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A SUGGESTED PROGRAM OF
SOCIAL STUDIES FOR A SELECTED
GROUP OF HIGH SCHOOLS
IN MICHIGAN

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE

Hazel B. Shaft

1939

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**A SUGGESTED PROGRAM OF SOCIAL STUDIES
FOR A SELECTED GROUP
OF HIGH SCHOOLS IN MICHIGAN**

by

HAZEL B. SHAFT

A THESIS

**Submitted to the Graduate School of Michigan State College
of Agriculture and Applied Science in partial ful-
filment of the requirements for the degree of**

MASTER OF ARTS

Department of Education

1939

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CHAPTER I

INTRODUCTION

A. ORIGIN OF THE STUDY

The writer has been for several years a teacher of social studies subjects, and has become increasingly conscious of the need of an integrated program. As a result of the "hit or miss" process (it can hardly be called a program) followed in the ordinary schools, the need for a purposeful social studies program has become apparent.

The term "social studies" has been given a broad interpretation. It is understood to include those studies whose subject matter relates directly to the organization and development of human society. The term includes history, civics (or government), sociology, geography, economics, and citizenship.¹ The terms social studies and social sciences are used interchangeably.

While this thesis is largely statistical, the conclusions drawn and the recommendations made have emphasized the practical rather than the theoretical.

There has been a great deal of discussion and much writing in late years concerning a comparatively new development in secondary education, the integrated social studies program,

¹Social Studies Curriculum. Fourteenth Yearbook, Department of Superintendence, p. 178. Washington, D. C., National Education Association, 1936.

which has been spreading in both the junior and senior high schools. In support of this many quotations like the following may be cited:

Should history, geography, and civics be organized as separate and isolated subjects, or merged into an integrated curriculum in which all lines of demarcation are obliterated and the identity of any subject is made completely indistinguishable? If neither of these extreme positions is adopted, how far should one go in correlating materials within the social studies field, or in relating the social studies with other subjects in the curriculum, so as to help pupils to get a realistic picture of human relationships.²

Several studies of the integrated program have been carried on by individual school systems, but most of these are distinctly local and limited in scope. Many schools have developed elaborate programs based upon discussions. Teachers and pupils have been asked to participate in different programs, and have done so.³ Yet even with all this interest, it is difficult for the administrator or teacher to secure usable information as to what constitutes a good social studies program. Very little information as to practices has been gathered.

In the light of these facts it seemed desirable to make a survey of practices in teaching social studies in the medium-sized high schools of Michigan, to determine what these schools are doing in the way of developing and improving a program of

² Social Studies Curriculum. Fourteenth Yearbook, Department of Superintendence, p. 178. Washington, D. C., National Education Association, 1936.

³ a. Flint, Michigan, Public Schools Social Studies Program, 1936. State Department, State Library, Lansing, Michigan.
 b. Teaching Social Studies in the Ann Arbor Public Schools, Ann Arbor Board of Education, 1935. State Department, State Library, Lansing, Michigan.

B. PURPOSES

The purposes of this study are: (a) to determine the actual status of the social studies program in the medium-sized high schools of Michigan; (b) to suggest criteria for the development of a practical, integrated social studies program which will be usable, both for the writer and for instructors of social studies in the high schools of the class studied.

Since the recommendations deal with an integrated program it would be well to define the meaning of the term. This term has been used in many different ways and with many different meanings. Many authors have so closely related the idea of integration to fusion and to correlation that the three words are often used interchangeably. A distinction of their meaning, as used by the writer of this study, is given by Bining and Bining who say:

Fusion implies the breakdown of subject boundaries and the selection of material from various fields to achieve the objectives which have been set up. Correlation means the seeking and utilizing of points of contact and relationships between subjects in order to bring about associations in the general field of knowledge and to some degree among the various parts of the curriculum. In addition to using the word integration in connection with fusion or correlation, the word is used to connote units of understanding that consist of integrated materials of instruction from several fields in order to present the whole picture of a phase of knowledge rather than only a part.⁴

Bining and Bining also state that in attempts to integrate the various social studies such courses may easily be

⁴Arthur C. Bining and David H. Bining, Teaching the Social Studies in Secondary Schools. p. 213-14. New York: McGraw-Hill Book Company, 1935.

called fusion courses.

Tryon⁵ in "The Social Sciences as School Subjects" gives the following description concerning the term "integration."

Instead of using the words "correlation" and "concentration," current advocates of curriculum use the words "integration" and "fusion." They do not deny that correlation is a fundamental aspect of their proposed reforms, but insist that correlation is natural and not forced, and in the scheme now frequently advocated under the words "integration" and "fusion" a unit of work, a problem, a project, a center of interest, or a unit of activity is usually made the basis for fusion or integration. Tryon states that the expression is often used synonymously and defines a unit of work as "a large learning situation which makes use of all varieties of subject-matter and draws upon all phases of experience."

C. REVIEW OF LITERATURE

Much work has already been done, and various discussions have appeared from time to time on the subject of social studies, but only one scientific study was found which was concerned with actual teaching methods and materials in social science programs.⁶

In February 1932, the members of the Department of

⁵Rolla M. Tryon, The Social Sciences as School Subjects, American Historical Association Part XI, p. 473-74. New York: Charles Scribner's Sons. 1935.

⁶The Social Studies Curriculum. Fourteenth Yearbook, Department of Superintendence, Washington, D. C., National Education Association, 1936. p. 478.

Superintendence at the Washington Convention, recommended that the Executive Committee appoint a committee to prepare and send to the active members of the Department suggestive changes for such adjustments in the social studies curricula in the junior and senior high schools as our present social and economic situation has made necessary and vital. To study existing conditions, the committee that was appointed made a questionnaire study of 274 four-year high schools. The survey influenced the preparation of the 1936 Yearbook which gives in a general way, the methods, procedures, and objectives of a social science program.

Other studies which have had a bearing on the investigation, but which are not exactly parallel, are the research studies of social science carried on in committees appointed by the Council of the American Historical Association. In the first volume, drafted by Beard,⁷ the Commission describes in broad terms the frame of ideas and interests which determine, in part, instruction in the American schools and the objectives to be attained in the teaching of social studies.

Of the Charter Beard says:

The reader will find both expressed and implied in it the conviction on the part of educators and social statesmen that there is need of wise readjustment in our thinking and our educational program to a world that has become urbanized, mechanized, and interlocked in its social economic, political, and cultural interests.

In the chapter, "Requirements of Social Realities,"

Beard gives the three conditioning realities as follows:

⁷Charles A. Beard, The Charter for the Social Sciences, American Historical Association, Part I, New York: Charles Scribner's Sons. 1932. p. 122.

(a) First among the conditioning realities which must shape our program of civic instruction is the changing nature of the society in which we live and work. We may greet this truth with an uncritical enthusiasm that welcomes every alteration as a step in beneficent "progress" or we may deplore it as ruinous to some utopian order of excellence existing somewhere in the past; but we cannot ignore it.

.

(b) Intimately associated with the changing character of modern society, in an inner but not entirely casual relation, is the second conditioning element in our situation, namely, industrialism Under the drive of industrial expansion and invention our civilization becomes still more highly dynamic. Agricultural societies change slowly with fluctuations in markets, the fortunes of governments, the spread of knowledge, and the vicissitudes of wars, keeping their basic habits and institutions intact from century to century. But an industrial civilization founded on technology, science, invention, and expanding markets must of necessity change rapidly.

.

(c) The third conditioning complex to be considered in formulating a program of social science for the United States is the system of government under which pupils are to live, nearly all of them as active participants. The government of the United States, from bottom to top, is elective, not hereditary or dictatorial. It is avowedly a government of the people, by the people and for the people.⁸

Beard points out that it is an obligation imposed mainly on teachers in our schools, and especially teachers of social studies, to create in the minds of the students conditions favorable to a realization of these factors.

The second study is the outcome of the discussion and survey carried on by the Commission and its sub-committees,⁹ respecting the problem of "objectives" of instruction in the

⁸ Ibid., p. 27-35.

⁹ Charles A. Beard, The General Nature of the Social Sciences. American Historical Association, Part VII. New York: Charles Scribner's Sons, 1934. P. 236.

social studies. Of objectives in social studies, Beard States:

The position taken by the commission is the creation of rich, many-sided personalities, equipped with practical knowledge and inspired by ideals so that they can make their way and fulfill their mission in a changing society which is a part of a world complex. . . . In view of this, there can be no individual aims or purposes apart from social relations. . . . A scheme of objectives therefore will set forth a conception of the good life for the individual and a conception of the social relations deemed indispensable to the good life, at a given time and place.¹⁰

In the selection of teachers of social sciences Bagley and Alexander give the following suggestions:

The selection of teachers is always important but a peculiar significance attaches to the selection of teachers of the social studies because the educational value of the social studies depends so largely upon the way in which they are taught.

.

