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Publications

The University of Texas Publication

No. 4132

August 22, 1941

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Publications

A SURVEY OF THE PRESENT STATUS AND CURRENT TRENDS IN THE SOCIAL STUDIES CURRICULUM IN TEXAS SCHOOLS

By

J. W. BALDWIN

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**PUBLISHED BY THE UNIVERSITY FOUR TIMES A MONTH AND ENTERED AS
SECOND-CLASS MATTER AT THE POST OFFICE AT AUSTIN, TEXAS,
UNDER THE ACT OF AUGUST 24, 1912**

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.

Mirabeau B. Lamar

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PREFACE

This Bulletin is a preliminary report of *A Survey of the Present Status and Current Trends in the Social Studies Curriculum in Texas Schools*. The study was initiated in the fall of 1940, and will be continued for one or two more years. It deals with the changes which have occurred in social studies programs in Texas schools since the 1934-35 school session.

The 1934-35 school year was the last session in which the Curriculum Revision Movement was not a vital factor in shaping school programs in Texas.¹ For the past half dozen years, all phases of the total school program have yielded in some measure at least, to the influences of the endeavors of educational crusaders in their fight for an educational offering designed to meet the needs of our youth in a world which little resembles that for which the traditional curriculum was fashioned.

It is a part of the purpose of this survey to determine to what extent the Curriculum Revision Movement in Texas has produced mutations in materials and activities which constitute the social studies programs in this State.

The curriculum revision committee and coöperating specialists produced an excellent outline of materials and activities for the social studies, especially for the secondary grades.² The survey is attempting to discover to what extent the schools are implementing these proposals in their present social studies programs. It is time to take inventory of progress to date and to evaluate any gains which have been realized.

It is also hoped that the findings of the survey will furnish information that will be of value in the development of a program for continuous revision of the social studies curriculum in the light of ever-changing needs and values. Even in the brief period since the beginning of the Curriculum Movement in Texas, world-wide alterations in conditions and circumstances vitally affecting the life processes of every citizen of the world have created demands

¹Texas State Department of Education Bulletin, *Handbook for Curriculum Development*, No. 354, 1936.

²State Department of Education Bulletin, No. 392, *Teaching the Social Studies*, 1938.

for provisions in social studies programs the necessity of which could not have been foreseen a half dozen years ago.

We are thus confronted with the necessity of frequent modifications of content and organization of materials and activities in this important aspect of the educational enterprise. A social studies curriculum which satisfied the needs of yesterday is far from adequate to meet demands today. One which fulfills today's requirements may, in many respects, be a handicap tomorrow. In the present emergency, the social studies, if properly administered, will constitute a mighty fortress in the educational first line of defense. An intelligent conception of the vital issues involved in the international conflict; an appreciation of the values of democracy, freedom, justice, and self-determination as opposed to dictatorship and regimentation; and a spirit of coöperation combined with unity of purpose, should be easier to foster in social studies programs in our schools than by any other agency at our command. Never since our fathers brought forth on this continent a new nation have social studies teachers been placed in a more strategic position than at the present moment when no one can foresee what a day may bring forth.

It is not assumed that the social studies are the only phases of the school program which contribute to good citizenship and social efficiency. Every course and every agency of the school can render service of inestimable value in the improvement of human relationships and the refinement of social, civic, and cultural ideals and standards. But the social studies are unique in that they can make no other claim for existence than that based upon their capacity for reducing man's inhumanity to man, and enlarging the spirit of good will among men. The social studies, consequently, must always assume the responsibility for leadership in unifying and implementing whatever contributions the schools can make toward the development of effective citizenship and loyalty to national ideals. For them to fail in this is to fail utterly.

In the incalculable strides which civilization has taken in many directions in the recent past we have brought all the forces in the universe to bear upon the solution of the problems of science and technology. But in the area of human understanding and coöperation we have scarcely emerged from the stone age. In our unprecedented progress toward the mastery of the objects and the forces

of nature, we have fallen far behind in the struggle for self-control and harmonious relations with our fellow men. One important cause of the lack of progress in this field is the fact that the social studies involve so many abstract intangible processes which make them far more difficult than other educational activities. Human relations cannot be reduced to scientific objectivity. The situation is becoming increasingly alarming, and something must be done without delay if disaster is to be averted. The need for a really functional program for social studies is inexpressibly urgent.

It is hoped that this survey may be of service in pointing the way toward the development of programs which are in keeping with the demands of the present emergency, and also applicable to normal demands not thus created.

The study has been financed by The University of Texas Research and Publication Aid Fund administered by the Research and Publications Committee of which Dean A. P. Brogan is chairman. The author is grateful to this Committee for its invaluable assistance.

JAMES W. BALDWIN.

CHAPTER I

INTRODUCTION

As was stated in the Preface, this survey is directed toward the discovery and evaluation of changes occurring in social studies programs in Texas schools since the end of the 1934-35 session, and toward the development of a plan for continuous reconstruction of the curriculum in the social studies in these schools.

Up to the present time three techniques have been employed in the collection of data bearing upon the projected undertaking.

1. Five hundred copies of an information blank were mailed to superintendents, principals, and social studies teachers with requests for information concerning changes in courses, topics, and activities in the social studies programs since 1934-35.

2. Schools in several sections of the State were visited, and the social studies programs were analyzed through conferences, examination of materials, and observation of classroom activities.

3. Courses of study in printed or mimeographed form, prepared units, and other materials are being collected and will be analyzed.

The data secured from the responses in information blanks have been tabulated and analyzed, and are employed in this report. Only ten school systems have been visited up to the present time, but the information secured through this phase of the study will be employed to some extent in this bulletin. The analysis of the printed and mimeographed materials has just begun and will not be presented in this publication.

Copies of a preliminary statement of the nature and purpose of the proposed study were addressed to 300 school administrators. Those who were willing to coöperate in the undertaking were requested to supply the writer with the names of individuals in their systems who were in position to furnish the desired information. Favorable responses were received from 216 administrators. Many of them manifested keen interest in the project, and practically all of them coöperated wholeheartedly.

Using the list of names thus secured and other names which had been furnished by social studies organizations in the State, 500 copies of the information blank were sent out. Of the 242 replies received in time for this report, only one could not be used in some



Teacher and her pupils working in the Social Studies Laboratory designed by J. W. Baldwin, of The University of Texas, for The University of Texas High School.

way. The 241 responses came from 193 different systems. Of these 193 systems 163 sent one response each. The remaining 30 systems returned 78 completed blanks. Two or more blanks were used by some systems to give information for lower and high grade levels in the schools. A few systems made separate returns for subdivisions of the social studies program, e.g., history, and the other social studies. Finally, a few systems reported on more than one blank because social studies programs in some of their schools differ materially from such programs in other schools in the system.

Since some blanks were used to provide information for only one school or for a small system, while others were used for entire counties or large cities, it is not possible to report the exact number of schools represented in the survey to date. But using such evidence as is available, a conservative estimate would place the number at not less than 2,000 schools.

Blanks were filled out by 81 superintendents of independent districts, 6 county superintendents, 73 principals, 26 supervisors and heads of departments, and 51 classroom teachers.

In 107 replies, information was given for all grade levels; in 33 replies, data were given for elementary grades only; in 15, only junior high school grades were considered; while 54 were filled out for junior and senior high school grades combined, and 32 for senior high school grades only. Separate consideration will be given to each of these five groups.

Description of the Information Blank

Since this survey was planned as a study of *the present status and recent trends in social studies programs in Texas schools*, it was decided to compare the status of these programs in 1934-35 with that of the 1940-41 school year. The information blank was designed to secure data relative to courses offered, the nature and the organization of materials, and the type of activities employed in these programs at the present time as compared with these elements in social studies programs at the end of the 1934-35 school session.

Items in the information blank were listed under three headings: "Courses in the Social Studies Program," "Topics and Activities in the Social Studies Courses," and "General Information." Under the caption, "General Information," were listed items relating to

organization, units, plans, relation to other school activities, methods, equipment, teaching aids, courses of study, recent curriculum changes, and provisions for future revisions. Space was provided on each division of the checking blank for items to be added by respondents.

The blank provided spaces for the name, the address, and the position of the respondent; and the name and location of the school or the system represented in the reply.

Under the caption, "Courses in the Social Studies Program," the following directions were given for responses:

Please indicate which of the courses listed below are now (1940-41) included in the social studies program in your school or schools by placing in Column (1) the symbols which represent the grade levels at which such courses are taught. Also indicate which of these courses were taught in your social studies division in 1934-35 by placing the proper symbols in Column (2). If any other courses are now, or were in 1934-35, offered in your social studies program please add them to the list, and indicate the grade level of each as for those listed here. The three samples given below will illustrate the desired form for your response.

SAMPLES	(1)	(2)
	1940-41	1934-35
History of Texas.....	6b, 11a	6b
Social Studies, or Social Science.....	4ab, 8ab	
United States, or American History.....	5b, 8a, 12a	5a, 11b

The list of courses which includes 22 items in addition to current events, is placed below the sample items, and columns are provided for responses.

The second group of items in the information blank headed, "Topics and Activities in Social Studies Courses," is prefaced by the following directions:

The following is a sampling of topics and activities which are sometimes utilized in social studies courses. Only such activities are included as are not implied in the topics listed above.

Please indicate which of these topics and activities are now (1940-41) or were in 1934-35 frequently employed in social studies courses in your school or schools by placing in Columns (1) and (2) respectively, the initial letters which will represent the grade level at which such topics are now, or were then, most often utilized. Use the letter P for primary, the letter I for intermediate, the letter J for junior high, and the letter S for senior high. Please add any other topics and activities which are now, or were then, frequently

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used in these courses, and indicate the grade level in the same way as for those listed. Where only part of an item applies in your courses, draw a line through other parts.

SAMPLES	(1)	(2)
	1940-41	1934-35
Utilization of Community Resources.....	I, S	
Health, Safety, First Aid, etc.....	I, J	J
Salaries of State and Federal Officials.....		S
Conducting Panels and Forums.....	J	

Following the sample list of topics and activities is a list of 78 topics, and a list of 72 pupil-activities with columns for responses; and spaces are left for the addition of topics and activities not included in the lists, but which are utilized by the respondents.

A few of these topics and activities are such as are considered of little or no value by leaders in this field at the present time. Most of the topics and activities, however, are adapted from recommendations of such publications as: (1) *The Future of the Social Studies*, edited by James A. Michener for the National Council for the Social Studies (1939); (2) *The Social Studies Curriculum*, The Fourteenth Yearbook of the American Association of School Administrators; and (3) *The Teaching of the Social Studies*, Bulletin 1938, No. 30, the State Department of Education, Austin, Texas. Some items are from current periodical literature. In several instances two or three related items are combined for lack of space, but respondents were requested to mark out any fractional elements not applying to their particular programs in case they wished a given response to apply to only a part of an item.

The incompleteness of the lists of topics and activities is glaringly evident. But it was impossible to include in such a request the thousands of items which could be listed. An attempt was made to include comprehensive topics rather than unimportant and detailed items. But no effort was made to include all of the more comprehensive and important topics and activities. Those utilized can, however, be considered as samplings from the better lists, with exceptions of a few unimportant ones deliberately included to discover whether they are being deleted from present programs.

Under the third main division of the items, "General Information," data were requested for present status only. As would be expected, many of the respondents who could check items in the first two

sections of the blank for 1940-41, were unable to respond to requests for information for 1934-35, because they were not in the school at that time and had no record.

In the collection of data by this technique, one is always embarrassed by knowledge of the obvious limitations of the process, and by the consciousness of the fact that findings based upon such data must be accepted with reservations. This fact will be kept in mind by the writer in the interpretation of data in subsequent sections of this report. But it should be remembered that no *one* technique is perfect for collecting information on such intangible elements as are inherent in social studies programs.

In the following chapter the data which relate to courses in social studies programs in 1934-35 and in 1940-41 will be presented in tables and analyzed in considerable detail. But, for lack of space, many implications will not be mentioned, and many others will be treated very briefly.

CHAPTER II

CHANGES IN COURSE OFFERINGS IN SOCIAL STUDIES PROGRAMS IN TEXAS SCHOOLS SINCE 1934-35

This chapter deals with changes in course offerings in social studies programs in Texas schools since the close of the 1934-35 session. Two explanations may be offered for anticipation of noticeable alterations in social studies course offerings in Texas schools during the brief span of the past six years. In the first place, the social studies, for the last two or three decades, have been gaining rapidly in relative importance in school programs throughout the nation. The rate at which these gains are being realized seems to be constantly accelerated from year to year. In the second place, the past six years constitute the period in which the Curriculum Revision Movement in Texas has materially conditioned social studies programs as well as other phases of the educational offerings in this State. Recommendations by the revision committee for modifications of social studies programs proposed more far-reaching reforms than those for most other departmental areas. There have been other influences too numerous to be considered here.

The information summarized in Table I includes data from all schools which reported on course offerings for both 1940-41 and 1934-35. Only 205 of the 241 replies gave data on this item for both these dates. Of the remaining 36 replies, 31 reported on course offerings for 1940-41 only, and 5 did not report on this item at all. This table is a summary of five other tables, one of which includes data from elementary schools only, one which summarizes data from junior high schools, one which presents data from schools including both junior and senior high school grades, one dealing with data on senior high schools, and one which presents information secured from reports representing all grades from first through the twelfth.

Since this table represents a combination of five other tables, and since the information in these other tables is based on an unequal number of returns from elementary, junior, and senior schools, in addition to those which represent all grades, it is not

intended to present an accurate picture of the relative emphasis placed upon the social studies at the various grade levels. Table II which is based upon replies from schools representing all grades should be consulted for that information. However, the general pattern of these two tables is so similar in this respect it would be unwise to ignore this element of Table I entirely, especially since it is based upon more than twice as many replies as are summarized in Table II. The seeming lack of emphasis on social studies in the 12th grade in Table I is largely due to the fact that only 20 of the 205 returns summarized in this table are from schools which include twelve grades in their programs. Items relating to the twelfth grade would have to be multiplied by 10 to make them comparable to items listed under other grades.

Contrariwise, the frequencies listed for current events must be given about one-fifth the weighting given to those for most other items, since current events do not represent full courses, but fractional parts of other courses. Practically every response to the request for information concerning the time devoted to current events indicated that one hour per week is given to this phase of social studies courses of which it is a part. In any course which devotes one period per week to current events, the ratio of the time devoted to current events to the time for other phases of the course would be 1 to 4. Consequently, if all social studies courses included current events, the correct interpolation would be achieved by giving the frequencies for current events about one-fourth the weighting given to other frequencies.

A careful examination of the responses concerning course offerings in geography seems to justify the conclusion that many of the respondents checked more than one phase of geography to represent only one course. Since no guidance was furnished on that point such an interpretation might have been anticipated. This, of course, gives a distorted picture of the relative emphasis on geography; but it gives rather dependable evidence of the relative emphasis on different phases of geography.

It is also quite likely that each of many of the responses relating to Background of American History should be interpreted as indicating a fractional phase of a course in American history rather than as an independent half-session course.

