction to social problems, family and marriage, and urban social life.

SOUTH DAKOTA

Two out of six state teacher colleges in South Dakota replied to the questionnaires. They are Eastern State Normal School at Madison, and State Teachers College of Spearfish, South Dakota.

²⁸ University of Cincinnati, Bulletin, 38.

EASTERN STATE NORMAL SCHOOL²⁹

Eastern State Teachers College states that about 35 per cent of all students planning to teach in high school have majored in social studies since 1950. A bachelor of science in education degree or bachelor in arts degree can be had at Eastern State. For a major in social studies 36 quarter hours are necessary; for a minor in social studies 24 hours are needed.

Sociology is required in the high school social studies program. Textbooks that are used include Sociology by Kimball and Young, Social Psychology by Sargent, plus library assignments and periodicals.

Eastern State has a full-time professor of sociology who received his Ph.D. degree in 1934 as a geography major, and a part-time professor of sociology who received his master's degree in psychology in 1934.

STATE TEACHERS COLLEGE (SPEARFISH)³⁰

For graduation from Spearfish State Teachers College 192 quarter hours are necessary. A composite major of 54-60 hours in social science (Economics and sociology) and one minor of 24 hours are necessary for the degree bachelor of science in education.

In the composite major in social science six hours of modern social problems are included. Required of all teachers are two courses having three hour credit, introduction to social science (current social problems) and Family Relationships, a preparation for marriage.

29 Questionnaire, 1951.

30 Black Hills State Teachers College, Bulletin, 10.

The minor in social science requires 24 hours, namely, six hours each in introduction to social science, modern social problems, and electives in sociology, and three hours each in labor problems and family relationships.

Since South Dakota high schools require a course American Problems (sociology, economics, and government) at senior high in the twelfth year the composite major in history and social science qualifies teachers to teach this course.

The textbooks used in the sociology classes include Phelps' Contemporary Social Problems, Gillin's Social Pathology, Clark's Social Legislation, Landis' Building a Successful Marriage, Ogburn and Nimkoff's Sociology, and Landis' Rural Life in Process.

Spearfish College has five part-time teachers of sociology; two of them have Ph.D. degrees in history received in 1928 and 1949, and three of them have masters' degrees earned in 1925, 1942, and in 1950 with respective majors in educational psychology, education, and history.

Three hours in rural sociology, urban sociology, and family relationships and two hours each in social legislation, social pathology, and social problems are offered by Spearfish. No graduate work is offered in the social studies or sociology.

WISCONSIN

Four out of ten State Teacher Colleges are included in this survey. They are the University of Wisconsin at Madison, and State Teacher Colleges located at Eau Claire, LaCrosse, and Whitewater, Wisconsin.

UNIVERSITY OF WISCONSIN³¹

For a diploma at the University of Wisconsin the student must show a major with a minimum of 24 semester hours, two minors of fifteen hours, eighteen hours of professional education, and a total of 124 hours of credit in college.

For a major in sociology thirty hours are required with three hours each in introduction to sociology, social relations, social disorganization, social statistics, social psychology, and man and culture. Eleven courses in sociology are offered by the University of Wisconsin as well as graduate work in sociology.

EAU CLAIRE STATE TEACHERS COLLEGE³²

The minimum requirements for a bachelor of science degree in secondary education are 29 semester hours of professional education, two majors or one major and two minors, and six hours in two of three departments in political science, economics, and sociology.

A student may major in social studies but obtain a minor in sociology. The requirements for major number one are a minimum of thirty hours of social science selected from four fields of history, economics, geography, and political science. Those courses required are American government, and general economics four hours each; political science and sociology, three hours each; cooperative marketing and conservation of natural resources, two hours each, and electives, twelve hours. In addition to the thirty hours of

31 Questionnaire, 1951.

32 Eau Claire State Teachers College, Catalog, 44.

social science six hours of United States history is required. In major number two a student may take a 40 semester hour broad major instead of the thirty hour major. This broad major is designed to fulfill the requirement for the student's major and one of his minors. In addition to fulfilling the requirements for the 30 hour major, the student must show six hours of European history, three hours of recent world history, and additional social science courses to complete 48 hours.

A minor in social science may be taken in either economics, political science, or sociology. A minimum of sixteen semester hours is required for the minor. All social science minors are required to take conservation of natural resources and cooperative marketing in addition to the sixteen hours.

Nine courses in sociology are offered by the school. One part-time teacher handles the classes in sociology. He has a Ph.D. degree in sociology. No graduate work is offered at all.

LA CROSSE STATE TEACHERS COLLEGE³³

A bachelor of science in secondary education degree requires 128 semester hours. No major in sociology is offered, instead the major is a composite of history and social science. An introductory course in sociology is required of all students who are majors in history and social science.

For the history and social science major 36 hours are necessary. As part of ten hours of electives three hours of sociology may be taken. The textbook, Sociology, by Ogburn and Niskoff has been used as a standard text

³³ La Crosse State Teachers College, Catalog, 24.

for several years along with supplementary materials.

There are three courses in sociology available, namely, sociology, rural sociology-economics, and advanced rural sociology-economics. Two part-time teachers of sociology handle the classes. Both have master's degrees in the field. LaCrosse College does not offer any graduate work in social science or sociology.

WHITEWATER STATE TEACHERS COLLEGE³⁴

Graduates must have 130 semester hours of credit. For a major in social studies 28 hours are required; for a minor in social studies twenty hours are needed. All students preparing for social studies teaching must have at least three hours in sociology. Usually according to the school they take at least six hours of sociology.

A bachelor of education in secondary schools degree is awarded in the social studies area. The social studies area includes five subject fields, geography, history, economics, political science, and sociology. In this area 45 hours constitute a major. Students electing a major must earn twenty hours in one of the above subject fields, fifteen hours in another of the above subject fields, and ten hours in one of the remaining above subject fields.

They may combine hours in political science and sociology in order to obtain ten or fifteen hours credit as required. Students electing a major in social studies must complete a minor of fifteen hours in one other area. In addition the two courses, cooperative marketing, and conservation of natural resources, are required.

34. Whitewater State Teachers College, Catalog, 20.

Three courses in sociology are offered, introductory sociology, three hours, crime and reform, two hours, and crime and reform (continuation) two hours. One full-time teacher of sociology who has a Ph.D. degree in social science teaches at Whitewater. No graduate work is offered by the College.

SUMMARY

Most of the colleges require more than the minimum of hours in professional education set down by the state regulations. More emphasis is placed on traditional subjects like history, geography, economics, and political science than upon sociology. In the various lists of courses in social studies the title of sociology often appears least among the social sciences.

Most of the colleges prefer to give a degree in a general social studies field rather than in a particular field, like sociology. The need for sociological principles and greater knowledge of group relationships is never more in evidence than in the chaotic and confusing conditions of the world today. Yet, let us view the words of the educators themselves who are supposed to scan the horizon of reality and capture the truth of it in their curricula. According to Professor Schild³⁵ of the University of Kansas, "We do not graduate social studies teachers with majors in subjects such as sociology, American history, etc., but rather their major is social studies." He further adds that in the classes dealing with the teaching of social studies, which he does teach, he places very little emphasis on sociology since he does not believe a separate course in sociology is justified as a

part of the secondary social studies curriculum.

