CONTRIBUTIONS OF BUSINESS EDUCATION TO SELECTED PROBLEM AREAS OF GENERAL EDUCATION IN THE SECONDARY SCHOOL

DISSERTATION

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By

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Chapter I

THE PROBLEM

Introduction. The American public, as never before, seems deeply concerned about the education of its youth. Recent educational literature reveals that there is more dissatisfaction than satisfaction, more condemnation than commendation, and there seems to be a feeling that somehow the secondary schools have failed to educate youth in the understandings and implications of living in a democracy.

The secondary school is, therefore, facing a challenge to accept a greater responsibility for helping students to understand themselves and their problems in a democratic society. The school must also provide for the development of ability and interest to solve problems intelligently.

Before the public schools came into existence, and even in the earlier civilizations of the world, a school consisted of teacher and pupils living and learning together from all of life. In this situation the child, under some guidance, learned from direct contacts with the marketplace, the governmental agencies, the farm—in short, the total community. The child learned the basic essentials of life. The educational systems of Athens and Sparta best exemplified this type of school situation.

As schools continued to develop, school experience, as
such, tended to be limited to the learning of academic skills and knowledge in the classroom. These activities became relatively isolated from those in the community. Under such conditions family and community influence seemed to be primary factors in shaping the behavior and education of the youth. In fact the major portions of the child's learnings, including education for making a living, were obtained from normal activities of life outside the classroom. Education became primarily a process of intellectual training in which a premium was placed upon memorization and habituation. Fear, compulsion, physical punishment, and other external stimuli were corollaries of passive learning.

With the advent of our present increasingly complex economic social system, the home and the local community have lost much of the educative influence upon youth. The problem becomes more acute in that the amount and quality of education required for effective social and economic living have greatly increased.

New inventions, scientific discoveries, and improved techniques have tended to change every aspect of living. Yet the secondary school curriculum is fundamentally the same as it was fifty years ago. A number of minor changes have been made, such as adding more elective courses, providing for home-room and extra-curricular activity periods, accepting vocational education as a responsibility, and enlarging the curriculum to allow for more specialization on
the part of students. These changes in the curriculum, important as they may seem, are rather minor and fragmentary when compared with the social and economic changes which have taken place in our nation during the same period. A more functional-type program should replace the subject-centered curriculum of the secondary school.

There are several factors which indicate the need for a more functional program in the secondary school. The public secondary school of today serves more youth than did the secondary school of fifty years ago. Approximately eighty per cent of all youth of secondary age are enrolled in school today as compared to thirty per cent in 1900. It was the opinion of people fifty years ago that a high school education was for a selected group of American youth; today it is more the opinion that a high school education should be for all American youth.

The traditional subject-centered curriculum is not conducive to the new ideas concerning good teaching methods and the nature of the learning process. Alberty mentions the emphasis placed on teaching methods during the early part


of the present century and cites various examples of unit planning, such as the project method, the Morrison Plan, and the Dalton and Winnetka Plans.

Leaders in present-day education generally agree that schools today often operate in terms of a too narrowly conceived task as well as an outmoded concept of learning. Therefore, one often hears statements that our schools are divorced from life, that we fail to meet the needs of youth, and that the school curriculum is ineffective in aiding youth to live democratically.

Another factor which seems to demand a more functional-type program in the secondary school is the new emphasis on the meaning of democracy. Counts says,4

"We in America, in my judgment, have never given adequate thought to the question of the development of an education that is suited to our democracy, particularly in the present industrial age. If we ever do, the result will be something new in the history of education. It will express at the same time both the emphasis on knowledge, understanding, and enlightenment and the emphasis on the cultivation of the basic ethical values of democracy—devotion to equality, individual worth, intellectual freedom, social liberty, democratic processes, general welfare, and mastery of relevant knowledge. And all of this must be done in terms of the realities of the contemporary age. The major difficulty which all democracies confront here is the achievement through the democratic process of an educational program designed to strengthen democracy."

Many educators today are endeavoring to think through

the meaning of democracy as it relates to education. In brief democracy means:

1. Respect for human personality. This implies that the basic purpose of a democratic society is the development and integration of personality. It implies a society in which all people have an opportunity and a right to develop their potentialities through participating and sharing in the group process, regardless of color, creed, economic status, class or sex.

2. Faith in living and working together for the common good. This statement places democracy in a social setting in which each person recognizes his dependence upon others. Cooperation, as the process of democratic life, implies an awareness of common problems, a widening of the area of mutual interests, an exchange of ideas concerning solutions. It involves developing together a plan of action and the execution of this plan in terms of common goals. Cooperation implies that personal freedom exists only as it is in keeping with the basic value of a democratic society—the extension of the welfare of all the people.

3. Faith in the method of intelligence in all areas of living. In a democratic society there is faith that the common man, through the use of the method of intelligence, can progressively gain control over his environment.

How can democracy be effectively taught in our schools? How can our youth learn the common understandings needed to live effectively in our democratic society? How can these
common understandings be made available to all students? Studies and experiments in secondary education during the past twenty years have documented beyond doubt the inadequacies of the nonfunctional, subject-centered approach for effecting changed behavior in terms of the characteristics of the democratic personality. As a result of these studies, new and promising ways of organizing the curriculum of the high school have developed in keeping with what we now know concerning the nature of the individual, the learning process, and social needs.

A half-century ago the need for secondary education was visualized in terms of college preparation for a comparatively small number of students. But today with the much larger enrollment, the secondary schools find it necessary to provide curricula which are not primarily intended to meet college entrance requirements since most of the secondary youth do not go to college.

Educators have become increasingly interested in individual growth, psychology, the child-centered school, and tend to focus attention on the individual and his needs rather than on subject matter. With this emphasis has come awareness that the traditional subject-centered curriculum does not adequately meet the requirements for the new concepts

concerning the education of secondary youth.

Attempts toward a more functional program have taken various forms, such as Unified Studies, Core Program, Common Learnings, and General Education. These attempts are similar—at least they seem to have the same basic philosophy and the same general plan of organization.

The Core-Type Program. A core-type program not only provides all youth with a common-learnings area, but also provides for a democratic setting wherein individual and group experiences may be the basis for learning. The two major ideas common to the current concept of core is that they provide experiences needed by all youth and that the experiences cut across subject matter lines.

The term "core" is used to designate various types of curriculum organizations. In order to point out the particular interpretation which is being used in this study, it is necessary to present briefly the differing conceptions of the core which are held currently.

All of the following interpretations assume: (1) that the part of the curriculum designated as core is to be required of all students on the ground that it provides for values, understandings, and skills needed by all citizens; (2) that it involves subject matter from various fields of knowledge; (3) that it is to be allotted a block of time ranging from one-third to two-thirds of the school day; (4) that one or more subjects or fields of knowledge are to be
required outside the core; and (5) that a number of elective
courses or activities are to be provided outside the core
to meet the needs and interests of special groups or indi-
vidual students.

The various interpretations are presented in the order
of their deviation from conventional curriculum organization:

I. THE CORE CONSISTS OF A NUMBER OF LOGICALLY ORGANIZED
SUBJECTS OR FIELDS OF KNOWLEDGE EACH ONE OF WHICH IS
TAUGHT INDEPENDENTLY.

Example: English, world history, and general science
are required at the ninth grade level. They are
taught without any organized attempt to show relation-
ships.

II. THE CORE CONSISTS OF A NUMBER OF LOGICALLY ORGANIZED
SUBJECTS OR FIELDS OF KNOWLEDGE, SOME OR ALL OF
WHICH ARE CORRELATED.

Example: American history and American literature
are required of all twelfth grade students. When
the teacher is dealing with the Civil War, the
English teacher introduces the literature of that
period.

III. THE CORE CONSISTS OF BROAD PROBLEMS, UNITS OF WORK
OR UNIFYING THEMES WHICH ARE CHOSEN BECAUSE THEY
AFFORD THE MEANS OF TEACHING EFFECTIVELY THE BASIC
CONTENT OF CERTAIN SUBJECTS OR FIELDS OR KNOWLEDGE.
THESE SUBJECTS OR FIELDS RETAIN THEIR IDENTITY,
BUT THE CONTENT IS SELECTED AND TAUGHT WITH SPECIAL
REFERENCE TO THE UNIT.

Example: Living in the Community is selected as a
unit of work for the tenth grade. The unit is then
organized in terms of science, art, social studies,
etc., and taught by specialists, or by one teacher.

IV. THE CORE CONSISTS OF A NUMBER OF SUBJECTS OR FIELDS
OF KNOWLEDGE WHICH ARE UNIFIED OR FUSED. USUALLY
ONE SUBJECT OR FIELD (e.g., history) SERVES AS THE
UNIFYING CENTER.

Example: American history and American literature in
the eleventh grade are unified through a series of
epochs such as the Colonial Period, the Westward Movement, the Industrial Revolution, the unification may be extended to include other fields such as arts, science, and mathematics.

V. THE CORE CONSISTS OF BROAD PREPLANNED PROBLEM AREAS, OR RESOURCE UNITS FROM WHICH ARE SELECTED LEARNING EXPERIENCES IN TERMS OF THE PSYCHOBIOLOGICAL AND SOCIETAL NEEDS, PROBLEMS, AND INTERESTS OF STUDENTS.

Example: A unit on Healthful Living, in the twelfth grade, stresses the health problems of the group, and how they are related to the immediate and wider community. The unit is teacher-student planned, but in terms of a basic curricular structure.

VI. THE CORE CONSISTS OF BROAD TEACHER-STUDENT PLANNED UNITS OF WORK, OR ACTIVITIES, IN TERMS OF THE EXPRESSED WISHES OR DESIRES OF THE GROUP. NO BASIC CURRICULUM STRUCTURE IS SET UP.

Example: An eighth grade group, under guidance of the teacher, decides to landscape the school grounds. The activity meets all criteria decided upon by the group.

The concept of the core on which this study is based is represented by Type V. Types I to IV inclusive represent old practices with slight modifications. In theory Type VI would seem to be an ideal situation for learning if it were not for the inherent dangers of degenerating into a program based on the whims and fancies of students. Most teachers lack specific training as core teachers and with no curricular structure and little or no preplanning a class could easily fall into a chaotic condition.

From the writer's point of view some curricular structure is essential to a sound secondary program, and pre-planning on the part of the teacher is necessary. For these reasons this study is based on a Type V core. The public schools of Harford and Garrett Counties in Maryland, and The Ohio State University School are examples of this approach in action.

The recent trend toward curriculum reorganization in terms of the core concept has caused teachers of the so-called subject-matter areas, in some instances, to consider what might be their particular contribution to this development. The problems dealt with in the core, if adequately handled, cut across traditional subject-matter lines. The rich offerings of the subject-matter fields have much to bring to the solution of the common problems of youth. There should be made available to the core teacher common or basic understandings from the various subject matter fields. The core teacher finds it difficult to study sufficiently all the subject-matter fields in his preplanning.

Need for General Business Education. The American youth today need preparation for everyday living. In our complex interdependent life, business touches almost every human activity. It may be said that every normal individual is essentially a miniature business institution. As a consumer he buys a great variety of goods and services. He
selects the kinds of insurance that will protect him against risks. The need for saving and the problem of investing are not less important for the individual than they are for a business concern. The keeping of records by an individual and their use in the successful management of the business affairs of a personal or family nature are just as essential for an individual as they are for a corporation. Furthermore, in a democracy voters are called upon at every election to make decisions regarding issues largely economic in character. Our system of government and individual enterprise makes it imperative that our young people understand the political and economic implication of legislative issues and what candidates stand for. No one is prepared to live life fully and well until he appreciates and understands the general economic aspects of living. There seems to be universal agreement that economic literacy is basic to the democratic way of living.

**Purposes of the Study.** In view of the recognition of the need for preparing all youth to be economically literate and competent in dealing with business problems, and the critical need for effective teaching of general business this study of the contributions of the business education area to the general education of all students was undertaken. Two distinct purposes gave direction to this study in terms of a philosophy as it is related to the concept
of needs, problems, and interests of adolescents:

1. To construct suggestive activities, dealing with significant problems and issues, suitable to the teaching of general education without regard to subject-matter boundaries.

2. To develop suggestive contributions of business education to the suggested activities. These contributions are in the form of common business understandings, pertinent information for the teacher, selected references for the teacher, and selected references for the students.

**Underlying Assumptions of the Study.** The underlying assumptions of this study are:

1. Business education is an essential part of general education.

2. General education should be provided for and made equally available to all youth of secondary age.

3. The core program is a curriculum structure designed to help youth meet their needs, solve their problems, and extend their interests within a democratic frame of reference. The core program is one way of dealing with general education.

4. All subject-matter areas have a significant contribution to make to the solution of problems arising in the core activities.

The value of business education in general education will be realized only as we study the problems, gain
experience through thoughtful experimentation and study, and pool thinking and resources with those in other fields who are also interested in special-area contributions to general education.

**Definition of Terms.** BUSINESS is the managing, recording, communicating, consuming, and distributing of economic goods and services.

BUSINESS EDUCATION is that area of education that deals with the understanding, the appreciation, and the intelligent and effective performance of managing, recording, communicating, consuming, and distributing economic goods and services.

The SECONDARY SCHOOL is that educational unit that includes grades seven through fourteen in its administrative organization.

CORE is that part of the curriculum to be required of all students on the ground that it provides for the values, understandings, and skills needed by all citizens. The core consists of broad preplanned problem areas, from which are selected learning experiences in terms of the psychobiological and societal needs, problems, and interests of students.

**Procedures Used in the Study.** In an effort to devise a plan whereby the area of business education might make its contribution to a common-learnings or core program, the
writer became aware that two other students in the College of Education were confronted with a similar problem. Alberty suggested that three investigators work cooperatively on the problem of constructing activities which would embrace general education in a secondary school. The problem then of contributing to such a program would be more clearly defined since the contributions could be made in relation to the activities of general education.

Elsie Stalzer, representing mathematics, Monir Mikhail, representing science, and the writer, representing business, agreed to work cooperatively in constructing activities that would be suitable as a structure of a core program.

The sixteen problem areas as outlined by Lucile Lurry7 were accepted as the basis for the core activities. This list of problem areas seemed to be the most recent, the most valid, and the most comprehensive. The areas are: Problems of, School Living, Self-Understanding, Finding Values By Which We Live, Social Relationships in a Democracy, Employment and Vocations, Using and Conserving Natural Resources, Education in American Democracy, Constructive Use of Leisure, Family Living, Communication, Democratic Government, Community and Personal Health, Economic Relationships in a Democracy, Critical Thinking, Achieving World

Peace in the Atomic Age, and Intercultural Relations.

In a few instances modifications were made in the Lurry list. These modifications, however, were of minor significance and the general meaning of the area was not changed. In each case the change is indicated by a footnote.

Criteria were then developed for the construction of the core activities. It was decided that each group of activities or every problem area, should be preceded by definite objectives and also a statement as to the scope of the area. The cooperative work, then, consisted of developing criteria to be used in the construction of the core activities, and the construction of the core activities, including the introductory statements, objectives, and scope. The introductory statement, the objectives, and the scope precede each of the sixteen sections of core activities.

After the core activities were developed they were presented to various staff members at University School, who were teaching in the core program, for comment and criticism. A number of minor suggestions and criticisms were made by the staff members of University School. These suggestions and criticisms were carefully considered and many of them incorporated into the study.

The core activities were constructed with no thought of special area contributions. Upon completion of the
activities a careful study was made to determine what business understandings or outcomes might be involved in each activity. It was suggested by the writer's adviser that the contributions of business education might take the form of business understandings, information that might be of value to the teacher in developing the understandings, and selected references for the teacher and for the students. This plan was followed and the contributions of business education were developed. They follow, in the order named, each problem area or group of core activities.

The following chapter is a discussion of the importance of general business education to all American youth, a review of three comprehensive studies which seem to establish the general business understandings needed by all youth, and a discussion of the common ways for the inclusion of general business education in the secondary schools.
Chapter II

BUSINESS EDUCATION AN INTEGRAL PART
OF GENERAL EDUCATION

Importance of General Business. It can be stated fairly safely that there is a universal agreement as to the need for general business education in the curriculum of the secondary schools and that this need is based upon two premises. In the first place, the average American consumer is ineffective in spending his income. In the second place, a high percentage of American youth drop out of school before or immediately after completing the secondary school, and these young men and women become the great mass of the American consuming public and the great voting population of the country.

The importance of economic literacy is stressed by Melby in his statement that "No one can be at all cognizant of present social and economic trends without a realization of the increasing importance of the economic structure in the life of an average citizen."1

The American public school is responsible for the proper education of its students. Educators have designated

economic education as one of the "musts." "For all students on the secondary level, there must be included instruction in economic concepts that have a direct application in the business situations they will encounter whether they are wage earners or consumers."2

The Educational Policies Commission of the National Education Association committed itself to the proposition that all high school students should study economics. Included in their report is the statement that, "as long as economics and modern problems remain elective, it will unfortunately be possible for the majority of students to graduate from high school without any systematic instruction in the economic foundations of American life. Study of the economic aspects of our civilization should be required no less than study of the political and cultural."3

There is a greater need today than ever before for preparation for handling personal and family business problems and activities since our business life has become so complex and interdependent. Activities of the individual and the family have also become more complicated, more involved, and more difficult. The Educational Policies Commission pointed out many of the economic and social changes that have


taken place and the resulting problems and needs of the individual. The Commission stated that,

"American society is no longer a fairly simple order of agriculture and manufacturing in which prudence, talents, industry, and thrift are automatically assured places and achievements. It is instead a highly complicated association controlled by a close mechanism of working rules, public and private, which must be effectively observed to assure anything like an adequate functioning of either economy or government. The opportunities and responsibilities of the individual in this society are correspondingly complex."4

"Information and skill in choosing and buying are as important as information and skill in producing, and selling. Consumer education is a universal need; it should be provided for all through the schools and not left to accidental learning."5

"The citizen of a democracy, therefore, needs to acquire the information, the experience, and the willingness to deal constructively with collective economic problems. Each needs also information, experience, and motivation to maintain his own economic contribution at a high level."6

Further support of this point of view can be found in "Education for All American Youth,"7 "High School and Life,"8


5 Ibid., p. 106.

6 Ibid., p. 116-17.

7 Educational Policies Commission, National Education Association and the American Association of School Administrators, Washington, D. C., 1939.

"The Imperative Needs of Youth of High School Age," 9
"Life Adjustment for Every Youth," 10 and "General Education
for a Free Society." 11

Business institutions touch upon the life of every
individual from the time he makes his first purchase of a
cent's worth of a commodity until he has planned for the
settlement of his property after death. He comes in contact
with business in various forms more frequently than with
any other one type of activity. He receives pay for ser­
vices rendered or goods sold; makes purchases for cash or
on credit; contracts for work to be done; buys or leases
property; pays taxes and insurance premiums; puts his money
in a savings or commercial bank and draws it out again. He
is faced with problems of choosing between goods of various
quality; deciding what to do with money he has saved; and
how he can best plan for security in his old age.

Every individual then should attain certain business
understandings in order to conduct his business activities
intelligently and successfully, whether he be a farmer,
laborer, professional man, merchant, operator of a service
business, or interested in establishing a home and caring
for the family.

9 National Association of Secondary-School Principals,
National Education Association, Washington, D. C., Bulletin
No. 145, March 1947.


11 Report of the Harvard Committee, Harvard University
General Business Defined. General business education should be a part of the common education of all students, irrespective of their occupational goals. General business includes the skills, knowledges and appreciations necessary for one to participate intelligently in the economic and civic activities of present-day society. In order to define and understand general business it is necessary to know the phases of business that are actually included in the term "general business." A number of recent studies have been made in an effort to know the common business learnings that are needed by all youth.

Muse\textsuperscript{12} prepared a check list of 212 activities and 75 topics of business information. He asked secondary students, parents of secondary school students, and Rotary Club committees to check the business activities they performed, the activities they thought important, and the business information they thought everybody should understand. The students, parents, and business men cooperating were widely dispersed throughout the United States. The students were not selected from any particular curriculum. Muse listed the activities and topics in order of importance according to the ranking given.

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Ninety per cent of the people contacted checked the following typics as important: the purpose of business; how to get the most for one's money; how to invest money wisely; how to find a job; how to use a bank; the purpose, meaning, and place of business in government; the value of thrift and the wide use of credit; the relationships of employer and employee; consumer protection; how to begin a business; planning for a vocation; business manners and etiquette; the economic significance of good health; and the use of employment agencies.

Freeman[13] in an effort to determine what youth should know about business, organized a group of representative educators of approximately two hundred people, to work with him in determining the common business activities. This group included secondary school teachers, administrators, supervisors, curriculum specialists, teacher trainers, and publishers. A check list of common business activities, business knowledges, competencies, and understandings was prepared and sent to high school students, graduate students, college students, and adults in all walks of life. The results were used to determine the business activities to most youth and adults, and the business knowledges, competencies, and understandings needed to perform these activi-

ties successfully.

After determining the business activities that are common to most normal individuals, the activities were then translated into terms of business knowledges, skills, understandings, and appreciations needed by all individuals to enable them to conduct their activities of a business nature intelligently and successfully. These knowledges, skills, understandings, and appreciations were organized into instructional units and stated in terms of desirable outcomes or experiences that should be provided for all youth. These units consist of:

1. FINANCING FUNCTION, which includes banking, credit, insurance, and investments.

2. RECORDING FUNCTION, which includes budgeting, speed and accuracy in business computations, inventory of personal property and filing of personal papers.

3. COMMUNICATING FUNCTION, such as the use of the telephone and radio; carrier service and letter writing.

4. DISTRIBUTING FUNCTION, which includes transportation understanding the services rendered by various transportations, travel services, and shipment by the various transportation facilities.

5. CONSUMING FUNCTION, which includes factors that should be considered in buying such personal goods and services as food, clothing, shelter, household equipment and furnishing, and entertainment. Legal phases are also
included, such as laws that protect the consumer, problems relating to renting or leasing of property, and legal right and obligation relative to personal property.

6. ORGANIZING AND MANAGING FUNCTION, which includes relationships among labor, management, and consumers; organizing, operating, and managing a small business; advantages and disadvantages of various economic systems; and the underlying economic principles of supply, demand, prices and standards of living.

7. OCCUPATIONAL INFORMATION, which consists of long-range planning for occupational success in the business world and an understanding of the types of business positions available.

8. HUMAN RELATIONS IN BUSINESS SITUATIONS, which includes relationships with co-workers, supervisors, customers, and the development of successful membership in business groups regardless of race, nationality, or religious differences.

Moorman\(^1\) made a study of basic economic concepts in which he proposed to determine (1) those economic concepts which are said to be important for living in our democracy, as defined by a consensus of selected educators; (2) to what extent the students who graduate from the high schools

understand the concepts; and (3) to what extent high school teachers of economics understand the concepts.

The basic economic concepts were selected from a preliminary list of 441 concepts on the basis of ratings assigned by fifteen educators. High school and college students rated the basic economic concepts according to their importance for living in our democracy. The basic concepts rating the highest deal with the following business subjects: consumption, production, marketing, exchange, money, credit, banking, international trade, distribution, insurance, speculation and risks, big business and monopolies, utilities, transportation, labor organization, government finance, government control of business, business cycles, and economic systems.

The studies of Muse, Freeman, and Moorman were comprehensive and appear to have established, rather definitely, the need for general business education as a part of the educational program for all youth. They have also fairly adequately defined the business skills and understandings needed by all youth.

Further research, therefore, to establish common business understandings needed by all youth, was not considered necessary.

The basic problem which has not been thoroughly explored through research is how these basic concepts or business understandings can be organized into the curriculum so that
they may become a part of the education of all youth. This is the problem of this study.

**Curriculum Organization for General Business.** There are three rather common ways of including general business education in the programs of secondary schools. Some educators believe that general business can be taught adequately in various areas of the curriculum such as in mathematic classes, social studies classes, and in home economics. This type of general business teaching, to the writer, seems to be an incidental sort of thing and there is no assurance that all the students receive any or all the training needed for economic literacy and competence in everyday living. In this type of curriculum many students have no opportunity for business training while others receive duplication of training, thereby causing needless repetition on the part of the teacher and student.

A second plan of teaching general business which is widely used throughout the country is through separate business courses; such as, junior business training, business law, economics, salesmanship, and business organization.

Such courses in most schools are frequently regarded as related to vocational training and are, therefore, designed primarily for those students who are taking training for vocational purposes. Comparatively few students take these courses. Furthermore, the courses do not give adequate attention to the students' personal-use needs.
For example, business law classes are too frequently concerned with problems growing out of business situations rather than with problems which relate to everyone. The course in basic business tends to be so concerned with minute details of clerical jobs that the learner gets little conception of his own economic problems. The most urgent need for general business education is with those young people who are not enrolled in business courses. Adding more courses to the already crowded program is not sound, for there is not time in the student's program to take all the courses that contribute to general business education.

The third plan for providing general business education in the secondary school program is through the core program. The core program provides a common learnings area for all secondary youth. Furthermore, the core program provides for both individual and group experiences needed by all youth; a democratic setting; and it possesses the curricular structure which is essential to a sound secondary program. This type of program has great potentialities for the education of American youth. (A detailed description of the core program is given in Chapter I pages 7 to 9).

The core-type program was selected by the writer as the method of teaching general business education, for it more nearly insures that general business education will become a part of the general education of all youth.

The chapter which follows shows how the core program
may involve special subject-matter areas of the school and how these subject-matter areas may contribute to the core program, and in so doing contribute to the general education of all secondary youth. Details concerning suggestive business contributions to the core program, as presented in this study, are given on the first pages of the following chapter.
CONTRIBUTIONS OF BUSINESS EDUCATION TO SELECTED PROBLEM AREAS

This chapter is divided into the sixteen problem areas as developed by Lurry\(^1\) which embrace general education in the secondary school. Each section, or problem area, is preceded by a comprehensive statement which serves as an introduction, giving a general over-view of the area.

Following the introductory statement the objectives of the problem area are stated. A brief outline of the major topics within the problem area is then given. Following the brief outline, or scope, a series of suggested individual and group activities is given.

With the objectives and scope clearly stated at the beginning of each section, or problem area, the teacher should have little difficulty in readily finding the desired activities. The activities follow in consecutive order, the organized plan of the outline or scope.

The criteria used in the construction of the common learnings or core activities follow. An Explanation of each criterion is given.