A successful attempt to bring historical events into relationship with contemporary life is certainly conditioned in part, not only by the teacher's equipment on the side of scholarship, but also by certain qualities that are referred to as traits of personality, sensitiveness to human needs, a sympathetic understanding of the learner and his difficulties, openmindedness, tolerance, and imagination.¹¹

In 1935 the Department of Superintendence of the National Education Association made a study, "The Improvement of Education," which states:

Every high school child should, primarily through the "social studies," be exposed to the facts about business cycles, unemployment statistics, inequalities in the distribution of wealth, the extent and causes of industrial strife, the prevalence of child labor, the disgraceful housing conditions of the poor, hardships wrought by sickness and accident, protection through

¹⁰ Ibid., p. 178-79.

¹¹ William G. Bagley, and Thomas Alexander, The Teacher of the Social Studies. American Historical Association, Part XIV, p. 49. New York: Charles Scribner's Sons. 1937.

insurance, and a host of allied facts which, taken all together, give a complete picture of American economic life.¹²

From this study one may conclude that social studies is concerned with the "here and now" possibilities more than the past, or a future which may never be realized.

In order that we may know where we stand in secondary education, The North Central Association of Colleges and Secondary Schools took the lead in urging a study of programs. It was deemed wise by the Association for such a study to be made by the government of the United States rather than by a private agency. A committee appeared before the Bureau of the Budget and plans were made to finance a three-year survey. A request was made of 120 high school superintendents of selected schools in cities varying in size and location, that they send copies of their recently revised junior and senior high school program of studies, together with the programs immediately preceding revision. Through comparisons of the two programs from the same school, the study sought to reveal the recent changes which have taken place in secondary schools of the country. Those things which pertained strictly to secondary education, such as organization, its curriculum, including some of the fundamental subjects were studied and the results were published in 1933 as "The Program of Studies."¹³ In

¹²The Improvement of Education. Fifteenth Yearbook. Department of Superintendence, p. 35. Washington, D. C., National Education Association, 1937.

¹³A. K. Loomis, Edwin S. Lide, and B. Lamar Johnson, The Program of Studies. National Survey of Secondary Education, Monograph No. 19. U. S. Office of Education Bulletin, 1932, No. 17. Washington: Government Printing Office. P. 234.

the chapter "Recent Trends in 152 Programs of Required Work" some of the findings concerning social studies were:

There is an increase for world history, early European, and modern European history; and a decrease for sociology, civics, and community civics due to the fusion and integration of such work with courses designated as "social studies" and problems of American democracy.

It is stated, however, that problems of democracy may be a part of the social studies program.

Another study of interest to the writer and which has been helpful is, "Essays on Research in the Social Sciences."¹⁴ The Brookings Institute as a part of its training activities each year gives a general seminar for the benefit of its staff and its Research Fellows. The course for the year 1930-31 had as its general subject, problems of method in the social sciences. The essays of social science, of these research scholars are a series of interpretations of scientific methods employed by authors of significant contributions to social science. The essay by Cook states the following:

The path of the social scientist is beset with difficulties. His problems lie nearer the quick of human emotion than do those of the physical scientists; they are in general more complex; and in many of them individual variations make themselves felt as they do not in much of the physical science.¹⁵

The author states that the student of social studies should guard against an ultimate goal but should continually

¹⁴ Essays on Research in the Social Sciences. Committee on Training of the Brookings Institute. Washington, D. C., Printing Corporation of America, 1931. P. 194.

¹⁵ Walter Wheeler Cook, "The Possibilities of Social Study as a Science." Essays on Research in the Social Sciences. p. 46-47. The Brookings Institution, Washington, D. C. The Printing Corporation of America, 1931.

throw light upon what is good and valuable in relation to a goal.

The individual study made by Kimmel of social studies' situations in the secondary schools of the United States says:

That our youth, confused by the maze of contradictions between pretenses and realities, try to gain their bearings amidst the multiplicity of appeals of institutions and entrenched groups, retraces its steps, and then advanced boldly in an uncertain direction, is not surprising to the observer.¹⁶

Adult groups and institutions according to this critically-minded observer are much more concerned with the induction of youth into conventional stereotypes than with provisions for their guidance through a maze of institutional arrangements toward patterns of conduct that lead toward the good life for them.

D. PROCEDURE OF THE STUDY

The writer, after making a survey of the literature in the field, feels that the social studies, in the medium-sized high schools throughout the country, have not kept abreast of the modern trend in teaching methods. To determine the actual practices within the state a survey was needed.

All the high schools of Michigan having a student population of between 200-300 were selected for the study. There were 54 schools found to have this stated population.¹⁷

¹⁶W. G. Kimmel, "Social Studies in the Changing Curriculum of the High School." Addresses and Proceedings of the National Education Association. Vol. 71. p. 495-96. Washington, D. C., National Education Association. 1933.

¹⁷This list of schools was taken from the Michigan Education Directory, 1937-38, and checked with information available at the office of the Superintendent of Public Instruction.

Information obtained at the office of the Superintendent of Public Instruction for each of the 54 schools taken for the study was: (a) the social studies being taught in the various schools; (b) combination of subjects taught; (c) grade levels of the various subjects; (d) time allotment for each course; and (e) high school years in which social studies were offered. This information was systematically tabulated on cards for future reference. Then a survey was made which covered (a) aims in teaching of social studies; (b) materials in use, including reference material and testing; (c) time allotted to the teaching of current events; and (d) methods of instruction, including devices and techniques.

A letter was sent to the fifty-four administrators asking them if they would have time and would take the trouble to give the questionnaire their consideration. A stamped self-addressed envelope was enclosed for reply and also a form which needed only to be checked. Every person to whom the letter was sent, except one, agreed to fill out the questionnaire. Later by personal contact the information from this one school was also obtained.

The questionnaire followed the replies from the superintendents and all were filled out and returned. The questionnaires were tabulated to determine the frequency or percentage of occurrence of answers to the questions concerning the materials and methods used in the teaching of social studies.

CHAPTER II

ANALYSIS OF DATA AND INTERPRETATION OF ITS MEANING AS RELATED TO A SOCIAL STUDIES PROGRAM

Having collected the data by means of questionnaires and from the records available in the High School Relations Division, Department of Public Instruction, the next step was to tabulate and analyze. This was done and the results were set up in tables which are presented in the following pages.

In Table I is shown the distribution of enrollments of the 54 schools included in the study.

TABLE I
ENROLLMENT OF 54 MEDIUM-SIZED HIGH SCHOOLS
SELECTED FOR THE STUDY

Enrollment	Frequency	Per cent
200--225	21	38.88
226--250	14	25.92
251--275	7	12.96
276--300	12	22.22
Total	54	99.98

It may be seen that over a third of the schools studied (nearly 40 per cent to be exact) enrolled between 200 and

225 pupils. Nearly 68 per cent were schools with enrollments between 200 and 251, and only a trifle more than 22 per cent were in the uppermost brackets.

Inquiry was made in the questionnaire concerning courses offered in certain grades in the 54 high schools selected. Table II shows how these courses were distributed, together with the frequency of their occurrence.

TABLE II

DISTRIBUTION FOR 54 MEDIUM-SIZED HIGH SCHOOLS OF THE GRADES IN WHICH VARIOUS SOCIAL STUDIES ARE USUALLY TAUGHT

Course	Grades			
	IX	X	XI	XII
Ancient History		1		
Modern European History		11	1	
World History		43		
American History			37	
United States History			15	
Civics				52
Sociology				6
Community Civics	28			
Citizenship	3			
Economics				48
High School Geography	5	12		2
Occupations	6			
Physical Geography	1			

Civics is the subject most commonly taught among those listed. The Michigan course of study requires at least one semester of civics at some period during the high school program. Fifty-two schools reported civics to be taught in the twelfth grade, and twenty-eight teach civics in the ninth grade, also. The other two schools gave sociology or classes in advanced social problems, which might have included the teaching of civics. Economics was taught in forty-eight of the schools in the twelfth grade for one semester.

American history was reported as being taught in thirty-seven schools in the eleventh grade, while fifteen schools taught United States history in this grade. This gives fifty-two, or 96 per cent, of our schools as teaching the history of our country. The other two schools receive only such instruction in United States history as is offered in the teaching of World history.

Forty-three schools reported that World History was taught in the tenth grade and eleven offered Modern European History in the eleventh grade. This indicates a wide teaching of modern history in these schools. In the light of the present day situation the teaching of the history of our country as well as general history seems highly important.

Nineteen schools reported that high school geography was taught, in most cases in the tenth grade.

Classes in occupations, citizenship, sociology, and advanced social problems were found in a few of the schools. This shows a decided change in courses from the traditional

subjects usually offered.

Table III shows the number of different social science subjects which were offered in the 54 selected high schools.