TABLE I
CHANGES IN COURSE OFFERINGS IN SOCIAL STUDIES IN TEXAS SCHOOLS
FROM 1934-35 TO 1940-41

COURSES	GRADES												TOTAL DATES
	1	2	3	4	5	6	7	8	9	10	11	12	
Background of Amer. History			4	6	17	11	31	3	4	22	17	1	116 1940-41
			2	2	24	7	27	4	6	21	11		104 1934-35
American or U. S. History			4	6	95	14	181	22	7	146	86	7	568 1940-41
			2	4	99	12	178	14	12	147	78	5	551 1934-35
Ancient History							62	33	11	4	2		112 1940-41
							3	208	43	6	7	4	271 1934-35
English History								5	9	22			36 1940-41
								7	7	13	31	3	61 1934-35
Latin American History								4	7	10			21 1940-41
								20	7	8			35 1934-35
Modern History						1	1	1	84	31	3	1	122 1940-41
						3		8	206	28	4		249 1934-35
Texas History			5		2	180	16	2	15	41	117	18	396 1940-41
			3			189	9	2	9	21	53	7	293 1934-35
World History					5	2	42	155	52	6	4		266 1940-41
					5	2	15	43	26	4			95 1934-35
Civics or Government	5	4	8	6	8	25	152	38	8	59	224	32	569 1940-41
	2	2	3	2	2	14	149	20	5	44	215	3	461 1934-35
Economics								2	5	35	115	15	172 1940-41
										20	98	8	126 1934-35
Sociology							2	2	2	5	21	13	45 1940-41
							4	4	4	9	25	5	51 1934-35
Current Events	26	28	33	38	75	121	159	119	153	152	155	47	1,106 1940-41
	10	12	10	22	36	72	98	65	75	91	92	23	606 1934-35
Problems of Democracy					3	2	8	7	11	20	32	5	88 1940-41
									5	6	10		21 1934-35
Commercial Geography				2	5	5	9	15	37	32	23		128 1940-41
				2	4	4	5	8	17	24	21		85 1934-35
Geography of The U. S.			6	16	80	29	161	6	2		8		308 1940-41
			8	16	74	30	158	8	4		4		302 1934-35
Geography of North Amer.			10	15	94	43	45	4			1		212 1940-41
			4	20	82	33	38				1		178 1934-35
Geography of Latin Amer.			2	9	66	32	20	1	1		1		132 1940-41
			2	6	56	29	22						115 1934-35
Geography of Europe			2	21	29	134	27	5	4			1	223 1940-41
			2	21	20	124	23						190 1934-35
World Geography			12	33	11	24	20	6	2	1		1	110 1940-41
			10	31	9	29	12				2		93 1934-35
His. and Geog. Combined				8	26	27	43	8	6	4	6	3	131 1940-41
			2	6	9	14	21	2	2	2	3		61 1934-35
His. and Civ. Combined					8	18	39	9		3	5	1	83 1940-41
				2	2	4	23	2		4	2		39 1934-35
Social Studies	14	20	26	28	31	46	79	61	24	14	16	9	368 1940-41
	5	6	6	8	7	15	34	19	10	9	5	2	126 1934-35
Soc. Studies And Eng. Comb.	2	4	4	6	2	3	4	2	4	4	5		40 1940-41
	2	2	2	2	4	2		2	2	2	3		23 1934-35
TOTALS	47	56	116	194	552	720	999	417	566	648	877	160	5,352 1940-41
	19	22	56	144	428	586	806	388	470	480	677	60	4,136 1934-35

Table I should be read as follows: Of the 205 schools or systems represented in this table, 116 offer semester courses in the first subject listed, while 104 of them offered such courses in 1934-35.³ In the 1940-41 session 4 of the 116 courses of this type were placed at the third-grade level, 6 were given in the fourth grade, 24 in the fifth grade, and so on.

American History

It will be noted that the gain in the total number of offerings for the course in Background of American History during the six-year period is 12, or approximately 11½ per cent, which is a rather significant gain for such a short period of time. The data indicate that this course is more likely to be offered in the fifth, seventh, tenth, and eleventh grades than in any other grades, and that it is more frequently offered in the seventh grade than in any of the others where it is likely to be found. What has been said about this course is based on the assumption that all the positive responses on this item represent a half-unit course dealing with this topic.⁴ But it is quite likely that many responses in this particular case should be assumed to indicate that this topic is a part of a course in United States history rather than a separate course. It is not to be assumed, however, that the same interpretation should be placed upon items other than those which have been mentioned in this category.

It will be noted that the gain for United States or American history was from 551 to 568, or 17 offerings. This represents a gain of a little more than 3 per cent, or a very slight gain considering the probability of error. But the very large number of offerings at both periods indicate that this was already a very popular course six years ago, and that it has not lost its popularity

³The upper half of the spaces following the name of each course contains information for the 1940-41 session, and the lower half of each of these spaces contains information for the 1934-35 session.

⁴All data for course offerings were requested in reference to half-year courses. A course continuing for only one semester was indicated by one response, e.g., "5a." A course which continues for the full session was indicated by two symbols, e.g., "5a, 5b." Tables for this chapter were at first constructed with the offerings for each half grade indicated, but it was later decided that the value of this detail did not justify the doubling of the space given to the tables in the report.

or receded in any way from its important position in the total school program. In fact, any of the offerings in Background of American History which represent full half-units may be considered essentially the same as other courses in American history, and would to that extent increase the number of indicated offerings in this subject. It is given far more attention than any other single phase of the social studies program. But it has not made recent gains comparable to those made by some of the other subdivisions of this field.

It is interesting to note that very few courses, 4 and 6 respectively, in United States history are placed in the third and the fourth grades, and that the number rises sharply to 95 in the fifth grade, then falls to only 14 in the sixth grade, followed by almost vertical ascent to 189 in the seventh grade which is the grade level at which the course was offered in the greatest number of schools in the 1940-41 session. Offerings drop to 22 and 7 in the eighth and ninth grades, rise to 146 in the tenth grade, and fall again to 86 in the eleventh grade. While there are only 7 listed offerings in the twelfth grade this does not accurately indicate what the standing of American history will be in the twelfth grade, if the majority of the schools change to twelve-grade systems. Before the recent decline of offerings in Ancient history, that subject was the usual social studies offering in the eighth grade where United States history was not offered in many schools. The tendency at present is to offer social studies, world history, and commercial geography in the eighth and in the ninth grades between the two high peaks in offerings of United States history.

Ancient History

Ancient history still figures rather prominently in the eighth grade, just as modern history does in the ninth grade, though both are rapidly giving ground to the single course in world history. When we examine the information on ancient history we discover that this subject has lost ground very rapidly in the six-year period under consideration. With 271 offerings in 1935, it enjoys only 112 at present—a 59 per cent decline in this brief period. Part of the attention formerly given to ancient history is now being devoted to the same period in world history which is gaining in popularity at a tremendously accelerated pace. But this does not explain the total recession in popularity of ancient history. Emphasis on this

subject had been waning for some time before world history assumed a role of importance in the curriculum; and in world history, the attention devoted to early history is quite limited when compared with that given to later periods. Although separate courses in ancient history figured prominently in social studies offerings in Texas schools six years ago, the rate at which they are disappearing seems to indicate that ancient history as a separate course in these schools is "on the way out." World history will, however, continue to give a considerable amount of attention to this period in history, but certainly far less than that which has been devoted to it as an independent course. It has usually been scheduled as an eighth-grade subject though it is offered in the ninth grade in several schools.

English History

Only 61 of the 205 schools and systems represented in Table I offered separate courses in English history six years ago, and only 36 of them offer separate courses in this subject at present. Modern European history may take care of some of the loss here, and world history must certainly act as a partial substitute for part of the attention which was given to English history; but history in general, with the possible exception of United States history, seems to be losing popularity in social studies programs while the positions evacuated, and some additional grounds are being occupied by other phases of social studies offerings. Although world history is rapidly gaining in popularity, this very fact in itself is a part of the result of the loss of ground by history in the school program, because a course in world history usually replaces more than one other course in history. English history, when given, is predominantly an eleventh-grade course. But it is offered in the tenth grade in several schools, and occasionally in the eighth or ninth grades.

Latin-American History

The fact that the number of courses in Latin-American history has declined in the past six years was a mild surprise to the investigator. Although it has not occupied a position of prominence in the social studies programs in this State, the director of the survey expected to find that it had made some recent gains. The drop from 35 to 21 offerings in this period represents a 40 per cent loss. It is not yet far enough from the beginning of

the present rapprochement of the United States and Latin America for this movement to register in course offerings in Latin-American history. It will be interesting to follow trends in this offering in the next few years. Six years ago this subject was most frequently scheduled in the ninth grade. At the present time it is more often found in the eleventh grade.

Modern History

The trends in offerings in modern history represent parallels to those in ancient history with the exception that modern history was not quite as favorably situated in 1934-35 as was ancient history, and is a little more favorably situated at present. Both seem to be in the process of being to a great degree absorbed by world history, and in some measure being replaced by non-history phases of social studies programs. While ancient history has declined 59 per cent, modern history has registered a loss of 51 per cent in popularity. When these two subjects are offered they characteristically constitute a sequence of ancient history in the eighth grade, followed by modern history in the ninth grade. Medieval history had already disappeared before the beginning of the period covered by this survey. To discover that there are fewer than half as many courses in modern history offered in Texas schools as were scheduled only six years ago seems to indicate that, like ancient history, modern history, as a separate or independent subject is "on the way out" of social studies programs. But more attention is being given to modern than to ancient history in other courses at the present time.

Texas History

On the other hand, Texas history seems to be rapidly gaining ground, as is evidenced by the fact that with 293 offerings listed in the data for 1934-35, there are 396 courses in Texas history in the same schools at the present time—a gain of more than 50 per cent in six years. It is found far more frequently in the sixth grade than at any other grade level; but there is a rapidly growing tendency to offer an advanced course in Texas history in the senior year of the high school. In 1934-35, 53 of these courses were offered in the eleventh grade, while the number at that level stands at 117 now. In the 20 systems in which the twelfth grade is the senior year, 7 Texas history courses were scheduled in the

twelfth grade in 1934-35, and 18 are offered in that grade in 1940-41. Nearly all the gains that have been made in the offerings in Texas history in this brief period have been made by the addition of an advanced course which had not been given before in the higher grades. It is evident that while a few years ago most of the schools offered only one course in Texas history which was nearly always given in the sixth grade, recently, there is a very decided tendency toward including a second course in this subject and placing it in the high school, preferably in the last year of the high school. There are many possible causes of the increased interest in Texas history. A great deal of material has been prepared by research workers and writers in this field in recent years. The Texas Centennial probably stimulated some interest in this movement. But the rapid progress made by Texas in recent years in education, industry, and politics has served to renew and intensify loyalty to the State as it is today. There is an increased interest in its past struggles and achievements, and a greater devotion to the ideals of the founders and other heroes who have made valuable contributions to the great enterprise which has culminated in the Texas of our time. These and other influences have created a demand for a greater emphasis on the history of our State.

World History

World history is still in its swaddling clothes in Texas schools. But it is a lusty infant. With only 95 courses represented in the 205 responses summarized in Table I, the number of offerings in this subject has zoomed to 266 courses in this group of schools in 1940-41. This represents a 180 per cent increase in six years. As has been said earlier in this analysis, there is a very decided trend in the direction of substituting world history for ancient and modern history. There are three times as many courses in this subject placed in the ninth grade as in either the eighth or the tenth grades. There are only a few courses listed in the sixth, seventh, eleventh, and twelfth grades, and none in any grade below the sixth. It is pushed a little higher in the schedule than the average grade level for the two subjects which it replaces. It is too early to chart the future courses of world history in Texas, but it seems that the increasing popularity of this subject is not peculiar to this State. It appears to be the last step in the process of streamlining history or telescoping all history, other than

American history and State history, into a single course covering in one session what was allowed from three to four semesters before the non-history social studies pressed their demand for greater prominence in the school program.

Civics or Government

In the information blank, data were requested on courses offered in elementary civics and in advanced civics or government as separate items. But there was so much overlapping in what the respondents considered to be *elementary* and *advanced* treatment of this subject, it has been deemed best to combine the responses for the two items into one, and let the reader draw the line between the grade levels which should mark the boundaries of the two types of courses in this subject. The director of the survey thinks of the elementary civics as an elementary or junior high school course, and advanced civics or government as a senior high school subject. But it is difficult to draw a line between junior and senior high school grades in Texas at the present time.

When all offerings in this subject are considered together the total number of offerings for 1934-35 was 461, and that for 1940-41 is 569, a gain of 108 offerings which is practically a 21 per cent increase. It is interesting to compare this great increase in offerings of courses in civics with the modest 3 per cent gain in American history courses, and the losses registered by several other types of history courses. Six years ago, civics was 90 frequencies behind United States history, not counting background of American history. Today the number of offerings for United States history for the schools studied is 568, and that of civics is 569, a very significant relative gain in popularity for civics.

It was rather surprising to note the very small number of offerings in civics in the elementary schools. Of the 569 frequencies for the 1940-41 session, only 31 appear in the first five grades, and only 25 in the sixth grade. It is necessary to examine the frequencies for social studies as a combined course to see what is happening to civics in the elementary school. There is a strong tendency to combine civics with history, geography, and elementary phases of other social subjects into a unified course in social studies in elementary school grades. This point will be discussed in more detail when social studies offerings are reached in this analysis.

The mode for frequencies in offerings in elementary civics is at the seventh-grade level where 152 of these courses are scheduled. Advanced civics, or government, is usually given in the eleventh grade where 224 offerings were scheduled in the 1940-41 session by the schools participating in the study. It is evident that advanced civics will have a strong position in the twelfth grade when that grade becomes the senior year in Texas schools. Already 30 semesters of offerings occur in the twelfth grade in the 20 systems in the group which have added this grade.

Visits to schools, and examinations of teaching materials have furnished evidence that advanced civics in most of the schools still deals largely with the science and the framework of government, while elementary civics placed the emphasis on citizenship activities and ideals. College dictates still seem to influence the nature of advanced civics to an undesirable degree.

It may be said with confidence that citizenship courses and activities are multiplying rapidly in the school program, and that the trend is still upward with acceleration increased by the present state of world conditions, and especially by the present national emergency.

Economics

Economics is definitely a senior high school subject in the schools included in this study. Only seven courses in this subject are listed below the tenth grade in the data secured. Two of these are in the eighth grade and two of them are in the ninth grade. Of the 172 half-unit courses in this subject reported for the 1940-41 session, 35 are in the tenth grade, 115 in the eleventh grade, and 15 are in the twelfth grade. The total number of these courses in the 1934-35 session was 126. The gain of 46 courses represents a 36½ per cent increase in offerings in the six-year period.

This subject got a late start in the schools, but emphasis upon the industrial and economic factors in life processes in recent years has stimulated greatly increased interest in this subject. The depression seems to have had some effect on the increased interest manifested in economics in recent years. The Curriculum Revision Movement in Texas placed very strong emphasis upon this phase of the social studies program, and that undoubtedly constitutes a significant factor in the increase in its popularity. Not all of the advancement made by this subject is represented by the frequencies

in offerings as an independent subject. It has also shared with other social studies in the gains made in combination courses in this field, and is a factor in the increased offerings in commercial geography. The larger role which Texas is playing in the economic affairs of the nation will probably stimulate additional interest in this division of the social studies program.