1. Core activities should deal with significant problems and issues that have a bearing on a problem area without regard to subject-matter boundaries.

Activities should be directed toward solving students' problems, meeting their needs and extending their interests in a given problem area without regard to the organization or content of any one subject-matter field. Activities that serve merely as "busy work" or as "lesson-learning assignments" are fruitless.

2. Core activities should have potentialities for developing and promoting values basic to democratic living.

Activities should promote personal characteristics essential to democratic living, such as social sensitivity, tolerance, cooperativeness, the disposition and ability to use reflective thinking in the solution of problems, creativeness, self-direction, and aesthetic appreciation. Activities that require group work should be emphasized, since it is through group process that students learn the meaning of the shared role of leadership, the responsibility inherent in freedom, the necessity for critical thinking in the solution of problems, and the need for continuous evaluation both of the products of group action and of the processes employed.

3. Core activities should be sufficiently diversified to provide for individual differences among students.

To provide for the fulfillment of the highest potentialities of each student, activities should include a wide variety of learning experiences, such as experimenting, dramatizing, visiting, displaying, reporting, seeing movies, drawing, discussing, reading, and writing. The number of activities should be large enough to enable the teacher and students to make a choice of materials that will readily meet the needs and interests of students.

4. Core activities should suggest sufficient direction for action.

To be of maximum value to the teacher, activities should be so stated as to imply a possible plan for carrying them out. For example, proposing a field trip to a museum is of little value, unless accompanied by suggestions as to what students might observe during their visit and what they might
do as a follow-up. However, activities should not be so
detailed that they eliminate or stifle teacher-student
planning or student creative planning.

5. Core activities should provide the kind of experiences
that are likely to contribute to the students' all-round
development.

Since physical, mental, social, and emotional aspects
of behavior are inseparable and function as a unit, activities
should include all phases of development. For example, an
adequate study of sex would include its biological, psycholo­
gical, and social aspects.

6. Core activities should be organized in such a way
that they can most effectively be used.

One way to organize activities is to classify them under
appropriate categories. For example, activities related to
CONSERVING NATURAL RESOURCES can readily be grouped under four
levels: Community; State; National; and World-wide. These
categories are not mutually exclusive, for complex human
activities do not lend themselves to neat compartmentaliza­
tion. However, they serve as centers for organizing the
learning experiences. Such organization also insures the
spreading of activities over a wide scope.

7. Core activities should be comprehensive rather than
fragmentary in character.

Since learning takes place most effectively in terms
of wholes rather than fragments, emphasis should be placed
upon significant comprehensive activities rather than upon
piecemeal activities which the students must somehow fit
together. By comprehensive is meant that a number of re­
lated activities are grouped under an appropriate topic. For
example, activities that belong to the Community Level in the
problem area CONSERVING NATURAL RESOURCES may be grouped
under such topics as Soil; Water; Minerals; Wildlife;
Recreational Resources; and Forests.

Each section of core activities is concluded with a
selected bibliography. The references in the bibliography,
like the activities, are suggestive. Books, magazines,
pamphlets and articles relative to the problem are listed.
Following each section of core activities are the business contributions. The contributions are in the form of:

First, **Business Understandings.** These understandings are desirable outcomes for all youth and are actually a part of the core activities. The contributions are merely developing and clarifying the general business aspects which are already involved in the activity. Each understanding is keyed to the specific core activity of which it is a part. For instance, (III-B-2) means the preceding understanding is a part of Section III, Part B, and Activity 2.

Second, **Information for the Teacher.** This information is in outline and paragraph form and deals with that business information which may be needed by the teacher in developing the business understandings. The information or facts should be particularly valuable as resource material in preplanning for the problem area. The information is directly related to the preceding business understandings. This information is either general or specific, depending upon the business understanding and the core activity which prompted the information.

Third, **Selected References for Students and Teacher.** The references deal with pertinent business information relative to the preceding understandings, and information presented for the teacher. In no way can one determine the exact amount of information needed by a specific core group.
or by any one teacher. References for further study are therefore, given on the last pages of each of the sixteen problem units.

In developing the contributions to the core activities the writer was aware that the business contributions should:

1. deal with significant and basic economic truths.
2. be information useful to all American citizens.
3. be valuable as resource information for the teacher.
4. give recent and reliable facts.
5. relate to specific core activities.
6. be clearly and definitely stated.
7. challenge further study.
8. suggest various ways and means of attacking economic problems.
9. illustrate methods for further contributions to the teaching of general education.

The writer makes no claim as to the completeness or comprehensiveness of the contributions suggested for each problem area. Like the core activities the contributions are merely suggestive. The writer hopes that much of the information contributed in this section will be useful, not only to core teachers, but also to any teacher who is interested in general education of all youth, and that this type of pre-planning will promote further study of contributions from special subject-matter areas.
I. PROBLEMS OF ORIENTATION TO SCHOOL LIVING

The organization of our educational system, divided as it is into its separate units creates one of the greatest problems—lack of articulation. These separate units cause breaks in the student's education, when he goes from one kind of school to another. Difficulty in making new adjustments during the process of transition from one level to another results in frustration, insecurity, maladjusted social behavior, lack of confidence on the part of students, and an increase in the number of drop-outs.

Proper orientation does help to bridge the gaps among the various units. Orientation is most effective when it is regarded as a continuing responsibility, appropriate to every part of the school year. Students are in constant need of professional guidance.

This unit is designed to help students—especially the new—in making successful adjustments to school environment and in understanding, interpreting, and improving school living.

The natural place of this unit is the early part of the school year for all grades. However, time devoted to its study might well be reduced with increasing maturity level of students.
Objectives

To help students:

1. Become familiar with school buildings, grounds, and equipment.

2. Become acquainted with the school personnel and their contributions to the life of the school.

3. Understand and make best use of the opportunities offered by the curriculum of the school.

4. Experience the values of democratic group processes.

5. Participate in activities that have potentialities for developing desirable personal characteristics.

6. Develop an awareness of their abilities, interests, needs, assets, and liabilities as a basis for a wise choice of activities.

7. Assume the responsibilities of school citizenship.

8. Become acquainted with school rules, regulations, and traditions.

9. Establish effective study habits.

Scope

Orienting students to:

I. Physical aspects of the school

II. School personnel

III. Curricular offerings and activities

IV. School rules, regulations, and traditions

V. Effective study
I. Orienting Students to Physical Aspects of the School

A. Buildings and Grounds

1. Make a tour of the school buildings and grounds. Locate classrooms, laboratories, shops, library, lunch rooms, gymnasium, offices, bicycle racks, football and baseball fields, and tennis courts.

B. Library

1. Ask the librarian to show the class how to make the most effective use of the library.

2. See the film:

   Know Your Library
   Coronet Instructional Films
   10 min sd
   $45 color $90

   Gives instructions on proper use of the library.

3. See the filmstrip:

   Use Your Library
   American Library Associations
   77 frames
   Silent with text
   Chicago, Illinois
   1948

   Shows how to find books, magazine articles, and pamphlets.

C. Classroom

1. Find out what constitutes adequate lighting in a classroom. By using a light meter, measure the illumination in different parts of the classroom. If the lighting is inadequate, plan to improve the situation.

2. Make a study of conditions producing glare in the classroom, and find out how to overcome such conditions.
3. Determine the adequacy of the heating and ventilation of the classroom. What can be done to improve the situation?

4. Set up criteria for evaluating the classroom furniture and suggest possible improvements.

5. Improve the appearance of the classroom by: refinishing furniture; making drapes; painting murals; planting flowers; building bookcases; and setting an aquarium.

D. Lunchroom

1. Evaluate the lunchroom in terms of such criteria as: Is it clean? well lighted? adequately ventilated? attractive? accessible to facilities for washing hands? cheerful? large enough to accommodate comfortably the group it serves? Submit suggestions for improvement to the student council.

2. Make posters and cartoons for the lunchroom illustrating the need for proper disposal of waste; noise reduction; good eating habits.

3. Discuss the importance of developing good food habits and desirable table manners.

E. Health Service

1. Visit the health service room. Ask the school physician or nurse to explain the types of services offered to students and how to profit from them.

2. Investigate the first aid equipment in the school as to its location, adequacy, and use.
3. See the film:

**First Aid**  
Encyclopedia Britannica Films, Inc.  
11 min sd  
Wilmette, Illinois  
$45 rent $2.50  
1941

Gives basic fundamentals of first aid treatment.

F. School Store

1. Visit the store and find out what supplies are available and their cost.

II. Orienting Students to School Personnel

A. Student-Student Relations

1. Have a get-acquainted session in which each student introduces himself by telling his name, where he lives, the school from which he came, and any other facts about himself that he might wish to add.

2. Plan a reception for new students in order to make them feel that they are welcome in the school.

3. Set up role-playing situations which illustrate the characteristics of a good group member.

4. Develop a set of criteria for evaluating the quality of group discussion. Record a class discussion and play it back, evaluating it in the light of the criteria.

5. See the film:

**Shy Guy**  
Coronet Instructional Films  
12 min sd  
New York, New York  
$56 color $112  
1948

Helps adjust the shy adolescent as he witnesses the screen "Shy Guy's" start to improved social relations through those principles of friendly association.
demonstrated by his better-adjusted fellow students.

6. See the filmstrips:

**Boy Meets Girl**
38 fr si with text
Church Screen Productions
Nashville, Tennessee
1947

Discusses problems in boy-girl friendship. When and how to get acquainted, proper introductions, and being popular.

**Boy Dates Girl**
38 fr si with text
Church Screen Productions
Nashville, Tennessee
1947

Discusses problems of when to date, how to ask for a date, where to go on dates, what to do, and what to talk about.

B. Student-Staff Relations

1. Make a "Who's Who" booklet of members of the staff, and distribute to new students.

2. Make charts showing the duties and responsibilities of each staff member.

3. Plan a social event for acquainting students with staff members.

III. Orienting Students to Curricular Offerings and Activities

A. Core Program

1. See the filmstrip:

**A Core Curriculum Class in Action**
46 tr si with text
Wayne University
Detroit, Michigan
1950

$3

Follows a typical ninth grade core class from its first class meeting through various teacher-pupil planned activities and the final evaluation of the work done. Answers such questions as: How does an organized class operate on a core plan? What are
the objectives and how are they set? How is pupil-teacher planning accomplished?

2. Discuss problems basic to effective work in the core periods: On what basis should a learning unit be chosen? How can committee work be most effective? What are possible sources of information that might contribute to the collection of data for solving a problem? What is the relation of the special interest areas to the core program? What are some criteria for a good committee report? How can progress be evaluated?

B. Electives

1. Invite teachers from the various special interest areas to discuss the general nature of these areas and their possible contributions to both vocational and avocational pursuits.

2. Visit a typewriting class, a science laboratory, the home economics suite, or the industrial arts shop.

C. Student Organizations

1. Make a directory of school organizations listing purposes, activities, membership requirements, and names of the presidents and faculty sponsors.

2. Invite representatives from various organizations to describe briefly the nature of their activities.

3. Ask the president of the student council to lead a discussion on the objectives, organization, and scope
of the council's activities and responsibilities. How may each student contribute to the success of the council?

4. Attend several meetings of the student council, and evaluate its work on the basis of previously defined criteria.

5. Survey the types of activities in which students like to participate. To what extent does the school provide for these activities? Make recommendations for introducing any new activities and submit to the student council.

6. Make a survey of what students do during their lunch period, and plan some organized activities in terms of their expressed interests.

D. School Events

1. Make a calendar of events, including assemblies, musical programs, dramatic productions, dances, and athletic events. Post on the bulletin board.

2. Invite the coach to talk to the class about sportsmanship, both with regard to the spectator and the participant.

IV. Orienting Students to School Rules, Regulations, and Traditions

A. Regulations

1. Prepare a handbook of school regulations. Include such items as: attendance and punctuality; permission
to leave early; illness; use of the library; schedule irregularities; fire and security drills.

2. Have a roundtable discussion on the why and wherefore of various school regulations, their relation to good school citizenship, and how they might be improved.


4. Investigate and discuss the grading system used in the school.

5. Place a variety of office blanks and school forms in a basket. Select some at random, and give complete information regarding their use.

6. Prepare a bulletin board display of printed forms used for school reports, record cards, absence slips, and tardy slips.

7. Write a sample excuse for absence. Discuss the essentials of a satisfactory excuse.


B. Traditions

1. Interview upper classmen for information about the school traditions and discuss them critically.

2. Learn the school songs, yells, and colors.

3. Conduct a panel discussion on the topic "Should every school have traditions?"

C. Safety

1. Make posters, charts, and cartoons showing the need
for safety practices in the school.

2. Develop a code of safety ethics for both the school buildings and grounds. Make plans for putting it into action.

3. Compare the number of students injured in the school each month with that of another school of similar size. Discuss the results in the light of each school's safety regulations and their enforcement.

4. See the films:

   Safe Living At School  Coronet Instructional Films
   10 min sd            New York, New York
   $45 color $90        1948

   We go on a safety tour to see the safety features of a school and to learn what students can do at school to live safely.

   Playground Safety  Coronet Instructional Films
   10 min sd          New York, New York
   $45 color $90      1948

   Implants the basic safety rules of the playground by vividly contrasting the fun of the safe play space with the painful consequences of the unsafe.

5. Investigate the local traffic and equipment regulations for bicycles. Check the bicycles around the building to find out the extent to which the equipment conforms to the regulations.

6. Interview the school engineer to find out how the school is designed and equipped for fire safety. What inspections are made? What are the fire safety laws and regulations for schools?
7. Invite a representative from the local fire department to give a demonstration on fire fighting. Examine the different types of fire extinguishers and learn how they are operated.

8. Practice fire drills and security drills.

V. Orienting Students to Effective Study

A. Study Habits

1. On a time chart record how several members of the class spend their time from the close of school until bedtime. Criticize the records and suggest how they might be improved.

2. Evaluate the study habits of various members of the class. Prepare a leaflet on "How to Study."

3. See the film:

   How To Study
   19 min sd
   $50 color $100
   Coronet Films
   Chicago, Illinois
   1946

   Designed to motivate better study habits and give practical hints on study techniques. Shows how study is made more pleasant and profitable through cultivation of proper techniques.

B. Reading

1. Ask the English teacher to give advice on how to read for different purposes.

2. See the films:

   How to Read a Book
   10 min sd
   $50 color $100
   Coronet Films
   Chicago, Illinois
   1947

   Concerned with the selection of a book. Emphasizes
such questions as: What information do we need? What questions do we want to answer? What does the book offer that will contribute to our knowledge and understanding?

**Improve Your Reading**
*Coronet Films*
10 min sd
$50 color $100

Chicago, Illinois
1947

Offers many suggestions for improving rate of reading and comprehension. Careful attention is given to those students with problems such as narrow eye perception span and reading too rapidly for comprehension.

C. Writing

1. Invite the English teacher to talk on common errors in writing and how they may be avoided.

2. See the filmstrip:

**How to Write: The Four Uses of Words**
*Society for Visual Education, Inc.*
42 fr. si with text

Chicago, Illinois
$3

1950

Points out how the four uses of words—to inform, to systematize, to incite, and to evaluate—can be used most effectively in writing.
BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS
OF ORIENTATION TO SCHOOL LIVING

Business Understandings

A. Business competence and efficiency is attained through knowledge and experience. Experience means actual participation. There are many opportunities in the school for student participation in business activities, such as the organization of time, energy, and materials; planning budgets; being thrifty; engaging in work-experience programs; and purchasing supplies and equipment. (I-B-1; F-1; II-B-2)

Information for the Teacher

A. Organization

The school is a business organization and is managed as such. The property is kept clean, heated, repaired, and open for the public. The classes are arranged for, and teachers assigned to the various rooms. The librarian, the office clerks, the custodians, and the lunch-room employees have assigned to them definite responsibilities.

All school activities, including the Student Council classes, committees, clubs, and school store should have well defined responsibilities.

Efficiency in the administration of the school or in any part of the school is the result of order and method. An efficient school office or library might be considered an illustration of efficiency as a result of good organization and well-planned methods.
The school library is a well-planned organization of materials and a source of general business information. School libraries contain some or all of the following sources of business information:


2. Index to Vocations. This is an analytical index to the printed material pertaining to various occupations or fields of work.

3. The Economic almanac. This is a handbook of useful facts concerning business, labor, and government.

4. Readers' Guide is an index by author and subject to articles in the important magazines in the library. It is a key to a vast amount of current information not yet to be found in books. The Readers' Guide is published every month except June and July.

5. Building America, Text Book Series. This is a series of pictorial studies of vital modern problems, including social and economic life. It treats America's modern problems frankly and objectively.

6. Annotated Bibliography of Occupational Pamphlets. This is a revised list of pamphlets, under the title "Occupations" by Gertrude Forrester.
7. City Directories have a section carrying an alphabetical list of names of all residents above the age of eighteen years, their occupations and addresses, and alphabetical list of trades, occupations, and vocations, under which appear the names of those engaged in each activity.

8. United States Official Post Guide. The information in this guide includes latest developments, schedules, and lists of post offices. Because of careful indexing items are easy to find. The information includes:
   a. Organization of the Post Office Department
   b. Rulings and information on postal subjects
   c. List of post offices, branch post offices, and stations by states
   d. Post offices of the first, second, and third classes, with salaries of postmasters

B. Filing

   Any method of classifying and arranging things for convenient reference may be termed a filing system. Index cards in the catalog file list authors and subjects of all the material in the library. Cross-reference cards are used when there may be more than one way to ask for material, in order to guide the user to the correct entry. There are various methods of filing:

   1. Alphabetic is the most commonly used method of filing which is according to the letters of the alphabet.
2. Subject filing is grouping materials according to the subject.

3. Geographic filing calls for divisions according to location, such as cities, states, and countries.

4. Numeric filing is essentially the same as subject filing, but the name of the subject does not appear. Numbers are used instead of names.

C. Thrift

In any school there are many opportunities for practicing thrift. Thrift is more than merely the saving of money; it is good management in all things and the careful and wise use of time, health, energy, materials, and natural resources. Thrifty living is important not only for one's own welfare but also for that of the family, school, community and nation.

When students waste school materials or misuse books they are adding unnecessarily to the cost of education. The equipment in the shops, science room, and/or gymnasium represents a considerable amount of money—money collected through taxes paid by parents and other citizens.

D. Work Experience

There are often opportunities in the school for part-time student work, such as assisting teachers, working in the school office, in the library, and in the
cafeteria. Part-time work, if properly supervised, gives opportunity for students to understand the importance of:

1. Mental alertness and ability to grasp facts quickly, and to retain important elements of a given problem
2. Knowledge of a job
3. Accuracy in detail work
4. Organization and orderliness of work
5. Courage and self-assurance
6. Energy and self-reliance
7. Cooperation and loyalty
8. Disciplinary control of oneself
9. Tact in working with others

The purchasing of school supplies and equipment requires considerable knowledge of business methods and presents an excellent opportunity for student participation.
Selected References


* Reference for teachers
** Reference for students
II. PROBLEMS OF SELF-UNDERSTANDING

Adolescents often have little understanding of the emotions, feelings, and attitudes which have developed during childhood. Nevertheless, these emotions, feelings, and attitudes govern and control their ideas and actions. Adolescents are subject to many stresses and strains; they feel themselves impelled by new factors of internal development and are confronted, for the first time, by conflicting external demands. Many of them grow into adulthood troubled and unhappy because of unresolved conflicts and unsolved problems.

The school has a responsibility for helping students develop the competencies required for successful living and preparing them for those situations in which they have the greatest potentialities.

This unit is designed to help students learn to understand themselves and develop a sensitivity toward their competencies and limitations.
Objectives

To help students:

1. Study their physical, mental, social, and emotional development.

2. Realize the relationship of physical and mental health.

3. Discover personal abilities, interests, aptitudes, and understand how to make the best use of them.

4. Gain an insight into their assets and liabilities and what can be done about them.

5. Develop an understanding of the forces which shape individuals, including the influence of friends, family, and others.

6. Develop tolerance of the wide variation in people.

7. Find out the relationship between their abilities and achievements.

8. Appraise their goals, ideals, and values.

9. Evaluate their achievement in various fields of knowledge.

10. Understand the essentials to living successfully with others.

11. Formulate constructive plans for improving their personalities in the light of what has been learned about themselves.

Scope

Understanding ourselves through:

I. Studying our growth and development

II. Discovering our abilities, interests, aptitudes, and personality traits

III. Studying our behavior

IV. Evaluating our achievement
I. Understanding Ourselves through Studying Our Growth and Development

A. Prenatal Life and Heredity

1. See the film:

   Reproduction Among Mammals  Encyclopedia Britannica
   11 min sd  Films, Inc.
   $45 rent $2.50  Wilmette, Illinois 1937

   Presents the story of mammalian reproduction. Describes the development of sperms and eggs in the domestic pig, the fertilization process, the stages of embryological development, nourishment of the embryo, and the process by which birth is accomplished. Offers a comparison between the development of human and pig embryos.

2. Visit a health museum and study the various stages in the development of the human embryo. As a follow-up, write a biography of an unborn child. Describe the changes that occur to the embryo month by month. Illustrate with diagrams.

3. Examine critically the following beliefs:

   a. Birthmarks are deformities caused by shocks suffered by the child's mother.
   b. Tuberculosis can be inherited.
   c. Boys resemble their mothers more than their fathers, while girls resemble their fathers more than their mothers.
   d. Children of criminals tend to be criminals.
   e. Bright people usually have dull children.
   f. If cousins marry, their children will be feeble-minded.
4. Discuss such questions as: What is meant by heredity? Why are people different from one another? Can mental ability be inherited? Musical ability? Can one pass to his child any of the accomplishments or improvements he has made in his life? Is sterilization of the feeble-minded advisable? Which is more important; heredity or environment?

5. See the film:

Heredity Encyclopedia Britannica Films, Inc.
11 min sd 1939
$45 rent $2.50 Wilmette, Illinois

Shows the process of mitosis and meiosis in relation to the genes. The concept of chance combination of sperms and eggs is illustrated in a simple way. Gerotypes and phenotypes are shown in all cases and their relationship is explained. Three kinds of one-unit characters are taken up, forms in cattle, coat color in guinea pigs and rough fur in guinea pigs.

6. Demonstrate blood typing and blood inheritance using students and parents as subjects for demonstration.

B. Infancy and Early Childhood

1. Visit a baby ward, nursery, or clinic to observe and study infants at various stages of growth and development.

2. Ask your parents about your problems during infancy; for example, problems of feeding, sleeping, health, and dress. Compare them with those reported by other members of the class. Discuss how such problems were handled. How should they be handled?
3. Invite the school physician or a psychiatrist to talk to the class on the topic "How to understand children."

4. Illustrate graphically:
   a. Average amount of sleep per day needed at various age levels.
   b. Average height of boys and girls from birth to maturity.
   c. Average weight of boys and girls from birth to maturity.

5. See the films:

   **Know Your Baby**
   10 min sd
   Color $75 rent $2.50
   National Film Board of Canada
   New York, New York
   1947

   Illustrates approved methods of care of the new baby. A home situation is shown where other children are present. The consideration and understanding necessary until the family adjusts itself to the demands of the newcomer are noted.

   **Now I Am Two**
   30 min sd
   $42 rent $1.50
   University of Wisconsin
   Bureau of Visual Instruction
   Madison, Wisconsin
   1939

   Deals with the average day of a normal two-year old. Shows proper eating, sleeping, washing, and play habits.

   **Large Muscle Motor Skills of Four Year-Olds**
   15 min si
   rent $1.50
   University of California
   Dept. of Visual Instruction
   Berkeley, California
   1944

   Individual sequences showing running, balancing, jumping, pedaling, pumping, kicking, throwing, catching and bouncing, hitting and punching, pushing and pulling, climbing, suspending own weight, tumbling, guiding a wagon, indicate the type of motor skills that are characteristic of children of this age.
C. Childhood

1. Make a case study of your childhood and discuss it with the teacher or counselor. Following are some suggestive items: friends; relationships with parents, age mates, teachers and other adults; opportunities for making choices; significant questions; fears; interests; ambitions; ideals, heroes, prejudices; values, physical handicaps; and health.

2. Make a study of the role of the child's home in molding his attitudes toward life. How do the following factors affect children: divorce; separation; unemployment; death in the home; socio-economic standards; maternal over-protection or rejection; relations between brothers and sisters?

3. Collect some children's drawings and paintings. Try to understand them with the help of the art teacher.

4. Make drawings to illustrate some milestone along the way to growing up.

5. Invite a psychiatrist to talk on such topics as "Children's Fears" or "Children's Questions."

6. See the films:

<table>
<thead>
<tr>
<th>Helping the Child to Face the Don't's</th>
<th>Encyclopedia Britannica Films, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 min sd</td>
<td>Wilmette, Illinois</td>
</tr>
<tr>
<td>$45 rent $2.50</td>
<td>1948</td>
</tr>
</tbody>
</table>

Reveals how a young child meets a world of don'ts and how he reacts by conforming in his own distinctive ways--thus forming his own individual personality.
Helping the Child To Accept the Do's

Portrays the child learning to live in a world defined by the "do's" and explains how his personality is influenced by the extent to which they are accepted.

D. Adolescence

1. Prepare a checklist of problems of health and physical development that concern adolescents. Ask each member of the class to check those items that disturb him. The following list is suggestive:
   being underweight, being overweight, lack of muscular strength, lack of exercise, tiring quickly, frequent illnesses, frequent headaches, weak eyes, lack of appetite, improper diet, poor physique, poor complexion, frequent cold, poor teeth, too short, too tall, not enough sleep, speech handicaps, poor hearing. Discuss what should be done in each case.

2. Discuss physical changes and their concomitants in adolescent boys and girls.

3. Discuss sex problems such as the following: What causes the seminal emission? What are the effects of masturbation? What about petting? How far should one go? What happens to bring about menstruation? What things should one know concerning this problem? How can one be cautious concerning sexual diseases?
4. See the film:

**Story of Menstruation**

International Cellucotten Products Company
10 min sd
Color loan
Chicago, Illinois
1947

Animated drawings and diagrams tell in a pleasant, direct, and scientific fashion the frank story of this natural phenomenon.