TABLE III
NUMBER OF SOCIAL STUDIES TAUGHT
IN EACH OF THE 54 HIGH SCHOOLS

Number of subjects in one school	Frequency
8	2
7	3
6	10
5	20
4	17
3	2
Median number 5.5	

Of the 54 schools that responded to the questionnaire, 52 reported that four or more social studies were taught in the different grades of the high school. More than three fifths reported five or more social studies taught, seventeen reported four, and two schools reported as few as three. The median number of social studies taught was 5.5. Only two schools reported less than four social studies taught.

The length of class periods was found to vary but little in the different schools. Nearly every school reported a class period of 45 minutes for five days a week. Four schools

reported class periods of 60 minutes. This information was taken from the schedule of classes sent in by the superintendents of the various schools, to the office of the Superintendent of Public Instruction.

Data on the years in which social studies were offered are shown in the following table:

TABLE IV
HIGH SCHOOL YEARS IN WHICH INSTRUCTION
IN SOCIAL STUDIES WAS OFFERED

Years in which subjects were offered	Number	Per cent
Freshman, Sophomore, Junior, Senior	30	55.55
Sophomore, Junior, Senior	22	40.74
Freshman, Sophomore, Senior	1	1.85
Sophomore, Senior	1	1.85
Total	54	99.99

Thirty schools, or 55 per cent, reported that instruction in social studies was offered in each of the four grades in high school. Twenty-three reported that social studies were offered in three years, while one reported that none were taught in the freshman or junior year.

This table and the preceding one show that while a number of social studies subjects may be offered, nearly half the schools are offering this vital work in only three of the formative high school years and from this viewpoint instruction in social studies can hardly be termed adequate.

More than 42 per cent were offering no social studies subjects in the ninth grade.

Information was gathered as to the type of instructional materials used in these schools. Although this is not shown in tabular form it may be summarized as follows: Forty-nine schools reported the use of books as supplementary material, and forty-nine reported the use of material other than books. One school reported the use of books only as supplementary material, while four simply stated they did not use textbooks alone. Every school reported that material other than textbooks was used in their social studies classes.

The schools were asked in the questionnaire to check aims of teaching social studies which characterize their work. The tabulation of replies to this question resulted in the following table:

TABLE V
AIMS IN TEACHING SOCIAL STUDIES
REPORTED BY THE 54 SCHOOLS

Aims	Frequency	Per cent
Good citizenship	51	94.4
Evaluate experience	43	77.5
Democracy	42	75.7
World consciousness	38	70.3
Interesting reading	23	42.5
Toleration	4	7.4
Openmindedness	1	1.8

Nearly every school (94 per cent) gave good citizenship as an aim of social studies, but although democratic living is so closely related to good citizenship only 42 schools or 75 per cent mentioned it as an aim. To evaluate experience, was mentioned as an aim by 77 per cent of the schools, and 70 per cent reported world consciousness as an aim. Interesting reading was reported by 42 per cent, while toleration, as an aim, was reported by 7 per cent of the schools. Openmindedness was reported by only one school.

In the questionnaire which was sent to the instructor to check, the writer listed the following aims and asked that others be added: good citizenship, evaluate experience, world consciousness, and interesting reading. Only three were added to the list, by the various schools.

A list of magazines was given in the questionnaire with the request that any of these used in the school should be checked. The instructors were also asked to name any others used to supplement books. Table VI shows the different magazines given and the frequency with which they were mentioned.

TABLE VI
(on next page)

TABLE VI

READING MATERIAL MOST COMMONLY USED IN THE SOCIAL STUDIES
FOR CURRENT EVENTS AND SOURCE MATERIAL

Magazine	Frequency	Per cent
Reader's Digest	47	87.3
Scholastic	41	75.7
Time	38	70.3
Weekly News Review	30	55.5
American Observer	27	50.0
Current Events	23	42.6
Harper's	15	27.7
Pathfinder	13	24.0
Forum	10	18.5
Life	9	16.6
Review of Reviews	8	14.8
Social Studies	6	11.1

The investigator found that supplementary materials were used in connection with the social studies program in all the schools, and weekly periodicals were the choice of materials for the study of current issues. One school had as many as twenty magazines while two schools had eighteen. Very few schools had less than six magazines. Only one school reported that it had but one magazine.

The magazines most frequently used were the Reader's Digest which was used by 87.3 per cent of the 54 schools, Scholastic by 75.7 per cent, and Time by 70.3 per cent. The

American Observer and Weekly News Review were used by at least 50 per cent of the schools, while Current Events was used by 42 per cent.

In all there were 40 different magazines mentioned as being used in the various schools, the ones in the table being the magazines most frequently mentioned. (See the complete list in the appendix, p. 53)

With so much material for current events available to the students, it seems that it should be possible to carry out a very worthwhile and practical program and to correlate such a program with other studies.

In answer to the inquiry concerning the use of newspapers, it was reported by several schools that newspapers were used as supplementary material. Table VII indicates the different newspapers reported and frequency of use.

TABLE VII
(on next page)

TABLE VII
NEWSPAPERS USED IN THE HIGH SCHOOLS STUDIED

Newspapers	Frequency
Detroit Free Press	18
Local	11
New York Times	9
Grand Rapids Press	9
Grand Rapids Herald	8
Christian Science Monitor	6
United States News	6
State Journal	5
Flint Daily	4
Chicago Tribune	4
Detroit Times	3
Fort Huron Times	2
Congressional Digest	1
London News	1
Hudsonon Chronicle	1
Our Time	1

The Detroit Free Press was the newspaper most frequently mentioned while the local paper was next most frequently used. The newspapers used were largely state papers. Only a few reported any other.

Table VIII shows the number and frequency of newspapers in use in the various schools.

TABLE VIII

THE NUMBER OF NEWSPAPERS TAKEN IN THE SCHOOLS STUDIED

Number of Newspapers	Frequency
6	1
5	2
4	4
3	3
2	20
1	14
No report 0	10
Total	54

Of the 54 schools, forty-four reported the use of the newspaper. One school reported the use of six newspapers; two, five; four schools used four, and three used three. The greatest number of schools use two or more newspapers. Twenty reported the use of two and fourteen but one. Ten schools did not report the use of any newspaper.

DEGREE TO WHICH NEWSPAPERS WERE USED AS SOURCE MATERIAL

It was probably of little value to ask about the degree of use of the newspaper in the schools as the writer had no means of measurement. However, four schools reported that newspapers were used extensively while thirty-three reported moderate use. One would presume from this that in some schools the use of newspapers was urged, while in others they were

held as less important. Seven schools reported that newspapers were given little use. A few schools mentioned that they depended on newspapers being brought in by the students. The report indicates that 72 per cent of the schools studied are making use of the newspaper to some degree.

Table VI has shown that many schools have access to current periodicals. Table IX shows the amount of time devoted to the study of current events.

TABLE IX
TIME ALLOTTED TO THE STUDY OF CURRENT EVENTS
IN THE VARIOUS SCHOOLS

Time	Frequency	Per cent
One full period a week	19	35.1
Part of each social studies period	18	33.3
One full period also part of each social studies period	8	14.8
Two periods a week	2	3.7
No time given	7	12.9
Total	54	99.8

Thirty-five per cent of the schools allotted one full period a week to the study of current events while only 3 per cent gave two periods a week. Eighteen schools (or 33.3 per cent) reported giving part of each social studies period to such study. Seven schools (or 12.9 per cent) allowed no class time for the study of current events and 14 per cent

reported that one full period each week, and in addition part of each period of social studies classes, was given to current study.

A teacher is usually interested in methods of measuring teaching success and in keeping achievement records for the students. Table X shows the practice followed in the schools selected.

TABLE X

FREQUENCY OF USE OF TEACHER-MADE TESTS
IN THE SOCIAL STUDIES SUBJECTS
AS REPORTED BY THE 54 SCHOOLS

Types of Tests	Frequency	Per cent
Completion	50	92.5
True and false	47	87.0
Essay	46	85.0
Oral	32	57.4
Matching	8	14.9
Multiple choice	5	9.0
Cause and result	1	1.8

There were 50 schools reporting the use of teacher-made tests. Completion questions were used in 92 per cent of the schools and true and false in 87 per cent. The essay type was used in 85 per cent. More than half of the schools used the matching type tests. A small number reported the use of multiple choice and cause and result.

Only about 53 per cent of the schools reported the use of standardized tests. Forty per cent of the schools do not use standardized tests.

Table XI shows different methods of teaching used by the instructors of social studies in the 54 schools selected for this study.

TABLE XI

THE TEACHING METHODS IN SOCIAL STUDIES
ARRANGED ACCORDING TO THEIR FREQUENCY OF USE

Method	Frequency
Assigned topic	42
Socialized recitation	40
Supervised study	32
Project	30
Lecture	28
Panel discussion	24
Laboratory	20
Trips	3
Drills	1

More than two thirds of the teachers used the assigned topic method. As shown by the above table, a large majority of the teachers use methods permitting pupil initiative. The project and laboratory methods, whereby the students and teachers work together in the classroom with available material, were used in many of the schools. Panel discussion as a method,

was used by 24 schools. It is interesting to note that trips were mentioned by three schools and drills by one. The last two mentioned were added to the list already given, by the investigator, in the questionnaire.