Sociology

Sociology is the youngest single-subject member of the social studies family on the secondary school level. It has not found a secure footing in Texas high schools. Usually not more than one section is found where it is offered at all. Only 51 courses were reported for 1934-35 and only 45 were reported for 1940-41 in the 205 replies summarized in this report. This indicates a 12 per cent loss for offerings in sociology in the last six years. This was somewhat surprising since the subject was just getting a "toehold" in the curriculum, and one would predict that it would gain ground for at least a few years more even if it should decline later. But it seems that, more completely than any other social subject, it is destined to be absorbed by courses in problems of democracy, and other combination courses in the social studies field. Although it is unsafe to make predictions based on such small numbers, it would appear that sociology, as a separate subject in Texas schools, will not for several years, at least, occupy a position of any considerable prominence.

Current Events

It has been pointed out earlier in this report that current events is not offered as a separate course in the social studies program in Texas schools, and that the time devoted to this topic will average approximately one period per week. It is usually conducted in such a way as to make it the most recent chapter in local, state, national, and world history. Too frequently, however, it is taught in such a way as to leave the impression in the mind of the student that it is not as important as other phases of the course with which it is associated. Some think of current events day as a "day off" for the social studies class. If taught in such an indifferent way, one-fifth of the time devoted to social studies is too much time to take for current events. If taught as it should be, any time that is devoted to it is time well spent.

Since current events claims approximately one-fifth of the time given to nearly all courses in the social studies field, this topic has assumed proportions of an independent course in the social studies program of the average pupil by the time he has completed his elementary and secondary school careers. If a topic is to occupy that much of the time of teachers and pupils, it places a great responsibility on the teacher to make it worthwhile to the student. This should not be difficult to accomplish. It is one of the most important phases of social studies activities.

Since it is necessary to divide the frequencies for current events by 4 or 5 to make them comparable with frequencies for other items, the 1,106 offerings for 1940-41 would be reduced to 220 or 275, and the 606 offerings for 1934-35 would be reduced to 120 or 150. It is interesting to note that current events has enjoyed an 83 per cent increase in popularity in the six-year period covered by the study. Considerable interest is shown in this topic from the first grade, with increasing attention devoted to it from grade to grade throughout the elementary school. Offerings are stepped up to a very high level in the first year of the junior high school and maintained at that level in all junior and senior high school grades. The percentage gains have been a little higher in the primary grades than in grades above that level. Otherwise, the gains have been practically uniform on all grade levels. It is interesting to note that the only grade in which frequencies fall much below a uniform plateau in junior and senior high school is the eighth grade in which ancient history had been the dominant social subject until recently.

Problems of Democracy

Problems of democracy, or modern problems, is a course composed of approximately equal parts of economics, government, and sociology, with smaller contributions from other social studies. It is usually given toward the end of the senior high school program. Mention has already been made of the fact that it is one of the causes of the failure of sociology to secure and maintain an important position in the social studies program. It appeals to many program makers because, like world history, it often consumes much less time than the course which it replaces. But it was proposed for a course in the social studies program because it was thought to be a more effective approach to the solution of social

problems than is provided by a study of these related subjects as separate courses at different times. Another objection to the independent course arrangement was that most of the pupils studied only one or two of them to the neglect of the others, and did not learn to apply the techniques of the neglected courses to the solution of their social problems. The combined materials more nearly approach the situations which life itself presents.

With all these advantages and appeals, it is not surprising to note that this new course is rapidly gaining a strong foot-hold in the social studies curriculum. The offerings in the schools represented in this discussion mounted from 21 to 88 in the past six years. This more than 300 per cent gain is the largest percentage increase for any course in the entire social studies program in Texas schools in the past six-year period. Although it is true that the number of frequencies is too limited to serve as an adequate basis for an unqualified prediction, it seems that the percentage gains in offerings in such a brief period give every indication that the course will soon occupy a prominent position in the social studies program in Texas schools.

Commercial Geography

Commercial geography is the only phase of geography offered above the seventh grade in Texas schools. Since geography is such an important determinant in human affairs and so inevitably bound up with all other social studies it seems unfortunate that more attention is not devoted to it in the senior high school grades. It is true that many teachers of history and other social subjects are careful to call attention to the geographical backgrounds and influences operative in the situations and the movements under consideration in the courses which they direct. But it is also true that many teachers of such courses assume that geographical influences are already understood by the pupil. Such an assumption is not often justified. It is, therefore, encouraging to note that at least one phase of geography is gaining recognition on the high school level.

With only 85 frequencies in offerings in the samplings for 1934-35, the number has grown to 128 in 1940-41. Very few of these are located below the senior high school level. This 50 per cent gain in six years indicates that this subject will soon assume

the role of an important factor in the social studies program in Texas schools. Its rapid development has probably been stimulated to some extent by some of the same influences which have been responsible for significant gains in offerings in economics in recent years.

Other Phases of Geography

It would not be safe to assume that each of the positive responses relating to various phases of geography represents a full semester course in this subject since specific directions were not provided for guidance on this point. There seems to be some evidence that at least some of the respondents checked two phases of geography for one course because attention was given to both subdivisions of the subject in a single half-unit course. Consequently, the figures representing offerings in these divisions of geography will not be considered reliable for estimating the number of courses offered in each type of course in this subject. Only a rough estimate would be advisable on this point.

But the data indicate the relative emphasis which is placed upon different fractional phases of geography which are frequently assigned the status of a half-year course. The grade placement of these courses is also reliably indicated in the data presented in Table I. It will be noted that the frequencies for all types of geography except commercial geography are concentrated in the intermediate and junior high school grades. More than nine-tenths of these are grades three to seven inclusive.

Geography of the United States was far more popular than that for any other region in 1934-35, but offerings have not increased materially in the past six years. About 3½ per cent is the indicated gain. But geography of North America, which includes geography of the United States as an important element, has made the significant gain of 20 per cent. Geography of Latin America gained 14 per cent, geography of Europe 12 per cent, and world geography 18 per cent in offerings in the same time. Geography would have made more significant gains had it not been for the fact that much of what otherwise would be offered as separate courses in geography has been combined with other subject matter to help constitute unified courses in social studies.

At the present time, geography of the United States ranks first in offerings, followed by geography of Europe, geography of North America, geography of Latin America, commercial geography, and world geography in the order named.

Combination Courses in Social Studies

Changes in all phases of human endeavor have been accelerated to such a degree in the past few decades that it is no longer possible to predict with great assurance what future patterns will resemble in various institutions and enterprises. Present status and current trends in social studies programs afford some guidance in the attempt to estimate the nature of emerging programs in this departmental area. If the data utilized in this study may be relied upon, we shall, for the next few years, at least, provide many more combination courses in social studies, with less relative emphasis on independent, single-subject courses.

We have already discussed the course in problems in democracy, which is composed largely of a combination of government, economics, and sociology, and the data indicate that this course is rapidly growing in popularity in the social studies programs in Texas schools.

Another combination course which has far more than doubled its offerings in the past six years, is one in which the materials of history and geography are merged into a unified course. Not only is it obvious that historical events and movements take place in geographical environment, but it is also evident that the course of history is, to a very significant degree, determined by geographical conditions and influences. The subjects of history and geography make only a small fraction of their possible contributions to the clarification of social problems and human relationships when taught separately with no attention to the supplementary nature of their content.

It is not surprising, therefore, to note that a course which takes advantage of the additional benefits to be gained from unifying the materials of history and geography is rapidly growing in popularity in social studies programs. Even though still more profit would be realized by unifying the materials from all social studies, at least on the lower grade levels, the combination of history and

geography is a great improvement upon the independent-subject organization, and probably represents a step in the transition movement which may eventuate in the combination of all social studies materials and activities in coöperative attack upon the solution of all types of social problems.

The combination course in history and geography is most frequently found in the seventh grade, but frequencies of offerings are outstanding in the fifth and sixth grades. It is not, like geography, often found in the third grade; and surpasses geography in offerings above the seventh grade.

Another combination course which is finding a place in several social studies programs in Texas schools is composed of history and civics, or history and citizenship. Although this course has not attained a position of importance, the number of offerings has more than doubled in the six-year period under study. The grade placement in this course parallels that of the combination course in history and geography. In content and administration, it so nearly resembles the course in which all social studies materials are merged that there is little excuse for listing it here as a different course, especially since it is not found in a great many social studies programs.

The Unified Course in Social Studies

For the past two decades there has been a growing tendency to disregard the more or less artificial boundary lines which have heretofore broken the school program up into loosely associated subdivisions, presided over by subject-matter specialists whose interests seldom extended beyond the confines of a departmental area, and were often centered almost completely in a single subdivision of that department.

The removal of barriers between these departmental domains in an increasing number of school systems is making it possible for the total school program to concentrate its energies upon pupil welfare instead of dissipating those energies in the fruitless attempt to maintain the "ramparts we watched" between subject-matter fields.

In some schools the whole school program is beginning to assume the status of a single department. In others subdivisions within departments are merging while the division lines between

departments remain intact. But the traditional organization is still the characteristic pattern in the large majority of the school systems. However, since many systems have recently adopted a more unified attack upon the problem of effective guidance for youthful citizens, and since many other systems are giving serious consideration to such revision of their programs, it is safe to assume that the innovation stage has been passed. It is not yet safe, however, to predict the exact form which the reorganized program will take.

For many years we have offered courses in general science, general mathematics, etc. Many school programs are organized with such subject matter as "core areas." Others combine materials in one field while separate subjects prevail in other departments.

The movement toward the unification of social studies has gone forward more rapidly, and has met with less opposition than has been encountered in some other departmental areas. It seems more desirable and less difficult to merge the materials and the activities in the social studies than it is for some other subdivisions of the school program. In mathematics some of the phases seem to be necessary prerequisites for other phases. It is easy to see what difficulties would be encountered in the unification of courses in foreign languages. But these difficulties are not confronted in the field of human relationships. No subdivision of this departmental area is necessary as a prerequisite to other phases.

In practically every instance, outside of the schoolroom, the materials of the social studies are used in combined form and without regard to their separate-subject origins or affiliations in the solution of problems and the clarification of issues. It is unnatural for the pupil of elementary and secondary school age to have this material served to him in separate, unrelated courses in his educational diet. And it constitutes a real handicap for him when he attempts to apply the information and the skills acquired in these courses to the practical problems in the arena of life outside the school.

Human relations cannot naturally be organized into economic, civic, social, historical, and geographical problems. Each problem, each difficulty, each issue, and each emergency confronted

in the milieu of life experiences demands information, skills, attitudes, and ideals furnished by the mastery of all types of social studies materials to make possible intelligent and effective responses. It is difficult to master these materials in isolated divisions, and difficult to combine them for effective reaction to life situations when they have not been integrated in the process of mastery.

The courses in problems of democracy, combined courses in history and geography, combination courses in history and civics, and so on, are probably intermediary steps in the direction of a unification of all the materials of the social studies in the attempt to equip the pupil to meet and resolve the problems and issues which demand unified application of the contributions which these materials are able to make to his preparation for immediate and later life experiences.

With a growing recognition of the assumptions made in the last few paragraphs, plus the fact that the Curriculum Revision Movement in Texas has strongly recommended unified courses in the social studies, it is not surprising to note that courses which unify all the social subjects are gaining recognition at a very rapid pace in Texas schools. There are now nearly three times as many of these courses in social studies programs in this State as there were only six years ago. They multiplied their offerings much more rapidly than any other type of combination course with the exception of that of problems of democracy.

There are now 368 courses in which all social studies are merged in the group of schools represented in this report. If the number of courses in which history and geography are combined, and the number of courses in which history and civics are combined were added to the number listed as "social studies," the total number of combination courses in social studies, not including problems of democracy, would be 582 for the 1940-41 session. If problems of democracy courses were added to this total the number would be 670, which would be greater than any one single-subject course.

Both the total number of offerings in combination courses and the rapid gains made in offerings in these courses in the period under consideration furnish evidence that these courses are well entrenched in the social studies programs, and that they may be

expected to gain in relative importance in the next few years, if not for many years to come.

Reference to Table I shows that unified courses in social studies are rather prominent in all grades. They begin with 14 offerings in the first grade, climb gradually to a peak of 79 in the seventh, and gradually decline to 16 in the eleventh grade which is the last grade for all but 20 of the schools represented in the data in this table. It is significant that gains have been made in all these grades, and that the unified course in social studies is proving its ability to gain and hold ground in an over-crowded curriculum. Of course, one of the appeals for such a course, if not one of its advantages, is that it often replaces two or more courses, and helps to make room for more activities which are clamoring for recognition in the total school program.

In connection with visits to several schools, an analysis of the social studies programs convinced the writer that some courses which are listed as unified courses in social studies are still taught as if they were separate courses in history, geography, civics, and so on. This usually was done by teaching each of the subjects for a certain period of time, then another for a given period, and without much attention to correlation of the materials at any time. But, on the other hand many courses which retain the names of separate-subject courses are really taught as if they were combined or unified courses. In some instances, the single-subject title is retained to avoid trouble with accrediting agencies.

It was this tendency to give courses titles which do not describe the nature of the courses which made it advisable not use the information in *Standards and Activities of the Division of Supervision* on this point rather than devoting a part of the Information Blank to that purpose.⁵

In view of the fact that unified courses in social studies are in harmony with modern philosophy of education, and also serve to economize time in the over crowded daily schedule of the school, it seems safe to predict that they will continue to multiply in the social studies programs in Texas schools as they have done in the past six years. But it is possible to integrate materials in the social

⁵J. W. O'Banion, Texas State Department of Education Bulletin, No. 404, 1940.

studies programs without combining the separate-subject courses into unified courses. Yet it is the hard way of getting the desired results. There is a great demand for properly prepared teachers and supervisors for such courses; and the supply of teaching materials needed for the best results is still inadequate. Both of these needs are being provided for at increasing tempo.

One serious handicap to all attempts at progress in the social studies area is the fact that a large percentage of the school systems permit social studies courses to be taught by subject-matter specialists in other fields whose departments happen not to require all of their time. This point will be treated at another place in this report.

Social Studies and English Combined

In some school systems where some, but not all barriers between departmental areas have been eliminated, the departments of English and of social studies have found it greatly advantageous to both departments, not only to unify the activities in each department on some grade levels, but also to extend this form of coöperation to include the materials of the two departments. The English teachers have learned that there is no more effective way of securing accuracy in the use of the mother tongue than through the utilization of the activities in the social studies courses. Social studies teachers have discovered that there is no better way to interest their pupils in good forms in oral and written expressions required in social studies activities than through a combination of the requirements in the social studies with those of the English courses. Both groups get better performance on the part of their pupils, and the pupils have the satisfaction of knowing that the results of their work can be of use in other ways than for credits toward graduation.

Reading assignments for literature and for history are frequently almost identical. When they can be used for credit in both courses there is every reason for coöperation on the part of teachers in these courses to the end that greater unity and harmony in the planning of the student's total school program will contribute toward a more effective integration of his personality and give him an opportunity to acquire an appreciation of the supplementary nature of all elements and factors in his educational program.

Although the offerings in this course have nearly doubled in the past six years, the total number is still too small to serve as a basis for prediction of future probabilities.

Summary for Table I

The totals listed at the bottom of Table I indicate only in a very general way the amount of attention given to social studies on the several grade levels. They include figures for current events just as if they represented courses when, as a matter of fact, each of the frequencies for this item represents only about one-fifth of a course for a semester. Some of the frequencies for one phase of geography cannot be counted as representing full courses. And, finally, the number of returns summarized in Table I are not the same for the different grade levels.