5. Invite a psychiatrist to speak to the class on "Problems of the adolescent in the family."

6. Prepare an opinionnaire on adolescent problems.

What problems should adolescents be allowed to settle for themselves? What should their families answer for them? Which should be a matter of agreement between adolescents and parents? The following items are suggestive: hour for being home at night; use of the family car; appropriate clothes; choice of friends; smoking; drinking; amount of spending money; choice of vocation. Discuss responses of class members.

7. See the film:

**You and Your Family**

Association Films, Inc.
8 min sd
$32.50 rent $2.00
New York, New York
1946

Presents typical family problems. What should a girl do when her family refuses to let her go out on a date? What happens when family members shirk their responsibilities at home?

8. As a group, work out a personality rating chart.

The following items may be included: intelligence, cleanliness, good health, dependability, cheerfulness,
consideration of others, good conversationalist, high moral standards. Members of the class can then evaluate themselves and plan a program of self-improvement based on their evaluations.

9. Ask each member of the class to make a list of habits which he likes in members of the opposite sex.

10. Determine to what extent you have social poise by answering such questions:
    a. Do you feel at ease in introducing people?
    b. In general, is it difficult for you to carry on a conversation with the opposite sex?
    c. Are you afraid lest you make a mistake at a social affair?
    d. Are there some members of your class whose competency and fearlessness in social affairs make you feel inferior and inadequate?
    e. To boys: Do you feel at ease in asking a girl to attend some social affair with you?
    f. To girls: Have you ever wanted to ask a boy to take you to a dance, but didn't?

11. Make a chart with a list of the endocrines down the left margin, and fill in columns headed position, secretion, normal function, results of excessive activity, results of insufficient activity.

12. Discuss the basic requirements of good personal
hygiene. To what extent do you adhere to these principles in your daily life?

13. Ask each member of the class to describe two or three occasions in which he was frustrated. What fundamental drive was he expressing? What blocked him? What reaction did he make to the blocking? Were the blocks removed? How?

14. Ask each member of the class to list the situations that have caused him to become angry during the past week. What was his reaction? Was his reaction justifiable?

15. Discuss the extent to which emotions are necessary or useful in one's daily life?

16. Rate yourself as very strong, strong, average, weak, very weak in each of the following drives:

   **Social Drives**

   Desire to make friends
   - follow a leader
   - influence and control others
   - protect the helpless
   - seek protection
   - seek praise
   - attract and entertain others
   - surrender oneself
   - resist coercion
   - maintain privacy
   - oppose others
   - avoid danger
   - ignore inferiors

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*Luella Cole, *Psychology of Adolescence*, p. 117*
Emotional Drives

Desire to avoid blame
  " " overcome difficulties
  " " defend oneself against blame
  " " enjoy sensuous pleasures
  " " relax tension
  " " avoid shame and humiliation
  " " seek thrills
  " " retain possession of what one has
  " " seek sex objects
  " " accumulate possessions

Intellectual Drives

Desire to acquire facts
  " " think out explanations
  " " organize and build
  " " put things in order
  " " work toward a goal
  " " relate and interpret facts

17. Discuss: Should a bright student be kept back with students his own age or be allowed to go faster? Should a dull child be promoted every semester, regardless of his academic progress?

18. Prepare a list of problems of concern to adolescents. Check those which concern you, and discuss them with your teachers. The following items are suggestive:
   a. Fear of school examinations
   b. Automobile accidents and disease
   c. Worry over inadequate funds
   d. Lack of ability
   e. Getting a job
   f. Loss of work by parents
   g. Fear of being sinful
   h. Being led astray by bad companions

19. Identify some of your problems by responding to a
II. Understanding Ourselves through Discovering Our Abilities, Interests, Aptitudes, and Personality Traits

A. Ability

1. List and discuss kinds of abilities; such as,
   a. Physical—muscular, strength, endurance, and coordination.
   b. Mental—memory, reasoning, imagination, and judgment.
   c. Social—getting along with people, leadership.
   d. Emotional—control of anger, fear, and jealousy.

Why do some students get better grades in school than others? Why do some learn a new game more quickly than others? Why are some elected to a class office almost every term while others never are?

2. Give the class a simple timed test in addition. Construct two graphs illustrating the results, one to show the time required and the second to show the grade. Discuss the graph in relation to the normal curve.

3. Discuss conditions which favor the development of abilities. Include some limitations or blocks to
the development of potential abilities. How does environment promote or retard the development of abilities?


5. Ask three people who are employed whether they were interested in the kind of work they do before they got the job or whether interest and ability developed as a result of their work. Tabulate each pupil's findings and draw conclusions.

B. Interests

1. Discover your interests by taking tests such as:

   **Strong Vocational Interest Blank.** Stanford University, California, 1933-47.

   Provides scores for forty-seven specific occupations, including artist, psychologist, architect, physician, engineer, chemist, farmer, carpenter, accountant, musician, and others.


   Shows the student's standing in nine general areas of interest: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical.


   Provides score of academic, technical, and commercial course preferences.
2. Make a survey of the interests of the class members in the following areas: games and sports; radio programs, reading; comics; movies; etc. To what extent does the school provide for the development of these interests?

3. Discuss such problems as the following: What is the value of interest to a person? What are some ways to develop an interest? What is the relation between interest and ability? Is interest a sufficient guide for choosing an occupation?

C. Aptitudes

1. Discover your aptitudes by taking tests such as:

   **Differential Aptitude Tests.** The Psychological Corporation, New York City, 1947.

   Consists of seven parts: verbal reasoning; numerical reasoning; clerical speed and accuracy; language usage. Stress abilities rather than ability as the basis for prediction and guidance.

   **Minnesota Clerical Test.** The Psychological Corporation, New York City, 1946.

   Designed to measure understanding of a variety of mechanical and physical relationships. Physical principles are illustrated, usually by two drawings.

2. List experiences you have had which illustrate the importance of adjusting to and understanding other people. What bearing does understanding other people have on one's personal success? What can one do to increase his understanding of other people? Why is it difficult to understand other people?
3. Give a series of sociodramas portraying the adjustment of the individual in various group situations. Why are some individuals able to adjust so easily? Why are some individuals "blocked" in a group situation?

4. List names of successful people who found their life's work through hobbies or some form of recreation.

5. Make a list of things to be done in preparing for various fields of work. How does physical education, English, mathematics, or any high school course prepare one for a field of work? How should those who are undecided as to a field of work proceed in their career planning? When should a person choose a definite field of work?

6. Consider the difference in aptitude among members of the class, friends, and acquaintances. How can these differences be accounted for? Does environment affect one's aptitude? Are people merely victims of circumstances?

D. Personality Traits

1. Discuss factors affecting the development of personality; such as, environmental, cultural, physiological physical, intellectual, and psychological factors.

2. Analyze and appraise student accounts of:
   a. "My finest hour"
b. "My most embarrassing moment"

c. "My greatest adventure"

3. Invite a person of authority to lead a discussion on "Why people lose their jobs."

4. Prepare a family history starting with great grandparents. Describe each one by listing personality characteristics. Determine what characteristics are predominate in the family. Make an inventory of your personal characteristics and trace their origin.

5. Invite a psychologist to discuss personality traits. How are desirable traits acquired? Is it possible for each one to realize and recognize his own personality defects? Is it desirable that students point out one another's faults and good points?

6. Discuss the importance of individual social needs; such as, social approval, sympathy, recognition, successful achievement, and the need to be needed. Why are these important for a well-balanced personality? What happens to a personality when one is isolated from society?

7. Write a paragraph on each of the following:

   a. "What I like about myself"

   b. "What I like about others"

   c. "What I dislike about myself"

   d. "What I dislike about others"
8. Take a social-adjustment inventory test:

Washburn Social-Adjustment Inventory. World Book Company, Yonkers-on-Hudson, New York, 1940.

Purpose is to determine the degree of social and emotional adjustment of the individual. The score is designed to give a separate measure in each of six traits: happiness, alienation, sympathy, purpose, impulse-judgment, control.

III. Understanding Ourselves through Studying Our Behavior

A. Types of Behavior

1. List daily activities that are performed because of habit. Why were these habits formed? How were they formed? Discuss the following quotation: "Habits in their totality, make up the character of the individual; that is, they are the individual, as he appears to other people."

2. Formulate a list of desirable habits which the majority of students should have. Invite a psychologist to discuss the following questions: How can one form most efficiently, desirable habits? How can one break or destroy a "bad" habit which has become firmly fixed?

3. Discuss the behavior of a person who has difficulty adjusting to the group, such as:
   a. A timid person
   b. An irritable person
   c. An over-sympathetic or "soft" individual
   d. A neurotic person, prone to self-pity
   e. A meek, repentant person
f. A person with an inferiority complex

g. A person with a superiority complex

h. The self-satisfied emotional egotist.

4. List various fears of people; such as, darkness, lightning, and superstitions handed down from another generation. What is the influence of fear on one's behavior? What is meant by "freedom from fear?"

5. Give reports on the behavior of persons with abnormal intelligence; such as, idiots, imbeciles, morons, and geniuses.

6. Have a round table discussion of the effect of abnormal social and moral behavior on society. Does any abnormal behavior cause a person to become a social problem? Are all delinquents and criminals mentally deficient, emotionally unstable, degenerate, diseased, or psychotic? What are the major causes of crime and delinquency?

B. Standards of Behavior

1. List some of the basic human urges, and give a report to the class on the activities and behavior that a man engages in to gain satisfaction.

2. Set up some criteria for evaluating behavior, (such as intellectual understanding, skill, self-control, good will, and integrity). How do you measure up to these standards?

3. Write a short discourse on one of the following subjects, showing how continual change in behavior
standards are or are not being influenced: advertising, fashions, racial and religious intolerance, social work, militarism, religion, and labor problems.

C. Controlling Our Behavior

1. Analyze your habits of study. Consider the motives and the incentives which initiate the learning process. Do you have fundamental motives for learning; such as, a desire for better living, protection, comfort, and approbation? Discuss the reasons for coming to school, carrying certain subjects in school, and studying these subjects.

2. Formulate a set of guides to students for developing better self-control and more effective study habits.

3. Discuss problems of individual adjustment in the home and community. Why do some high school students suddenly feel that their parents are "frightfully crude" and "quaint"? Why is it necessary that courtesy and good manners be integrated into habitual patterns of behavior? What form should one's behavior take if he is in doubt as to the proper social conduct. In what ways should self-control be exercised?

4. List and briefly describe requisites and hindrances to friendship. Include such points as mental control and self-discipline.

5. Report to the class on reading that has affected
your behavior. This might include books, editorials, newspapers, and magazines. (The following questions are suggestive). What articles do you buy because of advertising? In political campaigns, which do you think has the greatest influence on the voter: the candidate, the party platform, or the record and traditions of the party itself? Do you think the press should be censored in time of war?

6. Examine critically the following maxims which express different aspects of the principle of reciprocal behavior:
   a. The only way to have a friend is to be one.
   b. If you can’t say good things about people, say nothing.
   c. Live and let live.
   d. To err is human; to forgive is divine.
   e. Judge not that ye be not judged.
   f. A good deed is never lost. He who sows courtesy reaps friendship, and he who plants kindness gathers love.

IV. Understanding Ourselves Through Appraising Our Value System
   A. Friendship and Family Relations

   1. Define specific problems in this area. Suggest possible courses of action and reasons to support them. The following is illustrative:
Alice has been invited to a party of school friends. Her parents have told her that if she goes to the party she must be home at ten o'clock. Alice thinks she should be allowed to stay later than ten o'clock. Check the course of action you think should be taken in this situation. Also check the reasons to support the course of action you have selected.

Courses of action:
a. Alice should go to the party and return when the party is over,
b. Alice should go to the party and return at ten o'clock.
c. Alice and her parents should talk the situation over and together they should determine the time she should return.
d. Alice should stay at home rather than break up the party.

Reasons:
a. Alice should not argue the question but meet the situation the next day after the party is over and take the consequences.
b. Alice should be obedient to her parents.
c. Alice should respect and learn to rely upon her parents' judgment.
d. Alice should not cause a dispute at home or be made
to meet conditions she does not want to accept.
e. Both Alice and her parents should "give in" a little and come to an understanding about the time Alice is to be in.
f. Parents and children together should discuss situations which arise in the family and try to work them out in a way which is satisfactory to all.

2. See the films:

Alice Adams
Excerpt (money sequence) Teaching Film Custodian
New York, New York, New York
15 min sd

Family problems grow out of father's lack of financial success. His daughter's sensitiveness to appearance leads her into exaggeration and fantasy in her relationship with a young man. The mother blames her husband for the fact that the daughter is handicapped socially.

Families First
New York State Department
17 min sd of Commerce Film Library
rent $3 New York, New York
1948

By a sequence of everyday episodes in the lives of two contrasting families this film demonstrates the causes of tensions, frustrations, and anti-social attitudes, likewise with opposite end result of affection, achievement and harmonious personality adjustment.

B. Social Issues

1. Take the following tests:

Test on Beliefs on Social Issues. (Form 4.21-4.31).

Consists of 200 statements, classified under the
following areas of issues: democracy, economic relations, labor and unemployment, race, nationalism, and militarism.


Consists of 118 statements, classified under the following areas of issues: school government, curriculum, grades and awards, school spirit, pupil-teacher relations, and group life.

2. Summarize and discuss the reactions of the class to the following issues:
   a. No matter what a teacher does, he should always be obeyed.
   b. It is a good idea for pupils to make their own rules.
   c. Pupils should be encouraged to advance and discuss opinions differing from those of the teacher.
   d. A good citizen should not criticize his government but support it whether it is right or wrong.
   e. People who have ideas about changing our government should have freedom to say so.

3. Have a panel discussion on "Resolving conflicts created by differences in the patterns of youth and the moves of the past generation." Invite parents and community members to participate.

4. Debate the question: Resolved, that everyone should contribute to some charitable organization.

V. Understanding Ourselves Through Evaluating Our Achievements

A. General Culture
1. Take the following tests:

**Cooperative General Culture Test.** Cooperative Test Service, New York, 1946-47.

Measures achievement in six areas: current social problems, history and social studies, literature, science, fine arts, and mathematics.

**Iowa Tests of Educational Development.** Science Research Associates, Chicago, 1942.

Consists of nine subtests. The first four subtests deal with principles and relationships in the social studies, the natural sciences, the mechanics of writing and problem solving. The next three subtests are reading tests, designed to measure interpretative ability for social studies, scientific, and literary content. The eighth subtest is a general vocabulary test. The last subtest is designed to measure functional familiarity with a number of common reference and source materials.

B. Current Affairs

1. Have a news-quiz program based on questions submitted by members of the class.

2. Take the *Time* quiz on current affairs.

3. Construct tests that will determine the factual knowledge of the students in the class relative to current affairs.

4. Take the following test:

**Cooperative Test on Recent Social and Scientific Developments.** Cooperative Test Service, New York, 1946-47.

Consists of 116 multiple-choice items on social, economic, political, military, scientific, technical, and medical developments. Not a test of current events but rather of more fundamental developments and trends.
C. Skills

1. Take the following tests:

   **Iowa Every-Pupil Tests of Basic Skills.** Houghton Mifflin Company, Chicago, 1940-45.
   
   Intended to measure certain of the skills involved in reading, work-study, language, and arithmetic.

   **Psychological Corporation General Clerical Test.** Psychological Corporation, New York, 1944.
   
   Consists of nine parts involving identification of errors in a copy of original material, identification of errors in an arithmetical table, alphabetizing, arithmetic computation, arithmetic reasoning, spelling, reading, vocabulary, and grammar.
SELECTED BIBLIOGRAPHY


Gilbert, Margaret Shea, "Biography of the Unborn," Reader's Digest, XXXV (August, 1939), 123-35.


III. PROBLEMS OF DEVELOPING VALUES AND BELIEFS

In a world of conflicting ideals, beliefs and practices, situations frequently occur in which choice must be made among alternative courses of action. The problem of making choices is influenced by values which motivate human action, affect decisions, and result in the doing of one thing rather than another.

The clarification of values presents little difficulty to the educator in the totalitarian country, since ideals and standards of conduct are absolute. But in a democracy where every individual decides his own way of action it is important that no problems, no creed, and no system of belief be walled off and kept isolated from thorough study, analysis, and evaluation. Within limits of their maturity, students should be encouraged to formulate their own outlook on life, scrutinize it, and reconstruct it as new evidence accumulates.

It is the role of the school to help students in their process of finding, developing, and refining their values rather than to determine their beliefs and patterns of conduct. The school should stress methods and techniques of resolving differences of opinion and arrange for the widest possible participation of the persons involved. In this way the school contributes effectively to the integration of American life.
Objectives

To help students:

1. Explore the various sources of values.

2. Become aware of the way they have acquired their beliefs, prejudices, superstitions, and other fixed ideas.

3. Understand the basic tenets of the major conflicting social philosophies.

4. Use the method of intelligence as a guide for selecting values and establishing beliefs.

5. Understand the impact of culture on values.

6. Become aware of the conflicting values in American culture.

7. Develop an open-minded attitude toward those who hold different values from one's own, or from those of the group with which one is identified.

8. Develop a satisfactory world picture and a workable philosophy of life.

Scope

Studying problems of developing values and beliefs in the area of:

I. Personal living

II. Personal-social relationships

III. Social-civic-economic relationships
I. Studying Problems of Developing Values and Beliefs in the Area of Personal Living

A. Religion

1. Invite representatives from different churches in the community as well as natives of other countries to talk to the class about their religious beliefs and customs.

2. Plan a panel discussion on one or more of the following problems:
   a. Do people need religious guardianship in order to be moral?
   b. Does human subservience to mystical, super-human authority retard progress of civilization?
   c. What should one do about the so-called conflict between science and religion?

3. Make a case study of your religious beliefs as to their source, changes that have occurred in them, and their effect on your behavior.

4. Debate: Resolved, that man's nature is a unified whole, consisting only of the material body and its functions.
   Resolved, that man's nature is neither good nor evil.

5. Arrange displays of:
   a. Pictures of places of worship of various religions.
   b. Posters showing percentages of world population adhering to leading religions.
c. Biographies of great men of various religious beliefs.

6. See the films:

**One God**
37 min sd
Associated Films
Chicago, Illinois

Presents objectively the forms of worship of the three major religious faiths in our country—Jewish, Roman Catholic, and Protestant.

**God of the Atom**
50 min sd
Moody Bible Institute
Chicago, Illinois
Color $200 loan
1947

Presents the Christian Approach to atomic bomb problems, with simple, scientific explanations of atomic energy.

B. Morality and Ethics

1. Make a list of moral values that would serve as a guide to behavior in a democratic society.

2. Invite a lawyer to talk to the class on the relation of law and personal ethics. Discuss standards for conduct and regard for the rights and property of others.

3. Choose a vocation in which you are interested and report to the class on ethical codes relative to the individuals working in that field.

4. Make a list of common practices which have to do with standards of right and wrong. Analyze each one as to its real basis. Is it a custom? Is it a part of our culture? Is it reasonable?

5. Discuss such problems as:
   a. Is it immoral to make mentally or physically unfit
humans sterile?

b. Is it immoral to dance, drink, or smoke?

c. Is it right to forbid the giving of information on how to prevent conception?

e. Are moral codes absolute?

6. See the films:

**Honesty Is The Best Policy**  Religious Film Association, Inc.
10 min si
Rent $1.50
New York, New York 1940

Presents a life situation in which, through a coincidence, the integrity of an individual becomes a matter of question. It is a dramatic story of a young man who finds a wallet.

**Behind the Criminal**  Teaching Film Custodians, Inc.
21 min sd
Apply
New York, New York

A district attorney connects an unscrupulous lawyer for his protection of a guilty criminal.

C. Scientific Method as Basis for Belief

1. Collect superstitions and make plans for testing some of them. For example, to test the belief that a person will have bad luck if he breaks a mirror, each member of the class might keep a record of his good and bad luck a week before and a week after breaking a mirror and then make a comparison.

2. Prepare a bulletin board display contrasting some superstitions and unfounded beliefs with scientific beliefs.

The following plan is suggestive:
SUPERSTITIONS SAY but SCIENCE SAYS
Diseases are caused by evil spirits. Diseases are caused by certain micro-organisms

---

3. Discuss the nature of the scientific method of solving problems. What attitudes and abilities are necessary for being scientific?

4. Examine critically the following beliefs. Which of them are based on misconception? superstition? tradition? fact? external authority?

a. Milk and fruit juice taken together will upset one's stomach.

b. All life has evolved from simpler forms.

c. Walking under a ladder brings bad luck.

d. The most proper occupation for a woman is that of house-wife and mother.

e. It is not knowledge but faith that we need to solve our most serious problems.

f. Man is by nature evil, as a result of Adam's sin.

g. Man is by nature good, since he was created in the image of god.

h. Religious people lead more upright lives than others.

5. Collect a number of advertisements from newspapers and magazines about some particular product such as a medicine for curing colds. Suggest several ways by
which the claims made for the medicine can be tested. For example: asking a doctor, the school nurse, the druggist, members of the class who have used it; writing to the American Medical Association; consulting the several non-profit consumer advisory organizations; writing to the company for evidence; testimonials; medical opinion; and other published material. Decide which of these approaches are feasible and which are likely to provide reliable information. Volunteer groups can collect the various kinds of data, evaluate their validity, compare them with other confirmatory and conflicting evidence, and draw valid conclusions.

6. Set up a series of exercises that are designed to evaluate scientific attitude and ask members of the class to react to them. The following is illustrative: Some people believe that if a bird happens to fly into the house through an open door or window that a death will occur in the family. Which of the following statements do you think would most nearly represent the reactions of a person who has scientific training?

a. There is probably no foundation for the belief.

b. For some people the belief is probably well founded.

c. The belief is ridiculous.
d. There can be little doubt that the belief is well founded.
e. While I do not believe in this, yet, I am disturbed when a bird flies into the house.

7. Science has always been and is still a challenge to all forms of authoritarianism. Support this statement by various illustrations. Refer to the following examples:
   a. The world was created vs. the world has evolved.
   b. The earth does not move vs the earth moves.
   c. The earth is flat vs the earth is spherical
d. The earth is the center of the universe vs. the earth is only one of several planets which revolves about the sun.

8. Debate: Resolved, that the scientific method is applicable to the field of morality and values.

II. Studying Problems of Developing Values and Beliefs in the Area of Personal-Social Relationships

A. Friendship and Family Relationships

1. Define specific problems in this area. Suggest possible courses of action and reasons to support them. The following is illustrative:

Alice has been invited to a party of school friends.

*Suggestions for Teachers in the Area of Immediate Personal-Social Relationships. Rocky Mountain Workshop Series, p. 15.
Her parents have told her that if she goes to the party she must be home at ten o’clock. Alice thinks this is too early. Courses of action:
a. Alice should go to the party and return when the party is over.
b. Alice should go to the party and return at ten o’clock.
c. Alice and her parents should talk the situation over and together they should determine the time she should return.
d. Alice should stay at home rather than break up the party.

Reasons:
a. Alice should not argue the question but meet the situation the next day after the party is over and take the consequences.
b. Alice should be obedient to her parents.
c. Alice should respect and learn to rely upon her parents judgment.
d. Alice should not cause a dispute at home or be made to meet conditions she does not want to accept.
e. Both Alice and her parents should “give in” a little and come to an understanding about the time Alice is to be in.
f. Parents and children together should discuss situa-
tions which arise in the family and try to work them out in a way which is satisfactory to all.

2. See the films:

**Alice Adams**
15 min sd
Apply

*Family problems grow out of father's lack of financial success. His daughter's sensitiveness to appearance leads her into exaggeration and fantasy in her relationship with a young man. The mother blames her husband for the fact that the daughter is handicapped socially.*

**Family First**
17 min sd
Rent $3

*By sequence of everyday episodes in the lives of two contrasting families this film demonstrates the causes of tensions, frustrations, and anti-social attitudes, likewise the opposite end results of affection, achievement, and harmonious personality adjustment.*

**Your and Your Friends**
7 min sd
Rent $3

*Scenes from a teen-age party contrast friendly cooperation with self-centered bad manners. Emphasizes those qualities people need if they wish to be, and have, friends--loyalty, dependability, courtesy.*

3. Identify some of the viewpoints of adolescent boys and girls which may be in conflict with those of their parents. What are some of the reasons underlying these differences? How may such conflicts be resolved?

4. Write your personal belief, your parents' belief, and
the community's belief on the question: Is it proper for a high school student to smoke? Is there any conflict between beliefs? How may such conflicts be resolved?

5. Interview your parents and report their opinions on questions such as the following: What are the chief mistakes of young people today? What ideals would you recommend for modern youth? Compile results for the class and determine which criticisms were mentioned most frequently. Discuss whether the criticisms are justifiable and make recommendations as to what should be done about them.

B. Sex, Courtship, and Marriage

1. Invite various authorities such as a physician, psychiatrist, priest, minister, or parents to discuss problems presented by the class on sex, courtship, and marriage. Do the different points of view conflict with one another? Can they be reconciled?

2. Compile some of the widespread beliefs among students and indicate whether you agree, disagree, or are uncertain. For example: monogomy is the only moral marriage arrangement; It is not proper for a woman to take the initiative in matters of courtship; Women should follow higher moral standards than men.

3. Collect evidence to prove or disprove the following beliefs:
a. Woman is the "inferior sex".

b. Children issuing from cousin marriages are likely to be defective.

c. It is possible for a woman to birthmark her child.

4. Set up hypothetical problem situations that involve choice between alternative values and ask members of the class to react to them. Following is an illustration: Helen is engaged to marry a fine young man. When she learns that his aunt has been committed to a mental institution, she hesitates to marry him lest her children be feeble-minded. What advice would you give her?

5. See the film:

**Men in White**
15 min sd

**Teaching Film Custodians, Inc.**

New York, New York

The problems here emphasized are: the choice between marriage and professional training; whether or not a wife should aid in her husband's support while he studies; and whether or not people of widely differing backgrounds should marry.

III. Studying Problems of Developing Values and Beliefs in the Area of Social-Civic-Economic Relationships

A. America's Value-System

1. Discuss the major ideals of American democracy.

   Compare them with those of other social philosophies.

   To what extent are public schools effective in teaching these ideals?
2. Compile a list of contradictory values and beliefs about economic, political, educational, and social questions. Get a number of persons to respond to your list by indicating the statements with which they agree or disagree. Study their responses to ascertain the extent to which the respondents accept contradictory values. Following are some examples:

(a) Democracy, as discovered and perfected by the American people, is the ultimate form of living together. All men are created free and equal and the United States has made this fact a living reality.