It may be seen in Table XII, compiled from the data in the questionnaire, that many different methods were used in the teaching of social studies.

TABLE XII

NUMBER OF DIFFERENT METHODS USED
IN THE SOCIAL STUDIES CLASSES
OF THE VARIOUS SCHOOLS

Number of different methods used in any one school	Number of schools report- ing the use of each
8	1
7	5
6	7
5	5
4	15
3	7
2	7
1	4
Median 4.5	54

It is interesting to note that nearly all the instructors preferred a combination of methods of teaching. Five schools used as many as seven different methods. One school reported the use of eight. Eighteen schools made mention of

four different methods used in their classes. Four schools reported the use of but one method. One-third of the schools used three or less. Median number used was 4.5.

In an attempt to learn some of the means of stimulating work in social studies the writer asked the instructors to check certain devices named in the questionnaire and add any others which were being used in their classes. Table XIII indicates the devices and the frequency of use in the schools.

TABLE XIII
USE OF INSTRUCTIONAL DEVICES OF VARIOUS KINDS
IN SOCIAL STUDIES CLASSES

Devices	Frequency	Per cent
Bulletin boards	48	88.8
Radio	33	61.1
Workbooks	31	57.4
Scrapbooks	30	55.5
Debates	30	55.5
Films	26	48.1
Dramatization	25	46.2
Cartoons	21	38.8
Games	7	12.9

Forty-eight of the 54 schools reported the use of the bulletin board as a teaching device. Nearly two thirds (61 per cent) used the comparatively new device, the radio, and nearly half, (48 per cent) used films. More than half the

schools reported the use of workbooks, scrapbooks, and debates. Twenty-five schools made use of dramatization to stimulate their work in social studies and twenty-one mentioned cartoons. Seven reported the use of games, as a device.

The question of freedom of discussion of controversial issues has often been a problem for many teachers of social science. Table XIV presents the data reported by the fifty-four high schools.

TABLE XIV

DEGREE OF FREEDOM OF DISCUSSION OF CONTROVERSIAL ISSUES
AS REPORTED BY THE 54 SCHOOLS

QUESTION	Frequency	Per cent
Controversial issues discussed freely?	38	70.3
Some discussion of controversial issues?	4	7.4
No free discussion of controversial issues?	8	14.8
No report	4	4.7
Total	54	99.9

Free discussion of controversial issues was carried on in 70 per cent of the 54 schools. Fourteen per cent reported that they did not have free discussion while seven per cent reported some free discussion. Four schools did not report. Although some schools reported free discussion of such issues, they did not list any special questions which had been

discussed. (See Controversial Issues, Appendix, p.

Table XV shows a number of controversial issues listed in the questionnaire, which were reported as being discussed, in social studies classes.

TABLE XV
CONTROVERSIAL ISSUES DISCUSSED
BY THE SOCIAL STUDIES CLASSES
OF THE 54 SCHOOLS STUDIED

Issues	Frequency
Politics	21
Conditions in Germany and Italy	18
Labor questions	16
European situations	14
Jewish question	12
Relief	7
Rearmament	7
Religion	5
Government finance	5
Japanese	4
Merit system	3
Socialized medicine	3
Negroes	3
Liquor	3
Social Security	2

Other problems mentioned by one school in each case were: Evolution, Child Labor, Supreme Court, New Deal,

Tariffs, Immigration, Freedom of speech, Taxation, Crime, Gold Standard, Invention, Traffic, Baseball.

That a diversity of controversial issues is discussed by the social studies classes is indicated by the preceding table. Although there may be considerable overlapping, the writer has listed them as given by the various schools.

Politics; Conditions in Germany and Italy; Labor questions; European situations; Jewish question; relief; and rearmament were the leading topics of discussion. From the frequency of discussion of these issues, the writer believes that the topics which are most frequently discussed in the schools correspond quite definitely to the frequency of their discussion in the literature available to the student. (See Table VI and VII, p. 19 and 21)

HOW THE COST OF MATERIALS IS MET IN THE 54 SCHOOLS STUDIED

Only ten schools reported free textbooks. Twelve schools reported that the children furnished all their own reference material, while the board of education supplied reference material to 32 schools. A few schools mentioned other means of aid from the Chamber of Commerce, Parent-Teacher Associations, and libraries. A number of these same schools made mention of the fact that students cooperated with the board of education in buying source material for the school. In some cases source material was also purchased by the teachers.

SUMMARY AND DISCUSSION OF FINDINGS

The following summary and discussion is an endeavor to show the important phases of the study. Detailed summarization is not attempted.

(1) The social studies subjects most commonly taught are Civics, American History; World History, Economics, Modern History, Community Civics, and high school Geography.

The median number of social science subjects taught in the various schools was 5.5. These were not well distributed among the grades in high school, therefore some students were receiving no instruction in these subjects. This does not mean, however, that they would not receive such instruction in the next grade.

(2) All of the schools reported that supplementary materials other than textbooks were used in the schools, and that time was allotted for the study of current events. Such current periodicals as American Observer, Current Events, Weekly News Review, Scholastic, and Reader's Digest were commonly used as source material. Newspapers were also used as source material in social studies classes.

Eining, and Eining,¹⁸ and Tryon,¹⁹ in their works, offer suggestions for programs in the current events phase of social studies.

a. Current events should be taught in connection with

¹⁸ A. C. Eining and D. H. Eining, Teaching Social Studies in Secondary Schools. p. 261-80. New York: McGraw Hill Company Inc., 1935.

¹⁹ R. N. Tryon, The Social Sciences as School Subjects. p. 495-500. New York: Charles Scribner's Sons. 1935.

social studies.

b. Junior and senior high school students are capable of understanding current issues.

c. Current events should be given a part of the social studies period, or a period a week should be given for this study.

(3) Many different methods of instruction were used in the various schools. Assigned topic, socialized recitation, supervised study, and project methods were the leading ones reported by the instructors.

Of methods Ernest Horn²⁰ says:

Since purpose gives direction and meaning to every educational undertaking, it follows that method apart from purpose lacks both direction and meaning, that the best method linked to inferior, irrelevant, confused, or unsocial purpose, as judged by some accepted frame of reference, can give only inferior, irrelevant, confused, or unsocial results, and that method like knowledge, must be conceived, applied, and appraised in terms of purpose.²⁰

It is apparent that method must be adapted to the situation.

(4) That most schools are providing much varied material as means of stimulating the mind and imagination is shown by the number of devices used by the different instructors. Since most schools use such devices as radios, films, and cartoons, together with bulletin boards, scrapbooks, maps, charts, and many other devices as means of instruction, we can be convinced that the child's learning is no longer left to the limitations

²⁰ Ernest Horn, Methods in Instruction in the Social Studies. Part XV, p. 69. American Historical Association. New York: Charles Scribner's Sons. 1937.

of imagination.

Horn gives the following criteria for appraising devices:²¹

(a) Do they help the child to obtain or construct concepts that are clear, accurate, and well organized?

(b) Do they direct his attention to the part of the problem that they purport to serve?

(c) Do they increase interest and persistency?

(d) Do they develop disciplined habits of thinking that are dependable and efficient?

From these criteria one can readily see that materials for instruction should be chosen only after a careful consideration of the situation involved.

(5) More than half of the schools listed four or more aims for teaching social studies.

W. G. Kimmel in his observations of social studies found 135 different objectives for one course of study in a single grade, 85 in the introduction of one unit alone.²² Kimmel says that almost every conceivable purpose that could be claimed for instruction in any field is to be found among the objectives and aims listed for the social studies. He makes it clear, however, that listing of objectives should not be a mere formality attended to as a matter of ritual, but rather

²¹Ernest Horn, Methods of Instruction in Social Studies. Part XV, p. 441-442. American Historical Association. New York: Charles Scribner's Sons. 1937.

²²W. G. Kimmel, "Observations by a Visitor from Atlantis on Instruction in Social Studies." The Social Studies. 25: 181-6. April, 1934.

the setting up of purposes.

Horn says of aims:

The aims and processes of social life are exceedingly complicated, and if the school is to deal with them in a realistic manner this complexity must be reflected in the curriculum and in the methods of teaching. But an inordinately extended list of objectives -- indefinite, contradictory, full of slogans and stereotypes and void of emphasis -- bewilders rather than orients the teacher in this complex situation.²³

It seems, however, there is some justification for a multiplicity of aims. The instructor may seek many aims which are woven together in an intelligible pattern. For example, in the United States it would be difficult to teach how to live in a democracy, without weaving in such aims as good citizenship, world consciousness, and toleration.

(6) Thirty-eight schools permit free discussion of controversial issues. A diversity of issues were listed in the questionnaire and were mostly current topics.