Michigan State Normal College of Ypsilanti reports that sociology is taught very seldom in courses for the teachers of social studies in high school. Eau Claire Teachers College of Wisconsin says that it doesn't grant a degree in separate fields as it believes that a separate degree, instead of a general course in social studies, does or would not fill the needs of Wisconsin high schools. Affirmative reports come from the Lincoln University of Nebraska which feels that there is an increasing tendency to integrate the sociology courses with those in the social studies.

History is allotted more courses and more course hours in the social studies curriculum than it merits since the colleges fail to take into consideration the changing needs of the youth of the high school age.

Lincoln University of Nebraska believes that "as of now it seems clear that through tradition history and the social studies are thought of as much the same insofar as the high school structure is concerned." Too much emphasis is placed on the traditional and historical type of subject matter, and insufficient amounts on courses which would aid in the development and growth of understanding of the changing and important aspects of today's conditions.

Sociology, which does a great service in creating understanding of group relationships and social processes, and international needs among all peoples in the world in the year 1952, is practically ignored by the colleges and social studies departments. In the importance of international sociological relations in the classroom and secondary curriculum Royal J.

Schmidt³⁶ said that it must be taught in high school as too few go to college. There are no required courses in the curriculum but sometimes international relations is condensed in a social problems course in the twelfth year of school. Of that course he says, "it is a streamlined, abbreviated and inadequate approach at best which scarcely fulfills the responsibility of secondary education in this extremely important field." Of this latter tendency in high schools Schmidt affirms the premise in this paper that reliance upon courses other than the proper and particular ones to provide the background adequate to understand international problems, etc., is "not only bad pedagogy but confused thinking."

Considering the unique position of the social studies teacher in the high school he especially should have the knowledge and understanding of sociological aspects of changing group relations for use in class instruction. Nevertheless, the study of the state teacher colleges outlines sharply the failure on attaining such goals in teacher training in the social studies.

The professional educational requirements of the teacher are maintained at a high level in the state colleges but there is an inadequate flexibility in the training programs which would enable them to fit the needs of youth. State teacher colleges in 1952 are still filling their catalogs with courses and requirements that vary little from requirements a decade ago.

Since sociology is regarded lightly by the state training institutions naturally then the social studies curriculum will look like a melting

³⁶ Royal J. Schmidt, "International Relations and the Secondary Curriculum," Education, 526, May 1948.

pot of the social sciences. Generally, history, geography, political science, economics, and sociology are required in the average social studies curriculum having similar hours assigned to each, except for a larger number of hours devoted to history. No attempt is made to ascertain the values of the social sciences in regard to the teacher's eventual use of the knowledge in the classroom. If the values were analyzed perhaps sociology might be given more than just a cursory treatment in the social studies curriculum.

Lincoln University members of the sociology department reported in the questionnaires that several sociology courses were put in the required list for a major in social studies without the approval of the teachers of sociology and over their protest.

The incident at Lincoln University is significant in that the importance and criteria for the selection of material and courses up through the educational areas is still held steadfast by the claims of administrations and heads of departments to formulate the program for the school studies. No consultation with the teachers, the students, the community, or reliable and well informed educational experts and thinkers capable of deciding what should and should not be valued in a changing curriculum.

Nearly one-third of the state teacher colleges do not offer any graduate work in either sociology or the social studies. This is certainly a sad reflection on our state educational institutions which ought to be leaders in the educational fields and yet, lag behind by failing to supply its graduates with graduate work in the fields they are teaching.

One bright outlook in the study of the teacher colleges is that the faculty seems to show a high percentage of graduate work in the field of

sociology, with many of them possessing the higher degrees.

Since most of the states do not require sociology in the basic preparation of the students the teacher colleges have fallen into line and given incidental treatment to sociology in teacher training courses. The teacher training is often inadequate because of the lack of a program which sees the need for sociology in the curriculum. Sociology is more or less "thrown in" the melting pot of social sciences. Only when educators in general think of the social studies as a great and necessary tool in the understanding of changing conditions today will the forces of education endeavor to revise the old traditional type of curriculum construction as prevails today.

CHAPTER IV

QUESTIONNAIRE: TEACHING OF SOCIOLOGY AND ALLIED COURSES IN HIGH SCHOOLS OF TWELVE MIDWEST STATES

To ascertain the nature and function of sociology courses in the public high schools of the twelve midwest states, questionnaires were sent to 188 public high schools in cities having a population of 20,000 and over. One hundred and three schools replied, a percentage of 55 per cent. The twelve states totals of the number of questionnaires received are shown in Table I.

Sociology is taught in thirty-seven high schools as a course entitled "Sociology," a percentage of 36 per cent. Other sociology courses (see Table III), such as social problems, including the above mentioned sociology classes, are taught in eighty-seven public high schools, a percentage of 84 per cent. The inclusion of sociology in the curricula in these 87 high schools ranges all the way from a few weeks presentation of sociological principles within a general treatment of American Problems to full semester and full year classes in all phases of sociology.

Some of the schools do not entitle their courses as sociology, although a perusal of their textbooks and materials used in the classes are definitely sociological. For example, a school may offer a class in American

TABLE I
QUESTIONNAIRES SENT AND RECEIVED
(1951)

Questionnaires Sent	32	21	16	7	24	8	13	4	4	37	3	19	188
States and per cent of questionnaires received	Illinois	Indiana	Iowa	Kansas	Michigan	Minnesota	Missouri	Nebraska	North Dakota	Ohio	South Dakota	Wisconsin	Total Received
Per cent received	66	57	56	86	42	50	30	50	25	54	33	74	
Population of Cities													
20,000 to 30,000	5	1	2	3	1	2	1		1	3	1	2	22
30,000 to 40,000	4	3	2	1	1	1	2			5		4	23
40,000 to 50,000	2	2	1		3		1			2		4	15
50,000 to 60,000	2	1			2					4		1	10
60,000 to 70,000	2	1	1							1			5
70,000 to 80,000	1		2		1							1	5
80,000 to 90,000	2	1	1										4
90,000 to 100,000					1			1				1	3
100,000 to 250,000	1	2		2	1			1		2			9
250,000 to 500,000		1								1			2
500,000 to 1,000,000						1				2		1	4
Over 1,000,000	1												1
TOTAL RECEIVED	20	12	9	6	10	4	4	2	1	20	1	14	103

Problems, and use the text, Our Changing Social Order, by Gavian, Gray, and Groves, which is the outstanding sociology textbook used by the majority of schools in this survey.

The title of the classes may at times be misleading, but a checkup of the answers on the questionnaires fully indicate that sociology could just as well have been the title of the courses. For a complete listing of the titles of the classes in sociology preferred by the schools see Table III.

TABLE II
SOCIOLOGY COURSES TAUGHT IN
HIGH SCHOOLS

Sociology Titles	Number of Schools
Sociology	37
Social Problems	16
American Problems	11
Modern Problems	10
Problems of Democracy	7
Social Studies	5
Home and Family Living	4
Social Living	3
Social Science	3
Effective Living	1
Contemporary Problems	1
Today's Problems	1
Total Courses	99

Approximately 68 courses deal either directly with sociology or are comprised chiefly of sociological content. Thirty-three classes include sociology but they also deal with other social studies, such as economics and personality development.

Analyzing the wording of the titles of the social studies courses we find emphasis is placed on two trends, the first being the shifting from social

problems as such to one that concerns itself with contemporary problems. Perhaps the phrase is used to denote more than just the general of social problems. Application of general principles to community study and school life problems could explain the trend from general titles to more specific ones.

The second trend would be the more frequent inclusion of family and community living courses, showing that schools are realizing that the appreciation of family and community living is becoming a greater concern of the school than ever before. The individual awareness of his responsibility in the community today is also a goal of sociology classes throughout the midwest states.