But, a country does not have a good basis when it relies on popular vote of the masses.

(b) Patriotism and public service are fine things, but, of course, a man has to look out for himself.

3. See the films:

**Respect the Law**

20 min sd
Apply

Teaching Film Custodians, Inc.
New York, New York

A case is dramatized in which failure to respect the law places the burden of one man's selfishness on the shoulders of an entire community.

**Fury**

14 min sd
Apply

Teaching Film Custodians, Inc.
New York, New York

Deals with wholesale perjury by members of a community in an attempt to protect twenty-two of its members
indicated for murder and lynching.

4. Get the reaction of members of the class on contro­versial beliefs, such as answering the following statements with Agree, Disagree, or Do not know.
   a. No matter what a teacher does, he should always be obeyed.
   b. It is a good idea for pupils to make their own rules.
   c. Pupils should be encouraged to advance and discuss opinions differing from those of the teacher.
   d. A good citizen should not criticize his govern­ment but support it whether it is right or wrong.
   e. People who have ideas about changing our govern­ment should have the freedom to say so.

5. Discuss the effects of confusions in the value­system in America upon personality, social structure, and national unity.

6. Discuss the sociological factors disturbing the value system in America. Consider such factors as: decline of community life, impact of communication, transporta­tion, and social mobility.

B. Social Class

1. Debate: Resolved, that the lower classes have innate defects or they would have made good.
   Resolved, that the children of the upper classes should be given a liberal education.
2. What evidence is there to support the belief that in America there is a class system? What are the effects of social stratification upon the personality of individuals? Social unity? Are there differences in the values held by different social classes?

C. Nationalism and Patriotism

1. Examine critically the following beliefs:
   a. Our particular pattern of institutions (that is, Christian religion, parliamentary democracy, capitalistic economy, monogamy) is the best pattern ever devised, and would be good for every other nation if they would try it.
   b. The flag is sacred.
   c. Our Constitution is sacred, and any attack upon it can properly be regarded as treason.
   d. The American people have more initiative, ambition, and energy than the people of other countries.
   e. Americans are more moral in respect to sex than most other people of the world.

2. Debate: Resolved, that the best way to preserve the peace is for the United States to remain the strongest military nation in the world.

D. Race and Minority Group Relations

1. Collect evidence to prove or disprove the following
beliefs:

a. The essential difference between races resides in differences in the quality of the blood.
b. The Anglo-Saxon stock is superior to all other racial groups.
c. Certain racial or cultural groups have distinctive personality characteristics which are transmitted through inheritance.
d. If a white and a Negro marry, the children will be Negro.
e. Negroes are naturally gifted in music and dancing.

2. Plan a panel to discuss the problem "What should be our attitude toward racial and minority groups?"

3. See the film:

Boundary Lines
10 min sd
Color $90
International Film Foundation, Inc.
New York, New York
1947

A plea to eliminate the arbitrary boundary lines which divide people from each other as individuals and as nations, invisible boundary lines of color, origin, wealth, and religion.

E. Economics

1. Discuss: What kind of an economic system is best suited to our democratic culture?

2. Examine critically the following beliefs:

a. As time goes on, our economic system will inevitably become more socialistic no matter which political
party is in power.

b. Free competition ensures maximum efficiency in industry.

c. New inventions ensure maximum efficiency in industry.

d. High tariffs generally result in higher profits, higher wages, and a higher level of employment.

e. Business tends to be more efficient when placed on a cooperative instead of a competitive basis.
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"Values and Ideals," Educational Leadership, VIII (May, 1951), 458-520.

CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF DEVELOPING VALUES AND BELIEFS

Business Understandings

A. Business involves many contacts between individuals and great dependence of individuals upon one another. Therefore, business success depends, to a large extent, upon desirable qualities of character and personality. (I-B-2,3; A-2-a,b)

B. Capitalism is that concentrated and highly organized system of production and exchange, whereby a nation may rise from barbarism and poverty to that of influence and culture. (III-A-1,2; C-1-a; E-1-a; E-1,2-a,b,c,e)

Information for the Teacher

A. Development of a Well-Integrated Personality

Human relations cut across and are an integral part of all activities whether they be business, social or otherwise. Economic success depends, increasingly more and more, upon good human relations since our society is so complex and interdependent. The bases upon which good human relations are built consist of the character, reputation, and personality of the individual people.

"Character," many people believe, refers to those traits which are inherent in one's nature and which tend to establish the principles and standards by which he guides his life; "reputation" refers to the opinion which others form of one's character; "personality" has been said to be the outward manifestation of one's traits
and characteristics.

A teacher of adolescents should remember that a pleasing personality can be cultivated, and that during the adolescent years opportunities should be made available for the development and cultivation of desirable personality traits.

The first essential to the development of a good personality is, probably, absolute sincerity.

The second characteristic which is noticeable in people of pleasing personality is a uniform tendency to take an interest in other people, and in things that interest other people.

A third characteristic that is noticeable in people, whose personalities we admire, is that they have faith in people; they are not easily discouraged or defeated.

A fourth characteristic that is an essential of a good personality is a sense of fairness and justice.

Several studies have been made in recent years which have indicated rather definitely those traits and characteristics which are most essential to success in business. Those traits and characteristics needed in business are also desirable in most other activities which deal with people.

Stickney\(^1\) says that of all those discharged from

office jobs 89.9 per cent lost their positions because they were lacking in some desirable character or personality trait, and only 10.1 per cent were discharged because of inefficiency in technical skill.

An individual's social patterns, character formation, emotional adjustment, interests, ideals, and attitudes contribute to the personality pattern and therefore to his economic success. Knapp\(^2\) says,

"The responsibility of developing and guiding meaningful experiences so that they will make possible the development of worth while social, character, emotional, and other desirable aspects of the well-integrated personality is one of the major responsibilities of education today. Adjustment of the individual, both inward and outward, is of vital importance."

Since the development of a desirable well-integrated personality is a major responsibility of secondary education, and economic success depends to a great extent upon personality traits the following aspects of personality development should be made an integral part of this, and all problem areas:

1. Social Development. Democratic living demands that individuals be social beings. The more complex society becomes, the more its success is determined by the social competence of the individuals making up that

---

group. People are becoming more and more dependent upon one another for services, products, and contributions. The school room provides excellent opportunity for social education because of controlled conditions.

2. Emotional Adjustment. An Individual's emotions waken a response in two directions: they influence those with whom he associates and they also affect himself. Society is usually harsh with the emotionally maladjusted individual. It is the mark of the well-integrated personality to be in complete control of all emotions at all times regardless of the circumstances.

3. Character Formation. If we think of character as being consistency in conduct trends, then, the individual youth must have meaningful experiences that will cultivate consistent conduct trends. Meaningful school-room experiences designed to develop honesty, trustworthiness, integrity, and many other qualities of ethical character, must be the responsibility of each teacher charged with guidance of pupil experience. Ethical character is an integral part of the total personality pattern and affects the degree of success to which an individual can make the necessary adjustments to life.

4. Ideals and Attitudes. Every individual is guided by certain underlying ideals and principles. Ideals determine patterns of attitudes and actions.

5. Interests. Every individual possesses interests
of various types and strengths. The task of the teacher is to utilize existing pupil interests and to develop new interests in keeping with total personality development. The presence of interests insures meaningful experiences.

6. Integration. In directing individual and group experiences, it is necessary to think of the youth's total personality. The integrated well-rounded personality comes as the direct result of integrated experiences. The school program in its entirety must be concerned with meaningful experiences covering the needs of the total personality of the individual students.3

B. The American Economic System, Capitalism4

American people do not claim that capitalism is a perfect system. But it is evident that its advantages far outweigh its disadvantages and that the American way of life offers opportunities for welfare and happiness that cannot be found in any country that has a different kind of economic system. Those who understand and prefer capitalism claim that:

1. Private ownership of wealth is a positive good. The hope of accumulating wealth is a worthy incentive

3 Ibid., p. 26

for effort; it stimulates initiative and causes individuals to work and save. Private savings accumulate and are invested in factories and other forms of productive equipment. As a result, the capital of the nation increases which makes possible the production of more and more goods and services at lower costs.

2. It is true that part of the nation's capital is used in the production of luxuries that only the rich can afford. On the other hand, what is a luxury today may become a necessity tomorrow. At one time bath tubs were regarded as luxuries and were taxed as such. Now they are considered essential to health. In many cases the well-to-do class has served to introduce and to popularize many kinds of goods that have aided in raising the average standard of living. The greatest opportunity for making a profit lies in producing things that a majority of people need and buy. For example, the automobile companies that have specialized in making low-priced cars have made the most profits. Therefore, most of the capital in the nation is used to produce goods and services for which there is the greatest need.

3. Competition is an essential part of trade. While competition may sometimes result in the building of too many filling stations or other kinds of business establishments, in the long run, competition results in the production of goods at lower cost than would be likely if
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competition were abolished. The desire to sell more goods causes producers to seek new and better methods of production in order that prices may be reduced and sales increased. Competition results in the production of a greater variety of goods and services. If competition were abolished, there would not be the same incentive to reduce the costs of production or to turn out a variety of goods. Advertising results in stimulating the use of more goods. And as demand increases, production on a large scale becomes possible, which results in lowering the unit cost of production.

4. Some wastes of natural resources have occurred in our capitalistic system. But it is possible for the government to take measures to preserve our natural resources of oil, coal, timber, and soils without abolishing private property. Modern capitalism does not mean the private ownership of all wealth or the lack of governmental control.

5. Under capitalism the division of labor results in the organization of society on a cooperative basis. Different individuals and groups specialize in producing certain kinds of goods and services that are exchanged for money that, in turn, is exchanged for goods and services produced by other individuals and groups.

6. Under capitalism an individual enjoys the greatest amount of freedom possible where people live together.
7. Capitalism is not so active in stirring up discontent and trouble in other countries since economic interests are dispersed among so many private owners.*

C. The Achievements of Capitalism

While the term capitalism itself suggests the predominant use of capital, and while capitalism is constantly associated with the machine technology of production, it is not the use of capital but the private ownership and investment control of capital which today differentiates capitalism from rival systems of economic organization. Communism in Russia, for example, has spent a quarter-century in rapidly introducing the machine technology, mass production, and the division of labor. Communism and capitalism are similar in these externals of the productive process but not in the internals of ownership and control. Capitalism is an economic system in which men are free to invest their privately owned wealth in the production of wealth, subject to the competition of others and to such control by government as may be necessary to ensure fair competitive practices.

1. Productiveness

Perhaps greatest among the achievements of capitalism is an undreamed-of supply of goods. While this has made

* Comparison of economic systems is given in Section XI-II-E.
a few individuals fabulously rich, millions of people throughout the world have shared in the advantages. The savings of capitalists, large and small, converted into efficient means of production, have brought forth an ever increasing supply of goods. From the close of the Civil War to World War I, in the United States, where Capitalism has had its most striking development, the production of goods increased about eleven times in the aggregate and almost four times per capita. During the period of the Second World War the productiveness of the American Capitalistic system amazed the world. Of course wealth is neither the "summmum bonum" of life nor the principal criterion of a great civilization but it undeniably greatly contributes to the comfort and happiness of peoples, and releases energies for the development of superior cultural civilizations.

2. Higher Standards of Living

Closely related to the superior productiveness of capitalistic industrialism is the further achievement that capitalism has brought more diversified standards of living and larger comforts to more people than has any preceding economic system. Costs per unit of output have been materially reduced. Lower costs to the producer made possible lower prices to the consumer. Capitalism has raised the standard of life among the masses to a level which our ancestors could not have
imagined. The table of an average American family is annually supplied from regions all over the earth, both near and remote. In clothing there is an alluring array from which to choose. Housing units, ready-made and custom-built, are available in all sizes and degrees of comfort and elegance. Automobiles, telephones, radios, television sets, are examples of services and comforts made available to all the people through capitalism.

3. Provision of Strong Incentives for Dynamic Productive Efforts

Another distinctive achievement of the Capitalistic system is that it has brought stronger incentives, larger rewards, and firmer stakes in economic enterprise to larger numbers of people than any other system ever known. In Capitalistic society men are free to invest their time, energy, and accumulated capital as they see fit. Freedom of action, wide range for individual initiative, and courage to take risks have opened opportunities and careers for larger numbers than ever before. For those who develop initiative and enterprise in producing goods that society wants there are substantial rewards. From an economic point of view it is difficult to imagine a productive system more stimulating than one in which there is a porportioning of rewards to services rendered.
Capitalism aims to allocate rewards in proportion to the productive contributions of the factors concerned.
Selected References


Wilson, Howard E., Nelle E. Bowman and Allen Y. King, This America. Chicago: American Book Company, 1942. Chapter III.**

* Reference for the teacher
** Reference for the students
IV. PROBLEMS OF SOCIAL RELATIONSHIPS

IN A DEMOCRACY

We are living in a time of rapid change and bewildering social problems. These problems arise from the rapid march of new inventions, scientific discoveries, and improved techniques which outdistance the slow changes in social institutions and popular attitudes.

An enlightened citizenry with an understanding of the implications of social problems which confront individuals, families, communities, nations, and the processes through which intelligent action may enhance the common welfare, is of first importance in a democracy.

This unit is designed to help students broaden their view of social problems and help them participate in the American democratic society.
Objectives

To help students:

1. Study the social effects of scientific and technological advances on society.

2. Recognize conflicts of value which underlie social decisions.

3. Realize the importance of scientific planning for social change.

4. Become sensitive to areas in which social change is desirable.

5. Understand the role of pressure groups in social conflicts.

6. Participate effectively in activities of social significance in the community.

7. Broaden their concepts of the structure and importance of social institutions.

8. Understand how social problems may be solved through the use of the method of intelligence.

Scope

Studying problems of social relationships in a democracy at the:

I. Community level

II. National level
I. Studying Problems of Social Relationships in a Democracy at the Community Level

A. Juvenile Delinquency and Crime

1. Make a study of juvenile delinquency in the community. What age group includes the most frequent offenders? What types of delinquency are most prevalent? What does the trend of juvenile delinquency indicate as to its probable causes? Make recommendations for a preventive program.

2. Have a panel discussion on "Delinquency--a Community Problem."

3. See the films:

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<thead>
<tr>
<th>Film Title</th>
<th>Duration</th>
<th>Production Details</th>
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<tbody>
<tr>
<td>Boy in Court</td>
<td>12 min</td>
<td>National Probation and Parole Association New York, New York 1940</td>
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<tr>
<td>Children in Trouble</td>
<td>10 min</td>
<td>New York State Department of Commerce, Film Library Albany, New York 1947</td>
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Shows in detail the workings of a juvenile court when a boy is brought before it.

Opens with a graphic account of the seriousness and cost of juvenile delinquency and crime. Continues with a vivid portrayal of the causes of crime and concludes with a unique presentation of effective methods of prevention.

4. Invite a juvenile court judge to talk to the class on the legal and social aspects between juvenile delinquency and adult criminality.
5. See the film:

**Challenge to Crime**

<table>
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<tr>
<th>Duration</th>
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<tr>
<td>11 min sd</td>
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Association Films, Inc.  
New York, New York  
1945

Describes a common-sense way to help rid any community of juvenile delinquency which has flourished under war-time social conditions.

6. Make a graph showing the frequency of crime in the community of your school during the last twenty years. What types of crime are increasing? decreasing? What reasons can you suggest for the increase or decrease?

7. Invite a judge from the criminal court to lead a discussion of the causes of crime and factors which have contributed to the rise of organized crime in the community.

8. Make a study of the criminal population—ages, races, and nationalities, social classes, etc.—in the community. Compare these data with those for the nation.

9. Invite a member of the police department to talk about the chief functions of the police department, major problems of police administration, and the recruiting and training of policemen.

10. See the films:

**American Cop**

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<th>Duration</th>
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<td>18 min sd</td>
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March of Time Forum Films  
New York, New York  
1947

New York city's police force is shown in training
on patrol, and coping with various emergencies, dramatic climax to the film is the tracking down of a murderer, using actual police methods and details taken from a real case.

They're Always Caught Teaching Film Custodians, Inc.
Apply New York, New York

Illustrates a case in which a crime is solved by crime laboratory techniques.

11. Visit a reformatory or prison. Obtain data on the number of inmates, their offenses, provisions for their education and recreation, personnel, and facilities. As a follow-up, discuss the effectiveness of present-day correction methods. What changes would you suggest?

12. Work out a crime prevention program for your community. This might include law changes, changes in police administration and practices, improvement of housing conditions, creation of desirable recreational facilities.

B. Broken Families

1. Analyze reports of family welfare and counseling societies for data on the sources of broken homes. What are the most frequent sources of these breakdowns? Compare these data with those of ten years ago; twenty years ago. Are any trends apparent?

2. Invite a case worker from a social agency in the
community to describe several cases involving broken homes. What were the outstanding problems underlying the disorganization of these families? How were these problems dealt with?

3. Make a graph showing the present marital status (single, married, widowed, divorced, unknown) of persons in the United States fifteen years of age and over. Compare these statistics with those of 1890 and 1920. Approximately how many families in the United States are broken? Is the number increasing or decreasing? What reasons can you suggest for this?

4. Interview a judge of the Court of Domestic Relations to secure information concerning marriage and divorce laws in this state. What is the procedure for obtaining a marriage license? On what grounds are divorces granted? How many divorces were granted last year? How does this compare with number granted during the last ten years? Are the present marriage and divorce laws adequate? Discuss your findings with the class.

5. Write to government agencies in neighboring states for information concerning marriage and divorce laws. Compare these and draw conclusions as to their relative merits.
6. See the films:

**Marriage and Divorce**

*March of Time Forum Films*

New York, New York

1949

Surveys the problems of broken homes and offers the opinions of many experts as to what should be done.

**Courtship to Courthouse**

*RKO Radio Pictures, Inc.*

New York, New York

1948

Shows the ease with which some states grant divorces and how impulsiveness and present day environment and living conditions are some of the contributing factors which lead to divorce. Further shows that our divorce problem is really a marriage problem and to solve one there must be an understanding of the other.

7. Invite a sociologist to discuss the effects of divorce upon the couple, their children, and society.

8. Make a survey of community services which contribute to problems of broken families. This may include such services as the family clinic, premarital and parenthood courses in the community, and social and welfare agencies; their facilities, staff, and financial resources. Compare findings with available information on conditions elsewhere.

C. Housing

1. Arrange for a tour through various districts in the community. Evaluate the houses in these districts in terms of previously defined minimum standards of housing. Discuss the effects of inadequate
housing on the individual, the family, and society.

2. Conduct a survey in the community to find out the number of persons per room and the number of families per living unit. How many living units are vacant? Where are they located? Make recommendations to improve the situation.

3. Secure from the office of the city building inspector statistics on the following: number of houses recommended for condemnation, their location; number of houses without electricity, running water, indoor toilet facilities, adequate heating. What can be done about such housing conditions?

4. Make a zoning map showing areas for industries, stores, apartments, and single residences. What are the zoning restrictions in the community? What is their purpose?

5. Draw maps of the community showing on separate maps the areas of greatest crime, juvenile delinquency, infant mortality, disease, and family disorganization.

6. Discuss the question: "Does the slum make the slum-dweller, or the slum-dweller make the slum?"

7. See the films:

   Challenge of Housing  Brandon Films, Inc.
   10 min sd               New York, New York
   $25 rent $1.25
A brief survey of the causes and effects of present housing conditions and an indication of attempts being made to provide adequate homes. Emphasizes need for a planned attack on the housing shortage.

No Place Like Home RKO Radio Pictures, Inc.
16 min sd New York, New York
Apply 1948

Presents one of the most serious problems facing America, the housing shortage. Shows the operation of the black market, the bribes, the frantic search to find a permanent house when there are not enough houses to go around.

8. Invite a member of the local planning commission to talk about plans for attacking the housing shortage in the community.

9. Plan a model community. Make a display of the drawings or models constructed by the various members of the class.

10. See the film:

The City Museum of Modern Art
30 min sd Film Library
$65 rent $4.50 New York, New York
1939

A survey of the problem of planning community living in America, embodying the views of the American institute of planners. The turmoil of the planless city and the color and spaciousness of the small planned community are contrasted.

11. Visit a government housing project in the community and report to the class.

D. Employment and Unemployment

1. Make a list of the hazardous occupations in the community. Arrange for members of the class to
interview workers in these fields. Find out what risks each is exposed to. What is the accident or disease rate in these occupations? What efforts are being made to control these occupational hazards?

2. Invite an industrial hygienist to lead a discussion on the principal industrial causes of disease. How do they differ from personal causes? How do they contribute to absence, inefficiency and labor turnover? What steps are being taken to eliminate the causes of these diseases?

3. Visit an industrial plant in the community. Ask the safety engineer to point out how plant conditions, condition of equipment, inspection, and guards on machines affect the accident rate. What is the frequency of various accidents reported in the plant? Among what groups are accident rates highest?

4. Trace the growth of workmen's compensation laws, discussing extent, coverage, and administration.

5. Make a graph showing the rate of unemployment in the United States from 1920 to 1950 at five-year intervals. Compare with the rate in the community during the same period. Discuss the major causes of unemployment.

6. See the film:

- **Man and His Job**
  - 18 min sd
  - $50 rent $3
Traces the problem of unemployment from the depression years of the twenties to the present time. It shows the rise and functioning of Unemployment Insurance.

7. Invite a case worker from a welfare agency to discuss the characteristics of the unemployed family. These might include: size of family; number of dependent children; family income.

8. Invite a sociologist to discuss unemployment from the standpoint of personal and family security.

9. Write a paper on how an individual can protect himself against economic insecurity.

10. Make charts showing the major provisions of the following laws: Social Security; Fair Labor Standards Act; Minimum Wage Law for Women and Minors; Child Labor Laws.

11. See the film:

   Machine: Master or Slave
   14 min sd
   $75 rent $4
   New York University
   Film Library
   New York, New York 1941

   Considers the problems that management faces in its approach to the human and financial factors involved in technological progress. To what extent can unemployment be relieved by seeking larger markets, by adjustment of prices, wages, and dividends? How can management coordinate its long-term self interest with the needs of the makers and the consumer?

E. Health

1. Make a survey of community health services. This might include: health department—organization and functions; medical and dental clinics, hospitals,
district nurses, and various other agencies for promoting the health of citizens of the community; provisions for the regulation and control of community services such as milk and water supply, garbage and sewage disposal, food and restaurant inspection. Are community health needs being met? Compare findings with available information on conditions in other communities. Make recommendations for improvement.

2. See the films:

Your Health Department in Action
Samuell P. Orleans and Associates, Inc.
20 min sd
$50 rent $4
Knoxville, Tennessee
1945

A discussion of the health protection needs of a community and how they are met. A complete statement of a well-rounded public health program with treatment given such subjects as the following—sources of sanitation problems; public baby clinics; laboratory analysis of milk; health inspection techniques at restaurants, soda fountains, and dairies; operation of public water works; community mobile trail X-ray laboratory in action in the fight against tuberculosis; the campaign against venereal diseases.

Your Health Department
National Motion Picture Co.
20 min sd
$70 rent $2.50
Mooresville, Indiana
1941

Shows the functioning of a modern health department and how it affects the lives of all.

3. Visit a local industrial plant and obtain data on absenteeism, What is the average loss of time per year per person because of illness? What is the direct cost of this illness?

4. Invite an industrial hygienist to discuss provisions for
the protection of workers against health hazards.
What is the role of government in industrial hygiene and safety?

5. Write a report on illness as a cause and effect of unemployment.

6. Make a chart showing the leading causes of death in the community. How do these compare with the leading causes of ten years ago? twenty years ago? How do you account for any changes that may have taken place?

7. Invite a representative from the health department to talk to the class on the major health problems of the community. What progress has been made? How are health problems and goals changing?

8. Discuss the implications of these statements: "Nothing is safer than a chronic disease, if it is well cared for." "An ignorant person is potentially a sick one; an informed person is always potentially a well one."

9. Invite a doctor to talk on the venereal diseases as a social problem. He might include problems such as: How prevalent are these diseases? What agencies in the community are concerned with the problems of social hygiene? What are some of the damaging results to personal and family welfare which are products of these diseases?

10. See the film:
Problem Drinkers
March of Time Forum Films
19 min sd
New York, New York
$55
1947

Depicts a man's downfall from "moderate" drinking to uncontrolled excess and how through Alcoholics Anonymous he regains his position in the world. It also shows the community's responsibility in treating an illness of this sort and it brings up the various other worthwhile efforts being made to remedy the disease.

11. Accompany a public health nurse as she makes visits in the community and report to the class on her contribution to safeguarding the health of the community.

12. Invite the director of adult education in the community to describe the program of health education. Is it adequate? How can health education be promoted?

13. Analyze community health regulations and practices with reference to the control of communicable diseases. Compare them with those of other communities. Suggest changes or additions that might increase their effectiveness.

II. Studying Problems of Social Relationships in a Democracy at the National Level

A. Crime

1. Make a graph showing the frequency of the various major crimes in the United States. How do these data compare with those for ten years ago? twenty years ago? How would you interpret these data?
2. Make a bulletin board display of newspaper and magazine reports which describe who criminals are. Captions might include "Official Crime;" "Big Business;" "Military Crime;" "Racketeers;" "In the Name of Charity."

3. Compare the direct per capita cost of crime with the costs of such public agencies as education, public health, public recreation, and poor relief.

4. Have a round table discussion on the topic "Is our Culture and its Moral Standards Conducive to High Crime Rates?"

5. Make a study of the criminal population of the United States. Include such points as age, sex, intelligence, nativity, education, economic and social status. Draw conclusions concerning the characteristics of the criminal population in general.

6. See the films:

   **Criminal Is Born**
   20 min sd
   rent $10
   
   *Teaching Films Custodians, Inc.* New York, New York

   The film starts by explaining that most crimes in the United States are committed by youth under twenty one years of age. A dramatization follows of the case of four boys who turn to crime because their parents neglect them. They are caught while making a hold-up and sentenced to prison but the judge severely reprobes the parents for not adequately supervising their children.

   **Dead End**
   13 min
   rent $1.50
   
   *New York University Films* New York, New York
Deals with boys' gangs and the social conditions that lead to crime among young boys.