But these totals indicate in a rough way the relative emphasis on social studies at the different grade levels, and they also indicate somewhat more reliably the general increase in offerings in the total social studies program in the different grades during the past six years.

The totals at the right side of this table are much more valuable, and much more reliable than those at the bottom of the page. With the exception of numbers for current events, and possibly for some phases of geography, they give dependable information.

The information summarized in this table has been discussed in much greater detail than will be the data in the next five tables because Table I summarizes the other five tables and contains data from far more information blanks than does any of the other tables. The other tables will be presented to indicate as far as may be with the information at hand, how the total social studies program in Texas schools appears at different grade levels.

TABLE II
CHANGES IN COURSE OFFERINGS IN SOCIAL STUDIES IN TEXAS SCHOOLS
FROM 1934-35 TO 1940-41 (INFORMATION ON OFFERINGS IN ALL GRADES)

COURSES	GRADES												TOTAL DATES
	1	2	3	4	5	6	7	8	9	10	11	12	
Background of American Hist.			2	6	13	3	21	3	2	12	11		73 1940-41
			2	2	17	5	16	2	4	12	6		66 1934-35
American or U. S. History				6	70	10	111	10	3	68	42	2	322 1940-41
				2	71	7	101	6	6	72	37	2	304 1934-35
Ancient History								44	17		2		63 1940-41
								154	10		3		167 1934-35
English History									4	6	17		27 1940-41
								2	6	8	20		36 1934-35
Latin-American History									2	5	6		13 1940-41
									16	2	3		21 1934-35
Modern History									46	9	2		57 1940-41
								6	126	12	2		146 1934-35
Texas History						105	5	2	12	16	61	2	203 1940-41
						109	4	2	7	10	31	2	165 1934-35
World History						2		30	115	12	2		161 1940-41
						2	2	7	22	4	2		39 1934-35
Civics or Government	3	2	4	4	6	14	89	22	5	28	143	9	329 1940-41
	2	2	2	2	2	8	88	12	2	28	135	1	284 1934-35
Economics								2	3	19	66	6	96 1940-41
										12	51		63 1934-35
Sociology							2	2	2	5	15	6	32 1940-41
							4	4	4	9	15	3	39 1934-35
Current Events	24	24	29	34	58	82	94	78	100	95	94	26	738 1940-41
	10	10	10	18	24	47	53	40	47	55	52	12	378 1934-35
Problems of Democracy					3	2	5	4	7	10	13	2	46 1940-41
									5	1	4		10 1934-35
Commercial Geography				2	5	5	5	10	26	21	21		95 1940-41
				2	4	4	5	5	13	17	16		66 1934-35
Geography of the U. S.			4	12	52	24	98	2	2				194 1940-41
			6	12	43	21	98	2	3				185 1934-35
Geography of North America		10	14	64	32	23							143 1940-41
		4	18	55	21	19							117 1934-35
Geography of Latin America		2	9	43	24	8							86 1940-41
		2	6	36	21	12							77 1934-35
Geography of Europe		2	17	27	75	12		1	2				136 1940-41
		2	17	18	66	9							112 1934-35
World Geography		10	24	9	12	8		3	2				68 1940-41
		8	22	9	13	3							55 1934-35
His. and Geog. Combined				8	11	18	27	2	2		4		72 1940-41
			2	4	4	8	10				2		30 1934-35
His. and Civ. Combined					4	5	19	1					29 1940-41
						12				4			16 1934-35
Social Studies	12	14	18	20	22	25	39	28	16	8	9	5	216 1940-41
	4	4	6	8	6	10	14	13	4	4	5	2	80 1934-35
Social Studies and English	2	2	2	2		1		2	2	2	3		18 1940-41
								2	2	2	3		9 1934-35
TOTALS	41	42	83	158	387	439	566	246	370	316	511	58	3,217 1940-41
	16	16	44	113	289	342	450	257	277	252	387	22	2,465 1935-35

Analysis of Table II

Table II is composed of summarized data from the 91 information blanks which came from schools and systems which reported for all grades on both elementary and secondary levels. It is similar to Table I with the exception that it represents an equal number of responses for all grade levels while Table I includes more responses for some grade levels than for others. It differs from Table I quantitatively in that it is based on only 91 replies while Table I is based on 205 replies.

Table II should be read as follows: In the 91 schools and systems represented in Table II, 304 half-unit courses in United States history or American history were offered in 1934-35, and 322 such courses were offered in 1940-41. This means, of course, that many of them offered one to two years in American history on the different grade levels. In 1940-41, six of these courses were scheduled in the fourth grade, 70 in the fifth grade, ten in the sixth grade, and so on.

As in Table I, the data in Table II which is located in the upper half of the spaces relates to offerings in various courses in the 1940-41 session and the data located in the lower half of these spaces is for the 1934-35 session.

Since all of the information blanks used for Table II gave information for all grades this table provides an accurate picture of the relative emphasis placed upon social studies at the different grade levels and also indicates more accurately than did Table I at what grade level a particular course in social studies is most frequently offered.

This table also shows the gains and losses registered in offerings for the six-year period in different courses, and the total relative gain made by social studies as a whole.

The other information furnished by Table II is also given in Table I, and explained in the interpretation of that Table. The data for other items is of greater value in Table I because its samplings are much more numerous.

TABLE III

CHANGES IN COURSE OFFERINGS IN SOCIAL STUDIES IN TEXAS SCHOOLS FROM
1934-35 TO 1940-41 (INFORMATION FOR ELEMENTARY GRADES ONLY)*

COURSES	GRADES							TOTALS	DATES
	1	2	3	4	5	6	7		
Background of American History			2		4	1	6	13	1940-41
					7		7	14	1934-35
American or United States History			4		25		16	45	1940-41
			2	2	28	1	25	58	1934-35
Modern History						1	1	2	1940-41
						3		3	1934-35
Texas History			5		2	23	2	32	1940-41
			3			26		29	1934-35
World History						3	2	5	1940-41
						3		3	1934-35
Civics or Government	2	2	4	2	2	7	22	41	1940-41
			1			4	22	27	1934-35
Current Events	2	4	4	4	17	23	19	73	1940-41
		2		4	12	13	15	46	1934-35
Geography of the United States			2	4	28		22	56	1940-41
			2	4	31	2	17	56	1934-35
Geography of North America				1	30		12	43	1940-41
				2	27	2	10	41	1934-35
Geography of Latin America					23	3	8	34	1940-41
					20	7	8	35	1934-35
Geography of Europe				4	2	33		39	1940-41
				4	2	28		34	1934-35
World Geography			2	9	2	1	2	16	1940-41
			2	9		5	6	22	1934-35
History and Geography Combined					15	7	4	26	1940-41
				2	5	4	5	16	1934-35
History and Civics Combined					4	5	6	15	1940-41
				2	2	2	6	12	1934-35
Social Studies	2	6	8	8	9	11	4	48	1940-41
	1	2			1	1	4	9	1934-35
Social Studies and English Combined	2	2	2	4	2		2	14	1940-41
	2	2	2	2	4	2		14	1934-35
TOTALS	8	14	33	36	165	118	128	502	1940-41
	3	6	12	31	139	103	125	419	1934-35

*Based on 26 responses.

Analysis of Table III

Table III is composed of data summarized from the 26 information blanks which dealt with elementary grades alone. It is to be read in the same way as Tables I and II.

Since the samplings are less numerous than those included in the other two tables the predictions which could be made on the basis of information supplied in Table III would be less dependable than those which were made on the basis of present status and trends indicated in Tables I and II.

It will be noted that ancient history, English history, Latin American history, advanced civics or government, economics, sociology, and problems of democracy do not appear in Table III because these are high school subjects. Modern history is also practically unrepresented, and the two or three frequencies registered for this course in the upper grades may have been the result of errors in checking.

An inspection of Table III with the comments on Table I in mind is sufficient to acquire any information which this table has to offer.

Table III is, of course, included in the general summary in Table I.

TABLE IV

CHANGES IN COURSE OFFERINGS IN SOCIAL STUDIES IN TEXAS SCHOOLS FROM 1934-35 TO 1940-41 (INFORMATION FOR JUNIOR HIGH SCHOOLS ONLY)*

COURSES	GRADES				TOTALS	DATES
	6	7	8	9		
Background of American History	2	1			3	1940-41 1934-35
American, or U. S. History		7 9	4 3		11 12	1940-41 1934-35
Ancient History			2 13	4	6 13	1940-41 1934-35
Modern History				4 2	4 2	1940-41 1934-35
Texas History	10 9	2 3			12 12	1940-41 1934-35
World History			6 4	2	6 6	1940-41 1935-35
Civics, or Government	2	7 4	3 4	1 1	13 9	1940-41 1934-35
Current Events	10 6	18 12	16 6	12 4	56 28	1940-41 1934-35
Commercial Geography			2		2	1940-41 1934-35
Geography of the United States		5 2	4 2		9 4	1940-41 1934-35
Geography of North America		3 2	2		5 2	1940-41 1934-35
Geography of Latin America	2	1	1		4	1940-41 1934-35
Geography of Europe	4 5	2 1	3		9 6	1940-41 1934-35
World Geography	2	2			4	1940-41 1934-35
History and Geography		2 2	2 2		4 4	1940-41 1934-35
History and Civics	2	3 1	4 2		9 3	1940-41 1934-35
Social Studies	6 4	18 8	14 4	2 4	40 20	1940-41 1934-35
TOTALS	40 24	71 44	63 40	23 13	197 121	1940-41 1934-35

*This table summarizes data from the 13 reports on junior high grades which gave information for both 1934-35 and 1940-41.

Analysis of Table IV

Table IV is a summary of information given in the 13 information blanks which reported on course offerings in junior high schools only. It should be read according to instructions given for reading Tables I and II.

The number of samplings in Table IV is the least number represented in the six tables included in this chapter. Since only 13 responses gave information for junior high schools exclusively this table is not presented for use in acquiring an accurate picture of the social studies program in junior high schools. That can be gained much more satisfactorily from an examination of the junior high school grade levels in Tables I and II. Some of the social subjects do not appear in Table IV because they are usually scheduled in grades below or above the junior high school level. This table somewhat graphically demonstrates this point. At the same time the inadequacy of samplings causes the omission of some items that should be included in Table IV if a more complete sampling were available. Even the items which appear are not likely to be representative of characteristic programs on this grade level.

Despite these obvious limitations on the value of information contained in this table, it is given for whatever small value it may possess. It is also included in the summary table where it contributes to the more adequate and more reliable data furnished on the junior high school level.

TABLE V

CHANGES IN COURSE OFFERINGS IN SOCIAL STUDIES IN TEXAS SCHOOLS FROM
1934-35 TO 1940-41 (INFORMATION FOR SECONDARY SCHOOLS ONLY)

COURSES	GRADES							TOTAL	DATES
	6	7	8	9	10	11	12		
Background of American History	5	3			6	4	1	19	1940-41
	2	4	2		7	3		18	1934-35
American or U. S. History	4	47	6	2	44	28	1	132	1940-41
	4	43	5	2	43	19	1	117	1934-35
Ancient History			16	8	1			25	1940-41
		3	41	13				57	1934-35
English History				1	2	3		6	1940-41
			5	1	2	4		12	1934-35
Latin-American History						2		2	1940-41
				2	2	2		6	1934-35
Modern History			1	24	10	1		36	1940-41
			2	54	6	2		64	1934-35
Texas History	42	7		2	14	34	9	108	1940-41
	45	2		2	2	13	1	65	1934-35
World History			8	35	10			53	1940-41
			4	18	6			28	1934-35
Civics or Government	2	34	10	2	24	50	13	135	1940-41
	2	35	4	2	11	47		101	1934-35
Economics				2	11	30	2	45	1940-41
					3	22	3	28	1934-35
Sociology						3		3	1940-41
						5		5	1934-35
Current Events	6	28	23	26	34	33	11	161	1940-41
	6	18	19	17	26	21	7	114	1934-35
Problems of Democracy		3	3	4	5	14	1	30	1940-41
					1	5		6	1934-35
Commercial Geography		4	3	6	8	2		23	1940-41
				3	4	5		12	1934-35
Geography of the U. S.	5	36				6		47	1940-41
	7	42	4			4		57	1934-35
Geography of North America	11	7	2			1		21	1940-41
	10	7				1		18	1934-35
Geography of Latin America	3	3		1		1		8	1940-41
	1	2						3	1934-35
Geography of Europe	22	13	1	2			1	39	1940-41
	25	13						38	1934-35
World Geography	9	8	3		1		1	22	1940-41
	11	3				2		16	1934-35
History and Geography	2	10	4	4	4	2	3	29	1940-41
	2	4		2	2	1		11	1934-35
History and Civics	6	11	4		3	5	1	30	1940-41
	2	4				2		8	1934-35
Social Studies	4	18	15	4	2	3	2	48	1940-41
		8	2	2	5			17	1934-35
Social Studies and English			2	2	2	2		8	1940-41
									1934-35
TOTALS	121	232	101	125	181	224	46	1,030	1940-41
	117	188	88	118	120	158	12	801	1934-35

Analysis of Table V

Table V is a summary of data included in the 47 replies which gave information for junior and senior high school grades alone. This table should be read in the same way as Table I and Table II.

While the samplings represented in this table are small as compared with those in Table I, of which this table constitutes a part, yet there are enough cases to present a rough picture of the offerings in secondary social studies programs in Texas schools.

An inspection of this table with the suggestions for interpretation of the data in Table I in mind will enable the reader to gain any additional information which Table V has to offer. It is presented to show how programs in the secondary schools compare with those in elementary schools. It should be compared with Table III which presents data for the elementary grades alone.

TABLE VI

CHANGES IN COURSE OFFERINGS IN SOCIAL STUDIES IN TEXAS SCHOOLS FROM 1934-35 TO 1940-41 (INFORMATION FOR SENIOR HIGH SCHOOLS ONLY)*

COURSES	GRADES					TOTALS	DATES
	8	9	10	11	12†		
Background of American History		2	4	2		8	1940-41
American or U. S. History	2	2	34	16	4	58	1940-41
		4	32	22	2	60	1934-35
Ancient History		4	10	2	2	18	1940-41
		20	6	4	4	34	1934-35
English History			1	2		3	1940-41
			3	7	3	13	1934-35
Latin-American History		2	2	2		6	1940-41
		2	3	3		8	1934-35
Modern History		10	12		1	23	1940-41
		24	10			34	1934-35
Texas History		1	11	22	7	41	1940-41
			9	9	4	22	1934-35
World History		3	30	4	4	41	1940-41
		1	16	2		19	1934-35
Civics or Government	3		7	31	10	51	1940-41
	1		4	33	2	40	1934-35
Economics			5	19	7	31	1940-41
			5	25	5	35	1934-35
Sociology				3	7	10	1940-41
				5	2	7	1934-35
Current Events	2	15	23	28	10	78	1940-41
		7	10	19	4	40	1934-35
Problems of Democracy			5	5	2	12	1940-41
			4	1		5	1934-35
Commercial Geography	3	5	3			8	1940-41
		1	3			7	1934-35
Geography of the U. S.				2		2	1940-41
							1934-35
Social Studies	4	2	4	4	2	16	1940-41
							1934-35
TOTALS	11	46	151	142	56	406	1940-41
	4	61	107	132	26	330	1934-35

*This table is a summary of data which were included in the 28 replies dealing with senior high schools only, and giving information for both 1940-41 and 1934-35.