Of controversial issues, Horn says:

Controversial issues cannot be excluded from the schools either by limiting instruction in history, geography, and the structural aspects of government, or by attempting to take refuge in descriptive aspects alone.²⁴

"Indoctrination and independent thinking," as Freeman points out, "are not distinguished from each other in anything like the clear cut fashion that is often assumed."²⁵

²³Ernest Horn, Methods of Instruction in the Social Studies. Part XV, p. 41. American Historical Association. New York: Charles Scribner's Sons. 1937.

²⁴Ibid., p. 116.

²⁵Frank N. Freeman, "The Nature of the Learner and the Learning Process." The Social Studies Curriculum. Fourteenth Yearbook. Department of Superintendence, p. 45. Washington, D. C., National Education Association, 1936.

The question is then rather what issues shall be selected, than in what manner they shall be dealt with or how they may be solved.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Such conclusions as are drawn from the investigation lead to some suggestions and recommendations for an integrated program which the writer indicated as the purposes of the study.

From the study we arrive at the conclusion that the task of the social studies, which is the particular field of concern in this investigation, is to aid the youth to the fullest practicable understanding of our social order and to a meaningful realization of the ways in which the individual may effectively participate in that order.

The effect of recent educational philosophy upon the methods of teaching has made a definite change from the traditional.

Bining and Bining in their works state:

The central place in the school, in theory at least, has been given to the pupil. The teacher cannot substitute his activity for that of the pupil in the learning process . . . In the social studies even more than in any other subject in the secondary school, socialization is necessary.²⁶

This indicates that the trend is away from rigid formalism in teaching procedures and that any process which is not based

²⁶Arthur C. Bining, and David H. Bining. Teaching Social Studies in Secondary Schools. p. 71-72. New York: McGraw-Hill Book Company. 1935.

upon the "pupil activity" conception is not in accord with these recent theories.

Perhaps the outstanding impressions gained, by the writer, through an analysis of the data of the study, is the diversity in materials and practices in social studies programs of the various schools. The freedom of choice of methods of instruction and instructional devices is also apparent. Some confusion may result unless one realizes that a considerable amount of effort toward the development of concrete procedures in the use of devices and activity programs is indicated. The concept of what the school can and ought to do for youth must be broadened to include many functions not traditionally thought of as "schooling." Emphasis must be placed on guidance services; on the development of character and personality and the activity possibilities of education. In accord with these statements, The American Youth Commission says:

The curriculum of the secondary school must give less emphasis to the purely intellectual and college-preparatory objectives and subjects, and much more time to subjects, and aspects of subjects more closely allied to the problems of individuals as citizens, home makers, consumers of goods, and participants in leisure activities . . . More attention must be given to developing a national vision of needs and leadership . . . In the light of the needs of the times in our industrial democracy much more time should be given to the social studies, which should be taught in every year of the secondary schools and required of all pupils.²⁷

Concerning social studies in the senior high schools

Krey says:

²⁷A Summary of the Activities, Conclusions and Recommendations of the American Youth Commission, p. 17-19. American Council on Education. Washington, D. C., October, 1937.

In contrast to the highly imaginative state of mind of the junior-high-school years, the senior high school is characterized by a relatively sophisticated attitude of interest in the immediate and practical concerns of life. They wish to come to grips with problems of the present world, and explore vocational possibilities in a realistic and personal fashion. While the junior high school pupils are led to learn much about the immediate and practical, the senior high school students, especially in the grades X-XII must learn much about the remote even though their attention is primarily upon the immediate.²⁸

This criticism of senior high schools would indicate, it seems, that national as well as local problems are considered in these grades. Newspapers and other periodicals, therefore, become automatically an integrated part of every day reference material and should be used throughout this period. At this stage of the students' work, the connection between the local community and the whole social scheme can be recognized in a practical and realistic manner. If this is done there can be little criticism that the integrated social studies program is not vital, and that pupils are not informed how to live in a democratic society.

In view of what may be implied from the analysis of the data of the actual status of the social studies programs, of the high schools selected, and other studies made,²⁹ the writer suggests the following criteria for an integrated social studies program:

²⁸ A. C. Krey, A Regional Program for the Social Studies, p. 77-78. New York: The Macmillan Company. 1938.

²⁹ Social Studies Curriculum. Fourteenth Yearbook Department of Superintendence, p. 142-147. Washington, D. C., National Education Association. 1936.

1. The first in importance is accuracy. It should be recognized that the final truth in societal matters is unknown and most significant problems are controversial. In such an age as the present, therefore, it is important to see that no known untruth be taught as true.

2. The second criterion is utility. Usefulness must be determined in reference to the basic purposes and plans. The broad utility of a fact, a skill, or a concept depends upon the kind of a life a pupil is living and the character of society now and in the near future. Mistakes may easily occur yet an attempt to decide upon usefulness of content must be made. Usefulness may be appraised on three bases: (a) immediate usefulness; (b) later usefulness in school work; and (c) usefulness in the dimly visioned situations of the future.

3. The third criterion is learnability. The grade placement of material content is to be where child interest in it is greatest. This is difficult and slow work. The best method, it seems, is to give trial of actual material in several grades and discover the point of greatest interest. Many suggestions are made by different authors, but no definite rules are found.

The integrated social studies program as defined indicates a "unit of work" or a "unit of understanding." The following criteria for selecting such units as given by the

writer are suggested by Schutte,³⁰ Krey,³¹ and Tryon.³²

1. A unit of work must be selected in the light of aims of social studies. Aims should be chosen with the following things in mind:

- a. creation of attitudes and ideals
- b. development of specific abilities
valuable in social relationships
- c. development of critical, social judgments
- d. emphasis on cooperation, change, self-confidence, and self-control
- e. cultivation of appreciation
- f. the production of definite behavior patterns
for the growth and welfare of the individual
and society in general.

2. The unit of work must be selected from real life situations considered worthwhile to the pupil because he helped select it.

3. The unit of work must be something the child can carry into his real life, and provide a variety of pupil activity.

4. The unit of work must provide for individual growth and still provide for some free, informal association of pupils.

5. Each unit of work must provide an opportunity for the pupil to originate and plan and direct the activity as far as possible.

6. Each unit of work must furnish leads into other

³⁰R. H. Schutte, Teaching the Social Studies on the Secondary School Level, p. 227-28. New York: Macmillan, Inc., 1938.

³¹A. C. Krey, The Regional Program for the Social Studies, p. 71. New York: The Macmillan Company, 1938.

³²Holla M. Tryon, The Social Studies as School Subject. American Historical Association; Part XI, p. 520-21. New York: Charles Scribner's Sons, 1935.

units of work or stimulate the pupils' desire for a continued widening of interest and understandings.

7. Each unit of work must help clarify social meanings.

8. Each unit of work must make use of tool subjects that contribute to that unit.

(a) it should state where materials may be obtained.

9. A unit of work should be planned so as to be carried out within the available time.

10. Each unit of work must lead to the development of desirable habits.

It can readily be seen that an integrated social studies program when arranged in units of work, a project, or a unit of understanding may reach beyond the narrow subject matter boundaries. Schutte says that about the only criticism against the unit method is that it tends to break down subject matter boundaries³³ but, assuming of course that a unit is carefully arranged, it provides for coordination, cooperation, integration, and correlation which seems so woefully lacking in our whole educational procedure.

³³F. H. Schutte, op. cit., p. 346.

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APPENDIX

PERRY RURAL AGRICULTURAL SCHOOL

Office of Superintendent

Perry, Michigan

Perry, Michigan
October 4, 1938

Mr. _____
Superintendent of Schools
Perry, Michigan

Dear Mr. _____:

I am planning to make a survey of the social studies programs used in the medium-sized high schools of Michigan for the purpose of setting up a practical program which may be used in our high school. This will necessitate the sending of a few questions to the superintendents of these schools for their consideration.

The short questionnaire will be ready within the next few weeks and will be so arranged that it will require but little time to give the information needed. Will you please reply on the enclosed slip so that I may know whether you will find it possible to give the questionnaire your attention when it is ready.

Sincerely yours,

Wazel B. Shafr.
Teacher of History

HBS:DO

A SAMPLE SLIP TO BE RETURNED
BY THE TEACHER OR SUPERINTENDENT
OF THE SCHOOLS STUDIED

I will greatly appreciate it if you will check one of the following statements and return in the addressed stamped envelope.

1. I will give the questionnaire my consideration. _____
2. I will not have time to give the questionnaire my attention. _____

Signed _____

Address _____

QUESTIONNAIRE

1. Check (✓) on the blank form information concerning your social studies program

Do you teach from textbooks only? Yes _____ No _____

Do you use books as supplementary material? Yes _____ No _____

Do you use supplementary material other than books? Yes _____ No _____

2. Check (✓) the magazines used in your school as social studies reference material

a. Literary Digest _____

b. Scholastic _____

c. Time _____

d. American Observer _____

e. Weekly News Review _____

f. Current Events _____

g. Reader's Digest _____

h. Harper's _____

i. Pathfinder _____

j. Review of Reviews _____

k. Forum _____

l. Social Studies _____

Name other magazines used in your school as social studies material

m. _____

n. _____

o. _____

3. Do you use the newspaper as source material for social studies?

Yes _____ No _____

If so, what newspapers do you use?