7. Make a map showing the geographical distribution of crime in the United States. Include such crimes as criminal homicide, kidnapping, assault, sex offenses, robbery, gambling, drunkenness, and traffic violations. What region may be regarded as the least criminal? the most criminal? How do you account for such regional differences?

8. Dramatize the ordinary procedure of a case from arrest to final disposition.

9. Make a map showing the location, name, and type of federal penal institutions in the United States.

10. Invite a lawyer to lead a discussion on the jury system. What are some of the defects in the conduct of jury trials? What are some of the suggested reforms in legal procedure? Attend a trial and report on this experience to the class.

11. See the films:

**Inside the F. B. I.**
Federal Bureau of Investigation
10 min sd
Loan
U.S. Department of Justice
Washington, D. C.

Describes the workings of the F.B.I. at its Washington headquarters: the work of the various departments, such as finger-prints, ballistics, and espionage.

**You Can't Get Away With It**
Federal Bureau of Investigation
28 min sd
Washington, D. C.
The work of the FBI and its part in crime prevention and crime detection.

12. Report to the class on such topics as:
   "Organized Crime in the United States"
   "Scandals in College Athletics"
   "Scientific Methods of Crime Prevention and Detection"
   "The Social Costs of Criminality"

13. Discuss the question: "Newspapers should give all the Details of a Crime."

14. Formulate a plan for attacking the problem of criminality. Include both the aspects of treatment and prevention.

B. Old Age

1. Make a chart showing the percentage of persons 65 years of age and over in the population at 10-year intervals since 1890. What trend is discernible? What are some of the major contributing factors?

2. Have a panel discussion on the major problems of old age. Include such problems as inadequate homes, physical or mental illness, unsatisfactory family relations, and employment.

3. Compare the social status of the aged in modern society with that under the patriarchal family organization.
4. Invite a sociologist to lead a discussion on the chief physical, mental and social attributes of old age.

5. Write brief biographies of several individuals who have made outstanding contributions in their field after reaching old age. For example: Mommsen, Oliver Wendell Holmes, Grandma Moses, John Dewey, and Washington Irving.

6. Compile a list of value conflicts concerning the aged person. The following are illustrative:
   a. He is considered young enough for some adult activities.
      But: He is considered too old for others.
   b. He is expected to manage his own social affairs.
      But: He is often treated like a child by his own children and other associates.
   c. He is expected to participate financially and personally in community and organizational affairs.
      But: He is criticized for accepting positions of leadership and others not giving young people a chance.

7. Investigate the occupational displacement of the aged. What is the hiring age of various firms in the community? How does this introduction of pension and group insurance plans affect occupational displacement? What other factors contribute to the problem of occupational old age?
8. Have a round table discussion on "The problems of the aged is a public responsibility."

9. Make a chart summarizing the provisions for old age benefits under the Social Security Act. What are the main objections to the current program for the security of the aged?

10. Propose social legislation which would contribute constructively to making a useful place for old people in modern society.

C. Population

1. Secure information pertaining to your family, such as number in family; number in family of father, mother, and grandparents; birthplace of father, mother, and grandparents. Tabulate the results for the class. What do these data reveal concerning immigration and internal migration? What is the trend in family size?

2. Visit the local health department to inquire about the system of reporting vital statistics in the local community. What is the birthrate? the mortality rate? the chief cause of death? Compare these rates with those in other communities, the nation. Discuss the reasons responsible for whatever differences may be found.

3. On a map of the United States indicate population
density in 1950 in each state or group of states. Where are the most densely populated areas? Compare with maps for 1890 and 1930.

4. Make a graph comparing the birthrate in 1950 with that of 1940; 1930; 1920; 1890. What trend is discernible? What is the effect of this? What factors have contributed to this state of affairs?

5. Form committees to study various types of population movements—from farms to cities, from cities to farms and from cities to suburbs. Investigate the causes for the migration and its effect upon the migrants themselves, the communities they leave, and the communities to which they go.

6. Write to the Bureau of the Census, Department of Commerce, Washington, D. C. for information about its history and organization, the kinds of data it collects, and the uses made of census data. Examine several volumes of the reports on Population for the 1950 census.

7. Ask the superintendent of schools to tell the class how the school system takes account of population trends.

8. Trace the legislative restrictions upon immigration to the United States giving arguments for and against these restrictions. Upon what bases should such
restrictions be set up?

9. On a map of the world show the unrestricted areas, the quota countries, and the barred zones as defined by United States immigration laws.

10. See the films:

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Duration</th>
<th>Producer</th>
<th>Rental Rate</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration</td>
<td>11 min</td>
<td>Encyclopaedia Britannica Films, Inc.</td>
<td>$45 rent $2.50</td>
<td>Wilmette, Illinois</td>
<td>1947</td>
</tr>
<tr>
<td>The Commington Story</td>
<td>20 min</td>
<td>Castle Films Division United World Films, Inc.</td>
<td>$45 rent $2.50</td>
<td>San Francisco, California</td>
<td>1947</td>
</tr>
</tbody>
</table>

Shows by photographs and animated maps how the United States became populated and why Europeans left the Old World for the new. Induction into full American Citizenship is included.

D. Poverty

1. Make a graph showing the distribution of American families within various income groups. What is the total volume of poverty in our society? Compare this with twenty years ago; thirty years ago. Is a trend discernible?

2. Invite a representative from a poor-relief organization or social agency to talk to the class on the major causes of poverty.

3. Make a study of the relation between poverty and ill
health; poverty and birth and mortality rates;  
poverty and crime.

4. See the film:

And So They Live  
25 min sd  
$95 rent $6  
New York University Film Library  
New York, New York  
1940

Shows the tragic poverty of a southern community. 
Lack of proper diet, housing, and sanitation are 
shown.

5. Make a chart showing the major provisions of the 
Social Security Act.

6. See the film:

Social Security  
10 min sd  
Teaching Film Custodians, Inc.  
New York, New York  
Apply

Interprets the operation of the Social Security 
Act from the time of its passage through its various 
steps to the final payment of checks to the 
beneficiaries.

7. Discuss the statement: "The greatest cause of 
poverty is poverty."

E. Health

1. Discuss the social significance of health. How 
can ill health and its results be both a social 
problem and a cause of social problems.

2. Secure data on the health of draftees as evidenced 
by pre-induction examinations. To what extent do 
these data give a picture of the health status of 
the nation?
3. Compare the chief killers of today with those of twenty years ago; fifty years ago. How do you account for any changes?

4. Illustrate graphically the average length of life in the United States at ten year intervals during the last fifty years. What trend is apparent?

5. Report on the work of organizations and institutions which promote public health; for example, the American Red Cross, the National Tuberculosis Association, the American Cancer Society, The American Public Health Association, National Committee for Mental Hygiene.

6. See the films:

   Health for Defense
   9 min sd
   Apply
   Teaching Film Custodians, Inc.
   New York, New York

   After establishing certain facts concerning time lost through illness, as revealed through a gallup poll, this film describes the programs of the National Health Institute and the United States Public Health Service

   Capital Story
   20 min sd
   $26.41
   Castle Films Division
   United World Films, Inc.
   San Francisco, California

   An account of a single United States Public Health Service activity, namely, the work of industrial hygienists and analytical chemists in locating the cause of pulmonary anemia among welders.

7. Invite a narcotic's agent to discuss the relation
of the use of narcotics to crime and other social problems. How widespread is the use of drugs? What legislation controls the distribution of these drugs?

8. Have a panel discussion on alcoholism as a social problem. What is the relation of alcoholism to crime and other social problems?

9. Write to the Federal Trade Commission and the Food and Drug Administration for copies of the Wheeler Lee Act and the most recent Federal Food, Drug, and Cosmetic Act. How are these regulations enforced? What changes or additions would you suggest?

10. Have a panel discussion on: "The Major Health Problems of the United States."

11. Compare various plans for meeting the health needs of the nation. Make a chart showing the major provisions of each plan.

12. Discuss the program of socialized medicine and its adoption in the United States.
SELECTED BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF
SOCIAL RELATIONSHIPS IN A DEMOCRACY

Business Understandings

A. Changes of methods in production and economic organization have not made the economic position of individuals secure. The Federal Government has, therefore, enacted legislation in the interest of economic security. (I-B-9; D-7,11; II-B1,2,7,8,10)

B. Good housing is vital to good citizenship. Wherever and whenever business and industry fail to meet vital needs, such as housing, then citizens cooperating through their government endeavor to provide these needs. (I-C-1,2,3,4, 8,11,12)

C. In our complex society business also tends to be complex, and the individual needs to know his legal rights and responsibilities and how to protect himself in the transactions of various business activities. Some laws have been established primarily to assure fair trade practices in business; these also protect the consumer. (II-B-1,2,7,8,8; D-5; E-9)

Information for the Teacher

A. Social Security

Public responsibility for relieving destitution was recognized by the English poor laws. The colonists brought the "poorhouse" with them when they came to America. Since then there has been a trend toward state and local participation in the problem and toward categorising the needy. The Federal Government came into the relief picture during the depression of the Thirties. Appropriations for work relief and for the special
public aid programs were regarded as temporary emergency measures, however. The Social Security Act of 1935 committed the government to permanent participation in specific types of relief.

1. Workmen's Compensation. The laws that guarantee protection to workers in case of accident connected with work are known as Workmen's Compensation laws. These are state laws and are now in force in the forty-eight states. These laws provide cash compensation and medical care for workers suffering injuries arising from their work. The amount of compensation is determined by a state commission according to a set scale of payments, so that it is not necessary for the workers to sue in court for payment.

The employer must meet this risk by carrying insurance with a casualty insurance company. No public funds are expended except for administrative costs; the laws merely make payments by the employers compulsory.

2. Unemployment Compensation. A certain amount of unemployment is inevitable and while this presents difficulties to individuals, it does not constitute an acute social problem as does the more serious long-term
mass unemployment that comes during depressions. Up to 1935 American attempts to solve this problem were through private initiative. Workers tried to accumulate enough savings to tide themselves over; some labor unions built reserves and paid benefits to unemployed members; some companies built similar funds for their employees; in some cases, company aid and union aid were combined. But altogether these plans affected only a small proportion of the workers.

The staggering unemployment of the 1930's overburdened even the best of existing programs. As a result, the 1935 Social Security Act included provisions for unemployment compensation. The provisions have not brought an end to the private measures which have been intensified in many cases, but the government program greatly reinforces them. The program is chiefly a state matter, but operates on a joint federal-state basis.

a. The Operation of Unemployment Compensation

The Federal Social Security Act lays down a basic plan for the state program. No state needs comply, but all the states now do. The Federal Government pays the cost of operating the state's program--this is the administrative costs. The money for these administrative costs is supplied by a federal pay-roll
tax, levied on employers in private industry and business who have eight or more employees during twenty or more weeks of the year. Each state according to its own law, collects payments from the employers. These payments build up a state reserve fund, which in turn is deposited with the Federal Government, and credited to the state. The state deposits bear interest. The state may draw upon its funds at any time to pay unemployed workers.

b. Eligibility for Compensation

According to provisions of the Social Security Act seven major groups of workers remained outside the program: agricultural workers; domestic servants; federal, state, and local government employees; maritime workers; employees of nonprofit organizations; and employees of firms excluded because of their small size. All state laws disqualify workers from unemployment benefits under certain conditions. The major reasons for disqualification are that the worker left work voluntarily without acceptable reasons, he was discharged for misconduct, he refused to apply for or accept suitable work, or he is unemployed because of a work stoppage due to a labor dispute.

3. Old Age and Survivors' Insurance. In 1943 the Social Security Board estimated that only about half of all retired persons, sixty-five or older were financially
independent. The Social Security Act took steps that made certain that millions of retired workers and their families would have at least some cash income. Approximately 35 million persons were covered by the act. It made provision for old age on an insurance basis and assigned administration of the program to the Federal Government. In 1950 amendments extended coverage to an additional nine million persons.

To achieve insured standing, a worker must have been employed about half the time between January 1, 1937, when the old-age insurance program started, and the time he reaches age 65 or dies. For workers who reached their twenty-first birthday in 1937 or thereafter, it is half the time between age 21 and the time they reach age 65 or die.

In 1952, approximately 5,253,000 beneficiaries were on the rolls and benefits during the year are expected to reach $2,100,000,000. At present the rate, shared equally by employers and employees, is 1 1/2 per cent each of the amount earned up to $3,600 a year; in 1954-59 this will be raised to 2 per cent each; in 1960-1964, 2 1/2 per cent each; in 1970 and thereafter, 3 1/2 per cent each. The money thus collected goes into the old age survivors' insurance fund.

a. Retirement Benefits

A worker becomes eligible for retirement income at
the age of sixty-five, unless he is earning more than $50 a month at a job covered by the insurance. After age 75, benefits are payable to him regardless of the amount of earnings. The size of his retirement income depends on what his average monthly wage was and the number of years he spent in covered employment. Under the 1950 law, this income will never be less than $20 a month, nor more than $150 a month, including family benefits.

b. Benefits to Survivors

When an insured worker dies, his widow receives three-fourths of his benefits. His children will each receive monthly benefit checks: the first child, three-fourths of the benefits; and all others, one-half until they are sixteen, or eighteen if they are still in school. When all children are over eighteen, payments to the widow will stop until she reaches the age of sixty-five, when if she is not remarried, her payments will again start.

B. Housing and Standards of Living

1. Importance of Housing. Housing, second only to food as an item of expense in most budgets, accounts for approximately twenty-five per cent of all expenditures of medium-income families. Many families are tenants, and the cash outlay for rent is a fixed one which must be met at the beginning of each rental period. Clothing
and luxury expenditures may be postponed, but rent must be paid continuously. For the home owner, whose housing cost consist of taxes, interest, and repair and maintenance, it is an important form of savings as well. Poor housing is a reflection of low standards of living; on the other hand, a low rate of building construction is one cause of low incomes. About two million workers depend directly upon construction activity for their incomes. Other millions depend upon building activity indirectly, for they furnish lumber, steel, glass, paint and other building materials, as well as plumbing, heating, electrical supplies, ranges, refrigerators, and furnishings.

2. Housing Conditions. A house is a durable good; it wears out gradually, or depreciates, but is almost never used up, unless at great expense, it is wrecked. Even if it is abandoned, tax expense continues. Thus houses are used even though they are old and need modern design and conveniences. The average age of city dwellings is about 30 years and farm dwellings somewhat older.

Housing is a critical economic problem today. During the depression of the Thirties very little building took place because of lack of finance, during World War II there was a shortage of building materials, and since the War, inflation and high cost of living have been barriers. A survey by the Census Bureau in 1948 reported that of 42 million dwellings in the country, one-third were substandard and
three million families were living doubled-up because of the housing shortage.

3. Problems of the Building Industry. Housing construction lags behind manufacturing industry in the mass-production techniques that have made American industry famous. Mass production means the production of standardized, machine-made products in large quantity, which make possible a reduction in the average cost per item. There are various problems and barriers which hinder the building industry.

The construction business is not so readily organized for production on a large scale basis as is the automobile industry. Building contractors often parcel out the work among many subcontractors; some are in business on a part-time basis; materials and supplies are bought from hundreds of large and small supply houses.

Another obstacle to mass production is the resistance of consumers accustomed to individuality. People want artistic variety in their homes and this is strictly a barrier to mass production.

Cost of land, materials, and labor tend to be high. Particularly in large cities is the cost of land a deterring factor in putting up low-cost dwellings. Small contractors must compete for supplies and materials against builders of commercial buildings, bridges, roads,
and public projects. Buying is more expensive when done in small lots. It is claimed that both manufacturers of building supplies and building-trades unions have worked to keep cost at artificially high levels.

Building is regulated by building codes. These are laws of state and local governments established for the protection of the public against the dangers of fire, building collapse, and unhealthful conditions. They specify the kinds of materials to be used and establish engineering standards.

The cost of housing is further increased by the numerous legal requirements, which make it advisable to employ the services of lawyers and title insurance companies.

4. Public Housing. The Federal Government's concern for housing developed through a series of emergencies; foreclosures and unemployment during the Thirties; housing for war workers; veterans' housing and the general shortage after the war. The following steps have been taken by the Federal Government as an aid to the housing situation:

1933. The Home Owners Loan Corporation was organized to take over salvagable mortgages. By paying taxes in arrears, reducing interest rates, and lengthening amortization period, it helped many citizens to retain
their homes. Financial institutions were given HOLC bonds in payment for the mortages, and were then able to remain solvent and in turn to meet their obligations to their investor.

1934. The Federal Government set up the Federal Housing Administration to finance new homes at better terms than private enterprise was willing to offer. It encouraged the building of moderate-priced homes in order to revive the building industry, which had fallen into hard times. Several millions of unemployed workers over the country were provided with jobs in building.

1937. The Wagner-Stegall Act set up the United States Housing Authority to implement the use of public funds in public housing for the low-income group. The act also provided annual subsidies as part of a plan to maintain low-rent levels.

1940. Public housing during this period was almost entirely federally financed and began with the Defense Housing Program. It brought a halt to all slum clearance housing except that which could be used for defense purposes.

1942. The National Housing Agency was created and through one of its constituent agencies the Federal Public Housing Authority, took over almost all the low-rent housing and all of the defense and war housing activities of
the Federal Government except the farm housing administered by the Farm Security Administration and certain on-post housing operated by the War and Navy Departments.

1945. The Veterans Re-use Program was authorized under the title V, of the Lanham Act and later became a part of the Veterans' Emergency Housing Program. Federal funds were appropriated and allocated to the Federal Public Housing Authority (now the Public Housing Administration) to convert on site or to dismantle, remove, and reerect surplus barracks or other vacant temporary dwelling and nondwelling buildings. In many cases buildings and equipment were turned over to local public or nonprofit agencies to be converted into living quarters at their expense.

1947. The President's Reorganization Plan established the Housing and Home Finance Agency as the single permanent agency responsible for the principal housing programs and functions of the Federal Government. The functions of the Federal Public Housing Administration, a major unit of the Housing and Home Finance Agency.

C. Consumer Protection and Fair Trade Practices

1. Federal Trade Commission Act. This act was an outgrowth of a demand for protection of competition by the prevention of unfair methods of competition. Protection of the consumer was not originally the express purpose of
the Act, but the result is that both business and the consumer receive protection.

a. The Wheeler-Lea Amendment.

The Wheeler-Lea Amendment became effective in 1938, providing for federal jurisdiction over false advertising, such as,

(1) All unfair methods of competition in commerce are declared unlawful.

(2) It is unlawful to disseminate false advertising in order to induce purchases of foods, drugs, devices, or cosmetics.

(3) False advertising is defined as being "misleading in a material respect," including the failure to reveal facts as to consequences that may result from the use of the advertised commodities.

b. The Robinson-Patman Act of 1936. Under this act it is unlawful for a manufacturer, wholesaler, or any other type of distributor to discriminate among his customers as regards price, discount, or services. For instance, it is not lawful for a manufacturer to say to one distributor at a lower price than he does to another.

c. Miller-Tidings Act of 1937. Under this act it is legal for a producer or distributor to establish and maintain the retail price of an article that bears the trade-mark brand, or name of the producer or distributor. For instance, a manufacturer of soap that is sold
under an established brand name may control the minimum retail sale price of that soap. The purpose of this law is to prevent the so-called price cutting and loss leader practice in selling branded merchandise.

d. Wool Products Labeling Act of 1939

This law gives jurisdiction over the labeling of all wool products sold in interstate commerce. Under this specific law it is unlawful to misbrand wool products. Each wool product must be identified with a stamp, tag, or label giving specific information as to the actual fiber content of the materials used in the garment.

2. Food, Drug, and Cosmetic Act of 1938. This act was originally established under the Department of Agriculture. It is the most important single law benefiting consumers.

a. Foods

The act authorizes the administrator to promote honesty and fair dealing in the interest of consumers by setting a reasonable definition and standard of identity and a reasonable standard of quality and fill of container for food.

(1) Food must not be injurious to health.

(2) Food containers must be free from any substance which may cause the contents to be harmful.

(3) Food must be prepared, packed and held under
sanitary conditions.

(4) Food labels must not be false or misleading in any particular.

(5) Imitations and food substandard in quality must be so labeled.

b. Drugs

Before a new drug is placed on the market an application must be filed with the Federal Security Administrator.

(1) A drug must not differ in strength, purity or quality from that claimed on its labeling.

(2) Drug labeling must not contain false or misleading statements.

(3) A drug must not be an imitation or offered under the name of another drug.

(4) The labeling of a drug must bear accurate statement of the contents, quantity, ingredient, directions for use, and warnings.

c. Cosmetics

(1) Cosmetics must not contain any substance which may make it harmful to users when used as is customary or under the directions of the labeled use.

(2) Dangerous coal-tar dyes must be labeled with the caution statement.

(3) A cosmetic must not consist of any filthy,
putrid, or decomposed substance.

(4) Cosmetic labeling must include the name and address of the manufacturer, packer, or distributor.

(5) The labeling of a cosmetic must not be false or misleading in any particular.

(6) A cosmetic container must not be so made, formed or filled as to be misleading.
SELECTED REFERENCES


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* Reference for the teacher
** Reference for the students
V. PROBLEMS OF EMPLOYMENT AND VOCATIONS

One of the most important decisions that one is called upon to make is the choice of a vocation. Choosing a career consists of more than determining a skill to be mastered as a means of earning a living; it involves selecting a way of life, the conditions under which one can be happy. Young people are entitled to know just what is implied in choosing a given type of work.

In a world of work there is always a demand for intelligent, educated, trained men and women who have good character, high standards of workmanship, lofty ideals of service, wholesome attitudes, harmonious industrial relations, and an understanding of economic problems.

This unit is designed to help young people develop an appreciation of the social significance of all work, and to understand that successful and satisfying careers are attained through wise planning, adequate preparation, and sustained effort.
Objectives

To help students:

1. Discover their interests, aptitudes, abilities, personality traits and understand how these are related to occupational adjustment.

2. Acquire some basic information about occupations in general, and about the job fields in which they are interested in particular.

3. Develop appropriate techniques for exploring opportunities in any job field.

4. Realize the importance of a wise selection of work in terms of life satisfaction and happiness.

5. Understand the social, political, and economic implications of vocational choice.

6. Develop an understanding of the problems of workers, employers, and their interrelationships.

7. Develop an understanding of interrelationships among occupations and the contribution of all forms of work to the welfare of society.

8. Understand and appreciate the dignity, satisfaction, and independence that employment brings.

9. Become aware of the vocational opportunities in the immediate and wider community.

Scope

Studying problems of employment and vocations through:

I. Exploring the world of work

II. Planning for job choice
I. Studying Problems of Employment and Vocations through Exploring the World of Work

A. Occupational Trends

1. Contrast employment practices and vocations of today with those of the period preceding the Industrial Revolution. What changes have occurred? How may such changes be accounted for?

2. List the occupations of the grandparents of all the members of the class; make another listing of the occupations of the parents. What changes have taken place? What changes might one predict for this generation?

3. Consult the United States Census Report or the Dictionary of Occupational Titles in order to find out the number and variety of occupations in the United States. Compare the number of occupations today with the number forty years ago. How many persons are employed in the major classes of occupations ten years ago? Twenty years ago?

4. Survey the various occupations in your community grouping them under the following headings: agriculture, mining, industry, transportation, trade, public service, professional service, domestic and personal service, and clerical work. Check the increase or decrease of the number of employees in
each of the above occupations during the last twenty years. How do you account for the increase or decrease?

5. Choose an occupation in which you are interested and report to the class on its past, present, and probable future. Include such points as salary, qualifications for employment, advantages and disadvantages.

6. List the occupations in your community which are predominantly held by men and those which are held by women. Give possible reasons for the preferences. Are the number of jobs for women increasing or decreasing? Give reasons for this trend.

7. Interview persons representing a variety of occupations in the community. Ask them to contrast their work today with that of ten or twenty-five years ago. What trends can be noted in each of these occupations? What is the outlook for the future?

8. Make a display of new products whose manufacture has created occupations. How many persons are employed in each of the occupations represented?

9. Poll the class to find out the occupations in which there is greatest interest. Consider the following questions: What is likely to determine development, growth, and trends in each field? How would growth
in each of these fields affect living and working conditions in your community? Discuss the implications which may result in future job possibilities in newer and widening vocations.

10. Report on the development, present status, and forms of labor unions in your community.

11. Survey the paid newspaper advertisement of employers in your area. Tabulate, compile, and chart into a job thermometer the weekly and monthly summaries. What occupational trends do these statistics reveal?

12. Invite a lawyer to trace legislative measures concerning employment from their beginnings to the present time. He might include Social Security, Old-age insurance, unemployment compensation, wage and hour laws, and Fair Labor Standards Act.

B. Job Opportunities

1. Ask your father or a neighbor concerning job opportunities at his place of work. Include the number of new employees hired each year, the type of employees needed, salary offered, and the type of work to be done.

2. Analyze the want ads in one or more issues of the daily newspaper. List the types of jobs that seem to be available. Which are mentioned most often? least often? Which are not mentioned? How do you
account for this?

3. Invite the managers of stores, factories, and small businesses in the community to serve on a panel to discuss the requirements and opportunities of their specific fields of work.

4. Write to various firms for pamphlets or other printed material containing information concerning employment opportunities. What opportunities are there for part-time employment?

5. See the films:

   **Your Life Work**
   400 ft 16 mm sd
   $45 (each)
   Vocational Guidance Films, Inc.
   Des Moines, Iowa

   A series of films showing what a worker does in his occupation, what training is required, where it may be secured, and what are the possible rewards. Series includes films on agriculture, baking, church vocations, electrician, engineering, journalism, nursing, pharmacist, photography, plumbing, poultry raising, radio and television.

6. See the filmstrip:

   **(Filmstrips on Occupations)**
   Vocational Guidance Films, Inc.
   Des Moines, Iowa

   $2.50 (each)

   This group of filmstrips deals with single fields of work or industries. Each picture shows a worker performing typical tasks in his field. Vocational subjects available are: aircraft manufacturing occupations, hotel occupations, optometry, osteopathy, printing industry occupations, railroad occupations, steel industry occupations, and tree surgery.

7. Visit the local employment agency. What types of jobs are generally available? How many persons are
placed each week?

8. List occupations that you think will call for the greatest number of employees during the next five years. Give reasons for your listings.

9. Study educational opportunities available to employed man and women. Include in-service training programs, night schools, vocational courses, workshops, trade schools, correspondence courses, technical courses, and summer schools.