Since the high schools see fit to name their courses a problems course, or a living course, it is evident that there is a variance among educators as to what should constitute subject matter for the high school pupil. There is a growing feeling that since so few high school students do continue higher education the high school should give the student some general principles to guide his future activity and life. Although the many courses signify attempts in that direction, the mere fact is that many schools still consider sociology and social living principles as part of an elective social studies program, which perhaps reaches only a fraction of each graduating class.

With the lack of understanding and cooperation among educators and administrators, who know something is needed for students who finish education at the high school level, but who fail to fulfill the needs, the midwest high schools offer a fraction of the courses necessary to each graduate in social living.

Frequently, the purpose of the courses becomes entangled with the great variety of material so that eventually the student is given a smattering of sociology, economics, social living, social problems, etc., all on a text and teacher-pupil recitation level, and less frequently, on a community, school, and home study preparation for future living.

The various schools were asked to give a percentage estimate of those eligible to take the courses in sociology and in the classes containing sociological material who do sign up for the classes. Two out of three schools reported that approximately 25 per cent of students sign up for the sociology courses when offered to them, generally in the senior year. The estimates ranged from 10 per cent to 90 per cent of students taking the subjects, with the majority of schools replying in the affirmative in the 25 to 50 per cent range.

These statistics do show a great interest and desire of graduating seniors in high schools in the social problems and workings of community and national life. We could assume, therefore, that since the students do sign up willingly and in greater proportion than a single course of electives would warrant that the type of subject matter plays an important part in their selection.

The schools, however, do not seem to change their curricula to the extent of serving the needs of the students. Outside of required courses like United States history and civics, the schools leave the important features of classes in understanding oneself and one's neighbor on an elective basis.

In his senior year, and sometimes junior year, the student is permitted to choose an elective class or two to complete his program. Sociology,

or classes dealing with sociology, are frequently left to chance, and the student's choice. The mere fact that so many of the students do sign up for sociology classes is significant when the number of elective subjects available is taken into consideration.

Sixty schools do not require sociology as an essential part of the student's education. They leave it entirely on an elective basis. Thirty-three schools do require the student to take a course of a general nature, which is frequently entitled, Modern Problems, to include more than just sociology and social problems as such, usually inserting sociology within a framework of civics, government, and personality.

Not only is there confusion as to whether or not the student should be required to take a course imparting essential sociological learnings to him, but the length of the course varies decidedly according to the whims of the local superintendent or administration board.

In considering sociology and its ramifications, the subject matter within it is certainly tremendous. Yet, all of sociology is crammed within a one semester course in many schools, although there are indications that schools are extending the work to a full year course.

Sixty schools, or approximately 66 per cent, give only a one semester course in sociology or an allied class while twenty-nine schools have extended the course to a full year level or two semesters. The unusual feature of this trend is that the schools of four states, Michigan, Nebraska, North Dakota, and South Dakota, do not offer any courses longer than a single semester in sociology.

Although twenty-three textbooks are mentioned as being used in the

twelve states, the majority of schools favor a small number of textbooks. Our Changing Social Order by Gavian, Gray, and Groves, is used by thirty-six schools, or approximately 35 per cent of the textbooks used by all the schools. Landis and Landis' Social Living is used in fifteen schools; Ellwood's Sociology Principles and Problems, three schools; Quinn and Repke's Living in the Social World, four schools; Arnold's Challenge for American Youth, six schools; Blaich and Baumgartner's Challenge of Democracy, four schools; Landis' Your Marriage and Family Living, three schools; Grenan and Meridith's Everyday Problems of American Democracy, three schools; Patterson, Little and Burch's American Social Problems, two schools; and Cole and Montgomery's School Society, two schools.

The above mentioned seventy-eight schools mentioned that the texts were either the basal or only textbook in their social studies classes. Twenty schools, or one-fifth of all the schools, answered that they use more than one textbook or reference text in addition to the assigned book. A further evaluation of the textbooks is given in a separate chapter in this thesis.

Since many schools use discussion as a focal point of stimulating thought and objective thinking among the students in sociology classes, it would seem that the interests of the students as they face their future living would serve as an excellent criteria for evaluating the content of the subject matter.

The requests for further information among the students seem to fall into three main categories: interest in personal problems, social problems, and world problems. Thirty schools listed home and family living as the out-

standing interest of students in sociology classes, which leaves the observer with a myriad of reasons as to why that particular interest should be the most frequently desired request.

Is there a need of closer family relationships and security within the family circle that foments a desire on the student's part for information on home and family living as a matter of direct aid to himself and his family? Or are the students in the face of war and direct peril to their own family relationships maturing more rapidly and desiring to settle down to family ties before any unforeseen calamity strikes their own individual lives?

Evidence to bear out the latter conclusion is had in the number of schools listing interest in marriage and its problems as the chief request of the students. Twenty-three schools mentioned marriage as a leading topic of discussion.

Among the social problems, crime was listed by twenty-five schools, and was second only to home and family living among the total number of topics mentioned. Whether youthful curiosity was the reason for this major interest is undetermined. Surely, the impact of television, radio, movies, and newspaper must play an important part in shaping up the student's interest in crime.

In Tables IV through VII is a summary of subject matter requested by the students in sociology classes. It is presented to indicate the interests and needs of high school students: factors which ought to be considered by the school curriculum, especially when one realizes for how many school education terminates at high school graduation.

In Table VII is a summary of subject matter most frequently requested

by students for discussion in their classrooms. It summarizes the three categories in Tables IV through VI, that in Personal Problems, Social Problems, and World Problems.

TABLE IV
PERSONAL PROBLEMS

1) Home and family living	31
2) Marriage	24*
3) Personality	13
4) Personal problems	10
5) Mental health	10
6) Community living	11
7) Boy-girl relations	6
8) Vocations	5
9) Education	4
10) Recreation	4

*Number following item signifies number of schools listing the same information. Throughout this chapter the numbers in tables will have the same meaning.

TABLE V
SOCIAL PROBLEMS

1) Crime	25
2) Juvenile delinquency	11
3) Race	10
4) Labor	7
5) Poverty	4
6) Maladjustments	4
7) Mental Abnormality	3
8) Forces of biology	3
9) Alcoholism	3
10) Housing	3

If considered in terms of percentage, the students show about 60 per cent interest in problems which directly affect their personal needs, their lives at home, and in the community. This percentage is deserving of close attention by those in the position to do the most for the high school graduate

who terminates his education at the end of the twelfth school year.

TABLE VI

WORLD PROBLEMS

1) World and Government Problems	7
2) Current problems	4
3) Social change	2

TABLE VII

SUBJECT MATTER REQUESTED BY STUDENTS

1) Home and family living	31
2) Crime	25
3) Marriage	24
4) Personality	13
5) Community living	11
6) Juvenile delinquency	11
7) Mental health	10
8) Personal Problems	10
9) Race	10
10) Labor	7
11) World and government problems	7
12) Boy-girl relations	6

Drawing a conclusion as to what should constitute the curriculum to satisfy the wants and needs of these students it would seem that two out of three high school students should be given a closer analysis of one's community and home environment. But as we shall see later on in this analysis of the questionnaires very few schools have changed their curricula to the extent that home and community study is a constant investigation in the classroom. More often than not, sociology study ends with the sound of the class bell for most young men and women in the high schools. There are a few exceptions as shall be noted later.