- a. _____
 b. _____
 c. _____
 d. _____

4. Check (✓) to what degree newspapers are used as source material for social studies

- a. No use at all _____
 b. Used very little _____
 c. Used moderately _____
 d. Used extensively _____

5. Check (✓) the teaching methods used in your social studies

- a. Socialized recitation _____
 b. Assigned topic _____
 c. Lecture _____
 d. Panel discussion _____
 e. Laboratory _____
 f. Project _____
 g. Supervised study _____

Any other methods which you use

- h. _____
 i. _____
 j. _____

6. Check (✓) the devices from this list used in your social studies classes

- a. Radio _____

b. Bulletin Boards _____

c. Scrapbooks _____

d. Dramatization _____

e. Games _____

f. Cartoons _____

g. Films _____

h. Debates _____

i. Workbooks _____

Add any other devices used

j. _____

k. _____

l. _____

7. If tests are used, check (✓) the types used

A. Teacher made tests

a. Essay type _____

b. Oral tests _____

c. True and false _____

d. Completion _____

Add any other type of tests used in
your social studies work

e. _____

f. _____

B. Standardized tests

a. True and false _____

b. Completion _____

c. Multiple choice _____

Add any other type used

d. _____

e. _____

8. How is the cost of materials met in your school?

- a. Have you free textbooks? Yes _____ No _____
- b. Do the children furnish all their own source material? Yes _____ No _____
- c. Does the board of education furnish school material? Yes _____ No _____
- d. Is source material purchased by the students with some aid from the board of education? Yes _____ No _____

Mention any other means of providing source material

e. _____

f. _____

9. What are your chief aims in the teaching of social studies?

- a. To aid in developing good citizenship? _____
- b. To develop an interest in reading? _____
- c. To develop world consciousness? _____
- d. To enable students to evaluate experiences? _____

Add any other aims, if any

e. _____

f. _____

10. If time is allotted in social studies treatment for current events, check (✓) how much time is given

- a. One period a week _____
- b. Two periods a week _____
- c. A part of each period _____

11. If current events are treated in some other way, please indicate how it is done.

12. Do you discuss controversial issues freely in your social studies classes?

Yes _____ No _____

13. If controversial issues are discussed freely, list the leading issues discussed during the past few months in your social studies classes

LIST OF MAGAZINES MENTIONED
AS SUPPLEMENTARY MATERIAL

Magazine	Frequency
1. Reader's Digest	47
2. Scholastic	41
3. Time	36
4. Weekly News Review	30
5. American Observer	27
6. Current Events	23
7. Harper's	15
8. Pathfinder	13
9. Forum	10
10. Life	9
11. Review of Reviews	8
12. Social Studies	6
13. Current History	5
14. Junior Review	4
15. Popular Mechanics	4
16. Atlantic	3
17. National Geographic	3
18. Our Times	2
19. History Digest	2
20. School Life	2

LIST OF MAGAZINES MENTIONED
AS SUPPLEMENTARY MATERIAL

(continued)

Magazine	Frequency
21. Asia	2
22. Survey	2
23. Babson's Report	2
24. Building America	2
25. Collier's	2
26. Normal Instructor	2
27. Magazine Digest	1
28. Historical Review	1
29. Scribner's	1
30. Country Gentleman	1
31. Young America	1
32. Saturday Evening Post	1
33. Consumer's	1
34. Survey Graphic	1
35. Fortune	1
36. Ken	1
37. American Mercury	1
38. Michigan Bell	1
39. New's Week	1

Grades in Which Certain Social Studies Are Taught in the School

Key:-

E = Enrollment in class

U = Unit

200-225	IX			X			XI			XII		
	Subj	U	E	Subj	U	E	Subj	U	E	Subj	U	E
Baraga	Comm Civics	1/2	14	Econ Geog Mod. Ev Hist.	1/2	26				Amer Hist Econ Civics	1 1/2 1/2	61 28 30
Caledonia				World Hist.	1	39	Amer. Hist.	1	35	Econ. Civics	1/2 1/2	29 29
Chelsea	Comm. Civics	1	71	World Hist.	1	59	U.S. Hist.	1	51	Econ. Civics Occup.	1/2 1/2 1	20 29 19
Chesaning	Phys. Geog Comm Civics	1 1 1	43 81	World Hist.	1	42	U.S. Hist. Sociology	1 1	42 14	Econ Civics	1 1	35 35
Corunna				World Hist. Econ. Geog.	1 1	44 28	Amer. Hist.	1	50	Adv Civics Econ	1/2 1/2	40 40
Croswell	Comm. Civics Occup.	1 1	20 20	Comm. Geog. Mod. Ev Hist.	1 1	21 55	Amer. Hist.	1	36	Amer Gov't Econ	1/2 1/2	41 41
Farmington	Citizen- ship Comm. Civics	1 1	45 46	World Hist.	1	83	Amer. Hist.	1	66	Econ. Econ. Sociology	1/2 1/2	78 78
Harbor Beach	Comm. Civics Occup.	1 1/2	38 33	U.S. Hist World Hist.	1 1	19 40	Amer. Hist.	1	30	Econ. Civics Econ.	1/2 1/2	43 43 43
Holt	Comm. Civics	1	54	World Hist.	1	41	Amer. Hist.	1	33	Adv. Civics Econ.	1/2 1/2	43 27
Imlay City				World Hist. H.S. Geog.	1 1	40 40	Amer. Hist.	1	36	Civics Amer. Hist.	1/2 1	27 21
Lake View	Comm. Civics	1	42	World Hist.	1	46	Amer. Hist.	1	26	Amer. Gov't	1/2	47
North Muskegon				World Hist.	1	65	Amer. Hist.	1	43	Adv. Civics Econ Problems	1/2 1/2 1/2	40 40 31
Perry				World Hist.	1	53	Amer. Hist.	1	48	Econ. Civics	1/2 1/2	25 25
Portland				World Hist.	1	45	U.S. Hist.	1	48	Econ. H.S. Geog Civics	1/2 1/2	45 45
Rockford				World Hist.	1	37	Amer. Hist.	1	49	Amer. Gov't Econ.	1 1	43 43

	IX			X			XI			XII		
	Subj	U	E	Subj	U	E	Subj	U	E	Subj	U	E
Norway				World Hist	1	37	Amer Hist	1	49	Civics	1/2	34
Reed City	Comm. Civics	1	25	World Hist	1	41	U.S. Hist	1	42	Econ	1/2	35
Romeo				World Hist	1	44	Amer. Hist.	1	55	Sociology	1/2	35
Tecumseh	Comm. Civics	1	30	World Hist	1	17	U.S. Hist	1	55	Civics	1/2	35
Utica	Occup.	1	32	World Hist	1	45	Amer. Hist	1	49	Econ	1/2	35
251-275	Comm. Civics	1/2	32	World Hist	1	70	Amer. Hist	1	61	Econ	1/2	31
Bendle	Occup.	1/2	32	H.S. Geog.	1	20				Civics	1/2	31
Boyne City	Comm. Civics	1	90	World Hist	1	40	U.S. Hist.	1	30	Adv. Civics	1/2	45
Charlevoix				World Hist.	1	51	Amer. Hist	1	31	Econ	1/2	45
Crystal Falls				World Hist.	1	15	U.S. Hist.	1	54	Econ	1	41
Decatur	Comm. Civics	1	20	World Hist	1	41	Amer. Hist.	1	37	Civics	1/2	57
East Jordan				Mod. Eur. Hist	1	64	Amer. Hist.	1	67	U.S. Hist	1	46
Shelby	Citizen-ship	1	24	Mod. European Hist.	1	49	Amer. Hist	1	50	Civics	1	46
276-300				Mod. Eur. Hist.	1	34	Amer. Hist	1	45	Sociology	1	46
Bellerville				H.S. Geog.	1/2	26				Econ	1/2	28
Bellevue				World Hist.	1	45	Amer. Hist	1	40	Amer. Gov't	1/2	57
Clko	Comm. Civics	1/2	26	World Hist.	1	77	Amer. Hist	1	57	Comm. Civics	1	57