10. Interview a representative of the United States Employment Service to find out the opportunities available to handicapped—the crippled, the blind the deaf. How do employers in the community react to employing the handicapped?

11. See the film:

**Employing Disabled Workers**

*in Industry*  
20 min sd  
$32.16

Castle Films Division  
United World Films, Inc.  
San Francisco, California

Demonstrates by actual cases that disabled persons can handle many skilled industrial jobs. Specific examples are taken from machine shop, carpentry, welding, watch-making, jewelry, sewing, and office work.

12. Mention a number of vocations that are related to any job about which you are thinking seriously. Show how the job in which you are interested depends on it. How does the status of these related vocations affect opportunities in the field of your choice?
13. List new careers that have been made possible through recent technological advances.

14. Discuss whether or not prejudice against manual labor is acceptable in a democracy and what can be done to bring about a better appreciation of socially useful work.

15. Make a follow-up study of former students, recording both the occupations selected by students while in school and the actual occupations they entered upon completing high school.

16. List the occupational groups of the United States Census under bulletin board caption "Your Future; What Shall It Be?" Arrange to have a weekly display of books, pictures, clippings, and leaflets on one of the occupations.

17. Conduct a "Professor Quiz" program based on the Dictionary of Occupational Titles.

18. Examine the statistics for the occupations in the latest census and prepare graphs showing the ten occupations in which: Most persons are engaged in your district; most women are engaged; most men are engaged; the fewest women are engaged; and fewest men are engaged.

19. Visit a business or industry in the community. Ask the guide to help you answer such questions as: What are the workers doing? Does the work offer any
chance for advancement? What training is required for it? Is the work steady or seasonal? What is the rate of pay for beginning work? Is the field crowded or are there opportunities for employment?

II. Studying Problems of Employment and Vocations Through Planning for Job Choice

A. Interests

1. Discover your interests by taking tests such as:

Strong Vocational Interest Blank. Stanford University, California, 1933-37.

Provides scores for forty-seven specific occupations including artist, psychologist, architect, physician, engineer, chemist, farmer, carpenter, accountant, musician, and others.


Shows the student's standing in nine general areas of interest: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical.


Provides score of academic, technical, and commercial course preferences.

2. Discuss such problems as the following: What is the value of interest to a person? What are some ways to develop an interest? What is the relation between interest and ability? Is interest a sufficient guide for choosing a vocation?
3. List names of successful people who found their life's work through hobbies or some form of recreation.

4. Make a list of the leisure time activities of the members of the class, and discuss the vocational significance of these interests. Consult Part IV of the Dictionary of Occupational Titles for a listing of hobbies and leisure time activities in which vocational skills and interests may be developed.

5. See the film:

Careers for Girls
15 min sd
$55

March of Time Forum
New York, New York
1949

Pointing out the relationships between a girl's everyday interests and the type of work she might like best, it encourages early career planning and self-inventory. Useful also to call attention to the variety of fields of work now open to women.

B. Aptitudes

1. Discover your aptitudes by taking tests such as:


Consists of seven parts: verbal reasoning; numerical ability; abstract reasoning; space relations; mechanical reasoning; clerical speed and accuracy; language usage. Stress abilities rather than ability as the basis for prediction and guidance.


Tests speed and accuracy in two types of performance—number checking and name checking.
Test of Mechanical Comprehension. The Psychological Corporation, New York, 1940-47.

Designed to measure understanding of a variety of mechanical and physical relationships. Physical principles are illustrated, usually by two drawings.

2. List experiences you have had which illustrate the importance of adjusting to and understanding other people. What bearing does understanding other people have on one's personal success in his chosen vocation?

3. See the films:

   **Aptitudes and Occupations** Coronet Instructional Films
   16 min sd
   $67.50 1951

   Discusses six of the fundamental human abilities—mechanical, clerical, social, musical, artistic, and scholastic and indicates how a student may, with the aid of the school counselor, determine how much of each of these abilities he has. It also indicates broad fields in which certain combinations of abilities are required.

   **I Want to Be a Secretary** Coronet Instructional Films
   15 min sd
   $67.50 Chicago, Illinois 1943

   Deals with clerical aptitudes. Gives aspirants important clues as to their own chances of success in this particular field.

C. Abilities

1. Discover your abilities by taking tests such as:


   Gamma Tests for grades 9-16. Revision of the Otis Self-Administering Test. Items of vocabulary, opposites, analogies, mixed sentences, reasoning, and proverbs occur at different levels of difficulty.
Composed of four parts involving English completion, arithmetic reasoning, analogies, and opposites.

2. See the filmstrip:

You and Your Mental Abilities
Society for Visual
Education, Inc.,
Chicago, Illinois
1949

Designed to show the relation between mental ability, mental pattern, personality, interests, aptitudes, and the occupation selected.

3. List occupations whose principal activities or duties require: skill with the hands; strength and endurance; cooperation with others, supervision of ideas, indoor work; outdoor work; the use of abstract ideas. Which of these would you enjoy? Give reasons for your choice?


5. Ask five persons who are employed whether they were interested in the kind of work they do or whether interest and ability developed as a result of their work. Tabulate each student's findings and draw conclusions.

D. Personality Traits
1. Discover your personality traits by taking tests such as:

**Bemreuter Personality Inventory.** Stanford University Press, Stanford University, California. 1931-38.

125 questions regarding an individual's customary behavior designed to measure the degree of these personality traits: extroversion, nervous stability, self-sufficiency, social dominance, self-confidence, and sociability.

**California Test of Personality.** California Test Bureau, Los Angeles, California, 1939-43.

Measures a number of components of personal and social adjustment. Self adjustment consists of six subtests called self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. The score in social adjustment is based on six parts designated social standards, social skills, antisocial tendencies, family relations, school relations, and community relations.

2. Invite the guidance counselor to lead a discussion on "Why People Lose Their Jobs."

3. Dramatize some incidents which illustrate some problems encountered in employer-employee relations. Discuss what you consider the advisable solution to each problem.

4. See the film:

**Placing the Right Man on the Job**

13 min sd
$32.50

Castle Films Division
United World Films, Inc.
San Francisco, California 1944

Several workers who are misfits on the jobs they are doing are reassigned to different jobs resulting in happier workers and increased production. The necessity for taking into account individual differences is clearly indicated.

E. Vocational Preparation
1. Interview a number of men and women to find out how each chose his occupation. Would he make the same choice again? What advice would he give a high school boy or girl concerning preparation for employment?

2. Interview a number of adults who have achieved some degree of success on the job to find out which high school experiences contributed most to their success. Compare your findings with those of the other members of the class.

3. Invite some graduates of your school who were recently employed to discuss what they think young people should know about vocations before choosing their lifework. Ask them to describe the pleasant and unpleasant features of their work, the duties, possibilities of advancement, and the qualifications that they have found to be most essential.

4. Interview several workers who lost their jobs. What reasons do they give for their failure?

5. See the film:

   You and Your Work
   10 min sd
   $45 color $90
   Coronet Instructional Films
   Chicago, Illinois 1949

   The story of Judd Taylor, his failure in a good job, and his ultimate rehabilitation and success.

6. List all the sources of help and information available in the school and community concerning the choosing
of a vocation.

7. Check the legal requirements regarding general and special education for professions, such as certified public accountant, dentist, doctor, lawyer, pharmacist, surgeon, and teacher. Suggest reasons for the various requirements.

8. Prepare charts or lists showing the vocational possibilities of different school subjects. For example, develop charts titled "Vocational Opportunities in Stenography;" "Opportunities in Industrial Arts;" "Vocational Outlets of Foreign Languages." Invite the cooperation of the teachers of the various subjects.

9. Report on colleges and schools giving further training. Each student might select a different type of school; consult books on colleges and professional and trade schools; examine the catalogs; interview someone who has attended that institution; and serve as an "expert" to give information one should have and consider in choosing an institution offering further training.

10. Invite employers or personnel managers to talk on such topics as: "The Kind of Employees that Receive Promotion in our Firm;" "How to Select Our Employees;" "The Kind of Workers We Need."
11. Report to the class on the services you may receive from your nearest office of the State Employment Service.

12. Present for display on the bulletin board thumbnail sketches of graduates who are climbing the occupational ladder. Include a picture, name, and class of the graduate. Brief biographies might include school scholarship, service, and extra curricular achievements; business experience; some personal data on ambitions, interests, and hobbies.

13. Label each rung of a ladder with the name of an occupation which would be a step toward the goal of private secretary. Beside each step write the duties and qualifications necessary to a firm footing on that step and a start toward the next rung in the ladder. Entitle the poster: "If You Want to Be a Secretary."

14. Describe the steps you might take ten years from now if you find that the occupation you have chosen is not suitable and you wish to make a change or readjustment.

15. Prepare a kit which you might use in applying for job. Draft an experience record and qualification sheet which describes you and your abilities. Compose a letter of application and the letters you would send to those whose names you give as reference.
asking for recommendations. Include a follow-up letter of application.

16. Dramatize interviews which demonstrate desirable attitudes, suitable dress, and good and poor approaches.

17. See the films:

**Finding the Right Job**
11 min sd
$45 color $90

Coronet Instructional Films
Chicago, Illinois
1949

A vocational guidance film that gets down to actual facts in the problem of finding a job.

**Finding Your Life Work**
22 min sd
$100

Carl F. Mahnke Productions
Des Moines, Iowa
1940

Opening sequence on "knowing yourself" considers the various aptitude tests and the individual's educational record, his character, interests, accomplishments, social assets, and financial ability to sustain himself until established. Next sequence attempts to offer suggestions for obtaining information about many of the occupations available. The value of various school subjects is outlined.

18. Interview workers in three or four occupations that interest you. Following are some suggestive questions:

What is your job? How did you prepare for it? What high school subjects are helpful? What personal qualifications are desirable? Is the field crowded? What is the average yearly salary of beginning workers? What are the opportunities for advancement? What are the advantages and disadvantages? How would I go about getting a job like yours? What advice would you give to those considering this
kind of work? Put together all of these done by class members into a career book.
SELECTED BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF EMPLOYMENT AND VOCATIONS

Business Understandings

A. Business occupations consist of those phases of work, that deal with management, recording, communication, distribution, and consumption, and therefore, cut across and/or are a part of all major fields of work. (I-B-3,4)

B. Success in any business vocation depends upon a wise vocational choice in harmony with the individual's interests, aptitudes, and abilities, and definite preparation. (II-C-3; D-1,2; E-1 to 10)

Information for the Teacher

A. Levels of Business Occupations

Business occupations begin with the junior, or apprenticeship level which is made up of beginners who usually have limited schooling and special skills, and extend to the leadership or ownership level which consists of the best trained and equipped people who have a broad general education and technical training.

B. Secretaries, Stenographers, and Typists

1. Nature of Work. Typists' work ranges from simple copying to reproducing complicated statistical tables and manuscripts. Most typists also have to do a variety of clerical work.

Stenographers, besides typing, take dictation in shorthand (a small number use stenotype machines). A few become specialists in foreign languages, legal or police
work, or public or court stenography. Court reporters must be able to record difficult technical language at a very high rate of speed for several hours at a time.

Secretaries usually handle stenographic duties along with business details which do not need their employer's personal attention. Some specialize in legal, medical, private, social, or other types of secretarial work. Most of these workers (about 94 per cent) are women. Men are often preferred for stenographic jobs with finance, insurance, and real estate companies, and transportation industries. Court stenographers are usually men, although some women stenotypists are employed.

2. Training. Completion of a business course in high school, junior college, or business school is usually required for entrance into these occupations. Typists need good training not only in typing but in spelling, vocabulary, punctuation, grammar, and correspondence procedures; stenographers also must be able to take dictation quickly and accurately. Ability to use other office machines is helpful and often necessary for many jobs.

The better-paid positions often require a knowledge of fundamentals and terminology of a particular field, such as law, medicine, engineering, or foreign language. Starting out as a typist, a person with ability and
additional training may advance to a stenographic job; stenographers may advance to secretarial and administrative assistant positions.

3. Earnings and Working Conditions. In the federal civil service, typists had an annual starting salary of $2,200 or $2,400 in 1950. Stenographers started at $2,400. Court stenographers in the federal service began at $3,400.

Private industry pays less, in most cases, to beginning workers. In many cases, however, there are greater opportunities to advance to higher paid positions in private industry than are offered by the civil service.

Most office workers work five days a week of forty hours. Practically all office workers with a year's service receive two weeks of vacation. Information on salaries, hours of work, and supplementary benefits for office workers is published periodically in the Monthly Labor Review, United States Department of Labor Bureau of Labor Statistics, Washington, D. C. Information on government jobs may be obtained from state or municipal civil service authorities or the United States Civil Service Commission, Washington, D. C.

C. Bookkeeping

1. Nature of Work. Jobs in bookkeeping range from entry positions as clerk or machine operator to head bookkeeper. Bookkeeping clerks perform routine tasks
such as recording and posting items by hand; in small concerns they also perform related duties such as typing filing, and mailing statements. Some workers use bookkeeping machines to record only one type of data while others operate complicated machines that record a great variety of information.

General bookkeepers keep complete and systematic sets of records of their employers' business transactions, recording items in proper journals and on special forms, posting ledgers, balancing books, and compiling reports. In large establishments which employ many office workers, a bookkeeper may be assigned to work with one phase or section of a complete set of records, as accounts payable or accounts receivable.

2. Training. Most employers require graduation from high school or special training in a business or vocational school. Many employers however, prefer not to hire college-trained persons for routine bookkeeping jobs. A business course which includes training in many office functions such as typing, shorthand, and use of various office machines, as well as bookkeeping procedure, will usually be of greatest value in obtaining a job in this field. Head bookkeepers are employed in all industries with by far the greatest number in wholesale and retail trade. Many employment opportunities are found with banks, insurance companies, railroads and utility companies.
3. Earnings and Working Conditions. Average weekly earnings of men employed as bookkeepers ranged from $53 to $70 in seventeen large cities, according to a survey of office workers' salaries in 1949. In nearly all cities, hand bookkeepers received higher pay than workers in any other office occupations; women bookkeepers averaged somewhat less than men ($45 to $62). Workers usually work five days, 40 hours or less a week. Workers in finance, insurance and real estate offices generally work a 37½-hour week. It is a general rule that employees receive a two-week annual vacation.

D. Accounting

The bookkeeper is concerned with only the recording and summarizing of information on financial transactions, whereas, the accountant analyzes these records and recommends policies for the future. Accountancy, in terms of work done, standards, and preparation required, is coming to be recognized as a profession. Over 200,000 accountants are now employed in the United States.

There are two general types of accountants: (1) the public accountant, who makes his services available to the public and is employed in studying the accounts of a number of firms, and (2) the private accountant, who is in the employ of one company. Public accountants perform
three types of services: they audit or check the accounts of a company; they make special investigations of the financial conditions of businesses; and they devise and install improved accounting systems. The private accountant performs the same type of services for his firm; and he may audit the work of the different bookkeeping departments, make such special studies as are needed, and install, supervise, or change the bookkeeping system.

Cost accounting is a special field that is becoming increasingly important, particularly to the manufacturing firm, and is concerned with the cost of producing various services and articles from among the many phases of a company's work.

1. Necessary Training and Experience. The ideal preparation for the accountant is a general college education, plus a year or more of specialized training in accounting. Regardless of the excellence of preparation however, certain personal characteristics are essential: a combination of analytical ability and imagination; the ability to organize and interpret seemingly unrelated facts; habits of working conscientiously and accurately without supervision; ability to summarize and state conclusions in simple, exact language; unquestioned honesty; a liking for details and for system; and those qualities, such as tact and adaptation which enables one to work well with
2. Salaries. The accountant's salary during his period of apprenticeship will progress from $2,000 to about $3,600 or sometimes as high as $5,000. The civil service salary schedule for certified accountants runs from $3,727 to $8,509 per year. The accountant with a good following and a capital of $2,000 to $5,000 may organize his own firm, where he can receive high daily rates for the services of himself and his assistants. Business professions in this field, which usually bring higher rewards than general accounting, are those of the cost accountant, efficiency expert, and consulting accountants. There are also many executive positions in business and industry open to the good accountant.

3. Certified Public Accountant (C.P.A.). The title of Certified Public Accountant, which is required for practicing as an independent public accountant, and which is sought by many others because of the honor and authority attached to it, may be received only after passing written examinations required by the law in every state. Most boards of accountancy have adopted the examination prepared by the Board of Examiners of the American Institute of Accountants. In many states, a record of from one to three years of successful practice in professional accounting is also required. The examinations include the theory
of accounting, practical auditing problems, auditing, and commercial law. It is very difficult to pass these examinations without a thorough college course in accounting.

E. Sales Occupations

Almost every one has some idea of what sales work consists of, but most people fail to realize the great variation among sales jobs. An entirely different knowledge and selling technique may be required to sell one type of product to housewives from that involved in selling an industrial product to large companies.

Among the different types of sales workers are manufacturers' salesmen, who sell to stores or other manufacturers; jobbers' salesmen; insurance salesmen; special-to salesmen who go from door to door selling such items as brushes; and sales clerks employed by department, variety, apparel, grocery, and other kinds of stores. Sales clerks in stores are by far the most numerous. Some salespersons in stores, such as those selling furniture, must know a great deal about the merchandise they sell. But most sales clerks merely display merchandise, assist the customer in making a selection, and receive payment or make out a charge slip.

Manufacturers' salesmen must have a thorough knowledge of the products they are selling and how each product can meet the needs of their customers. In many jobs, techni-
cal men are required, such as engineers, chemists, and pharmacists. Training courses are given new salesmen by most large companies. Most salesmen must travel extensively and they work on a commission basis rather than on straight salary, and consequently their earnings vary from year to year.

E. Personnel Work

1. Nature of Work. Personnel workers plan for and assist in the recruiting, training, rating, placement, discipline, lay-off and discharge of employees. They maintain personnel records and are often responsible for job standardization and classification and wage setting; for employee counseling, welfare services, health, safety, and pension and retirement systems; for compliance with federal and state labor laws; and for an employee information service.

Labor relations is one of the most important parts of their work. Professional personnel workers number in tens of thousands. They are employed in all industries and by federal, state, and local governments. About three out of every four people in the profession are men. Very few women have top managerial positions, but many are in technical personnel jobs, such as classification and placement, in interviewing and counseling, and in personnel research—particularly in government and in industries with large numbers of women workers.
2. Requirements. Requirements for a professional personnel position usually include a bachelor's degree with courses in personnel and public administration, psychology, statistics, business management, economics, English and public speaking. Many of the leading personnel executives in private industry today came into the field via production and supervisory work.

3. Earnings. Annual starting salaries for most personnel clerks in the Federal government were $2,875 in 1950. Personnel specialists in the same year started at about $3,100 while personnel directors earned approximately $6,000 to $11,000. In private industry starting rates are lower than in the Federal Government, but top salaries are much higher.

F. Office Machine Operators

Just as there are many different kinds of work to be done in an office, so there are many different types of machines to perform the tasks. Machines make it possible for certain tasks to be done with great speed and accuracy. Office-machine operation is a rapidly expanding field. Machines are being designed to perform nearly every conceivable type of operation. Office machines include: the mimeograph, multigraph, and ditto machines; addressograph; adding machines, comptometers, calculating machines, including billing and bookkeeping machines, and the
punch-card machines; ediphone, dictaphone, soundscriber; envelop feeders and sealers, folding machines, label pasters, letter openers, paper cutters and paper punchers.

1. Training. Most employers prefer to hire high school graduates who have had the business course or at least some business training. Some skill or knowledge of office machines is essential although the concerns usually give training on the specific machines. Those who operate adding or calculating machines need thorough grounding in arithmetical skills and ease in working with figures. They should also know something about general office procedures.

2. Earnings. A recent survey in ten metropolitan areas shows that wages ranged from $22.50 to $70 weekly, with an average of $42. Top salaries go to skilled individuals who operate very complicated bookkeeping and calculating machines.

G. General Office Clerks

Clerks make up the backbone of the office staff. In both small and large offices general clerks handle a great deal of the routine work that keeps the business going. Junior clerks usually start with minor clerical duties which require no special training, and opportunities are available to advance as rapidly as the individual proves capable to take over responsibilities. Clerks perform a variety of office operations in connection with correspond-
ence, record keeping, and service to customers.

Typical clerical duties include addressing envelopes, answering letters, and filing orders. Clerks also prepare bills and invoices, post transactions in ledgers, make up pay rolls, maintain files, handle telephone queries and take inventory. Office boys and office girls are sometimes called messengers, and in banks they are known as pages. They run errands, deliver messages, operate simple office machines, open and sort mail, and help with filing. Receptionists greet customers, salesmen, and other visitors. They also serve as switchboard operators, as information clerks, and often do some typing or other office work. The mail clerk opens and distributes incoming mail and collects outgoing correspondence and delivers it to the post office. File clerks have charge of filing materials. Correspondents have charge of replying to the business mail. They read the incoming mail secure desired information and prepare replies. Other typical clerks include clerk-typists, pay-roll clerks, order clerks, and stock clerks.

1. Qualifications. Ability to work cooperatively with others, initiative, and ability to follow directions are the basic qualifications for a job as a clerk.

2. Training. In most cases employers hire clerks who have had a high school business course or business school training. Helpful subjects include, business English,
business law, business arithmetic, typewriting. For advancement they should have special training such as shorthand or accounting.

3. Earnings. The average salaries reported by a recent Bureau of Labor Statistics survey reveal the wide variation, typical of clerical work. General clerks' average salaries range from $35 to $55 a week; office boys and girls $27 to $39; receptionists $34 to $45; and file clerks $28 to $49. Civil service salaries range from $2,860 annually to $3,727.

H. Going Into Business

Although this is a period of large corporation, the nation still remains one in which small business enterprises predominate. It is estimated that between four hundred thousand and five hundred thousand new business enterprises are started in this country each year. There are almost two and one-half million business units in this country and only one per cent of these represent "big business." About half of the people in the United States who are gainfully employed have jobs in small business firms. Anti-monopoly investigations and anti-trust controls have had the effect of placing a curb on the worst features of the big corporation, and little business has as bright a future as it has ever had. The recent war helped as well as hurt small organizations. Little business is adaptable, flexible, and quick to take
advantage of changing conditions. It can retract quickly and, with capable management, avoid economic storm.

1. Types of Business. There are three types of business into which an individual may place his capital: the production of raw materials, e.g., mining or agriculture; manufacturing, which takes the raw product or a combination of raw materials and makes certain changes so that a new product is developed, which includes the entire field of factory and machine production; and service organizations, such as selling, catering, and management. Sometimes all three of these broad classifications are combined in a single business, such as a large oil company that owns the well, refines the crude oil, and sells the products through a nation-wide organization of service stations.

The amount of capital required for going into business is in direct proportion to the number of functions a business is going to perform. A farmer who sells only to wholesaler needs less capital than the dairyman who invests in a bottling plant, and the latter needs less capital than a complete creamery that runs its own trucks and that must sell the milk to the ultimate consumer.

Personal-service enterprises often can be started on a "shoestring," without any appreciable loss or failure, since there is little or no investment in stock,
rent, salaries, and similar items. Some businesses can
be built up even at home. For the most part, however,
even a small enterprise will need a certain amount of
investment in merchandise, machinery, and equipment, or
in advertising, mailing, and promotion costs. It must
also have enough capital to carry the operations of the
business until it becomes established and begins to
show a profit. This may be from one week to one month,
in such an enterprise as a lunch counter, and a year or long-
er for a furniture store, or the manufacture of a new
product. All of these elements must be taken into account
by the individual who says, "I want to go into business
for myself."

2. Personal Qualifications. The man who is in busi-
ness for himself must be able to take responsibility,
to direct the work of others, and to analyze business
trends and problems of marketing. He must have a knowledge
of business and financial procedures, so that he can
figure costs, diagnose financial difficulties and correct
them, estimate possible profits, make up a statement for
tax purposes, and perform many similar duties that devolve
upon the owner and manager of a business. If he is in a
type of business that requires contact with the ultimate
consumer, he must also have a practical knowledge of
selling, merchandising, advertising, public relations, and
the psychology of the consumer. The man who goes into
business for himself needs initiative and drive, for he is entering a highly competitive field. Every fluctuation of business will concern his success, and he will be faced with such problems as wage-and-hour laws, labor relations, and state and federal taxes. He must be able to buy at a lower figure than his competitor, and keep his labor costs within reason.

There are advantages in conducting one's own business. If one does not like the way the business is conducted he can change it. If he wants to try a new experiment or undertake a new departure, he is usually free to do so. Many of the large corporations started with one man's idea and expanded steadily over a period of years. For one who has ability and enterprise, there is great opportunity in small business.

3. Causes of Business Failure. Most of the evidence indicates that failures are do to the personal element and not to outside factors. One report, made by the United States Department of Commerce and the Institute of Human Relations of Yale University, states that the major causes of bankruptcy are inefficient management, unwise use of extension credit, adverse domestic and personal factors, and dishonesty and fraud. Few failures were a consequence of unjustifiable entrance into business. From the business failures investigated, the following facts were reported:
a. Over 66 per cent of the owners or managers had not gone through high school.
b. Over 50 per cent had no accounting records.
c. 31 per cent had inadequate accounting records.
d. 48 per cent had no training for the occupation.
e. Only 2 per cent used credit bureaus.
f. 80 per cent invested $5,000 or less of their own money although liabilities ran to many times that amount.

Business depression, insufficient capital, excessive overhead, and poor locations were contributing factors, but the outstanding cause remained incompetence.
Selected References


* Reference for the teacher
** Reference for the students
VI. PROBLEMS OF CONSERVING NATURAL RESOURCES*

Conservation of natural resources is a problem of vital concern to all peoples and a responsibility which must be accepted by each person. Unless we use more prudently the natural resources on which civilization depends, we shall soon find ourselves on the road to lower living standards and to eventual decline. The problem is aggravated by the increasing population, the upsetting of nature's balance by technology, the prevalence of world-wide tensions and wars, and the rapid decline of land productivity.

Since public opinion is a strategic factor in the ultimate success of any conservation program, it is imperative that education should enlighten the public on the problem and develop desirable attitudes toward wise use of resources.

This unit seeks to provide all students with basic understandings related to the problem of resource use and effects of resource impairment on human welfare.