†Only seven of this group of high schools include the twelfth grade.

Analysis of Table VI

Table VI is a summary of the data furnished by the 28 responses which gave information for senior high school social studies programs alone.

By comparing this table with the other tables in this chapter the contrast in the patterns of social studies course offerings on different grade levels may be observed. Note the omission of several subjects which appear only in the lower grades, and the small number of offerings in some others which appear characteristically at lower levels.

Table VI should be read and interpreted according to instructions for reading other tables in this series, and elaborated in connection with the analysis of Table I. Like Tables II, III, IV, and V, Table VI is included in Table I; and the analysis of Table I includes the analysis of data in the other five tables. Detailed analysis of Table VI is therefore not necessary.

The small number of samplings presented in Table VI precludes the possibility of attempting accurate predictions of future trends. Tables I and II should be utilized for that purpose.

Summary Statement on Tables II-VI

Since all the data in Tables II to VI inclusive are combined to constitute Table I, and since Table I has been analysed in considerable detail because of the more adequate samplings; it has not been deemed advisable to utilize space for detailed analysis of the other tables.

Chapter III will deal with the Topics and Activities Employed in the Social Studies Programs in Texas Schools.

CHAPTER III

TOPICS AND ACTIVITIES EMPLOYED IN SOCIAL STUDIES PROGRAMS IN TEXAS SCHOOLS

Through an analysis of data relating to course offerings in social studies programs in Texas schools, Chapter II of this Report has portrayed the present status and current trends in the social studies curriculum in this State to the extent of indicating gains and losses in the number of course offerings for the various subjects and combination courses in this field. Chapter I also indicated the amount of progress which has been made toward the combination of subjects in the social studies area, and the trend toward correlation of social studies programs with other subject-matter areas.

But educators are aware of the fact that change in titles of courses cannot be relied upon to indicate a significant change in the nature of the courses. In some instances, changes in the names of courses have been made to meet the demands of accrediting agencies, while the courses themselves have remained unaltered. In other instances, the names of courses have been changed to meet the demands of legislative enactments or in response to popular movements, while the content and the activities employed have undergone no appreciable modifications.

Chapter III attempts to throw more light upon the present status and current trends in the social studies curriculum in Texas schools through an analysis of the content and the activities which constitute the social studies programs. The emphasis in this chapter is placed upon the attempt to indicate to what extent social studies programs in Texas schools are modifying their content and activities in light of recommendations made by social studies committees which have participated in curriculum revision movements in Texas and elsewhere; the programs presented by national organizations through their committee reports; and the theories advanced by educational experts in the social studies field.

In the attempt to secure information as to the change in content and activities involved in social studies programs, a section of the Information Blank was devoted to a sampling of topics and activities, most of which were taken from the sources just mentioned.

A few, however, were included from traditional topics and activities which have been considered of little or no value by recent program makers in the social studies area.

Table VII contains the list of topics, and Table VIII the list of activities selected for this section of the Information Blank. It was impossible to avoid overlapping of implications in topics and activities; but an attempt was made to include only those activities which are not clearly implied by the topics selected.

Nothing is more obvious than the inadequacy of any sampling list which could be included in such an information blank, especially when the list must apply to so many courses and grade levels. There is also the possibility that respondents will misinterpret some of these items. Space was provided for adding topics which were not included in Table VII, and activities not included in Table VIII. But there were not enough frequencies for any of these items to justify their inclusion in this analysis.

Since an unequal number of replies furnished information for the different grade levels, it is advisable to compare the number of frequencies for each grade level with the number of information blanks which were checked for that division, and also with the total number of blanks checked for topics and activities, in order to arrive at relative gains and losses for the six-year period.

The different columns indicate roughly what grade levels most frequently utilize the topics and activities listed in Tables VII and VIII; which topics and activities are utilized on more than one grade level; and which ones are gaining or losing in popularity at the various levels.

The totals indicate which topics and activities are becoming more or less important as factors in social studies programs as a whole, and the total number of frequencies as compared with the number of replies received for this division of the blank.

It will be noted that the frequencies for many topics and activities greatly exceed the number of schools or systems represented. This is because several schools employ certain topics and activities on more than one grade level. It was not possible to determine what topics and activities were utilized for different courses. It may be that this point will be covered in subsequent undertakings.

Since only 206 of the 241 respondents checked this section of the blank in a way to make it possible to analyze the data for this discussion, one cannot know to what extent the indicated content

and activities would have been affected if the other 35 respondents had reacted to these items. The data is treated as if the 206 blanks which gave information on this point were the only responses received.

It is possible that frequencies for topics and activities for the 1934-35 session may have suffered somewhat in comparison with those for the 1940-41 session because teachers in some instances may have been estimating the nature of courses when they were taught by other instructors.

There are too many items in these two tables to justify a discussion of each one separately. The list of items and the arrangement in the tables, however, are of such nature as to require a minimum of analysis and explanation.

Since an attempt to secure information on topics and activities for each grade separately would have involved too much work for the respondents, and since the more detailed information would have been of minor importance, requests were made for responses for only four grade levels: the primary grades, the intermediate grades, the junior high school grades, and the senior high school level.

Respondents were requested to indicate the topics and activities employed by placing in the proper column, opposite the item, initial letters for these divisions; using E for elementary, I for intermediate, J for junior high school, and S for senior high school.

Tables VII and VIII do not separate the information furnished by respondents who checked for one division alone from that furnished by those who included more than one division in their responses. For example, the information for junior high schools alone was added to the information on junior high school topics and activities which was included in responses of those who checked these items for all grades, and that included by those who checked for both junior and senior high school grades. Because of this overlapping, the total number of responses for the four levels is greater than the number of separate replies which were returned for this section of the Information Blank. Many respondents checked items for more than one of the four divisions.

The total number who gave information for primary grades was 128. The number who checked for intermediate grades was also 128. The number who furnished data for junior high schools was 154. The number confining responses to senior high school grades

plus the number who included both junior and senior high school grades in their responses was 171.

These numbers for each of the four divisions are near enough on the same level to give a rough indication of the normal grade placement of topics and activities; but cannot be used as a basis for accurate predictions. But the general picture, in this case, is of great value.

These two tables indicate the types of topics and activities which are at present employed in social studies programs in Texas schools, and the changes in emphasis upon such topics during the six-year period covered by this survey. This information, if it can be accepted as valid, is probably more important than information relative to the changes in the titles of courses. Yet it is not so important to know what particular topics and activities are employed in these courses as it is to know that they are being kept abreast of the needs and the opportunities presented by conditions at any given time.

Since Tables VII and VIII are so nearly identical in nature they are presented in close proximity and the analysis of the data for both tables will be combined.

A brief statement concerning instructions for reading and interpreting the two tables follows Table VII, and a continuation of the analysis of these tables will follow Table VIII.

TABLE VII

TOPICS EMPLOYED IN SOCIAL STUDIES COURSES IN TEXAS SCHOOLS
IN 1940-41 AND 1934-35

TOPICS	PRIMARY		INTERME- DIATE		JUNIOR HIGH		SENIOR HIGH		TOTALS	
	40	34	40	34	40	34	40	34	40	34
	41	35	41	35	41	35	41	35	41	35
The Home and the School										
—Introductory Phases _____	67	44	52	28	40	22	31	20	190	114
The Home and the School as										
Basic Units of Society _____	37	21	41	26	45	29	55	23	178	99
The Local Community—										
Elementary Treatment _____	44	26	68	45	49	27	29	14	190	112
Community Resources, Agencies,										
Industries, etc. _____	24	8	49	28	47	27	59	35	179	98
Resources, Industries, and										
Institutions in America _____	6	2	50	31	59	36	91	49	206	118
The State: Its History,										
Geography and Culture _____	14	7	72	49	78	49	85	39	249	144
History, Resources, and										
Culture of the Southwest _____	3	1	37	21	31	26	65	29	136	77
History and Culture of the										
United States _____	5	3	63	39	66	39	94	62	228	143
History and Culture										
of Latin America _____	1	1	26	7	33	17	46	20	106	45
The World Community and										
International Relations _____	3	2	24	7	31	24	95	46	153	79
Interdependence of										
Individuals and Groups _____	15	7	45	27	45	26	69	33	174	93
Comparative Study of Various										
Forms of Government _____	3	1	19	7	33	26	99	58	154	92
The Chief Advantages of										
Democratic Government _____	8	3	45	16	69	28	117	60	239	107
Democracy as a Way of										
Life; the American Way _____	12	4	50	19	61	23	110	43	233	89
Governmental Services:										
Local, State, and National _____	3	2	46	22	64	31	106	70	219	125
Civil Service: Advantages,										
Recent Extension _____	1	1	11	4	33	14	100	56	145	75
Various Forms and Services										
of Municipal Government _____	3	2	23	14	49	28	102	62	177	106
Causes of Extension of										
Governmental Functions _____	1	1	15	5	26	14	85	49	127	69
Need for Regulation of										
Production and Distribution _____	1	1	15	5	35	19	91	57	142	82
The Regulation of Transpor- tation and Communication _____	4	1	32	10	48	24	97	52	181	87
Government Supervision										
of Capital and Labor _____	1	1	6	1	34	17	91	44	132	63
Federal Projects and										
Agencies for Social Service _____	2	2	9	3	25	10	85	32	121	47
Social Security Legislation:										
Federal, State, Local _____	1	1	7	2	23	9	89	29	120	41
Inter-State Commerce and										
Interior Relations _____	1	1	15	5	37	20	86	44	139	70
Foreign Trade: Exports,										
Imports, and Exchange _____	1	1	29	18	45	19	100	50	175	88

TABLE VII—(Continued)

TOPICS	PRIMARY		INTERME- DIATE		JUNIOR HIGH		SENIOR HIGH		TOTALS	
	40	34	40	34	40	34	40	34	40	34
	41	35	41	35	41	35	41	35	41	35
Economic Competition as a Cause of War.....	1	1	12	5	33	15	114	53	160	74
Public Agencies for Protection and Control	13	3	34	12	39	15	74	33	160	63
Service Clubs and Other Organizations	4	2	11	7	29	17	58	31	102	57
Financing Government: Taxes, Tariffs, Duties	2	1	27	14	57	30	124	76	210	121
Functions of Legislature and Courts	1	1	35	15	62	34	134	78	232	128
Crime Prevention and Reform Agencies	3	2	26	8	46	20	95	52	170	82
The Growth of the United States Constitution	3	1	37	23	46	29	119	74	205	127
Rights and Duties of Citizens in a Democracy	10	2	57	27	66	32	114	66	247	127
Dangers Inherent in Dictatorship	6	2	26	9	33	9	105	35	170	55
Accident and Fire Prevention, Traffic Regulation	67	45	113	64	88	50	95	63	363	222
Public Utilities: Owner- ship, Control, Services	4	2	17	9	27	24	82	55	130	90
Provisions for the Under- privileged or Handicapped	10	8	30	17	51	24	66	39	157	88
Community Improvement: Schools, Parks, Sanitation	23	14	44	30	58	31	77	45	202	120
Initiative and Referendum as a Democratic Process	1	1	13	5	23	13	96	54	133	73
The Importance of Education in a Democracy	6	4	35	16	56	45	104	56	201	121
A Planned Society vs. An Unplanned Society	2	2	9	6	12	6	56	50	79	64
Waste in Duplication of Services and Facilities	1	1	7	4	20	7	54	21	82	33
Conservation of Human and Natural Resources	5	3	35	15	53	24	92	47	185	89
Soil Improvement, Marginal Lands, Soil Erosion	2	1	26	10	46	15	98	44	172	70
Farming, the Tenant Problem, Farm Machinery	2	1	11	6	36	9	91	41	140	57
Standards of Living in America and Elsewhere	4	3	25	10	48	22	101	50	178	85
Consumer Education: Research, Coöperatives, etc.	1	1	4	2	25	8	68	28	98	39
Vocational Information and Analysis	1	1	6	2	36	15	79	37	122	55
Vocational Opportunities in the Local Community	1	1	11	4	34	25	69	31	115	61
Inequalities in Wealth and Income of Individuals	3	1	9	3	20	9	67	38	99	51
Foods, Clothing, Shelter, Production, Consumption	31	18	55	34	65	44	105	74	256	170
Investments, Finance, Banking, Credits, Interest	1	1	11	4	31	13	98	60	141	78

TABLE VII—(Continued)

TOPICS	PRIMARY		INTERME- DIATE		JUNIOR HIGH		SENIOR HIGH		TOTALS	
	40	34	40	34	40	34	40	34	40	34
	41	35	41	35	41	35	41	35	41	35
Problems of Overproduction, Surplus Commodities	1	1	12	6	25	8	91	43	129	58
Problems of Unemployment, Insecurity, Vagrancy, etc.	1	1	8	7	27	11	89	49	125	68
Earning a Living, Making a Home, Supporting Family	9	4	19	8	44	19	89	54	161	85
Geographical Influences on the Life of Man	9	7	53	34	65	42	76	51	203	134
Social Influences of the Industrial Revolution	1	1	7	4	43	26	83	52	134	83
Influences of Progress of Science and Technology	2	1	15	5	34	15	67	36	118	57
Depressions, Panics, Malnutrition, Unrest	1	1	9	3	25	14	79	43	114	61
Problems and Relations of Capital and Labor	1	1	9	3	26	12	91	55	127	71
Propaganda, Indoctrination, Pressure Groups	1	1	9	1	26	8	82	32	118	42
Personal and Family Budgets and Expenditures	3	1	20	8	41	26	84	50	148	85
Money and Other Media of Exchange, Inflation, etc.	4	1	12	5	23	11	87	53	126	70
Housing Problems, Home Ownership, Slum Clearance	2	1	7	2	31	11	80	36	120	50
Insurance, Annuities, Savings, Security, Thrift	4	2	18	11	41	14	93	70	156	97
Benefits of Recent Advances in Medical Science ..	2	2	20	7	38	19	68	32	128	60
Physical and Mental Health, Community Hygiene....	32	18	66	39	63	39	64	40	225	136
Transportation, Communication, Social Intercourse	29	11	63	38	70	38	82	49	244	136
Radio, Motion Pictures, the Press, the Church	26	10	46	15	68	25	82	40	222	90
Proper Standards of Charac- ter and Moral Conduct	46	29	68	41	69	37	84	56	267	163
Improving Interracial Relations, Minority Rights	7	3	13	10	30	13	58	31	108	57
Leisure Occupations and Recreational Facilities	9	5	18	16	53	26	71	38	151	85
Freedom of Worship, Press, Speech, Thought; Tolerance	15	6	53	29	68	35	104	67	240	137
Effect of Migration, Urban- ization, Transient Groups	1	1	12	3	29	11	70	38	112	53
Need for Adequate System of National Defense	5	1	20	5	50	10	95	19	170	35
Salaries of State and Federal Officials	1	1	15	9	34	20	86	52	136	82
Framework of State and Federal Government	2	1	32	16	60	37	107	74	201	128
Biographies of Great Men and Women	19	15	74	50	86	55	104	75	283	195

How to Read Tables VII and VIII

The figures under the captions: Primary, Intermediate, Junior High, and Senior High, represent the two school years for which information was secured. The two dates, 1940-41 and 1934-35 are abbreviated to 40-41 and 34-35, with the first two digits in each date placed over the other two. These figures indicate that the information in the first column under each caption is for 1940-41, and that the information in the second column beneath each caption is for the 1934-35 session. This applies also to the columns under the caption, Totals.