	IX			X			XI			XII		
	Subj	U	E	Subj	U	E	Subj	U	E	Subj	U	E
St. Charles				Geog.	1	31	Amer			Econ	1	25
				World			Hist	1	51	Civics	1	25
				Hist	1	49				Amer		
										Hist	1	36
										Amer		
Vassar	Comm			World			Amer			Gov't	1	43
	Civics	1	20	Hist	1	45	Hist	1	49	Sociology	1	43
										Econ	1/2	43
										Econ	1/2	50
Walled Lake				World			U.S.			Adv.		
				Hist	1	58	Hist	1	65	Civics	1/2	50
Wayland Union	Comm			World			Amer			Adv.		
	Civics	1	74	Hist	1	50	Hist	1	59	Civics	1	36
				Geog.	1	16						
	Comm									Econ.	1	47
	Civics	1/2	52	World			U.S.					
Williamston	Occupations	1/2	52	Hist	1	36	Hist.	1	72	Adv.		
										Civics	1	47
										Econ	1/2	53
				World			Amer					
Yale				Hist.	1	37	Hist	1	25	Adv.		
226-250										Problems	1/2	53
Algonac	Comm			World			Amer.			Civics	1/2	28
	Civics	1	28	Hist	1	26	Hist	1	14	Econ	1/2	28
				Modern			Early			U.S. Hist	1	50
Bangor				Eur Hist	1	32	Eur			Econ	1/2	32
							M. Hist	1	27	Adv.		
										Civics	1/2	50
										Econ	1/2	38
Clare				World			Amer.					
				Hist	1	40	Hist	1	64	Civics	1/2	29
				Modern						Civics	1/2	58
				Eu Hist	1	47	U.S. Hist	1	63			
Coopersville				World						Econ	1/2	58
				Hist	1	47						
	Comm			Mod. Eu								
	Civics	1	21	Hist.	1	69	Amer			Sociology	1	33
Evart	Ind			Ind.			Hist.	1	35	Civics	1	33
	Geog.	1	19	Geog.	1	19						
	Civics	1/2	49	H.S. Geog.	1	34				Econ	1/2	53
							Amer					
Fowlerville	Occup.	1/2	49	World			Hist.	1	50	Sociology	1/2	53
				Hist.	1	39				Civics	1/2	53
										Econ.	1/2	34
				World			U.S. Hist	1	63			
Hudson				Hist.	1	51				Civics	1/2	34
	Comm.									Econ	1/2	56
	Civics	1	20	World			Amer.					
Milan	H.S.			Hist.	1	59	Hist.	1	45	Civics	1/2	50
	Geog.	1	29									
										Econ	1/2	40
				World			U.S.					
Milford				Hist.	1	43	Hist	1	58	Civics	1/2	40

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Magazines for Source Material

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	Literary Digest	Scholastic	Time	American Observer Weekly News	Current Events	Readers Digest	Harpers	Pathfinder	Review of Reviews Forum	Social Studies Life	Colliers
SCHOOLS											
201 - 225											
Baraga		✓	✓	✓		✓	✓			✓	✓
Caledonia		✓				✓	✓		✓		✓
Chelsea		✓		✓					✓		
Chesaning		✓	✓	✓		✓					
Corunna		✓	✓		✓	✓					
Crosswell			✓	✓		✓				✓	
Farmington		✓			✓	✓		✓	✓		
Harbor Beach		✓	✓		✓	✓				✓	
Holt	✓	✓		✓	✓	✓					
Imlay City			✓	✓							
Lake View		✓	✓		✓					✓	
North Muskegon	✓	✓	✓	✓	✓	✓		✓	✓	✓	
Perry		✓		✓		✓		✓	✓	✓	
Portland		✓	✓		✓	✓		✓	✓	✓	
Rockford	✓	✓		✓	✓	✓		✓		✓	
St. Charles		✓	✓			✓					
Vassar		✓	✓	✓		✓		✓			
Walled Lake		✓		✓	✓	✓					
Wayland Union	✓	✓	✓		✓	✓					
Williamston	✓	✓	✓	✓	✓	✓					
Yale		✓	✓		✓	✓	✓		✓	✓	
226 - 250											
Algonac		✓	✓	✓		✓	✓				
Bangor			✓		✓	✓					
Clare		✓			✓	✓		✓	✓		
Coopersville		✓	✓			✓		✓			
Evart		✓	✓	✓		✓	✓	✓			
Fowlerville		✓	✓	✓	✓	✓					
Hudson		✓	✓		✓	✓	✓				
Milan	✓	✓			✓	✓	✓	✓	✓		
Milford						✓	✓	✓			
Norway						✓					
Reed City			✓	✓	✓	✓					
Romeo		✓	✓		✓	✓	✓		✓		✓
Tecumseh			✓		✓	✓		✓			
Utica	✓	✓			✓	✓			✓		
251 - 275											
Bendle		✓				✓					
Boyne City			✓	✓		✓	✓				✓
Charlevoix		✓			✓	✓					
Crystal Falls			✓	✓	✓	✓				✓	
Decatur		✓	✓	✓	✓	✓					
East Jordan	✓	✓	✓	✓	✓	✓					
Shelby	✓	✓	✓	✓	✓	✓	✓		✓		
276 - 300											
Belleville		✓		✓	✓	✓	✓	✓			
Bellevue	✓	✓	✓			✓		✓			
Clio			✓			✓		✓			
Davison		✓	✓					✓			✓
Durand		✓	✓	✓	✓	✓		✓			
Grandville		✓	✓	✓	✓	✓	✓		✓		
Hart	✓	✓	✓	✓		✓					
Holly			✓	✓	✓	✓		✓			
Ithaca	✓	✓	✓	✓	✓	✓					
L'Anse		✓	✓	✓	✓	✓	✓		✓	✓	
Northville				✓	✓	✓	✓		✓		
Mason			✓	✓		✓	✓		✓		

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	None	Little	Moderately	Extensively
SCHOOLS				
201 - 225				
Baraga				✓
Caledonia			✓	
Chelsea				
Chesaning		✓		
Corunna			✓	
Croswell				
Farmington				
Harbor Beach		✓		
Holt		✓		
Imlay City		✓		
Lake View			✓	
North Muskegon			✓	
Perry			✓	
Portland				✓
Rockford			✓	
St. Charles				✓
Vassar			✓	
Walled Lake				
Wayland Union			✓	
Williamston			✓	
Yale			✓	
226 - 250				
Algonac				✓
Bangor		✓		
Clare		✓		
Coopersville			✓	
Ewart		✓		
Fowlerville		✓		
Hudson			✓	
Milan			✓	
Milford				
Norway				
Reed City			✓	
Romeo			✓	
Tecumseh			✓	
Utica			✓	
251 - 275				
Bendle			✓	
Boyne City			✓	
Charlevoix			✓	
Crystal Falls			✓	
Decatur			✓	
East Jordan			✓	
Shelby			✓	
276 - 300				
Belleville			✓	
Bellevue			✓	
Clio			✓	
Davison			✓	
Durand			✓	
Grandville			✓	
Hart				
Holly			✓	
Ithaca				
L'Anse				
Northville			✓	
Mason			✓	

Report of Teacher Made Tests

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SCHOOLS	Essay tests	Oral tests	True and false tests	Completion	Teacher made multiple choice	Cause and result	Matching	Evaluation time order	Number of different teacher made tests used				
201 - 225													
Baraga	✓	✓	✓	✓					4				
Caledonia		✓	✓	✓					3				
Chelsea													
Chesaning	✓		✓	✓	✓	✓	✓		6				
Corunna		✓	✓	✓					3				
Croswell	✓	✓	✓	✓					4				
Farmington	✓	✓	✓	✓					4				
Harbor Beach	✓		✓	✓					3				
Holt	✓			✓					2				
Imlay City	✓		✓	✓			✓		4				
Lake View	✓	✓	✓	✓					4				
North Muskegon			✓	✓					2				
Perry	✓	✓	✓	✓			✓		5				
Portland		✓	✓	✓			✓		4				
Rockford	✓	✓	✓	✓					4				
St. Charles	✓	✓	✓	✓					4				
Vassar	✓	✓	✓	✓					4				
Walled Lake	✓	✓	✓	✓					4				
Wayland Union	✓	✓	✓	✓					4				
Williamston	✓		✓	✓			✓		5				
Yale	✓	✓	✓	✓	✓				4				
226 - 250													
Algonac	✓	✓	✓	✓					4				
Bangor	✓	✓	✓	✓					3				
Clare	✓	✓	✓	✓					4				
Coopersville	✓	✓	✓	✓					4				
Evart	✓		✓	✓					2				
Fowlerville	✓		✓	✓					3				
Hudson	✓	✓	✓	✓					4				
Milan	✓		✓	✓					3				
Milford									1				
Norway	✓	✓	✓	✓					4				
Reed City	✓	✓	✓	✓					3				
Romeo	✓	✓	✓	✓			✓		5				
Tecumseh	✓								1				
Utica	✓	✓	✓	✓					4				
251 - 275													
Bendle													
Boyne City	✓	✓	✓	✓	✓				5				
Charlevoix	✓		✓	✓					3				
Crystal Falls	✓	✓		✓					2				
Decatur	✓	✓	✓	✓					4				
East Jordan	✓	✓	✓	✓	✓				6				
Shelby	✓		✓	✓			✓		4				
276 - 300													
Belleville	✓	✓	✓	✓					4				
Bellevue	✓	✓	✓	✓					4				
Clio	✓		✓	✓					3				
Davison	✓		✓	✓					3				
Durand	✓	✓	✓	✓					4				
Grandville	✓	✓	✓	✓					4				
Hart	✓		✓	✓	✓		✓		6				
Holly	✓		✓	✓					2				
Ithaca	✓		✓	✓					4				
L'Anse	✓	✓	✓	✓					4				
Northville	✓	✓	✓	✓					4				
Mason	✓	✓		✓					3				