* Adapted from Lurry's title: "Problems of Using And Conserving Natural Resources."
Objectives

To help students:

1. Develop a popular understanding of natural resources.

2. Study the effect of natural resources on human welfare.

3. Understand the interrelations and interdependencies among men, animals, plants, and the earth that supports them all.

4. Realize that many resources are exhaustible and that there is much evidence of resource waste.

5. Develop a social philosophy of rights and clarify the rights of society as they conflict with the desire of the individual, or limited group, to exploit resources.

6. Study the relation of science to conservation.

7. Become acquainted with the conservation work that is now being done.

8. Develop a sound philosophy of conservation.

Scope

Conserving Natural Resources* at the:

I. Community level

II. State level

III. National level

IV. World-wide level

* Soil, Water, Minerals, Wildlife, Forests, Recreational and Scenic resources.
I. Conserving Natural Resources at the Community Level

A. Soil

1. Take a field trip to places where the effects of erosion can be observed. Notice the difference between sheet erosion, gullyning, and wind erosion. Observe the difference between man-induced erosion and natural erosion, also the effects of erosion on natural vegetation growing on the land.

2. See the films:

Rain In The Plains  Soil Conservation Service
3 min sd  Washington, D. C.  1938

Shows the causes and effects of water erosion and of wind erosion resulting in dust storms. Outlines the soil conservation methods needed to reclaim ruined land: strip-cropping, windbreaks, and construction of dams.

Soil Conservation  Soil Conservation Service
Series for Schools  Washington, D. C.  1948

The series consists of four films: (a) Topsoil, (b) Water, (c) Erosion, and (d) Soil and Water Conservation. They may be used separately, but for maximum benefit, the entire series, one film per meeting should be shown in the order indicated.

3. Visit an erosion-control project. Secure information about erosion control activities in the county from the county agent. Prepare reports on the various methods of preventing or controlling erosion.

4. See the films:
Directs attention to conservation practices which farmers should follow in order to prevent, halt, or correct the effects of soil erosion.

Colored action drawing and photographs show how strip cropping is used to prevent erosion by wind and water.

5. Take a field trip to a farm where a complete conservation farming program has been installed for studying the more common conservation practices. Notice the relation of soil conservation to wildlife conservation. Ask the farmer or conservation specialist to explain the conservation program of the farm.

6. Make a number of soil profiles in different fields and compare the depths of the top soil layers. This comparison will show which fields have lost the most soil by erosion. What is the relation between erosion in any region and its soil, slope, and cover?

7. Collect samples of soil of different origin: top-soil, subsoil, virgin soil, eroded soil, garden soil, field soil, forest soil. Make a comparative study of their properties such as structure, texture, water holding capacities, adhesion,
mineral content, and acidity or alkalinity.
Relate properties to uses of each.

8. Have a round-table discussion on the topic "How Does Soil Conservation Affect Human Welfare?"

9. See the films:

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>And So They Live</td>
<td>Shows the tragic effects of poor soil on diet, housing, sanitation, and other aspects of rural life. Reveals the need for a school program geared to community needs.</td>
</tr>
<tr>
<td>25 min sd</td>
<td>New York University New York</td>
</tr>
<tr>
<td>$95 rent $6</td>
<td>1940</td>
</tr>
</tbody>
</table>

10. Compare counties where there is little or no erosion with counties where the land is severely eroded. Using graphs, maps, and other statistics obtained from the State Planning Board, State Chamber of Commerce, Bureau of Census, State Department of Agriculture, Conservation Commission, and other organizations, compare the farm income, value of land per acre, estimated gross cash income from the sale of agricultural products per farm, loss of population since 1940, etc. What conclusions can be drawn as regards to:
   a. Relation of income to the kind of land
b. The value of eroded land

c. Relation of population to poor soils

d. The attitude of the State toward eroded areas

11. Pull up the grass from a four-inch-square area on a lawn or pasture. Shake the dirt off the grass roots into a container. Then collect about one-half pound of dirt in another container from a bare field or playground. Weigh out exactly a half pound of each sample and heat each to drive out the water. Then weigh the two samples again. Which one contained more water? Explain the results.

B. Water

1. Visit the city or community water supply and filtration plant to observe the different processes of water purification. Collect data about: the source of the domestic water supply; problems confronting the community in securing safe water; how water is distributed to places where it is used; average amount of water consumed by city daily; costs involved in purifying and maintaining safe water.

2. Collect samples of water of different origin and examine their physical properties such as taste, odor, color, turbidity; and test those samples for: alkalinity, total hardness, dissolved solids, chlororides, iron, lead, copper, zinc, and bacteria.
In the light of such tests decide on the suitability of the different samples for domestic use. For checking results, samples of water might be sent to the experiment station of the State University for testing.

3. Take a trip to a modern water power plant to see how water is used to develop electricity.

4. Make a list of the important water falls in the United States and find out the kind of industries in which their power is utilized.

5. Study the success of reservoirs designed to be used for power and for irrigation as compared with single purpose reservoirs.

6. Discuss the problem of competition of water power with power developed from other sources.

7. Take a trip to mud-filled lakes, poorly drained farmlands, or swamps, see how such places become breeding places for mosquitoes and other harmful pests. Consider how pollution and silting of streams and reservoirs might become a threat to city water supplies. Are there evidences of killed fish or birds, factory waste, garbage and trash? What is the effect of such waste on life in the stream? As a follow-up students might plan a campaign to keep people from throwing waste in streams.
8. Make a field trip to the scene of a recent flood. Look for evidences of flood level, force of flood waters, signs of erosion and siltation, damage to properties, animal life and human beings.

9. See the film:

The River
32 min sd
Soil Conservation Service
Washington, D. C.
1939

Tells the story of the Mississippi and how man has abused it. Shows how we must change farming and lumbering practices if we are to curb future floods and reduce soil losses. Depicts the need for conservation practices impressively.

10. Prepare a bulletin board display of pictures to illustrate floods and flood controls. Take a field trip to observe a dam. Is it built to furnish water power? Or primarily to aid in flood control. Find out how rapidly silt is filling up the reservoir back of the dam. Find out as many ways as possible to prevent the silting of water in reservoirs.

11. Discuss related problems such as: How wildlife would be affected by an efficient program of water conservation. How does a series of dams in a river help to control floods? To what extent is water conservation being practiced in the local community?

12. See the film:

Rain for the Earth
2 reels sd
Y. M. C. A. Motion Picture Bureau
New York, New York
Story of man's struggle with drought in Great Plains; building of dams and reservoirs to conserve soil.

13. Study and report on the water problems in the local vicinity including:
   a. Competitive demands for water in any given region and possible remedies.
   b. Provision of additional supplies of water for the increasing needs of the future.
   c. Elimination of water pollution.
   d. Use of water for recreation: fishing and hunting, boating, skating, hiking, swimming.
   e. Drainage facilities.
   f. Water and erosion.
   g. Floods and low water periods.
   h. Use of water in industry.

C. Minerals

1. Find out what industries in your city or county are equipped to use great amounts of water. What industries are dependent on minerals as the raw product, what do these industries make? Have any industries had to close because of lack of raw materials?

2. Make a map showing the location of minerals and of manufacturing towns and cities that use these minerals.

3. See the film:
Power Unlimited
17 min sd
RKO Radio Pictures
New York, New York

Presents the value of coal to the people of America. It is the story of the transformation of coal into products that have brought an enriched life to everyone. The men who produce the coal; transportation to the mills, factories and foundries; the conversion into coke for iron and steel; the part coal and coal miners played in the winning of the war, and the various by-products such as drugs, dyes, cosmetics, perfumes, plastics, and nylon are all pictured.

4. Have a panel discussion on the topic: "Can scientific discoveries compensate for the exhaustion of our mineral resources?"

5. Make a trip to an oil field. Interview the resident manager and collect data on field, when discovered, how owned or leased, depth of wells, annual production, conservation methods practiced, probable life of field, oil wastes—if any, and attempts to overcome them, etc.

6. See the film:

Birth of an Oil Field
30 min sd
Shell Oil Company
Public Relations Department
Color loan
New York, New York
1948

Shows how an oil well is drilled and how crude oil is brought up from the ground and started on its way to the refinery. Describes the operation of the ponderous equipment by drilling crews, follows the drill-bit as it makes its way through various geological strata.

7. Visit an oil refinery to observe and study methods of purifying products. Find out uses of these
products in industry and everyday life.

D. Wildlife

1. Collect as much evidence as possible by reading and inquiring from old settlers—about the fact that many kinds of wildlife have become extinct or very rare in the locality and make a list of species of wildlife that have become extinct; are threatened with extinction; or have been harmfully reduced. Find out the reasons that have led to this situation, and make plans for conserving the wildlife in your locality.

2. Explore the attitude of the farmers of the community toward birds which are considered harmful, such as owls and hawks; To what extent are farmers' attitudes toward certain birds justified? What useful birds, if any are not protected by law?

3. See the film:

   Know the Hawks
   11 min sd
   Fish and Wildlife Service
   Washington, D. C.
   1942

   Explains the importance of hawks to rodent control. Shows their nesting and feeding habits, and the care of their young.

4. Visit a bird sanctuary to observe the kinds of birds which are protected and the provisions made for protecting timid birds from starlings and sparrows. What provisions are made for protecting waterfowls? Make list of birds seen; note habits of birds; make
make sketches of shelters, bird baths, feeding
trays, protection thickets, and other attractions
for birds. As a follow-up: build bird houses,
maintain a bird bath and feeding station.

5. Write articles in the school paper on the need for
bird sanctuaries in the community.

6. Secure information concerning the number of fur­
bearing animals caught and sold each year, and the
regulations enforced to insure the necessary pro­
tection of these animals. Visit a fur store to
learn the names used in connection with local species
when their pelts enter trade.

7. Ask your parents and other members of the community
about wildflowers they knew as children. How many
of them have disappeared? Why? What might be done
to conserve them?

8. See the filmstrip:

Wildflowers Everyone Society for Visual Educa­
Should Know tion
$3 FR with script Chicago, Illinois
$3

Shows about 40 of the most common wildflowers;
tells where they are found and how to identify
them.

9. Initiate a campaign to have certain wildflowers
and shrubs allowed to grow in fence corners.
Prepare posters for store windows of nearby towns
or cities urging people not to pluck wildflowers.
Circulate petitions for laws to protect wildflowers and especially those that need protection and perhaps plan other ways to influence lawmakers on behalf of wildflowers.

10. Take a trip to a meadow, marsh, stream or woods to study the animal and plant life. Observe the birds with field glasses. Observe birds closely to see what they eat. Gather specimens of shrubs or plants that provide shelter or food. Study carefully the animals' food habits. Do the same plants serve both for food and cover? Do droughts, floods and fires, destroy the nests and adults? Where do animals hide, rest, feed, and raise their young? How effective are the predators? Are they feeding upon desirable animals, either young or old? Is there enough food and cover for all animals present? Take pictures of animals in their natural surroundings in the area. Listen to calls of birds.

E. Recreational Resources

1. "Are there evidences of misuse, deterioration, and depletion of recreational resources in the community?"
Try to answer the above question by collecting sufficient evidences. Some of these are:
a. Using creeks and rivers for open sewers.
b. Leaving scattered litter where we have camped
c. Allowing forest, grassland, brushland, and swampland to burn over time after time.
d. Dumping cans, bedsprings, and other rubbish in water "bodies," on vacant land, and along highways.
e. Allowing municipal dumps, automobile graveyards, and collections of shacks to accumulate on the outskirts of cities.

Discuss possible remedies.

2. Plan a campaign to educate the public for proper use of recreational resources.

F. Forests

1. Take a walk through a wood. Note different kinds of trees, animals, and birds. Observe dead and fallen timber in a woods and special kinds of trees attacked by disease. Look for trees which have been injured by insects. Look for grubs or larvae. Try to find out what kinds of insects caused the damage. Look for insects under bark of dead trees and fallen timber. Notice ways in which trees have been cut, type of soil as compared with soil outside the forest. Identify trees damaged by: crowded surroundings, wind, water, ice, logging, fire. Gather leaves, twigs, specimens of wood, soil, plants for study.

2. What are the most serious enemies of forests and how
may they be attacked or controlled? Report on your findings.

3. Make a poster showing the various causes of fire in the local community or state, the number of acres burned last year, and the estimated damage.

4. See the film:

<table>
<thead>
<tr>
<th>Ten Thousand Fires</th>
<th>Tennessee Valley Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 min sd</td>
<td>Knoxville, Tennessee</td>
</tr>
<tr>
<td>Color</td>
<td>1942</td>
</tr>
</tbody>
</table>

Emphasizes the destructiveness of forest fires and the need for preventing them.

5. Arrange a visit to a sawmill, paper mill, or some wood-using industry. Note the kind of wood that is used and how it is used; check the source of the logs, pulpwood or other material used in the industry. How many people are employed in the industry? How is waste material disposed of?

6. What are lumber companies doing to conserve the forests and find out what difficulties they have in their methods of conservation. Write to lumber companies for pictures concerning forests and the lumber industry.

7. What are the forest products of your local community. What are some uses of these products? How many persons in your community are employed by local forest industries? Is there a substitute for wood?
8. Report on uses of forests as: watershed protection; prevention of landslides and snowslides; serving as windbreaks for homes, fields and orchards; recreation; preserving wildlife.

9. If your community were to plan a Conservation Day, how could this problem be presented to the people? Outline a program including use of newspapers, local radio stations, posters, dinners, and assembly programs in all schools.

II. Conserving Natural Resources at the State Level

A. State Activities in Forest Conservation

1. Determine the various types of forestry work done in your state by public agencies in conservation.

2. Determine the total number of technically trained foresters in your state. How many of these are employed by private industries? How many by each of the public agencies?

3. Bring information to the class concerning the reforestation program in your state.

4. Report on agencies which participate in forest protection and the nature of their activities?

5. Study a list of your state's forest laws and classify according to the following subjects: reforestation, fire protection, education, mechanical injury to trees, and miscellaneous subjects.
6. Invite your district forester to speak on forest problems.

B. Forest Fires

1. See the films:

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dead Out</td>
<td>22 min sd</td>
<td>Forest Service Washington, D. C. 1948</td>
</tr>
<tr>
<td>Color</td>
<td></td>
<td></td>
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</table>

Shows the causes and effects of forest fires caused by carelessness and simple ways to prevent them and keep small fires under control.

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Match Can Do It</td>
<td>10 min sd</td>
<td>Simmel-Meservey, Inc. Beverly Hills, California 1945</td>
</tr>
</tbody>
</table>

Shows a forest fire can begin with a single carelessly discarded match. Illustrates modern methods of sighting and reporting mountain fires. Includes scenes of men battling a forest fire, homes burning, and wild animals in flight. Flood, accentuated by the destruction of watershed forests, is shown as the aftermath of forest fires.

2. Study ways in which forest fires begin; the cost of replacing the loss by fire, and the effects of forest fire.

3. Prepare posters for use in campaigns to educate the public to the dangers of forest fires.

4. Students may like to write short articles on the subject: "Protecting Forests From Fire in my State."

To secure the necessary information write to the state forest service for available publications.

5. Visit a fire tower. How far can you see from the top of the tower? Can you see other towers? How does the lookout man use the map and alidade to
locate a fire?

C. Wildlife

1. Make a survey of the present wildlife resources of your state.

2. Study how the following factors affect wildlife resources: pollution, overgrazing of forested lands, burning of forests, range, swamps, and other wildlife habitats, drainage of marsh and swampland areas, decline in productivity of land, and public apathy.

3. Does your state require any license for hunting and/or fishing? Inquire about the number of hunting and fishing licenses issued for the past five years. Is the number increasing or decreasing? Explain.

4. Visit the state or federal fish hatchery nearest home. What species of fish are produced? At what season of the year are they released? How are they released. How large are the fish at the time they are planted? How are the fish fed at the hatchery?

5. Ascertain from the local game warden, game protector, or wildlife ranger how many big game animals are found in their state and make a list of those animals. Ask whether big game animals are increasing or decreasing in the state and learn the reasons why. What is the most important, the most numerous, or the most dangerous big game animal in your
section? Explain why it has this ranking.

6. See the films:

<table>
<thead>
<tr>
<th>Title</th>
<th>Organization</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realm of the Wild</td>
<td>Forest Service</td>
<td>Washington, D. C.</td>
<td>1945</td>
</tr>
<tr>
<td>27 min sd Color</td>
<td></td>
<td></td>
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</table>

Pictures the big game and smaller animals that inhabit the national forests.

<table>
<thead>
<tr>
<th>Title</th>
<th>Organization</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wild Animals--Their Homes and Habitat</td>
<td>Arthur Barr Productions</td>
<td>Pasadena, California</td>
<td>1940</td>
</tr>
<tr>
<td>10 min sd $40</td>
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</table>

Shows the homes of both birds and mammals and explains how they feed and protect themselves and their young.

D. Recreational Resources

1. Survey all the recreational resources of your state and classify them under such categories as physical, biotic, esthetic, scientific sites, and historic sites.

2. Compare such resources with those of other states or the nation and determine to what extent they are adequate.

3. See the films:

<table>
<thead>
<tr>
<th>Title</th>
<th>Organization</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenic Resources of the Tennessee Valley</td>
<td>Tennessee Valley Authority</td>
<td>Knoxville, Tennessee</td>
<td>1938</td>
</tr>
<tr>
<td>10 min silent</td>
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</table>

Pictures the scenic and recreational resources of the Tennessee Valley.

<table>
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<tr>
<th>Title</th>
<th>Organization</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>America The Beautiful</td>
<td>United States Treasury Department</td>
<td>Washington, D. C.</td>
<td>1946</td>
</tr>
<tr>
<td>18 min sd Color</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The beauty of America's hills and valleys, lakes and rivers, farms and cities.
4. Visit the state park nearest your home. Observe beautiful scenery, nature trails, wildflower exhibits, wildlife enclosures, trees and forests, streams and waterfalls, etc. Observe size and beauty of the very old large trees and learn their age. Make pencil sketches of the mountains, valleys, and waterfalls. Prepare reports to give to classmates unable to take the trip.

5. Explore the minerals resources of your state and find out what provisions are made for conserving these minerals. Bring samples of minerals and mineral substances to school to study the nature and use of each. Additional information about where each metal is found; its ores; how extracted; its production and consumption; etc. may be secured through library research work.

III. Conserving Natural Resources at the National Level

A. Forests

1. Enlarge two maps of the United States, one showing forest areas in 1620, the other showing present-day forest areas. What factors have led to the shrinkage of forest areas? How much of the early waste of forest trees was probably justifiable?

2. Write short stories that describe the lumbering practices of the companies that ruined most of the
northern forests.

3. Discuss the influence of forests on the nation's development. This would include influences of forests on industrial growth; on social development; on rapid development of transportation and communications.

4. Survey forest industries in a limited area, and prepare reports on the influence of these industries on the economic status of the area. How many people get their living either directly or indirectly from the forest?

5. Make a comprehensive plan for forest conservation on the community; state; and national levels. Make a survey of ownership of forests in the United States; private ownership—industrial farmer, other small owners; national forests; state forests; community and school forests. Discuss the problem of government vs private ownership of forests.

B. Government Role in Conservation

1. Have a panel discussion on "Government Responsibility for the Conservation of Natural Resources."

Some phases of the problems are: Why is some type of government control of most resources necessary for conservation? How much conservation can be attained by education? What conservation measure must be enforced by law? What projects can be
carried out only by the government? What are some governmental activities in the conservation of natural resources?

2. Study and report on some federal water projects such as: early irrigation projects in the West; Boulder Dam; the T.V.A.; the "New Deal" great public water projects; the Federal Waterways Commission; the Mississippi Flood Commission; the Mississippi Valley Committee and the Water Planning Committee of the National Resources Planning Board.


C. Soil Erosion

1. On an outline map of the United States, show the areas in which most of the soil has been either severely damaged or completely destroyed by erosion.

2. Study the relation between eroded areas and their prosperity.

3. Secure reliable data on the amount of soil that is washed out of the fields and pastures of America every year.

4. Study the results of some recent nation-wide surveys on the extent of erosion in America.

5. Estimate the annual monetary cost of erosion in the United States.

6. Make a comprehensive plan for controlling erosion
on the community, state, and national levels.

D. Mineral Resources

1. Show by means of a bar graph the relative proportion of the world's minerals possessed by the United States. Discuss economic implications.

2. On a large outline map of the United States, show by means of colors, the principal mining areas. Label the areas according to the minerals they produce.

E. National Parks

1. Write to The National Park Service, Department of Interior, Washington, D. C., and secure copies of available booklets dealing with the national parks. Study each of the bulletins and make reports dealing with each of the areas included in the National Park System.

2. See the film:

Summertime In Yosemite
National Park
10 min sd
Color loan
Santa Fe Film Bureau
Chicago, Illinois

Includes all the scenic highlight of the park.

IV. Conserving Natural Resources at the World-Wide Level

A. Effect of Natural Resources on a Country's Strength

1. Study the relation of natural resources to the wealth and strength of different nations.

a. The relation of the resources of Great Britain
and her colonies to its continued power in modern times.

b. The lack of sufficient resources for the large population of China and India and its effects on their standard of living and strength as world powers.

c. The lack of development of resources in parts of Asia, the East Indies, South America, etc., and the effect on their civilization and strength as world powers.

d. The intensive development and use of resources by Germany and Japan before World War II, to attain temporary dominance as world powers.

e. The effect of superior resources of the United Nations on the outcome of a possible future war.

2. Have a panel discussion of the topic, "Should Nations Keep their Minerals for Their Own use or Should They Sell them on the Foreign Market?" Be sure that the two conflicting points of views: National self-sufficiency versus economic internationalism are fairly presented.

B. War and Natural Resources

1. It has been said that wars are fought primarily for the control of natural resources. Discuss how far this saying is true in the light of what is known about past wars.
2. Find out the effect of wars on the depletion or exhaustion of natural resources.

3. Visit an army camp. List all the resources which were used in feeding and housing the soldiers and in training them in offense and defense. What war industries in your locality were engaged in the manufacture of the machines of modern war and what raw materials did they use? How did salvaged materials help win the war? What natural resources were conserved?

C. Conservation and Human Welfare

1. Make a chart to show the world production of petroleum. Compare figures of several consecutive years. Is the production increasing or decreasing? What are some of the economic implications? What are possible substitutes for petroleum?

2. Study and report on such topics as:
   a. The effects of natural resources on types and kinds of governments that exist in various regions of the world.
   b. The relation between the deficiency or development of natural resources and peoples' ideology.
   c. How long will the land of the earth continue to support its population at the present rate of exploitation? What are some possible remedies?
d. The depletion and waste of some critical mineral resources of some regions of the world.

e. The possible effects on society of continual exploitation of natural resources.

f. The decline of industry and commerce in some nations and communities due to the depletion or exhaustion of natural resources.

g. The world distribution of mineral resources and its social-economic implications.

3. It has been said that "One-half of the human race actually goes hungry, and famine and starvation still stalk the earth, as in ancient times. Disease, low efficiency, social tensions, and political and economic crises, in many areas, reflect the scarcity of food."* Discuss, in relation to the above quotation, the following questions:

a. Area by area, throughout the world, what are the existing shortages, or surpluses, of food?

b. What are the food production capacities of each area? How far have they been developed? What increases could be expected from improved agricultural methods.

c. In surplus producing areas, how much food is wasted that might be used in food scarcity areas?

What are the causes of waste? In what ways can waste be reduced?

d. Are the world's farmers producing the right crops for a hungry world?

e. What are the barriers to distribution of the world's food supply in accordance with need? What emergency measures may be needed? How can the channels of trade in food be kept free?

f. How will these problems be affected by current proposals for extending technical assistance to undeveloped areas?

D. Conservation in Foreign Countries

1. Study some recent conservation work in other countries such as: Reclamation of land from the sea in Holland; sand dune control in southern France; bench terraces in China; development of water power in Russia.

2. See the films:

Rice and Bulls
15 min sd ECA Films
New York, New York

Shows how cooperation among the farmers, new agricultural methods, and Marshall Plan machinery are combining to reclaim and irrigate salt lands of the Camargue in Southern France, thus increasing many times the rice yield and the prosperity of this region.

Land Redeemed
22 mn sd ECA Films
New York, New York

Pictures land reclamation projects in southern Italy.

Project for Tomorrow ECA Films
219

New York, New York

A story film telling of the development, sponsored by ERP, of 4-H Clubs among the farm children of Austria.

E. International Projects

1. Study critically examples of international cooperation projects for solving some conservation problems such as:

a. The International Fisheries Commission for halibut conservation (Canadian-American).

b. The international agreement for protection of whales which are becoming scarce, first sponsored by the League of Nations.

c. The North Pacific Sealing Convention, to prohibit pelagic sealing (America—Great Britain—Russia, and Japan)

d. The Canadian-American Joint Commission for the adjudication of the many water problems of interest to the two countries.
SELECTED BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF CONSERVING NATURAL RESOURCES

**Business Understandings**

A. Because of the vast amount of natural resources in the United States the growth of large companies tended toward elimination of competition, unfair public distribution, and enormous waste. Public opinion demanded some regulation in the exploitation and use of natural resources in the interest of conserving them for the future and in using them for the benefit of society at large. (III-B-1, 2,3,4)

**Information for the Teacher**

A. Economic Planning Means Nation-Wide Conservation

The Federal Government is interested in the economic welfare of all the people, however, it is not always evident that certain acts of Congress change, in a significant way, the utilization of natural resources. The tariff regulations on duties applied to imports, may affect all the people in much the same way. The import duty on foreign sugar increases the price of sugar everywhere in the United States. The duty on wool, has a similar effect, on the price of all woolen products whether they are made of imported wool or wool of domestic origin.

In these instances the government was not primarily concerned with the increased price of sugar and wool to all the people, but in the protection provided for the domestic
producers of these products. In spite of the selective beneficiaries of Congressional action the Federal Government is interested in the economic welfare of all the people.

During World War II a large number of resources and industrial materials were brought under control of the Federal Government. The jurisdiction of the government extended from production and procurement through processing and allocation to civilian and military agencies. This was well illustrated by the federal jurisdiction and control of rubber, linseed oil, copper, aluminum, and a great number of other important war products.

National planning is regarded by many, as a step toward a kind of totalitarianism which is in conflict with free enterprise and personal liberty. It is in the national interest, however, to use some of the wealth of the richly endowed areas for the benefit of the poorer sections of the country. Frequently the states that pay more into the federal treasury in taxes, than they receive in benefits, are disposed to complain about inequities. Generally it is accepted as good governmental planning to use the greater wealth and resources of richer and more fortunate states for the benefit of the poorer areas.