These data were taken from replies of the 206 respondents who checked the section in the Information Blank devoted to topics and activities utilized in social studies programs in Texas schools.

Table VII should be read as follows: The 128 respondents who supplied information for primary and intermediate grades indicate that "Introductory Phases of Home and School Life" occurred 67 times as a topic of study in social studies programs in the primary grades in their schools during the 1940-41 session, and 44 times in these grades in the 1934-35 school year. The same topic was employed 52 times in the intermediate-grade social studies programs in these schools during the 1940-41 session, and 28 times during the 1934-35 session.

In the 154 programs for which information was given on the junior high school level, this topic was treated 40 times in the 1940-41 session, and 22 times in the 1934-35 session.

The total of the frequencies of occurrence on all grade levels for the first topic was 190 for the 1940-41 session, and 114 for the 1934-35 session in the 206 programs represented.

These directions for reading Table VII apply in every respect to the reading of Table VIII.

Further analysis of Tables VII and VIII will follow Table VIII.

TABLE VIII
 ACTIVITIES EMPLOYED IN SOCIAL STUDIES COURSES IN TEXAS SCHOOLS
 IN 1940-41 AND 1934-35

ACTIVITIES*	PRIMARY		INTERME- DIATE		JUNIOR HIGH		SENIOR HIGH		TOTALS	
	40	34	40	34	40	34	40	34	40	34
	41	35	41	35	41	35	41	35	41	35
Making Community Surveys:										
Institutions, Industries	3	2	13	6	27	12	48	22	91	42
Coöperating in Community										
Improvement Activities	8	5	20	9	40	17	55	26	123	57
Interviewing Public										
Officials and Business Men.....	4	3	10	9	31	14	64	37	109	63
Working at Jobs in the										
School and Community	7	3	22	9	35	15	68	34	132	61
Playing "Store," Learning										
Salesmanship, etc.	70	44	53	33	19	12	30	17	172	106
Examining Local Business										
Forms: Checks, Notes, etc.....	1	2	28	19	53	30	76	41	158	92
Visiting Farms, Dairies,										
Cotton Gins, Mills	28	15	41	23	45	32	66	39	180	109
Making a Map and a Model										
of the Local Community	11	7	35	18	32	15	28	27	106	67
Tracing Source of Commodities										
Used in Community	11	9	39	22	42	21	36	20	128	72
Learning Destination of										
Community Products	12	8	31	18	36	32	45	16	124	74
Analyses of Trades and										
Professions in Community	5	2	9	6	25	11	47	20	86	39
Making Personal and Family										
Budgets	1	1	19	10	55	26	83	50	158	87
Graphing the Sources and Uses										
of the Tax Dollar.....	1	1	11	6	20	10	73	38	105	55
Reports on Visits to Historical										
Places	16	11	54	29	50	29	71	45	191	114
Observing, and Reporting on Fairs										
and Celebrations	20	11	40	24	39	22	47	27	146	84
Observing Legislature,										
Courts, Council Meetings.....	1	1	13	4	20	13	81	47	115	65
Working on School Paper,										
Reporting School News	11	6	33	16	50	26	100	54	194	102
Simulating Activities in the										
Home and Community	17	6	15	9	14	8	36	19	82	42
Helping to Produce Movies										
of School Activities	9	6	14	8	19	10	26	8	68	32
Participating in Community										
Life as Far as Possible.....	32	18	50	22	50	24	80	46	212	110
Visiting Printing Office										
and Book Bindery	8	5	19	11	23	11	37	15	87	42
Planning and Making Excur-										
sions and Field Trips	35	23	53	33	59	30	86	44	233	130
Planning Programs for										
Special Days, etc.	60	36	82	48	74	43	89	54	305	181
Learning How Education										
Is Financed	3	2	23	8	44	21	88	49	158	80

TABLE VIII—(Continued)

ACTIVITIES*	PRIMARY		INTERME- DIATE		JUNIOR HIGH		SENIOR HIGH		TOTALS	
	40	34	40	34	40	34	40	34	40	34
	41	35	41	35	41	35	41	35	41	35
Collecting and Analyzing										
Statistical Data	1	1	9	3	17	7	48	24	75	35
Using <i>Readers' Guide</i> :										
Book Review Digest, etc.	2	2	23	13	48	24	95	53	168	92
Using Encyclopedias, Atlases, Dictionaries, etc.	15	9	103	59	110	70	141	89	369	227
Reading Source Books and Reference Assignments	10	6	73	43	93	60	124	79	300	188
Making and Using Bibliographies, Comparing Items	6	3	38	20	56	25	94	58	194	106
Working on Scrapbook, Note- book, Workbook, Diary	40	20	99	59	97	61	118	72	354	212
Using Study Guides, Unit Outlines, Etc.	18	7	56	27	73	40	101	56	248	130
Making Outlines, Summaries, Digests, Notes	7	4	45	28	79	41	112	68	243	141
Keeping Bulletin Board for Exhibits, Current News	45	23	75	42	80	45	102	59	302	169
Conducting Panels, Forums, Discussions	4	2	25	10	46	20	79	40	154	72
Staging Dramas, Puppet Shows, Pageants, etc.	40	27	65	42	56	38	53	40	214	147
Writing and Directing Plays	9	9	34	19	34	21	43	30	120	79
Illustrating Notebooks, Themes, Reports, etc.	21	13	63	39	77	49	85	51	246	152
Making Models, Graphs, Maps, Charts, etc.	14	8	76	42	77	45	90	55	257	150
Analyzing Historical Documents	2	2	3	2	15	10	46	29	66	43
Analyzing Propaganda, Advertisements, Appeals	2	2	10	6	28	8	65	26	105	42
Participating in Classroom and School Government	11	6	49	26	65	33	69	41	194	106
Serving on Traffic Patrols and as Hall Monitors	12	8	46	33	38	22	35	14	131	77
Organizing "Legislatures," "City Councils," etc.	3	2	17	8	36	14	46	25	96	49
Producing and Broadcasting Radio Programs	8	3	19	5	22	7	32	10	81	25
Listening to Radio Programs and Reporting to Class	25	6	67	27	74	18	93	29	259	80
Producing Auditorium and Assembly Programs	59	34	82	44	76	42	92	51	309	171
Speaking on Public Address System	4	3	11	6	21	6	45	21	81	36
Analyzing Political Platforms and Party Systems	1	1	12	5	28	11	78	46	119	63
Working Coöperatively on Committee Assignments	13	6	44	22	52	25	68	37	177	90

TABLE VIII—(Continued)

ACTIVITIES*	PRIMARY		INTERME- DIATE		JUNIOR HIGH		SENIOR HIGH		TOTALS	
	40	34	40	34	40	34	40	34	40	34
	41	35	41	35	41	35	41	35	41	35
Participating in Debates and Contests	4	1	34	20	57	31	96	64	191	116
Staging Real and Mock Elections, Holding Office	5	5	37	17	52	24	77	40	171	86
Collecting and Arranging Museum Materials	18	10	39	19	28	18	37	20	122	67
Learning to Interpret Maps, Graphs, Charts, etc.	19	12	84	55	90	55	110	69	303	191
Using Games and Contests in Drill Exercises	64	39	87	52	61	42	52	26	264	159
Seeing Selected Motion Pictures, Slides, etc.	44	11	78	30	79	34	91	40	292	115
Listening to Lectures by Invited Speakers	27	17	51	32	66	38	88	52	232	139
Participating in Scout Work and Other Organizations	11	7	63	36	74	40	60	34	208	117
Participating in Interscholastic League Contests	58	44	94	70	91	63	110	88	353	265
Taking Part in School Banking and Thrift Work	10	9	21	14	24	15	26	15	81	53
Contributing to Charitable Causes	59	45	78	50	71	44	78	43	286	182
Securing Bulletins from Federal and Other Agencies....	6	5	36	13	55	21	104	44	201	83
Studying Travel Guides, Making Travelogues, etc.	6	4	42	19	45	23	36	19	129	65
Corresponding with Pupils in Other Places	9	5	53	27	48	26	47	27	157	85
Participating in Socialized Recitations	46	26	75	44	70	40	81	54	272	164
Discussing Controversial Issues	2	1	22	7	43	18	88	46	155	72
Making Costumes for Historical Plays	16	8	26	19	22	12	26	17	90	56
Studying Provisions of the Selective Draft Laws			7		18	1	71	3	96	4
Analysis of Own Social and Institutional Experiences	1	1	8	4	13	3	33	9	55	17
Job Analysis in Field of the Pupil's Interest	1	1	5	1	33	9	54	16	93	27
Comparing Present Problems with Those of Other Times.....	2	1	23	8	41	22	72	41	138	72
Memorizing Long Lists of Names, Dates, Places, etc.	2	2	3	8	6	10	14	16	25	36
Studying Historical Back- grounds of Current Events.....	1	1	24	11	50	24	85	41	160	77

*This list includes such activities as are not clearly implied in the Topics included in Table VII.

Analysis of Tables VII and VIII—(Continued)

An inspection of Tables VII and VIII reveals that some topics and activities are extensively utilized in social studies programs at all grade levels. These, of course, are the topics which have the more universal appeal, and the activities which are associated with the fundamental processes involved in human relationships. Such topics as The Home, The School, The Community, Foods, Clothing, Shelter, Accident Prevention, Transportation, Communication, and Democracy, are found at many levels in the social studies programs. In each case there is an attempt to treat these topics and activities in such a way that increasingly greater mastery will be achieved from grade to grade without too much duplication and monotony.

In this connection it may be observed that "Introductory Phases of the Home and the School" are most frequently presented in the primary grades, with gradually decreasing attention as progress is made toward higher grade levels; while the more advanced treatment of the "Home and the School as Basic Units of Society" is less frequently encountered in the lower grades, and is observed more and more frequently as we approach the senior high school level. When the two types of approach are considered as one, at various grade levels, it is seen that attention devoted to this topic is practically uniform and utilization continuous throughout the lower and higher grade levels.

On the other hand some topics seem to be much more appropriate to and consonant with the spirit and purposes of the higher grades than with those of the lower divisions, and vice versa. For example, it will be seen that the topic, "Civil Service," occurs only once in the 1940-41 frequencies for the primary grades, and that the frequencies ascend rapidly toward the upper grade levels until 100 is reached in the senior year, while "Discussing Controversial Issues" is listed as an activity in the primary grades twice and in the senior high school programs 88 times in this same year.

It will also be noted that frequencies and time allotments are materially affected by unusual events and movements which occur from time to time. For example, "The Discussion of the Provisions of the Selective Draft Laws" is listed only 3 times as an activity in senior high school social studies programs for the 1934-35 session; while it occurs 71 times at that level in the 1940-41 level.

Some topics and activities register gains and losses in response to changes in the values attached to such items by educators and by society as a whole. Note the loss in popularity of the activity involving "Memorizing of Long Lists of Names, Dates, and Places"; and the gain registered by the activity, "Coöperating in Community Improvements."

In 1936, The Fourteenth Yearbook of the Department of Superintendence of the National Education Association reported a list of 16 topics which investigation has revealed to be inadequately treated in social studies programs.⁶ These topics were as follows: "(1) The Nature of Government, (2) The Activities of the National Government, (3) The Problems of Municipal Government, (4) International Relations, (5) The Relation of Industry to Government, (6) Taxation and Public Finance, (7) Investment and Finance, (8) Consumer Education, (9) The Formation of Public Opinion, (10) Community Analysis, (11) Personal Analysis, (12) Vocational Analysis and Information, (13) The Social Effects of the Rise of Science, (14) The School as a Social Institution, (15) The Facilities of Social Intercourse, and (16) Adult Education.

Most of these topics were included in the list in Table VII, and nearly all of those included show significant gains in utilization in the six-year period covered in this survey. These gains range from 75 per cent to more than 200 per cent. This is an indication that social studies programs in Texas schools are giving increased attention to topics and activities which have great value, but which have been too much neglected in the past.

In 1938, The State Department of Education Bulletin, No. 392, which was prepared by the Social Studies Revision Committee under the guidance of W. A. Stigler, the Director of the Curriculum Revision Movement, a list of comprehensive topics and sub-topics was prepared to indicate the proposed "Perspective of the Entire Social Studies Program"; and the "Scope and Sequence of Social Studies by Years."⁷ The major topics or themes assigned to the different grade levels were broken down into seven or eight subdivisions each to provide a broad outline of each year's work. Functions involving social relations were assigned to each of the subdivisions. This proposed scheme for the social studies program in

⁶*The Social Studies Curriculum.*

⁷*Ibid.*

Texas schools is summarized in three charts on pages 11, 12, and 13 of the above named Bulletin. Since some of the readers of this report may not have access to the Bulletin in which they are published, and since they are considered of great value to those who are interested in the improvement of social studies programs in Texas schools, permission has been secured to reproduce them as an Appendix to this Report.

These topics together with their subdivisions and the associated functions were incorporated into the lists of topics and activities in Tables VII and VIII. Some of them were somewhat differently worded, and some were combined with other items. In nearly all instances where they were involved very significant gains have been registered in the past six years. This seems to be an indication that Bulletin 392 of the State Department of Education, which is one of the published Reports of the Social Studies Curriculum Revision Committee which coöperated in the Curriculum Revision Movement in Texas, has already had a significant and beneficent influence on social studies programs in Texas schools. It will doubtless exert much greater influence on these programs in the near future. The time which has elapsed since its publication is too brief to register its full effect as a determining factor in shaping the patterns for future programs.

Since nearly all of the topics and activities listed in Tables VII and VIII were taken from the proposals of competent authorities, one would expect gains in popularity of most of these items if the desired improvements in social studies programs are making satisfactory progress. In practically all of these topics and activities, significant gains are evidenced by the data collected.

At the time when these topics and activities were chosen and submitted to respondents, the new problems and issues forced upon us by the present national emergency had not had time to make their impress upon the social studies programs to any appreciable extent. A few items register the impact of these immeasurably important events and movements. It will be interesting to observe to what extent these programs will respond to the exigencies of the changed order.

Some evidence of the influence of the present state of uncertainty and anxiety created by the international conflict which threatens to spread to other parts of the world may be observed in the increased attention devoted to the fourth from the last topic in

Table VII—"The Need for an Adequate System of National Defense." In 1934-35 this topic was utilized only 35 times in the programs represented in this table. In 1940-41 frequencies for the same topic had already increased to 170, or approximately five times what they were six years earlier. Most of this gain having most likely been made in the last year or two rather than throughout the entire period under discussion, points to the probability that more significant gains will be made in this and similar topics in the very near future.