We know that the students request mainly around 60 per cent personal

knowledge of oneself, family, and community living, 35 per cent about social problems and social control, and five per cent of world problems. Let us now see the correlation between what the various schools consider pertinent subject matter for sociology courses and that desired by the students. We can compare both according to a percentage basis as well as numerically.

The major topics that the majority of schools believe to be pertinent subject matter for high school sociology are enumerated in Table VIII.

TABLE VIII

SUBJECT MATTER CONSIDERED PERTINENT
BY HIGH SCHOOLS

1) Crime and juvenile delinquency	28
2) Personality development	13
3) Family	23
4) Marriage	17
5) Health	12
6) Race	12
7) International relations	10
8) Labor	9
9) Poverty	9
10) Social problems	8
11) Alcoholism	7

Whereas the students seem to have a clear-cut opinion as to what the subject matter of the sociology classes should be, the schools seem to disagree completely. The variance arises over the purpose of sociology in the curriculum. Whether or not sociology should be treated as a social science, with emphasis on social problems, or as a personality development course for the students is the crux of the confusion.

In reply to the question, "What does your school consider to be pertinent subject matter for high school sociology?", countless answers were received and tabulated. Many of the schools listed more than one item on this

question. Using the same heading as found under the summary for students' requests for subject matter in sociology classes the following statistics were derived from the schools' replies. The number following the heading refers to the frequency of responses as listed in the answers, and it does not mean the number of schools replying, but to the number of times the various items appeared on the questionnaires. (See Table IX).

TABLE IX

SUMMARY OF SUBJECT MATTER CONSIDERED
PERTINENT BY HIGH SCHOOLS

1) Social problems and control	141*
2) Personality development and personal problems	46
3) Community and world affairs	43
4) Other subjects	8

*Number refers to number of times related subject matter was mentioned and appeared on questionnaires.

According to the schools, therefore, approximately 60 per cent of the material used in the sociology classes should deal with social problems and their control, about twenty per cent for personality development and social and individual problems, while the remainder is eighteen per cent for the study of the social scene in community and world affairs, and two per cent for sundry subjects.

It is quite apparent from a perusal of the percentages that the schools and students differ as to what should constitute subject matter in sociology. The students are quite clear as to their wants and desires; namely, almost two of three want knowledge and information on personality, home and community living, and one-third of the students desire class instruction

on social problems and social control.

On the contrary, however, the schools fail to pay heed to the requests of the students. Two of three schools believe a study of social problems and social control should be the prime emphasis in the class, and only one-fifth think personality, home and community living should be allotted major consideration.

The discrepancy, perhaps, can be found in the type of thought that prevails among the group of students, in general, and among the group of schools, in general. Students seem to prefer an immediate solution and pattern of action which will handle immediate problems, or a type of instruction which will give them a blue-print of behavior, action, and understanding of problems. The schools, and those teachers conducting the classes in sociology are primarily interested in the informational aspect of teaching, rather than its functional counterpart. They would give the student an appraisal of the social scene, local and international, rather than an understanding of one's actions. The history of sociology appears to be the manner of presentation, rather than the impact of sociology on the life of the student.

This disagreement is wide enough to offer sufficient evidence that neither the student nor teacher is satisfied with the class in sociology. If the courses in sociology were offered under more specific titles, and if there were more of them in the schools, perhaps the student who wishes aid in personality, home and community living could get his type of class instruction while the teacher who desires to impart a knowledge of social forces and control could also have his particular type of class.

A point of interest is seen in the statistics on the study of the social scene in national and world affairs. The elder, mature teachers would emphasize this in the percentage of 18 per cent, practically one of five schools reporting thus. The students, however, request only five per cent of class work to be in the study of world problems.

Again, countless reasons can be given for the variation. The observation made before, however, can account in satisfactory fashion. The student interested in immediate goals is in want of practical, workable patterns of behavior and understanding. On the other hand, a perusal of world problems is a subject beyond one's locality of place and time, so it seems to the student, who simply hasn't the desire to know of problems which do not directly affect him.

The textbooks do not shed too much light on this chasm between student and the teacher in regard to subject matter. Books entitled, Our Changing Social Order, or Social Living, or Social Life and Personality, or Sociology Principles and Problems, do not seem to complement one another. Instead, each book seems to convey a different aspect of the way sociology should be taught and studied. Two of them, the first and last titles, appear to favor the teachers' and schools' point of view, while the middle two texts tend toward what the students request as subject matter in sociology.

Now that we know what the students prefer as subject matter in sociology and what the schools consider to be pertinent subject matter for sociology classes let us appraise the present and future trends of the schools in the social studies field. Perhaps, we can ascertain whether or not the schools are endeavoring to close up the gap between what they desire to teach and what

the students request and want in sociology. We would assume that the trends would closely parallel the interests and desires of the students as well as keeping up-to-date with the latest social applications of principles and changes in society.

Outside of two schools in the survey which believe that subject matter for sociology classes should be derived from the needs and wishes of the class the trends in high school sociology closely parallel what the schools believe to be pertinent subject matter. The percentages are practically similar. An eight per cent drop in social problems and control was added to emphasis on personality development and personal problems of teenagers. (See Table X)

Eight schools mentioned that there was no special emphasis in their sociology classes. It is quite apparent, therefore, that the teachers and schools are still presenting their type of sociology courses rather than favoring or including more of the subject matter requested by the students.

The schools were asked how much subject matter of sociology was included in the various classes throughout the semester or year. The following subjects were reported as appearing in social studies or sociology classes plus the number of schools reporting; family, 89 schools; crime and delinquency, 89; race, 85; preparation for marriage, 81; social principles, 79; poverty, 75; labor, 74; population, 73; and international social principles, 59 schools.

The close count between the first eight subjects is probably due to the fact that sociology in the high schools is taught on a text-recitation level of instruction. The fewer schools reporting on the teaching of international social principles could be found in the dearth of such material in

TABLE X

TRENDS IN SOCIOLOGY PRESENTATION
IN HIGH SCHOOLS

Social Problems and Social Control - 52 per cent

1) Family relations	16
2) Current social problems in society	12
3) Marriage	8
4) Crime	4
5) Labor	3
6) Primary groups	2
7) Contributions of groups	2

Personality Development and Personal Problems - 28 per cent
of Teenagers

1) Personality development	9
2) Mental Hygiene	7
3) Life Adjustment program	5
4) Social Responsibilities	2
5) Vocations	2
6) Future participation in Industry	1

Study of Social Scene in Community and - 18 per cent
World Affairs

1) Community Living	7
2) International Relations	3
3) Social Institutions	2
4) Causes and Effects of Prejudice	2
5) Mores and customs of nationalities in region . . .	1

Other Sundry Subjects - 2 per cent

Needs and wishes of class	2
No special emphasis	8

any but the most recent sociology textbooks. Since World War II concluded the United States has viewed international problems with more of a personal interest and the schools are slowly approaching that new trend of thought.

The heads of the social studies departments in the various high schools, the principals of the schools, or the teachers listed the methods used in conducting the classes in social studies. Two out of three schools rely on textbook recitation with a follow-up in discussion groups. Half of the schools reporting indicated that other reference books were available, either in the classroom or in the school library. As seen in Table XI, trips and the use of outside speakers were favored by half of the schools. A noticeable weakness in the use of visual aids as an invaluable teaching device is noticed. Slightly less than twenty per cent mentioned visual aids an important tool of instruction.

Some of the more enterprising teachers have endeavored to make the classroom and community a place of learning group reaction processes. Items 20 through 26 in Table XI are particularly interesting and educational for the students within those classes.