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SCHOOLS	Socialized recitation	Assigned topic	lecture	Panel discussion	Laboratory	Project	Supervised study	Drill	Trips	Number of methods used in any school			
201 - 225													
Baraga	✓				✓	✓				3			
Caledonia	✓						✓			2			
Chelsea							✓			1			
Chesaning	✓	✓	✓	✓		✓	✓			6			
Corunna	✓			✓		✓	✓			3			
Croswell	✓	✓		✓	✓					4			
Farmington	✓						✓			2			
Harbor Beach	✓	✓		✓						3			
Holt	✓	✓	✓	✓						4			
Imlay City	✓	✓	✓			✓				4			
Lake View	✓		✓	✓						4			
North Muskegon	✓	✓	✓	✓	✓	✓	✓		✓	7			
Perry	✓	✓		✓		✓	✓			6			
Portland	✓	✓		✓	✓	✓	✓	✓		7			
Rockford	✓		✓			✓	✓			3			
St. Charles	✓	✓	✓	✓		✓	✓			6			
Vassar	✓	✓	✓		✓	✓	✓			6			
Walled Lake	✓	✓	✓			✓	✓			5			
Wayland Union	✓	✓		✓		✓	✓			5			
Williamston	✓	✓		✓		✓	✓			4			
Yale	✓	✓			✓		✓			4			
226 - 250													
Algonac	✓	✓	✓	✓	✓	✓	✓			7			
Bangor	✓	✓	✓			✓	✓		✓	4			
Clare	✓	✓	✓	✓	✓	✓	✓			7			
Coopersville		✓	✓			✓	✓			4			
Evart	✓						✓			2			
Fowlerville	✓									1			
Hudson	✓	✓	✓		✓	✓				5			
Milan		✓		✓		✓				3			
Milford										2			
Norway		✓		✓						2			
Reed City	✓	✓								2			
Romeo	✓	✓		✓						3			
Tecumseh	✓	✓	✓		✓	✓	✓			6			
Utica	✓	✓	✓	✓	✓	✓	✓			7			
251 - 275													
Bendle	✓	✓			✓	✓				4			
Boyne City	✓		✓	✓	✓	✓	✓			6			
Charlevoix		✓		✓		✓	✓			4			
Crystal Falls		✓	✓		✓	✓	✓			5			
Decatur	✓	✓	✓	✓	✓	✓	✓		✓	8			
East Jordan		✓	✓			✓	✓			2			
Shelby	✓	✓	✓	✓	✓					6			
276 - 300													
Belleville	✓	✓	✓	✓						4			
Bellevue	✓									1			
Clio	✓	✓	✓				✓			4			
Davison		✓	✓				✓			3			
Durand		✓	✓		✓		✓			4			
Grandville		✓	✓			✓	✓			4			
Hart	✓	✓	✓				✓			4			
Holly		✓		✓			✓			2			
Ithaca	✓	✓			✓	✓	✓			5			
L'Anse	✓	✓	✓				✓			4			
Northville		✓	✓		✓		✓			4			
Mason		✓	✓			✓	✓			4			

Teaching devices

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	Radio	Bulletin board	Scrapbooks	Dramatizations	Games	Cartoons	Films	Debates	Workbooks								
SCHOOLS																	
201 - 225																	
Baraga	✓	✓		✓			✓	✓	✓								
Caledonia		✓		✓		✓	✓	✓	✓								
Chelsea																	
Chesaning	✓	✓	✓					✓	✓								
Corunna		✓	✓					✓	✓								
Croswell	✓		✓	✓	✓	✓		✓	✓								
Farmington		✓	✓			✓			✓								
Harbor Beach		✓	✓				✓		✓								
Holt		✓	✓	✓				✓	✓								
Imlay City	✓	✓			✓	✓			✓								
Lake View		✓	✓				✓		✓								
North Muskegon	✓	✓	✓		✓		✓		✓								
Perry	✓	✓	✓	✓		✓		✓	✓								
Portland		✓	✓			✓		✓	✓								
Rockford	✓	✓	✓	✓		✓	✓	✓	✓								
St. Charles	✓	✓	✓	✓			✓	✓	✓								
Vassar	✓	✓	✓	✓			✓										
Walled Lake	✓	✓	✓			✓											
Wayland Union	✓	✓	✓	✓			✓	✓	✓								
Williamston		✓	✓	✓		✓		✓	✓								
Yale	✓	✓		✓				✓	✓								
226 - 250																	
Algonac	✓	✓	✓	✓	✓	✓	✓	✓	✓								
Bangor	✓	✓	✓					✓	✓								
Clare	✓	✓	✓		✓	✓	✓		✓								
Coopersville	✓	✓	✓	✓		✓			✓								
Evart	✓		✓														
Fowlerville	✓	✓					✓		✓								
Hudson	✓	✓						✓									
Milan	✓	✓	✓		✓	✓	✓	✓	✓								
Milford	✓	✓															
Norway		✓	✓	✓				✓									
Reed City	✓	✓						✓	✓								
Romeo	✓	✓	✓	✓		✓	✓		✓								
Tecumseh	✓	✓		✓		✓		✓	✓								
Utica	✓	✓	✓	✓			✓	✓	✓								
251 - 275																	
Bendle	✓																
Boyne City	✓	✓				✓	✓	✓	✓								
Charlevoix		✓		✓				✓									
Crystal Falls	✓	✓	✓			✓		✓	✓								
Decatur			✓	✓				✓	✓								
East Jordan		✓	✓	✓	✓		✓	✓	✓								
Shelby	✓	✓	✓	✓			✓	✓	✓								
276 - 300																	
Belleville	✓	✓					✓	✓									
Bellevue		✓	✓			✓	✓	✓	✓								
Clio	✓	✓		✓			✓	✓	✓								
Davison		✓					✓	✓	✓								
Durand	✓		✓	✓		✓		✓	✓								
Grandville		✓	✓				✓	✓	✓								
Hart		✓	✓	✓	✓			✓	✓								
Holly	✓	✓	✓				✓	✓	✓								
Ithaca		✓	✓			✓		✓	✓								
L'Anse		✓		✓				✓	✓								
Northville		✓	✓			✓	✓	✓	✓								
Mason		✓		✓			✓	✓	✓								

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[illegible]

Key a = yes b = no c = some	Do you discuss controversial issues freely?	Labor	Germany and Italy	Jews	Religion	Evolution	Politics	Liquor	Japanese question	Rearmament	Government Finances	European situation	Merit System	Relief
SCHOOLS														
201 - 225														
Baraga	a	✓	✓	✓	✓									
Caledonia	a				✓									
Chelsea	a				✓						✓			
Chesaning	a		✓	✓	✓		✓		✓	✓		✓		
Corunna	a	✓	✓		✓									
Crosswell	a		✓										✓	✓
Farmington	a		✓	✓		✓						✓		
Harbor Beach	a	✓	✓				✓							
Holt	a	✓	✓	✓		✓	✓					✓		
Imlay City	a	✓	✓	✓		✓	✓					✓		
Lake View	a			✓			✓							
North Muskegon	a	✓		✓								✓		
Perry	a	✓	✓	✓	✓						✓			
Portland	a		✓	✓	✓									✓
Rockford	a		✓	✓	✓		✓					✓		✓
St. Charles	a		✓				✓			✓				✓
Vassar	a									✓				
Walled Lake	a													
Wayland Union	b													
Williamston	a	✓					✓							
Yale	a	✓		✓		✓						✓		✓
226 - 250														
Algonac														
Bangor	b	✓	✓											
Clare	a			✓			✓				✓	✓		
Coopersville														
Evart	b						✓	✓						
Fowlerville	b													
Hudson	a	✓					✓							
Milan	a						✓			✓		✓		✓
Milford														
Norway	a			✓						✓		✓		✓
Reed City	a	✓							✓			✓		✓
Romeo	a						✓		✓			✓		✓
Tecumseh	a										✓			
Utica	a													
251 - 275														
Bendle	a	✓	✓				✓					✓		
Boyne City	a													
Charlevoix	a		✓				✓	✓						
Crystal Falls	b						✓							
Decatur	a								✓			✓		
East Jordan														
Shelby	c		✓				✓			✓				
276 - 300														
Belleville	c													
Bellevue	a	✓								✓	✓			
Clio	a	✓					✓							
Davison	a	✓								✓				
Durand	a		✓				✓	Supreme Court						
Grandville	a													
Hart	b						✓							
Holly	a													
Ithaca	b													
L'Anse	b													
Northville	a		✓				✓					✓		
Mason	a													

Child Labor

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