Inspection of Tables VII and VIII reveals the fact that very few frequencies of utilization of these topics and activities are located in the primary grades. The chief reason for this seeming deficiency is the fact that very few systems offer social studies courses as such in the primary grades. In Table II which summarizes the frequencies for social studies course offerings in 91 programs, only 39 half-unit courses were indicated for the first and second grades combined; and only 54 were scheduled in the third grade in the 1940-41 session. In that same year the total number of semester courses in social studies in the 91 programs was 2,479. The frequencies for current events were subtracted from the totals shown in Table II to derive these remaining numbers in each case.

A second determining factor in the comparatively small number of course offerings in the primary grades is the fact that there were not as many replies dealing with primary grades as for some of the higher levels, namely, the junior and senior high school grades.

It is possible, also, that the lists which were used in Tables VII and VIII were weighted with topics and activities which were more appropriate for the higher grade levels.

Summary for Chapter III

Only a few of the numerous observations and conclusions which could be based upon the information summarized in Tables VII and VIII have been mentioned in this discussion. Space limitations prohibit more complete and detailed analysis of these data. But the technique for analysis has been illustrated in such a way that the reader should be able to continue the interpretation of the data at length if he is interested in the information presented in these summaries. A fuller discussion of this information may be undertaken after additional information has been acquired to help to substantiate the claims made on the basis of present findings.

After a preliminary inspection of these tables and examination of the suggestions made for reading and analysis, the reader will be able to extend the analysis to the point of answering numerous questions which the nature of the data may suggest. For example, one may want to know whether the social studies programs in Texas schools represent attempts to equip boys and girls for the kind of experiences which life in the immediate future and later will demand of them. At least a part of the answer will be found in the increased attention devoted to such topics as: "Making Surveys of Community Institutions, and Industries"; "Working at Jobs in the School and the Community"; "Analyzing of Trades and Professions in the Community"; "Participating in Community Life as Far as Possible"; "Conducting Panels and Forums"; "Analysing Propaganda"; "Staging Real and Mock Elections"; "Taking Part in School Banking and Thrift Activities"; "Contributing to Charitable Causes"; "Job Analyses in the Field of the Pupil's Interests"; and "Learning to Interpret Maps, Charts, Graphs," and so on.

Of course the reader will find some negative answers; but he will want to know the truth whether it be favorable or unfavorable. He will probably find many weak points in social studies programs which he may be able to analyze to the point of discovering effective remedies. He may be able to offer suggestions for the improvement of the social studies programs as a whole, and help to make them function in the lives of the pupils who are affected by them.

Chapter IV will deal with information on Miscellaneous Items.

CHAPTER IV

MISCELLANEOUS INFORMATION

Chapter IV attempts to analyse the data which are summarized in Table IX. The information on which Table IX is based was tabulated from the section of the Information Blank which was labeled, "GENERAL INFORMATION." In that section of the blank provision was made for responses on 17 miscellaneous items of information relative to social studies programs in Texas schools.

These items were checked by 215 of the 241 respondents. Of the 215 replies which dealt with these items 98 were sent by individuals who were giving information for all grades; 30 by those who were checking for elementary grades alone; 14 by those who included only junior high school grades in their responses; and 29 who reported for senior high school grades. There were also 44 who checked blanks for both junior and senior high school levels.

Although there were a few overlappings in these responses, the data will be treated as if each response represented a different program. Preliminary examination of the data revealed that such treatment will not materially affect the nature of the findings.

For this particular phase of the information upon which this Report is based, it is doubtful whether the information taken from the blanks which were checked for different grade levels should have been separated into different categories for presentation and analysis, especially since the number of responses for some grade levels was too small to justify using as a basis for generalizing. But when all grade levels are combined the number of returns which included each level in the responses becomes significant. For example, when junior high school frequencies are confined to those data taken from blanks which were checked for junior high school grades alone, the total number is only 15. But when we add the frequencies relating to junior high school grades in the other returns which included junior high school information with data for other grade levels, the number of frequencies for the junior high school level becomes 156. This additional information came from the blanks which were checked for all grades, and those which were checked for both junior and senior high school grades.

Of course when the data are treated in this way, the items cannot be added to derive the total number of replies since some respondents reported for more than one division of the school programs.

In reading Table IX it is necessary to consider each item separately, since it does not indicate the status for any particular school on all the points in the list. This table may, perhaps, better be considered as 17 different tables—one for each item in the list—rather than one table which can be summarized as the other tables in this report have been. In this table, the nature of the data precludes the addition of the totals for each item into a grand total for all the items.

To know how an individual school ranks in relation to these items it is necessary to examine the particular return for that individual school. Some of them are well off on some points and rate far down the scale on other points. Not many rate high on all of the items included in the list.

No attempt has been made to assign values to the different items in the list.

A further analysis of the data in this table will follow the presentation of the table itself.

TABLE IX

MISCELLANEOUS INFORMATION RELATIVE TO SOCIAL STUDIES PROGRAMS
IN TEXAS SCHOOLS

ITEMS	GRADE LEVELS					TOTAL*
	ALL GRADES	ELEMEN- TARY	JUNIOR HIGH	SENIOR HIGH	JR.-SR. HIGH	
Recent Revision of Social Studies Program _____	61	20	12	20	29	142
Revision Planned for Some Early Date _____	60	18	11	15	27	131
The Social Studies Program Undergoes Constant Change	65	18	11	19	29	142
The School or System has Multigraphed Courses of Study	24	10	8	9	8	59
Some Units and Teaching Plans are Multigraphed	35	9	5	14	20	83
Textbooks are Followed Closely in These Subjects _____	34	9	3	9	12	67
Multiple Texts are Employed in These Courses _____	87	27	14	27	41	196
Social Studies are Closely Correlated with Each other _____	72	20	11	22	32	157
Social Studies are Correlated with Other Subject Areas _____	60	17	14	20	26	137
The Total School Program is Organized in Core Areas _____	23	4	3	6	7	43
The Laboratory Method is Used in the Social Studies _____	69	18	9	22	27	145
Problems and Projects are Used More often than Lectures _____	60	22	11	17	30	140
Motion Pictures are Used in Teaching These Courses _____	55	20	9	17	29	130
Slides are Used as Teaching Aids in Social Studies _____	37	18	9	11	13	88
Opaque Projections are Used as Teaching Aids _____	19	7	4	2	7	39
There is a Storage Room for Equipment and Supplies _____	29	11	7	8	13	68
There is a Social Studies Workroom or Laboratory _____	17	7	5	7	6	42

*Table IX should be read as follows: Of the 215 programs represented in this table, 142 have been revised at some recent date. Of the 30 elementary social studies programs which were in systems which furnished information for elementary grades alone, 20 have been revised recently. Of the 98 programs which were described by those who gave information for all grades, 61 have undergone recent revision, and so on.

Analysis of Table IX (Continued)

Because of the nature of the data in Table IX, only the first item will be analyzed for the different grade levels. After that only totals will be included in the discussion.

Of the 215 social studies programs represented in Table IX, 142 have been revised in recent years. This fact, that two-thirds of all the programs represented have undergone recent reconstruction, indicates that social studies programs in this State are not static and unresponsive to the changes in human affairs with which they are concerned. The fact that they are flexible and subject to modification is in itself very important. In 98 systems from which information was received for all grade levels, 61 have effected recent modifications in the content and activities of social studies programs. Of the 30 reports from elementary schools 20 indicated that recent alterations have been made in the social studies curriculum in the schools represented. Reports for junior high schools indicate that 12 of the 13 schools giving information for junior high school grades alone have revised their social studies curriculum at some recent date. Of the 29 senior high schools considered separately, 20 have recently reorganized their social studies programs; and of the 44 replies which furnished information for junior and senior high school grades, 29 registered important modifications in the social studies curriculum at some recent date.

In addition to the evidence of rapid reorganization of the social studies programs which is provided in the item which has been discussed there is additional evidence in the second item in Table IX that revision of social studies programs is on the march. Item number two indicates that 131 of the 215 programs represented will be revised at some time in the near future. This, of course, means that a very large percentage of these programs which have already experienced recent alterations are in line for additional modifications at some early date. Others which have not undergone recent revision are planning to take this step in the near future.

Item three shows that practically two-thirds of these programs are in a state of continuous revision. This does not mean that an over-all reconstruction is taking place frequently, but that any changes which need to be made to meet unanticipated demands or foreseen requirements, are made without the formality of an organized program for revision of social studies curricula. These programs are sufficiently flexible to make modification from semester

to semester a part of the plan to keep the social studies in a state of readiness to respond to any problems which may be presented by the changes in issues and movements of local or nation-wide concern.

These programs are never considered fixed or permanent, but always dynamic and responsive to legitimate demands. Changes in emphasis, additions, eliminations, substitutions—adjustments of many kinds increase the value of the service which such programs are in position to render. They have no selfish ends to promote. Their only right to exist resides in their ability to prepare youth for successful, useful living in a democracy, and their determination to see that job well done.

Only 59 of the systems represented in this survey have printed or mimeographed courses of study, and only 83 of them have multigraphed units and teaching plans. Many of these materials have been secured for analysis. Reports on this part of the study will come at some future time. An attempt will be made to evaluate changes in social studies programs through an analysis of these materials and a comparison of recent publications with those of an earlier date.

Of the 215 responses which are summarized in Table IX, 196 use multiple textbooks and other materials in conducting courses in the social studies. This represents a great improvement over the former adherence to a single textbook which was relied upon to furnish all the materials and suggest all the procedures for the course. It is unfortunate, however, that even 20 of these systems retain the practice of adherence to a single text. It would also seem unfortunate that nearly one-third of the respondents adhere rather rigidly to the textbook in conducting courses in social studies, rather than using the textbook as a point of departure for the innumerable activities which should constitute the major portion of the work in the course, and which should carry the participants as far afield as it may be necessary to make the work vitally interesting and of unlimited value.

In 157 of the situations under discussion, there is a close correlation of the subdivisions of the social studies programs. The value of this type of organization and management of social studies activities has been mentioned heretofore. It is encouraging to note that about three-fourths of these programs are treated as if the subdivisions were really supplementary in nature, and not as if

they had little in common. It is a recognition of the fact that none of them can make optimum contributions except when properly related to other members of the kindred group.

It is also fortunate that two-thirds of these courses are not only closely correlated with others in the department, but are also further increased in value by planned correlation with courses in other subject-matter fields. This coöperation among the different divisions of the school program is highly advantageous to all departments concerned, and best of all, far better for the students.

Although only one-fifth of the schools here represented are organized in core areas, this represents very significant progress in this particular direction, since very few of these schools were organized on this plan previous to the Curriculum Revision Movement in Texas. The progress which has been made toward this type of organization is very gratifying because such an arrangement makes possible the close integration of various core areas in the curriculum, and concentration of all the energies and agencies of the school on the achievement of the goals which it considers worthy of attainment.

But there are so many factors involved and so many difficulties to overcome that it is surprising to learn that such a large percentage of the systems have been able to achieve such a radical reorganization in so little time. Even after allowance has been made for the possibility that some schools may claim a type of organization which would not measure up to rigid standards adopted for judging such a type, there would remain a significant number of systems so organized as to make possible a school-wide, lifelike approach to the solution of the most urgent problems of the school and the community. With such an organization there is greater opportunity to achieve the optimum good for the pupils, and the highest service to society as a whole.

According to information furnished by Table IX, the laboratory method is employed by more than three times as many schools as have adequate workroom facilities. While there are only 42 social studies laboratories in the 215 systems represented, the laboratory method is utilized in 145 systems. It seems fortunate that teachers are presenting these important courses in a lifelike way even where the proper facilities are not available. But it would be possible to do much more effective work if proper space requirements and tools with which to work were provided for social studies as they

are for the sciences. While it is possible for teachers and pupils to create much of the equipment for teaching the social studies effectively, yet there are many facilities which cannot be acquired in this way.

In many instances, the effectiveness of teaching the social studies may be doubled by the provision of properly arranged and equipped workrooms in which are placed the maps, the filing cabinets, the projection apparatus, the work tables, and the supplies which would make it possible to provide lifelike experiences for the pupils. This would not be an item to record in the loss column of the loss and gain account; but would represent an economical investment.

Since only a few years ago very few of these schools were equipped with such a laboratory, it is not discouraging to learn that only 20 per cent of them are now in that class. In a nation-wide survey made by the writer twelve years ago, only 13 per cent of the most progressive schools reported social studies laboratories.⁸

It is particularly gratifying to note that two-thirds of the schools represented in Table IX employ the laboratory method in the teaching of the social studies, since this is simply a lifelike attack upon the vital problems of human relationships, and since this method was seldom utilized in the teaching of the social studies until quite recently. It is one of the most promising means of increasing the effectiveness of the social studies programs in our schools.

It is well known that the laboratory procedure is broad enough to include problems, projects, socialized recitations, and many other kinds of activities and experiences which combine physical, mental, and emotional responses in the development of integrated personalities. It does not exclude reading textbooks and reciting information gained in that experience. It utilizes the lecture method when that procedure is necessary for carrying forward the process from time to time. But it places the chief emphasis upon the creative, lifelike, educative experiences which effect desirable changes in the participants, and give them the techniques which will work in out-of-school life as well as they work in school.

According to Table IX, problems and projects are employed more often than lectures in social studies courses in 140 of the 215

⁸J. W. Baldwin, *The Social Studies Laboratory*, Teachers College Bureau of Publications, Columbia University, New York, 1929.

systems and schools represented. Although lectures have a very legitimate place in the teaching of the social studies, more time and attention should be devoted to problems and projects which require a maximum of pupil activity than to the lecture which emphasizes teacher activity. It is fortunate that the introduction of this type of activity is making very rapid gains in Texas schools.

In many experiments of a scientific nature, motion pictures have been demonstrated to add significantly to the effectiveness of teaching in the social studies field. That three-fifths of the schools included in the survey take advantage of this means of increasing the effectiveness of teaching social studies is a very hopeful sign.

It is somewhat surprising to discover that slides are not used as frequently as motion pictures in the teaching of social studies in this group of schools. Since, for some purposes, slides and opaque projections are even more effective in supplementing other techniques in this area, and since they are somewhat more available and less expensive, it was a little puzzling to find that only 88 of the schools represented employ slides as a teaching aid while 130 of them use motion pictures for that purpose. This is an indication that motion pictures are becoming more easily available to schools all the time.

Since opaque projection is fully as effective as the use of slides in teaching social studies, and since, ordinarily, a hundred views for opaque projection can be obtained at the price of one colored slide view, there is every reason to hope that this type of visual aid will be employed more widely in the teaching of social studies than it is at the present time.

One of the best sources for opaque projections is the picture post card which can be had for one or two cents each. But hundreds of kinds of pictures are available from many sources. Pictures in illustrated magazines can be used without detaching them from the periodical, or they can be clipped and mounted for repeated use. The pictures in books may be projected without damage to the books. Many companies publish very good sets of views which may be had at very little cost. Pupil drawings and cartoons can be projected.

With all the advantages of this type of projection it should be utilized in practically every school. Those who make use of it are quite pleased with the results obtained; but many seem not to have been introduced to opaque projection. An opaque projector

should be included in the equipment of every social studies work-room, and at least one should be provided for each school not having social studies laboratories.