In regards to the qualifications of the teachers of sociology and allied fields there were sixty-three holding a master's degree, forty-nine with a bachelor's degree, and three with a Doctor of Philosophy degree.

When one analyzes the college background of the teachers, and their majors in undergraduate and graduate schools, he is amazed at the wide discrepancy in the selection of teachers for sociology and allied fields.

Twenty-two teachers had majors in sociology, eleven in social science, nine in history, three each in psychology and political science, and two each

TABLE XI

METHODS OF INSTRUCTION IN SOCIAL STUDIES CLASSES

Method Used	Times Used
1) Textbook	67
2) Discussion groups	66
3) Sundry reading material	56
4) Trips	54
5) Speakers	53
6) Visual aids	17
7) Panel discussion groups	15
8) Reports	7
9) Reference reading	5
10) Surveys	3
11) Projects	3
12) Research topics	3
13) Current literature	2
14) Debates	2
15) Study of Community problems	2
16) Study of newspapers	2
17) Outline study guides	1
18) Term paper	1
19) Assemblies	1
20) Workbook	1
21) Drama	1
22) Resource unit	1
23) Analyze local social institutions	1
24) Mock United Nations at end of year	1
25) Panels of adults in family living	1
26) Student representation on Youth Welfare groups	1

in economics and English. Majors in fields not mentioned specifically by name were seventeen. Three teachers mentioned a minor in sociology and one in social science.

Only 50 per cent of the teachers have had a college background based on a sociology or social studies curricula. The rest have majored in other fields but they have selected to teach the course in social problems, etc., more than likely since they seem to possess some knowledge of the social studies. It is interesting to know that two schools have placed teachers of Eng-

lish as teachers of sociology.

Whether or not the teacher is permitted to use his own discretion as to subject matter introduced in his class was answered in the replies to the question, "Do you follow a prescribed curriculum in social studies"? Fifty-two schools, or approximately half of the schools, reported that they do follow a course of study planned by the school, and thirty-six schools said that the shaping of the course is left to the desires of the teacher. If 33 per cent of the schools leave the makeup of the courses to the teachers, one can well suppose that the teacher favoring political science would treat sociology as if it were political science, the psychology teacher, likewise, and etc. The English teacher could create a class in sociology probably much differently than the teacher who is trained specifically to teach the social studies or sociology as such.

Although the social progress and conditions of community life show constant change, the programs of the schools to give the student an understanding of those changes and problems do not seem to keep up-to-date. The following list of statistics (Table XII) indicate the period of time in which the present course of study in social studies was introduced in the high schools.

TABLE XII

DATE SOCIAL STUDIES COURSE OF STUDY
INTRODUCED IN HIGH SCHOOL

Before 1940	30
1940-1945	2
1945-1950	30
1950-1952	8

The figures in Table XII seem to indicate that nearly as many courses

of studies that were introduced before 1940 are still in use as compared with the number of courses of studies placed into effect since 1940. One school reported no course of study for the social studies.

Considering that a high proportion of courses of study are more than ten years old the question was asked whether or not there would be a revision of the social studies course of study. Thirty-one schools declared they have a continual revision of their course of study, ten schools mentioned their courses of study are being revised, thirteen schools said they planned no revision at all, while nine schools believed there would be a future revision.

Those schools which do not offer sociology at all were asked if sociology would be introduced in their course of study in the future. Twenty schools replied in the negative. There was no reason given for the refusal, except, perhaps, they thought other fields presented in the curricula gave adequate treatment to sociology and its content, or that their type of school did not offer courses beyond the manual arts and basic college preparatory courses. These reasons do not seem adequate an explanation for the failure to analyze the values of sociology in the curriculum.

It is evident that the schools in the midwest states are not strongly inclined to stress courses in sociology or in allied fields. The courses offered mainly on an elective basis, the course of study bearing an old date-line, certainly bear evidence that sociology is not a favored subject matter of school administrators.

In his article on "Meeting the Imperative Needs of Youth," Robert

Gilchrist¹ includes excerpts from letters written by various educators throughout the country who lament the lack of proper sociological training of the high school student.

One wrote, "It seems to me that the schools in this area have been rather slow in shifting programs to meet the changing needs of American youth." A teacher called his school's social studies program "an unrealistic program of social studies in which boys and girls do not learn about the real social problems of the community and of their nation."

Another teacher writing to build a case for the inclusion of courses on family life in the secondary schools said,

yet the average teaching in the average American high school is still so far removed from the student's life that he sees the high school years as a kind of obstacle course that he has to run before he gets down to the real business of living.²

A survey of the objectives of the social studies courses also shows the lack of unanimity among educators. Each school selects its own goals, whether or not it has far-reaching effects on the student or just a minor interlude in the lives of the students. Table XIII shows that the objectives haven't changed any since the last decade although the changing conditions in living have. Only two schools showed some thought in arriving at its objectives and theirs was a practical measure of fitting the students into the adult social and industrial groups.

1 Robert S. Gilchrist, "Meeting the Imperative Needs of Youth," Bulletin Secondary School Principles, 32:153, March, 1948, 118-119.

2 Ibid.

TABLE XIII

OBJECTIVES OF SOCIAL STUDIES CURRICULUM

1) Acquaint students with modern American society and its problems	29
2) Promote worthwhile citizenship	28
3) Adjustment for successful living	21
4) Social cooperation and social responsibility	12
5) Objective thinking and attitudes	10
6) Competence in group living	9
7) Appreciate functional democracy as a dynamic, living philosophy	7
8) Nature and causes of social problems	7
9) Understanding international affairs	3
10) Understanding all people	3
11) Fit person into adult social and industrial group	2

Slightly over 50 per cent of the objectives deal directly with some phase of sociology or social problems while the other objectives deal with government and personality development. Once again the variance among educators as to what should constitute subject matter for the high school student shows in clear light.

The subjective treatment of sociology is even more detailed in the response to the question of the extent that the objectives were realized. Nineteen schools said they were too hard to measure, fourteen schools prided themselves that the objectives were realized "very well," whereas eleven schools labeled their courses as accomplishing "moderately well." Three

schools considered their results "fair," five schools, "good."

Satisfactory was the belief of one school, whereas four schools said they did not know the results of their training and objectives. One school was not completely satisfied. Other responses mentioned that there was an improvement in race relations in the school, that the students checked the aims of the class at the conclusion of the course, while a school said that the extent of the objectives being realized depended on the teacher.

The teachers were asked as to the possibilities of further development of sociology as a class subject in high school. They voiced the suggestions that sociology should be a two-semester course instead of being a usual semester subject, that social problems should be a required course for all students, that there should be a better correlation with science, that the schools should have more elastic rules which would permit more experimentation and application of sociological principles, and that better and newer texts should be available.

They decried the dearth of sufficient supplementary material for classroom use, and several wished for the availability of "war fugitive" material for that particular phase of international social problems. In regards to greater emphasis in subject matter the teachers suggested that there should be more time devoted to international needs and problems, more utilization of community resources, more emphasis on marriage and family living, increase a better understanding of the way of life of all nationalities today, and teach the students how to study and evaluate social problems, etc.

They believed that more students should pursue the courses in sociology in order to aid social adjustment and youth relationships. An interest-

ing thought was raised by one school, which favored sociology as a functional course: let those who are "problem" students be encouraged to enter it.