Only 68, or less than a third of the schools in this sample list, provide the social studies department with a storage room for the protection and housing of equipment and supplies when not in use. Most of the material used in the teaching of the social studies is of such a fragile nature that to leave it exposed and improperly stored while not in use is paramount to contributing to its destruction. Nothing is more deplorable, and unfortunately, more common, than to find the expensive maps, charts, and other materials purchased for use in the teaching of the social studies, piled helter skelter in dark closets and standing about in neglected corners, sometimes badly torn and crumpled, sometimes underneath piles of broken desks and discarded stage equipment, in such a state as not to be available for use at any time when needed, and in many cases not fit to use if available. Under such conditions it is not easy to interest administrators and other school officials in the purchase of new equipment or the replacement of items which have so rapidly deteriorated. If there can be no place where shelves and racks are provided for storing materials in periods of disuse, there is not much point to having the materials at all; for they will not last long. Such materials suffer much greater in idleness than in use. Projects and illustrative materials which have been stacked away without any order or system of locating them when needed for instant use can seldom be extricated from the rubble when the time comes to make use of them.

It may seem at first thought that some of the items included in this discussion are rather remote from the study of the present status and current trends in the social studies curriculum. But a more careful consideration will reveal that they have a most vital connection with the progress which is possible in the improvement of the content and the activities which constitute the chief elements of the social studies programs.

Some of the comments which have been made in connection with the items discussed in this chapter have been directed toward suggestions for further improvement of the teaching of social studies in Texas schools.

The present report will be concluded with a brief summary statement and a few recommendations based upon the findings of the study up to this time.

CHAPTER V

CONCLUSIONS

Since this study has been under way for only a few months, and since most of the work of the survey remains to be done, it is too soon to speak in terms of finalities. The effort which has been devoted to the undertaking has been in addition to rather than a part of a regular teaching load. Although no claim can be made for recognition of the achievements to date as a valuable contribution, a few findings seem worthy of consideration, and a few recommendations based upon these findings seem justified.

Findings

Although not discouraging, the present status of the curriculum in the social studies in Texas schools, when measured by standards of educational experts, and judged in light of present-day demands of society, is far from ideal. But there is unmistakable evidence on every hand that those who are responsible for the improvement of these social studies programs are keenly conscious of the inadequacy of the present status, and that rapid progress is being made in the direction of such reorganization and revision as will immeasurably increase the contributions to human welfare above that which these programs are able to make as they are at present organized and administered.

In many school systems, the social studies programs have been and are being remodeled in such a way as to make them of inestimable service in equipping students to live successfully, usefully, and happily in our democracy. Some of the systems have made much greater and much more rapid progress in this direction than others. Not many have satisfied themselves that they are near the ideal goal.

Tradition, inertia, accrediting systems, lack of funds, lack of enlightened and inspired leadership, and many other handicaps are retarding many systems in the struggle for reforms, and are practically blocking progress in other places. It is rather surprising that so many have been able to make such significant gains in the face of so many difficulties and limitations.

Visits thus far made as a means of supplementing other techniques for evaluating social studies programs reveal that probably the most serious obstruction to progress toward functional programs in the social studies is the fact that so few of them are administered by those who have made special preparation for work in this field. On one visit it was discovered that not one member of the staff in the junior and senior high school division had made special preparation for teaching the social studies. In one high school one of the teachers of social studies was a mathematics major, another was a Spanish major, and another an English major. The member who had made special preparation for teaching social studies was teaching science. As long as the system of farming out the social studies to other subject-matter specialists survives, nothing else that can be done to improve social studies programs will be of much avail.

In some systems names of courses have been changed to indicate that the course has been modernized to meet present standards and satisfy the demands for greater service, while an analysis of these courses reveals that no improvements have been made in content and activities involved. On the other hand materials and activities in many courses have been almost completely harmonized with acceptable standards and patterns while the titles of the courses remain unaltered. It is of distinct value to have names for courses which indicate the nature of the content and activities; but it is of far greater importance that the constituent elements be in harmony with the highest standards than that the course have an acceptable title.

The Curriculum Revision Movement in Texas has had a very stimulating and beneficent effect upon social studies programs.

There is a growing tendency to devote relatively more time and attention to social studies in the total school schedule.

Courses in ancient history and modern history are giving way to courses in world history.

Courses in problems of democracy are rapidly gaining ground. In some instances they are supplementing single subject courses in economics, sociology, and government; in other instances they supplant some or all of these single-subject courses.

Course offerings in Texas history, civics, and commercial geography have made significant gains in recent years.

Among the most impressive of all the gains made in course offerings in social studies programs in Texas schools are those of the combination and unified courses in social studies. There is a very decided tendency to combine the materials of these closely related subjects into a single unified course in social problems and activities. This is especially noticeable on the elementary and junior high school levels. Many schools are integrating social studies with English, and in some instances, with other fields of subject matter.

The past half dozen years has witnessed very important changes in content and activities in the social studies programs in Texas schools. The tendency has been to shift from topics and activities related to other times and places toward topics and activities which are vitally inherent in the problems and issues confronting young people and others here and now. Topics and activities are chosen which give promise of experiences which will equip pupils for the kind of life they must live.

There is still in many schools an overemphasis on memory work and rigid adherence to textbook formulas, while the implementation of desirable knowledge, attitudes, and skills through lifelike pupil experiences is neglected to such an extent that the benefits to be derived from social studies programs are seldom realized.

Recommendations

1. The first and most urgent necessity for the improvement of social studies programs in Texas schools is the employment of social studies teachers who have made adequate preparation for work in this special field, in addition to a broad general background in other related areas; and who are capable of providing boys and girls with experiences which will equip them to cope successfully with the moral, social, civic, economic, and cultural problems and exigencies of life which will demand their constant attention. Nothing else will avail much if the programs are not administered by eminently qualified social studies teachers possessed with the zeal of a crusader.

2. Further improvements in social studies programs could be achieved by the extension of the movement toward a reorganization which would combine these related subjects, on some grade levels

at least, into unified courses in which social problems are attacked in much the same way that must be employed outside of school.

3. A great amount of rethinking is needed concerning the topics and the activities which are utilized in social studies courses, in light of unprecedented and revolutionary changes which have suddenly thrust us into a new and uncharted, and unpredictable world. It would be tragic, if not criminally negligent to assume that the experiences which have been adequate in the past to equip children for successful living are also adequate to prepare them for the world that is now, and the world that seems to be emerging.

4. A closer correlation of the work of the social studies with that of other departments would not only improve the social studies programs, but would magnify the benefits to the pupil from his total school experience. A total school organization involving core areas would be highly advantageous to the pupil, and consequently would improve the social studies programs as well as those of other areas.

5. With very few exceptions, further emphasis upon the types of topics and activities listed in Tables VII and VIII would increase the probability that social studies experiences would function in the situations confronted by the pupil in school and elsewhere.

6. A properly arranged and equipped social studies laboratory would probably double the effectiveness of the social studies program in a given school. The social studies teacher deprived of the tools of his profession is no less handicapped than would be the carpenter who is denied the use of saw and hammer. It is false economy to employ a good teacher and then force him to achieve poor results by denying him proper equipment, and forcing him to "make bricks without straw."

7. Regardless of whether a social studies laboratory is within the realm of possibility, laboratory activities should constitute the major portion of the work involved in social studies courses. Many of the materials needed for attack upon problems, projects, and other supervised activities involved in the laboratory procedure may be created or secured by teachers and pupils at little cost. The activity involved in acquiring these materials is in itself a valuable laboratory exercise, and often yields better results than the use of the materials.

8. More extensive use of visual aids would be an effective means of improving the contributions of social studies programs. Much more use should be made of opaque projection as a visual aid in teaching the social studies in Texas schools.

9. Frequent evaluation of social studies programs by specialists in this area who are in close touch with all the new developments and the outcomes of experimentation and innovations in the social studies throughout the country would make it possible to effect improvements which would not otherwise be suggested to the teacher who has neither the time nor the facilities for keeping up with all these movements.

10. There is no one best method of organizing and conducting social studies programs adapted to all communities and all schools. So we need many types of experiments, some of which are being made in a few systems throughout the State at present. Many innovations should be tried and the results carefully evaluated. Every teacher in every social studies classroom should be engaged in some kind of pioneering activities constantly, and should give others the benefits of her experiences and findings.

11. Finally, in addition to periodic, far-reaching modifications, every program and every course in social studies should be subjected to constant revision in light of the results which have been achieved in past experiments, and in response to constantly changing demands arising from alterations in concepts and processes which constitute the *modus vivendi* of the people for whom these programs exist.

Summary Statement

It is not assumed that by reading the interpretations placed upon the data thus far secured in this survey one may equip himself to eliminate all the flaws in existing social studies programs, and to institute programs which represent the pink of perfection. But it is hoped that by combining these suggestions with those which can be derived from all other available sources, it will be possible to make somewhat more rapid progress toward improving social studies programs in Texas schools than it would be without the assistance of this Report.

APPENDIX

The three charts which are included in this Appendix are taken, by permission, from pages 11, 12, and 13 of Texas State Department of Education Bulletin, No. 392, *Teaching the Social Studies*. This Bulletin was published in 1938 for the purpose of setting forth a suggested program for the social studies in Texas schools. It contains the full outlines for social studies in grades seven to twelve inclusive, and a "Scope and Sequence Chart" for the first six grades. The Bulletin is one of the published reports of the State Curriculum Executive Committee, of which W. A. Stigler was at that time Chairman, and for which F. C. Ayer acted as General Consultant.

This publication contains the recommendations of the Social Studies Committee of which J. C. Parker was chairman, and which was one of the several committees working under the general direction of W. A. Stigler, State Department Director of Curriculum Development.

Unless the reader realizes that the Social Studies Committee had in mind the historical as well as the contemporary approach to the mastery of the proposed general themes, it will seem that little provision has been made for the study of history in this social studies program.

The writer is in full accord with the Committee recommendations with the exception that he would call attention more specifically to the desirability of utilizing the contributions of history in the mastery of the materials outlined for pupil experiences.

The Committee made specific provisions for history in its proposal for an Alternate Course for those who do not care to use the Revised Course. But the Alternate Course is not, in the opinion of the writer, as good in other respects as the Revised Course.

Grateful acknowledgement is made to State Superintendent of Publication, L. A. Woods, and the State Department of Education of the State of Texas for permission to use these charts in this Report.

JAMES W. BALDWIN
Director of the Survey.

CHART I
A PERSPECTIVE OF THE ENTIRE SOCIAL STUDIES PROGRAM*

The Maturing Child	Necessary Processes	Groups of Significant Ideas	Functions Involving Social Relations	Areas in Which the Functions Are Performed
Interests Needs Abilities	Thinking Coöperating Utilizing a meaningful perspective of the contemporary world	Democracy Interdependence Change Values Adaptation Control over nature Shifting population	Producing Distributing Communicating and Transporting Controlling Achieving mental and physical health Recreating Experiencing and expressing the beautiful and useful Learning	Home School Community

*Charts I and II are taken from Texas State Department of Education Bulletin, No. 392, *Teaching the Social Studies*.

CHART II
SCOPE AND SEQUENCE CHART OF SOCIAL STUDIES BY YEARS

Functions	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Home and School	Neighborhood	Community	Differing Communities	Our Nation a Community	Texas, a Part of the World Community
Producing	How a family secures food, clothing and shelter	How our neighborhood secures food, clothing, and shelter	How a community provides itself with food, clothing, and shelter	How differing communities produce and exchange goods	How the production and exchange of goods influence our nation as a community	How the production and exchange of goods make Texas a part of the world community
Distributing and Consuming						
Communicating and Transporting	How the members of the family travel and communicate	How people in our neighborhood travel and communicate	How our community is served by the various means of transportation and communication			
Controlling	How we are protected at home and at school How pupils participate in school government	How our neighborhood is protected	How our citizens cooperate to govern themselves in the community ent to make school a better place to work and	How people in differing communities govern themselves	How the individual discharges his responsibilities to others d live	How problems of control influence Texas as a part of the world community
Achieving Mental and Physical Health	How we maintain our health	How we protect and maintain health in our neighborhood	How the community provides for safety and health	How health and life are protected in differing communities	How various agencies aid the individual in the protection and maintenance of health	How Texas attempts to meet problems of health and safety
Recreating	How we play at home and school	How the children of our neighborhood play together	How the community helps the family enjoy play	How the children of differing communities play	How varying conditions affect recreation	How Texas provides for recreation
Experiencing and expressing the beautiful and the useful	How we make the home and the school more beautiful	How we may make our school and neighborhood more attractive	What we can do to maintain and improve the beauty of our community	How beauty is expressed in differing communities	How our community expresses the arts	How Texas creates, adopts, and adapts the arts of the world
Learning	How we learn to play and work together at school	How we can use the facilities of our neighborhood for learning	How the community helps us in learning to live	How learning facilities in differing countries compare with ours	How our community seeks to make learning possible	How Texas makes it possible for children to learn

SCOPE AND SEQUENCE CHART OF SOCIAL STUDIES BY YEARS

Year Seven	Year Eight	Year Nine	Year Ten	Year Eleven	Year Twelve
The World a Community					
How machine production affects the quantity, variety, and quality of goods and increases world interdependence	How the people of the world utilize their productive resources	How the effectiveness of agriculture, industry and natural resources has been lessened by waste	How production is affected by the problems of other nations	How industrial production makes cooperation necessary	How society may utilize the possibilities of science, invention, and engineering in producing and making available the greatest possible amount of goods and services for all its members
How the availability of goods is affected by geographical exploration, commercial expansion and industrialization	How the quantity and quality of goods available in a community are dependent upon world relationships	How society carries on the exchange of goods and how problems arise	How the quantity and quality of goods is affected by the problems of other nations	How the advancement of science and invention affects the thinking and welfare of the community	
How transportation and communication resources are utilized by society	How developing transportation and communication tends to make the world increasingly smaller	How the utilization of transportation and communication resources give rise to social and economic problems	How new methods of transportation and communication have increased the interdependence of nations	How technological development affects transportation and communication	How means of transportation and communication may help to promote the welfare of all peoples
How public services are provided by government	How peoples of the world seek to direct and control their common problem	How problems arise from the maintenance of governmental agencies	How governments change to meet their problems	How an industrial society affects efforts to achieve democratic principles	How society may evolve a government which gives adequate expression to democratic ideals in a dynamic social order
How society utilizes its resources for the promotion of health	How the peoples of the world seek to meet problems of health	How social effort to protect health gives rise to problems	How nations maintain and promote the health of their peoples	How a rapidly changing and increasingly complex culture affects the maintenance of physical and mental health	How society may advance human welfare through provisions for the health of its members
How society utilizes its facilities for recreation	How peoples of the world play	How problems arise from the adjustment of recreation to an industrialized society	How nations meet the problems of recreation	How an industrialized society mechanizes and commercializes recreation	How society may contribute to the social welfare of its members through provisions for creative recreation
How society provides for the expression of the aesthetic impulses of its members	How peoples of the world express their love of beauty	How problems arise from society's efforts to provide for the full and free expression of the aesthetic impulses of its members	How nations express themselves in the aesthetic and practical arts	How an industrialized society makes possible increased leisure for artistic expression	How society may provide for the most satisfactory expression of the aesthetic impulses of its members
How society provides for the education of its members	How other countries make learning possible	How problems arise from society's attempt to educate its members	How mass and professional education is provided in other nations	How an industrialized society affects the attempts of education to provide for the adjustment of the individual to society	How society may provide an increasingly adequate understanding of and creative participation in contemporary life and social processes through education