In regards to the question, "Where in high school do you see the need for sociological principles?", the answers fell into certain types. The majority of the teachers favored the use of sociological learnings all through high school, with the emphasis on class level in the twelfth year, providing sociology is to be presented as a one semester course.

They believe that sociology is necessary to aid the adjustment of students from all sorts of home life to association with others in school life and in everyday life of the community, to better the adjustment to adult life, and to create a better adjustment to the opposite sex.

Others say that sociology is useful when groups are formed in class or in student relationships, when two people meet, and in personal and family relationships. They believe sociology would better the general conduct of the student body, citizenship in general, among the family itself, the administration-teacher relationships, and the teacher-pupil relationship.

Sociology would enable the students to understand their problems, analyze the existence of cliques, and the modes of behavior of people living in cities and suburban areas. The teachers thought that there would be an improvement of race attitudes, consideration of the rights of others, honor, honesty, and other traits, all due to the inclusion of the study of sociology in the curriculum.

The teachers voiced the opinion that many factors were involved in order that the students could be best inculcated with sociological precepts and principles. They mentioned that discussion groups, actual classroom prac-

tices, clubs, assembly programs, individual counselling, social studies courses, new courses in problems of democracy, could be the focal points of implementing principles of sociology with activities.

In terms of curriculum development they said that sociology must be made to meet the needs of the pupils, there should be a strong course in sociology, not as easy to attend as it has in the past, and that use should be made of the faculty association and the student council. They varied on the grade level, some preferred the freshman year, others a one semester course for seniors, while one school suggested that all students be required to take one semester of sociology, with the second semester voluntary.

To best carry out sociological principles in high school they advocated a well coordinated curriculum, an integrated social studies in preference to history, constant endeavors to show students what makes them act as they do and what might help them, a social problems approach throughout high school life as part of the regular course, and a study of local, social, and economic conditions. It was suggested that teachers supply situations already existing to illustrate sociology, that they combine experience of the student with practice in democracy, and that more courses on marriage preparation be included.

In terms of the administrators and teachers the suggestions voiced the thoughts that well educated, social motivated teachers were needed, that other class teachers ought to realize the importance of teaching social principles as part of their own classes, that all teachers must be interested in the student as an individual, that a need for different preparation of teachers is felt. Good teaching complemented by precept and example is necessary

in creating an atmosphere in high school conducive to promulgating sociological principles.

The questionnaires, as previously mentioned in this chapter, were sent out to 188 schools and 103 replies were received. Of the received questionnaires the titles and positions of the persons returning them are shown in Table XIV

TABLE XIV

TITLES OF RETURNERS OF QUESTIONNAIRES

Principal	40
Teacher of social studies	26
Head of social studies department	26
No title	11

The degree requirements for the teachers of sociology and allied fields differed quite a bit in the various states. Illinois high schools, for example, had teacher requirements vary within the respective high schools. Some of the schools had teachers of sociology who qualified under the state regulations, who had a major in the subject or allied field, who possessed 24 hours of education in social studies, or who simply had a bachelor's degree or master's degree.

In reply to the question, "Does your school have its own requirements for social studies teachers," a total of 38 Yes's and 41 No's were cast, signifying that the schools are evenly divided on this point. The states that showed a preponderance of the affirmative in having school requirements were Illinois, Kansas, Minnesota, and Wisconsin. As many schools, therefore, have special requirements for teachers of the social studies as those which do not. Twenty-four schools did not comment.

The last series of questions on the questionnaires referred to the existence of state aid and regulations. In two states, Indiana and Kansas, teachers reported that the state had some influence on the selection of textbooks in social studies. Indiana schools mentioned that the state education commission selected social studies textbooks every five years, and that the schools were allowed to choose one of the three textbooks selected by the commission. Kansas schools reported that a textbook committee adopted favored stated texts and gave a multiple list to the schools of such texts, which could be voluntarily accepted or not by the Kansas schools.

Concerning the guidance and aid that the states gave the high schools a variance of opinion was had, even among member schools of the same state. Illinois teachers said the state gave help (eleven schools), gave little help (four schools), and gave no help (six schools). Evidently, either the teachers aren't using the resources of the state for instructional purposes, or the rapport between state educational leaders and the local educators is not consistent or strong. Some Illinois schools mentioned that the state did aid them with literature, movies, speakers, and displays, while the University of Illinois recommended standards in the teaching of social studies.

Elsewhere among the states the story appears the same. Indiana said yes and no on aid from the state. The teachers mentioned the state did provide minimum courses of study, outlines, films, library materials, and also set up the required number of subjects for graduation.

Iowa schools said little help was forthcoming from the state, with the main help coming from the state course of study, and library service. Kansas schools went to the extremes, ranging from much state aid, to not much state aid.

to none at all. A workshop was mentioned by a Kansas school as being an aid of the state.

Michigan schools said that the state offered materials and suggestions, bulletins, and also it sets the requirements for college admission. Minnesota mentioned that a guide for grades seven through twelve for social studies was being prepared.

Printed bulletins and a guidance supervisor were aids mentioned by Missouri schools. Nebraska offers a bulletin on a suggested program for social studies. Ohio schools regarded state aid as not being of great value, although a school reported the help of curricula consultants. In Wisconsin the teachers reported the state had a curriculum social studies committee which was revising and planning better programs for the schools. Wisconsin state aids included the use of textbooks of the guidance department, booklets on Public Welfare, speakers, suggested topics for class use, and suggestions for social studies programs.

It has been the purpose of this questionnaire to establish the status of sociology in the public high schools in the twelve midwest states. The questions asked have been chosen to present a general picture of the way sociology is presented and utilized in the school.

There were approximately ten divisions in this chapter, as listed on page seven in Chapter I. The material available on this type of survey is scanty and limited. That is why the questions were, through the very nature of the thesis, bound to be wide covering in the way they were presented.

It is quite simple to ask detailed questions on any one of the questions in the above mentioned divisions of the questionnaire but to include all

of the summarized questions necessarily limited the type of question asked. The response of 55 per cent to the questionnaires, especially since they were sent out at a busy part of the school session, is indicative to this researcher that the status of sociology in the high school curriculum is the concern of many teachers of social studies in the twelve midwest states.

The results of the questionnaire illustrate strikingly the premises in Chapter I that the schools in the midwest states are not stressing courses in sociology, that only at the hand of the enthusiastic teacher is the sociological needs of youth met in the social studies curriculum, that the tradition type courses are favored over sociology, and that teacher training isn't even considered at times, witness the English teacher in charge of the social studies and sociology courses.

CHAPTER V

EVALUATION OF TEXTBOOKS USED IN HIGH SCHOOL SOCIAL STUDIES COURSES

In this particular chapter the textbooks generally used will be examined with a twofold purpose in mind: first, whether or not the mechanical make-up of the textbook is adequate and attractive enough to encourage the reading of its pages by the students, and secondly, if the textbook's organization and content endeavors and succeeds in meeting the changing needs and wants of the students.

In Chapter IV we have taken a look at the subject matter most frequently requested by the students and have found their wants to center around home and family living with emphasis on day by day problems. A criteria, therefore, has been set up for us by the students of 103 high schools in the midwest states, and in this chapter we shall use that criteria to study the texts.

Approximately, a little more than 33 per cent of the high schools in the survey are using the text, Our Changing Social Order, by Gavian, Gray, and Groves. It is a book of over six hundred pages, offers a format acceptable as current texts do in comparison to the older texts, covers the field of sociology in a simplified story-telling technique, and gives the student a complete and rounded education in all phases of his wants and needs.

Ten units comprise the divisions of the text. The major fields of

inquiry that Our Changing Social Order investigates are first of all science and sociology, and the rules of thinking so that rationalization and faulty conclusions can be overcome. Culture is treated so that the reader believes he can change his nature to accomplish the best he can at all times. An observation is made that Institutions are often the reason why social change is delayed. Their growth is so slow and complete that as they develop they get enmeshed in the mores and customs of the people and as a result are practically irremovable.

Gavian then looks at maladjusted individuals in society today. The text, is different than texts of social pathology, insofar as the student of high school age is written to and the language and ideas are kept within the framework of the student's reading ability and interest. A unit is devoted to revealing the occupational world to the eyes of the youth who will soon find himself on that scene. Selecting a job is handled so that the student realizes the importance of the future task ahead of him.

In the unit on the family the authors spend a good part of the unit discussing and explaining thoroughly the present day's family standard of living. The pitfalls of family spending are shown clearly and concisely. The community is explored in terms of health and recreation. Housing receives a good treatment in the text, with the problems brought out clearly.

The remaining three chapters deal with economic living, democracy, and education. In economic living the authors take a definite stand and instead of purely defining the economic world of today they reiterate very strongly and continually the necessity of having a free enterprise system in the economic world.

I thought that as long as the authors were expressing their thoughts freely on various subjects that they failed to give an impartial treatment as a sociology text should. However, their text was a compilation of more than one social science, and with the opinions that they fostered so strongly undoubtedly their influence ought to be great as 33 per cent of the schools use their books. But in a longer point of view Our Changing Social Order is really a complete book for the student as it thoroughly treats all of his major requests that were listed in Chapter IV. Under that criteria the textbook does a fine job.

Whereas Our Changing Social Order was the most complete of social studies texts, Social Living by Landis and Landis offered the most attractive and striking format and illustrations. The full-blown page pictures were taken with a simple scene of sociological import and the theme is understood quickly and easily. The presentation of the material is as up-to-date as the style of the text is. Bearing a 1951 revised dateline the text is clear, simple to read, and the language and manner of page settings are inviting to reading.

The text is divided into three large sections entitled, "Man in Society," "Problems of American Democracy," and "New Goals for Our Democratic Society." A novel way of explaining the bases for society was in the use of the startling thought that society centers on our ability to understand each other. The United Nations is given excellent treatment in this text and the chart on the United Nations is clear and educational.

Besides explaining the simple roots of sociological theory Social Living handles all the requests of the students in the social studies classes.

Marriage and the family is given fine treatment and the smoothness and story-form of the passages all tend to create quick readers. Recent social legislation like that of social security is given a fair share of content. Farming as a way of life is presented as well as an analysis of city life. The charts, the references at the end of the chapters to new and old sociological works, the pictures, and the cartoons, etc., are of great help in making an attractive book.

By scanning the books it is at once noticeable that very few pages go by without a large picture, chart, or drawing somewhere on the page. The amount of reading to do per page is less than other texts. Right there is an inducement to enthusiastic reading.

School Sociology by Cole and Montgomery bears a 1951 dateline but the format is not at all pleasing to the eye like Social Living was. The text is smaller than the others in actual size, and therefore, the mechanical makeup of the text was limited immediately. The material within the chapters is complete and thorough but very few high school students would open the book for prolonged reading.

Just a mention of the United Nations appears at the end of the text even though 1951 is the dateline of publishing. The material, therefore, is dated back in time and in thought and as a result its impact on the students will be less than the previously mentioned texts which are complete as possible. The text is too much in need of a new format and an up-to-date approach in material.

School Sociology is strictly a sociology text without the trimmings of marriage and family treated as a personal problem instead of a series of

definitions and descriptions of native tribal behavior patterns. There is not anything of pleasant reading in the text; it is a good sociology text but it does not create interest and enthusiasm in reading among the high school students.

Living in the Social World by Quinn and Repke combines the best features of the texts covered thus far. The format of the book uses type somewhat differently than the other textbooks. The type is easy to read but also conveys to the reader that he is studying a modern prepared book. The pictures are large and many and have the unusual feature of not being centered in the page like those in School Sociology but carry right to the edge of the pages.

At the end of each chapter is a self-test, using completion and true and false type tests to great advantage. All phases of sociology are treated in the language of the high school student but with the thoughts of sociological meanings. One chapter on the person and his problems is excellent and makes the reader aware of his responsibilities and self-importance. An excellent and thorough textbook from the point of view of mechanical make-up and completeness in material.

American Social Problems by Patterson, Little, and Burch covers the economic and social problems of society and in addition includes a unit on government and political parties. The text is similar in make-up to School Sociology, and although bearing a recent dateline is not too interesting when opened. The various chapters are written uncolorfully as straight information and no attempt is made to change the material to fit the needs of a student in high school. As these texts are examined two points are raising up. One is

that the sociology texts in high school seem to fall into two categories: they are either up-to-date in format and style of presentation, and contain more than just the genera of sociology, or they are written in a strict facts reportorial way in which information is the goal, not the acquiring of the student's interest and thoughts.

Texts like Living in the Social World, Social Living, and Our Changing Order, have the change right in their titles which indicates their chief purposes: that is, to clarify the problems of living at home and in the community. The older texts which bear datelines at least ten years old do not have as their chief purpose the interests and needs of the student, but instead hold to the position of fulfilling the requirements of the field it is discussing. The modern approach is adding a freshness to sociology which does create enthusiastic and willing students and readers.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The author has endeavored to analyze the background and conditions underlying the status of sociology in the public high schools in the twelve midwest states. Six chapters comprised the thesis:

- 1) The Problem and Materials Used
- 2) Certification of Social Studies Teachers in High Schools in Twelve Midwest States
- 3) Training of High School Teachers of Social Studies in Teacher Colleges in Twelve Midwest States
- 4) Teaching of Sociology and Allied Courses in High Schools in Twelve Midwest States
- 5) Evaluation of Textbooks Used in High School Social Studies Courses
- 6) Summary and Conclusions

Chapter I defined the terms and mentioned the various media of determining the position of sociology in the high school curriculum. The term, "Status of Sociology," was defined as the way that the high schools use and consider sociology as proper subject matter in the curriculum.

The certification of teachers in the midwest states was examined in the minimum requirements essential to the obtaining of a state certificate. Certification of teachers was examined in the states of Illinois, Indiana,

Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. Letters were sent to each state superintendent of instruction and state examining boards for copies of the latest regulations concerning the certification of social studies teachers in the respective high schools.

In Chapter III the undergraduate and graduate background of the teacher who holds a social studies (or equivalent) degree or certificate was analyzed. Letters and questionnaires were sent to sixty-four state teacher colleges and state universities throughout the twelve midwest states. Thirty-four teacher colleges and state universities replied on a percentage basis of 53 per cent.

In Chapter IV questionnaires which would establish the status of sociology in the high school curriculum and in the classroom were sent to 188 high schools in the midwest states in cities having a population of 20,000 and over. One hundred and three schools replied on a percentage basis of 55 per cent.

Chapter V treated the main instructional tool of the teacher in the classroom--the sociology text. The major textbooks in sociology that are used in the high schools were analyzed for their appealing format and material meeting with the needs and desires of the students.

CONCLUSIONS

1. States require little, if any, teacher preparation in social knowledge.

Changing conditions, or demands of modern living, haven't modified teacher qualifications, which to all purposes have been the same for many

years. No requirements in sociology were set down by state regulations. The only qualification, if any, would be in the traditional fields, as in history.

2. A master degree terminates the state's concern over qualifications of social studies teachers.

With that degree and a certain amount of teaching experience a life or permanent certificate is easily acquired. Moreover, certificate renewals are easily acquired by holders of master degrees.

3. A minimum of five or six semester hours in sociology entitles a teacher to conduct classes. A minimum of 15 semester hours is only needed to teach social studies.

4. The various state teacher colleges place more emphasis on traditional subject matter, like history, than upon subject matter like sociology, which creates understanding of changing conditions in the world today.

5. Most state teacher colleges prefer to give a degree in a general social studies field rather than in a particular field like sociology.

6. State teacher college social studies departments, as a rule, either do not give separate degrees in sociology, or place little emphasis on sociology, since they believe a separate course in sociology is not justified or needed in the secondary social studies curriculum.

7. State teacher college social studies departments believe in integrating the sociology courses with those in the social studies.

8. State teacher colleges allot more courses and course hours in the social studies curriculum to history than to any other subject matter.

9. State teacher colleges differ as to the kind of preparation necessary to teach sociology and social studies in the high schools.

10. Teacher training in sociology is inadequate for high school classes in sociology, or in courses including sociology.

11. Catalogs of State teacher colleges do not reflect changing conditions of today. International problems are not taught as separate courses in sociology, neither have type of courses in social studies changed much in the last decade.

12. Little attempt is made in State teacher colleges to re-evaluate social sciences, and sociology in particular, in regard to the changing conditions of society. Thus, the teacher's ability to cope with the changing needs of youth in the classroom rests largely on his ability, not upon his teacher training.

13. Changing the curricula in State teacher colleges is usually not the result of study and findings of specialists in the field of human relations but occurs chiefly through administrative decisions.

14. Faculty of social studies departments in state teacher colleges show high percentage of undergraduate and graduate work in the field of sociology, with many of them possessing higher degrees.

15. Sociology is allotted incidental attention in the teacher training courses.

Some colleges have mentioned that sociology has practically disappeared from the high school curriculum. If that attitude is held by the State teacher colleges then it is no wonder that the study of sociology is losing support in the universities and high schools. In fact, some colleges have no sociology courses at all, and as a result, some high schools allow art or physical education teachers to handle the sociology or allied social

studies courses.

The schools in the midwest states are not paying the attention to sociology as they should. The sociology teacher is easily the least welcomed in the social studies department judging from the rating and attention sociology classes get in the high school curriculum. Sociology is placed in the curriculum just because it happens to be a member of the social studies, not because it warrants high respect from educators in the high school field. In fact, sociology is generally listed last in the program or catalog, even where no alphabetical listing of the social studies is maintained.

It has been noted that the teacher's training is inadequate in the field of sociology. Inasmuch as the social studies curriculum in state teachers colleges are generally based on traditional subject matters, particularly history, the programs, consequently, need revision. In the high school, the individual teacher who has teaching enthusiasm, can possibly fulfill the needs of youth in sociological matters. Many of the educators realize the need for sociological courses in high school, but they are handicapped by the constant favoring of traditional courses. High schools in the midwest states overlook the contributions of sociology to a great extent. Ostensibly, sociology is presented to the high school student under the guise of a fused social studies course given in the senior year, generally entitled, "American Problems."

But the one semester course is in itself inadequate to give full justice to any social studies, and at best it gives a cursory treatment to sociology. That is, assuming that the teacher has had sociology training, and that he feels capable of presenting the subject in the class. More than likely, the dominant training of the teacher in the traditional subjects will be

the deciding factor in determining where emphasis is placed in classwork.

The following list of items is the author's major conclusions in respect to the status of sociology in the high schools in twelve midwest states:

1. High schools in the midwest states are not inclined to stress courses in sociology.
2. Needs of youth are not met by a curriculum except at the desire of the individual social studies teacher.
3. Revision of the high school curriculum is dependent to some extent on the policies set down by state colleges.
4. Educators realize the need for sociological courses in high school but are handicapped by the favoring of traditional courses.
5. The great response to the questionnaires, sent during the last month of the school year, substantiates the author's conclusion that the social studies teachers are vitally concerned with a curriculum heeding the changing needs of youth.
6. Sociology is taught in one of three high schools as a subject bearing the same name.
7. Gradual growth in courses dealing with family and community living problems is seen in the high schools.
8. High schools do not give students active participation in, or active understanding of, the social resources of the community in which they live.
9. Students elect sociology courses in greater proportion than a single course of electives would warrant.

10. High schools generally require no social studies course for each student, unless it is American history or civics.

11. Two out of three high schools allow only one semester for the sociology or "American Problems" type of social studies course.

12. Students request social knowledge in three categories: personal problems, social problems, and world problems. Home and Family living, Crime, Marriage, Personality, and Community Living, in that order, are leading fields of interest for students.

13. The high schools consider crime and juvenile delinquency, family, marriage, and personality to be the pertinent material for social studies classes.

14. Students request classwork in these percents: 60 per cent on knowledge of oneself, and on family and community living, 35 per cent on social problems and social control, and five per cent on world problems.

15. High schools divide pertinent subject matter into 60 per cent on social problems and social control, 20 per cent on personality development and individual problems, 18 per cent for study of the social scene in community and world affairs, and 2 per cent for sundry subjects.

16. Students seem to want a type of instruction which would give them a blueprint of behavior, action, and understanding of problems while schools want to disseminate informational aspects of social living.

17. High school students show lack of interest in international affairs.

18. Trends in high school sociology, or allied fields, are nearly identical to percentages of subject division as listed in item (15). Trends

favor schools' point of view, and not that of the students.

19. Less international principles are taught in high schools than are the usual subject material of sociology.

20. Approximately half of the social studies teachers have educational backgrounds in sociology or social studies.

21. One out of three social studies teachers is permitted to conduct and plan his social studies class as he sees fit.

22. Nearly as many social studies courses that were introduced before 1940 are still in use as compared with the number of courses of studies placed into effect since 1940.

23. Majority of schools revise their curricula continually although a small percentage of high schools reported no future revisions in sight.

24. One fifth of high schools did not plan to include sociology in the curriculum in any future revision.

25. Teachers do not use full resources of state in presentation of social studies materials inasmuch as replies to that question varied among the returners of the questionnaires. Knowledge of community and state aids is apparently scanty in the training of the teacher.

26. Teachers of social studies in high schools see the need for sociological training of students. They seem to want a sociology course which would pay heed to the students' needs in acquiring an understanding of family and community living.

27. High school sociology, or that part of sociology which is used in the fused social studies course, seems to fall into three main categories: an understanding of oneself, of family, and of community living.

28. Marriage is becoming a major subject matter in high school sociology or "American Problems" courses.

In order that the needs of youth be served properly by sociology it is felt that sociology in the future will have to develop its own reason and manner of existence as a social science: it must express itself more fully, clearly, and sharply as a social science with its own way of life, while independent and delineated from other social sciences.

This is the ultimate goal: in the present high school curriculum it is not the immediate goal.

The needs of the youth as evidenced through their requests for family and community living type of courses indicate that sociology can best solve youth problems at the present by aligning itself with those needs.

If special courses on family and community living, both in the classroom and in community activities, were given to all high school students their sociological needs and drives would be diverted into useful channels of activity.

As the needs of youth are realized through the use of such programs in the high school curriculum in social studies the author feels that sociology will as a result reach its proper place as a useful and essential tool of instruction in the high school classroom.

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