B. Government Regulation in the Use of Natural Resources

The wealth of natural resources promoted growth of
large business enterprises which brought along with it practices injurious to public interest. Among the practices were:

1. The reduction or elimination of competition tended to smother individual enterprise, to reduce opportunity for the average man, and to control conditions of labor to the injury of the workmen.

2. Because of vast resources, concerns such as the Standard Oil Company and the various Carnegie steel companies could exact favors from the railroads which the smaller shippers were denied.

3. Because of their control of sources of raw materials, transportation, and manufacturing, large concerns could under-sell less powerful rivals and drive them out of business.

4. The ownership and control of natural resources of coal, iron, oil, etc., by a few corporation directors, was thought to be dangerous to the welfare of the country. Individual or corporation owners were interested in developing resources as speedily as possible in order to gain profits. This frequently resulted in great waste of natural resources.

5. Laborers felt injured by the growth of giant corporations. Labor unions found themselves unable to organize successfully in industries controlled by large
6. Large corporations having almost limitless financial resources were able to exert unhealthy influence in politics. Powerful business concerns lobbying for selfish purposes naturally outraged public opinion.

C. Government Attempts in the Regulation of the Exploitation and use of Natural Resources

1. The Sherman Anti-trust Act and the Clayton Act. These acts declared every firm or person guilty of misdemeanor, "Who shall monopolize any part of trade or commerce."

2. The Guffey-Vinson Coal Act. Overproduction of bituminous coal resulted in such low prices that the entire industry became chaotic. Part-time production and low wages caused many destructive and violent strikes. In order to remedy these conditions Congress passed the Guffey-Vinson Coal Act. Now the Bituminous Coal Commission supervises a code for the whole industry. The price of bituminous coal is fixed and collective bargaining with the workers is enforced. Since extreme competition has been eliminated there is less incentive toward waste and over production.

3. Conservation of Oil. The United States produces about sixty-five per cent of the world's supply of oil. There has been and still is great wealth in oil lands in
many parts of our country. Unfortunately every discovery of a new source of supply is followed by a rush, resulting in over-production and waste. President Coolidge appointed the Federal Oil Conservation Board which was empowered to recommend conservation measures to producers.

For many years the Federal Government has refused to sell any of its land which contains valuable minerals. Instead, the government leases the right to develop mines or to produce oil and natural gas. A number of states have passed legislation to conserve oil. Several states have reached agreements to curtail production when over-production affects the market. The Federal Government has cooperated by prohibiting the shipment of oil from one state to another where the sale has been made in violation of a state law. Such oil is sometimes called "hot oil" or "bootlegged oil."

4. Conservation of Forests and Soil. Reforestation and soil conservation have made it possible for the rain to sink into the earth instead of rushing down to swell rivers. Dams and reservoirs have been built to hold back the water on the upper tributaries of large rivers. Huge sums of money have been invested in this work and will pay excellent dividends in the economy of our nation. President F. D. Roosevelt proposed to Congress that the country should be divided into seven planning districts
following important river systems. He proposed that a planning commission in each district should work out projects similar to those of the Tennessee Valley and the Columbia River.

5. McMahon Act. This act provides that the government retain the ownership and control of all inventions and patents involving the use of atomic energy. The ownership and operation is provided through the Atomic Energy Commission.

6. Federal Water-Power Commission. Realizing the importance of water-power sites as future sources of power, Congress provided for the withdrawal from sale all sites suitable for producing power when located upon federal waterways. The Federal Water Power Commission was created to lease these sites for periods of not more than fifty years; all leases must provide for recapture and reimbursement at the end of fifty years.

At present, only one eighth of available power sites in the United States have been developed. Many people believing that existing electric power companies are charging excessive rates, advocate that the government should build dams, generate power and sell it to consumers. On the other hand, many people are opposed to this plan and favor the system of leasing sites for development by private capital.
Selected References


* Reference for the teacher
** Reference for the students
VII. PROBLEMS OF EDUCATION IN AMERICAN DEMOCRACY

As never before, the American public seems deeply concerned about its school system. In the vast literature on education, there is more discontent than complacency, more blame than praise, and there is an uneasy feeling that the schools have somehow failed to do their job. Educational controversies in aims and directions, content and method, exist throughout all our educational system. How then, should these problems be handled?

In a democracy, problems are solved by the people themselves, rather than by some external authority or by some small group. It is the responsibility of the school, therefore, to help students understand problems that concern them, and develop the ability and zeal to solve such problems intelligently.

This unit is designed to guide students in their direct attack on problems of education in American democracy.
Objectives

To help students:

1. Appreciate the values of education to both the individual and society.
2. Explore educational opportunities in the community and know how to make best use of them.
3. Gain an understanding of the impact of education on such social institutions as the home, church, and government.
4. Understand the role of education in perpetuating and recreating democratic ideals.
5. Evaluate the effectiveness of the school in meeting their needs as well as those of the community.
6. Realize the responsibilities of governmental units toward providing equality of educational opportunity for all American youth.
7. Develop an insight into the relationship of education to the standards of living in a given community.
8. Understand the influence of pressure groups on education.
9. Examine current criticisms of education and develop constructive measures for eliminating the causes of dissatisfaction.
10. Trace the development of education in the United States.
11. Study the organizations and functions of the federal, state, and local governmental agencies controlling school systems.
12. Compare educational systems of various countries.
13. Understand the role of education in promoting international understanding.

Scope

Studying problems of education at the:

I. Local level
II. State level
III. National level
IV. International level
I. Studying Problems of Education at the Local Level
   A. School-Community Relations
      1. Have a round table discussion on desirable home-
         school relations and the techniques a school can
         use to help laymen understand the school program.
         Which of these techniques are being used by the
         school? How effective are they?
      2. Plan a community survey to find out what laymen
         like best about the school, what things they think
         could be improved, what the school should do that it
         is not now doing. Share the findings with members
         of the school staff.
      3. Conduct a panel discussion on "How the school can
         improve community living."
      4. Prepare a handbook describing the school program.
         Invite parents and other members of the community
         to observe the work of the class.
      5. Ask the janitor for information concerning community
         groups that use the facilities of the school.
         What rules and regulations apply to the community
         use of these facilities?
   B. Community Organizations
      1. List the organizations which serve youth in the
         community through a definitely organized program.
         What are their purposes and activities? To what
extent is there an overlapping of functions?
Evaluate the services in terms of their educational value.

2. Interview the educational directors of several churches. What is the nature of the church program? What provisions are made for the various age levels? Is the leadership salaried or voluntary? What activities of a recreational and social nature does the church sponsor?

3. Secure data on the number of students who participate in leisure-time organizations such as the Young Men's Christian Association, The Young Women's Christian Association, Boy Scouts, Girl Scouts, and Camp Fire Girls. Ask members of these organizations to discuss the aims and activities of the organizations. What services do such organizations give to the school?

4. Make a directory of community organizations and activities. Include: addresses, telephone numbers and names of leaders; purposes; nature of the activities; types of assistance they offer the schools.

C. Community Agencies

1. List the movies seen by members of the class during a given period of time. How did each influence the attitude and behavior of the students? To what
extent are movies supplementing or counteracting the influence of the school, the home, and the church?

2. Measure in column inches the amount of space devoted to items on education in several newspapers. What items are given most space? Least space? What is the attitude of the editors toward education in general? The local public schools in particular?

3. Invite a representative from one of the local newspapers to participate in a panel discussion on the topic "The role of the press in solving educational problems of a community."

D. Pressure Groups

1. Make a study of interest and pressure groups in the community. What is the nature of these groups? How do such groups exert pressures on the school? Can such groups promote the welfare of the school?

2. Interview the school principal and secure information about some instances where the school was subject to external pressure. How did the school handle the problem?

E. Adult Education

1. Invite the director of the adult education program to discuss the need for adult education and the importance of continuing one's education beyond "schooling". How can the activities of the different agencies and individuals in the community
best be coordinated?

2. Plan visits to adult education agencies such as agricultural extension groups, government vocational classes, libraries, museums, workgroups, and evening schools. Describe and evaluate the activities of these agencies.

3. See the films:

   Learning Democracy Through School-Community Projects
   Locke Films, Inc. Kalamazoo, Michigan
   20 min sd 1947
   $75 color $150 rent $6

   Shows how typical public schools and communities in Michigan are serving as the proving grounds for democracy by providing opportunities for both young people and adults to participate in special projects involving realistic democratic procedures. Includes elementary and high school students councils, a rural field day, safety patrols, and audio-visual education club, a school clean-up campaign, a vocational guidance conference, Red Cross work, the council meeting, and a youth center.

   Not by Books Alone Social Documentary Films
   College Park, Maryland
   22 min sd 1945
   Color $100

   How one library serves the citizens of its community in education enrichment and recreation, making better homes, earning a living, and intelligent citizenship.

F. Community College

1. Visit a community college in the vicinity and collect information on its enrollment, student population, staff, financial support, and curriculum. Ask some member of the staff to discuss the objectives and functions of the college.
2. Make a chart showing the growth of the community college during the period 1930-50. What factors have contributed to this growth?

G. Special Education

1. Make a study of the special education programs and services available to meet the needs of the exceptional child in the community. How many children are involved? Are the necessary resources available for their care and treatment? What provisions are made for their education?

2. Visit a special class or school. Ask the teacher to explain such features as: admission and withdrawal; medical care and therapy; housing and equipment; nourishment and rest; special guidance for children and parents.

II. Studying Problems of Education at the State Level

A. Inequalities

1. Make a chart showing the expenditure per pupil of each state for education. Where does this state rank? What factors may account for this?

2. Collect evidences of educational inequalities concerning; rural and urban schools; small and large schools; accredited and non-accredited schools; private and public schools; Negro and white schools. Discuss the causes of the differences and their
significance in a democracy.

3. See the film:

One Tenth of Our Nation
26 min sd
$75 rent $4.50

International Film
Bureau
Chicago, Illinois
1940

Gives an authentic picture of the education of Negro children in the rural South, from one-room shacks to high schools and colleges.

4. Outline a plan on the local, state, and national levels for providing a greater measure of educational opportunity.

5. Discuss: Should the federal government help the states meet current costs of school operation?

B. State Control

1. Make a chart showing the organization and functions of the State Department of Education

2. Write to the offices of the Secretaries of State for information concerning legislation affecting schools. What is the law relative to instruction on the United States Constitution, history, ideals, and patriotism; the use of the flag in public schools; observance of special days? Summarize the findings on a chart.

3. Compare state standards for minimum educational programs. Consider such points as: qualifications of teachers, supervisors, administrative officers; teacher salaries; curriculum requirements; compulsory
school attendance; pupil transportation.

III. Studying Problems of Education at the National Level

A. Historical Development

1. Prepare reports on education in: the colonial period; the early national period; the period 1865-1890; the period 1890 to the present time.

2. Compare the modern secondary school with the Latin grammar school by means of skits or short plays. The comparison might emphasize such points as: purposes; curriculum; method.

3. Report on the influence on education of the following: the church; the scientific movement; the changing social order; legislation; national committees and organizations; educational leaders.

4. Make graphs to represent the growth of enrollment in secondary schools between 1890 and 1950. Discuss reasons for this growth and its social consequences.

5. Have a panel discussion on the topic: "Should Secondary Education Be Made Available for All Youth or for a limited Group?"

6. Make a mural depicting the growth and functions of public education.

B. Drop-Outs

1. Make a study of the drop-out problem in the school.
At what age and grade do most students drop out? What are the chief reasons given by drop-outs for leaving school?

2. Make a follow-up study of students one, three, and five years out of school.

3. In the light of data collected about drop-outs, what changes do you suggest for the school to encourage students to remain in school? Does the school tend to discourage some students?

C. Conflicting Philosophies

1. Visit some schools that are termed "progressive" and some that are termed "traditional," and compare their curricula and practices.

2. Make a survey of the literature to determine the major criticisms of present-day education. These might be depicted in cartoon form.

3. Discuss the question: Should controversial issues be dealt with in the high school?

IV. Studying Problems of Education at the International Level

A. Illiteracy

1. Examine statistics on illiteracy in various countries of the world. Are statistics available for all the world's population? To what extent are such statistics reliable? Are there common criteria for determining what illiteracy is?
2. Indicate on a world map the percentage of illiteracy in various countries. Discuss; Causes of illiteracy; the relation of climate and general public health to the amount of illiteracy in a given country; the relation of school laws and national policies of education to illiteracy.

3. Report on the efforts of various countries to eradicate illiteracy.

B. UNESCO

1. Make a chart showing the organization of UNESCO. Discuss the purposes, membership, and program of UNESCO.

2. Discuss some of the handicaps under which UNESCO operates. Formulate a plan for making it more effective.

3. See the film:

   This is Their Story
   Film Program Services
   20 min sd
   New York, New York
   $49.50 rent $3
   1949

   Shows what young people are doing throughout the world to restore education and culture.

4. See the filmstrip:

   Story of UNESCO
   Nestor Productions, Inc.
   46 fr si with text
   Los Angeles, California
   1948
   $6.50

   Explains the ideals and concepts of UNESCO and opens the door to participation by students and others in its work.

C. Fulbright Act

What procedures have been developed for its administration? What are its difficulties and limitations?

2. Evaluate the Fulbright Program as a tool for promoting international understanding.

D. Education in Other Countries

1. Invite a foreign student or a foreign person living in the community to speak about the educational system of his country.

2. Compare the educational systems of various countries. Consider such points as organization, curriculum, bases for admission, requirements for graduation, materials and techniques, physical plant of the school.

3. See the films:

- **Schools to the South**
  - Castle Films
  - San Francisco, California
  - 15 min sd
  - $19.96

  Portrays the schools of Latin America and the trends in education in these countries.

- **Hungry Minds**
  - Brandon Films, Inc.
  - New York, New York
  - 11 min sd
  - $25 rent $1.50

  Documentary report of intellectual starvation in countries scourged by Nazi occupation. Film suggests that textbooks, writing materials, research equipment, and other tools of knowledge are needed to break apathy and hostility and to open young minds to the promise of a more peaceful world.

- **The Three A's**
  - British International Service
  - London, England
  - 20 min sd
  - Rent $2.50
Age, ability, aptitude—the three A's. Shows how the modern British school coordinates classroom studies with practical experience, so that the children learn to apply their knowledge to the demands of every day life.
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Skaife, Robert, "They Oppose Progress," *The Nation's Schools*, XLVII (February, 1951), 31-33.


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF EDUCATION IN AMERICAN DEMOCRACY

Business Understandings

A. Business education includes training for employment in office and store occupations and the education of all youth in those business and economic knowledges and competencies needed to understand and perform satisfactorily the business and economic aspects of living. Business education is an important part of the secondary school curriculum. Business education is offered in the junior high schools, senior high schools, and colleges. (I-E-2)

Information for the Teacher

A. Aims of the Business Program

1. Vocational Efficiency. The original aim of the business program was to prepare students to secure and hold jobs pertaining to business. The same objective holds true today, however, the business programs have been expanded to include the preparation for a greater variety of business occupations, such as bookkeeping, stenography, selling, clerical work, accounting, and office management. In most of the schools the primary concern of the business program is preparation for gainful employment in a business occupation. The content of a vocational business course includes such elements as, a. Technical business information, such as particular merchandise information, the use of reciprocals, the principles of traffic, and bank organization.
b. Vocational business skills, such as operation of duplicating machines, the ability to take dictation at office level, and the operation of office machines.
c. Occupational intelligence, which may be the ability to do the right thing at the right time, and to use sound judgment in the various situations which arise on the job.
d. The integration of business information, business skills, and occupational intelligence to complete the job preparation, and make the person a finished worker. This integration makes the difference between the finished worker and the novice. Integration is provided through such courses as, secretarial practice, applied office practice, work experience, and cooperative programs.

2. Contribute to the general education of the learner, that is help the student acquire economic intelligence in business aspects of individual and social life. This includes a useful knowledge of finance, record keeping, communication, distribution, consumption, organization and management, occupational information, and human relations in business situations.

B. Business Offerings in the Junior High School Level

1. General Business. In most school this is an introduction to the various aspects of business and is offered to serve as a foundation for more advanced business subjects, to furnish all students with essential
business information, and business skills needed by all, and to serve as an exploratory course to determine whether students have certain business abilities and interests.

The proper name of this subject has been a matter of controversy. It still have various names, such as, "Elementary Business," "Junior Business," "Basic Business," "General Business," etc.

2. Typewriting. There is a recent trend toward offering typewriting at the junior-high level, since students seem to learn typing readily at this level. The ability to use the typewriter is an advantage to them during the senior high-school years. Another reason for offering typewriting in the junior-high school is the fact that typewriting is also an excellent exploratory course in that it may indicate whether a student should take secretarial work.

3. Business Arithmetic. Many schools include business arithmetic in the junior-high school, primarily because it is essential and basic to any business vocation. Surveys show that employers are almost unanimous in favoring more, rather than less, arithmetic in the secondary school.

4. Other Offerings in Business. Other business offerings which are found in many junior-high schools are: Business Law, Record-keeping, Economic Geography, Business
C. Business Offerings in the Senior-High Schools

Most of the senior-high schools throughout the country offer many and various business courses. This is especially true in the large city schools and suburban area schools. School in small communities, of course, offer fewer business subjects than schools in larger communities. But even in many of the small remote rural schools, some business subjects are often offered. The small schools tend to emphasize general principles of business rather than special vocational training. Very few, if any, schools located in towns of less than 5,000 people, for example offer retailing and office practice, both of which are highly specialized and wholly vocational subjects.

The large high schools, in most cases, set their standards of achievement sufficiently high that it is not necessary for graduates to attend special or private schools in order to hold jobs. Some of the following business subjects are offered by many senior-high schools:

<table>
<thead>
<tr>
<th>Bookkeeping Subjects</th>
<th>Distributive Subjects</th>
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<tbody>
<tr>
<td>Recording Keeping</td>
<td>General Selling</td>
</tr>
<tr>
<td>Bookkeeping I</td>
<td>Retailing</td>
</tr>
<tr>
<td>Bookkeeping II</td>
<td>Advertising</td>
</tr>
<tr>
<td>Accounting</td>
<td>Marketing</td>
</tr>
<tr>
<td></td>
<td>Store Work (part-time)</td>
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</table>
D. College Offerings in Business

Business colleges, colleges, and universities throughout the country offer a variety of business curricula for specializing in the various phases of business. If the student wishes a degree in a field of specialization, most colleges and universities have rather definite required courses which lead toward the desired degree. Detail information leading to certain degrees is always available in the college bulletin or general catalog of the institution. Among the many curricula offered by colleges and universities are:

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<tr>
<th>Secretarial Subjects</th>
<th>Social Subjects</th>
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<tr>
<td>Typewriting I</td>
<td>Business Law</td>
</tr>
<tr>
<td>Typewriting II</td>
<td>Consumer Economics</td>
</tr>
<tr>
<td>Shorthand I</td>
<td>Economic Geography</td>
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<tr>
<td>Shorthand II</td>
<td>Economics</td>
</tr>
<tr>
<td>Business English</td>
<td>Business Organization</td>
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<td>Office Practice</td>
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<td>Advertising</td>
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<td>Business Statistics</td>
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<tr>
<td>General Business</td>
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<td>Insurance</td>
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<td>Personnel Administration</td>
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<td>Retailing</td>
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<td>Transportation</td>
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**Selected References**


VIII. PROBLEMS OF CONSTRUCTIVE USE OF LEISURE

The substantial increase in leisure for all people, as a result of our technological developments, has made the question of its worthy use of paramount importance. Depending upon the use made of it, leisure can degrade or elevate people.

The school cannot escape the responsibility of giving definite attention to this problem, if education is to prepare young people to meet successfully the realities of living. A much larger share of school time and energy than ever before should be devoted to developing in youth the ability to use leisure time constructively. The relationships of school experiences to the future use of free time should be considered; the whole question of extending the use of school facilities for the benefit of the people should be reviewed; cooperative efforts between the school and other agencies concerned with the problems of leisure, should be promoted.

To such a comprehensive leisure-time program, this unit could make a significant contribution, by helping students solve their leisure problems, extend their interests into new channels, and develop their abilities to select, pursue, and enjoy worthy recreational activities.
Objectives

To help students:

1. Use their leisure time healthfully, safely and enjoyably.

2. Get acquainted with available resources for leisure-time activities in the community, nation, and other lands and make use of such resources.

3. Develop skills and attitudes for the enjoyment of a wide variety of leisure-time experiences—physical, emotional, social, intellectual, and cultural.

4. Cultivate hobbies they can enjoy and become aware of the opportunities which avocation holds for vocational pursuits.

5. Assume personal responsibility for solving leisure-time problems in the home, school, and community.

6. Plan for a rhythm of work, rest, and play.

7. Develop a feeling of personal success and satisfaction.

8. Understand the historical development of recreation and the relationship of recreation to social standards of living.

Scope

Guiding students to constructive use of leisure by exploring:

I. Hobbies

II. Available leisure resources
I. Guiding Students to Constructive Use of Leisure by Exploring Hobbies

A. Collecting Hobbies

1. Invite a stamp collector to talk to the class on such points as: Why people collect stamps; how to start a stamp collection; what tools are needed; how to become acquainted with other collectors; what magazines are devoted to this hobby.

2. A student or staff member whose hobby is collecting coins might give the class some information on: How to start a coin collection; what coin catalogues are available; how to mount coins; what periodicals are devoted to coin collecting; what organizations for coin collection and exchange are available.

3. Display collections of newspaper and magazine clippings. What is the value of this hobby? Should clippings be classified and filed?

4. Visit a museum to study collections of minerals and rocks. Ask someone who is in charge of the museum to tell how to start a collection.

5. Invite the science teacher to talk to the class about the kinds of insects that live in the locality and to demonstrate how insects are collected and preserved. Visit a museum to study insect collections.
B. Animal Hobbies

1. Visit the Humane Society or a veterinarian to obtain information on the care of pets.

2. Invite a show dog trainer to talk to the class about the entrance requirements, judging points, and personal rewards of shows.

3. Visit a pigeon loft and ask the owner to talk about the problems and pleasures of pigeon-raising.

4. Invite a canary bird hobbyist to talk to the class on how to start a canary aviary; breeds of canaries; how to teach canaries to sing correct clean notes; and what publications are available. Have a canary in the room for care and observation.

5. Construct a glass ant hill. Keep a diary of the activities observed.

6. Invite a hobbyist to talk to the class about rabbit-raising. He might give information on: Personal benefits to be realized from rabbit raising; selection of a breed; cost of materials; record keeping; housing and equipment; birth and care of the young.

C. Gardening

1. Plan visits to different kinds of gardens; for example, rock gardens, flower gardens, water gardens, and vegetable gardens. Ask someone in charge of the various gardens to talk on such points as: Making a
garden plan; garden equipment; cultivation problems, amateur gardening.

D. Arts and Crafts

1. Invite students or staff members whose hobbies are arts and crafts to demonstrate leathercraft, woodwork, metal work, pottery making, papercraft, weaving, block printing, and painting.

2. Visit an art museum to see collections of textiles, metals, jewelry, ceramics, and paintings. Visit an art studio, pottery company, glass factory, or metal shop.

E. Photographic Arts

1. Invite a specialist or an amateur to demonstrate some common types of cameras and to explain the advantages and limitations of each.

2. Construct pin-hole cameras; take pictures; develop and print the negatives. Mount the pictures on cardboard for display.

3. Take a trip to a newspaper plant and observe: The half-tone cuts; the photographic mats; the plates on the presses that actually print the pictures.

F. Musical Hobbies

1. Invite members of the school orchestra or band to demonstrate their musical instruments. Ask each to tell the class how he started his hobby; how he plays his instrument; what special skills are
needed for a good performance; what books he recommends for beginners.

2. Invite members of various vocal groups to talk to the class on such points as: The different vocal groups in the school; how to become a member of such groups; and special skills needed to participate effectively in group singing.

3. Invite the music teacher to hold a music appreciation hour.

4. Announce radio and television programs that are of special value in enhancing music appreciation.

G. Dancing

1. Demonstrate various kinds of dances. What are the values of dancing as a hobby?

2. Learn several simple folk dances of different countries.

3. Invite an expert to teach the fundamental steps of social dancing. Plan a class dance.

4. Hold a square dance for beginners.

H. Amusement and Entertainment Hobbies

1. Ask students whose hobbies are palm reading or fortune telling to give a demonstration to the class. Ask each person to give a brief history of the art.

2. Have demonstrations of ventriloquism or sleight of
hand and magic. Try to find out how the various tricks are performed.

3. Develop a set of criteria for rating movies. Make scrapbooks of movie reviews. Classify the reviews under headings such as social values, story, direction, settings, dialogue, photography, lighting, and sound effects. Post movie ratings on the bulletin board.

4. List favorite radio and television programs. Post the radio and television time tables for each week, calling attention to some of the most outstanding programs.

I. Sports and Games

1. Survey the kinds of games and sports which boys and girls of high-school age enjoy; such as, football, baseball, archery, basketball, bowling, boxing, golf, skating, swimming, and tennis. Report on each of these sports with regard to its basic rules, skills needed for its mastery, when and where played, cost, equipment, and appropriate dress.

2. Provide a recreational equipment library. Assume responsibility for the loan, care, and repair of the equipment.

3. Draw cartoons or collect pictures relating to sports for a bulletin board display.
J. Travel

1. Ask students or members of the community who have traveled widely to share their experiences with the class. They might tell about places they have been, what one can see and do there, and the cost of the trip.

2. Write a feature article on an interesting trip.

3. Prepare talks on such wonders as Yellowstone National Park, the Great Smokies, the Grand Canyon, and Yosemite. Discuss the location; what one may see there in the way of geological formations, forests, plants, and animals; the possibilities for camping, fishing, mountain climbing, horseback riding, swimming, and skiing. Report on foreign travel.

4. Plan a camping trip for the class. List the responsibilities of each person, equipment, menus, and expenses.

K. Dramatics

1. Invite members of the school dramatics club to talk on the values of dramatics; types of activities appropriate for an amateur dramatics organization; how to select, produce, and present plans.

2. Make puppets of paper sacks for a play.

3. Develop criteria for judging dramatic productions. Attend a play and compare evaluations.
4. Do group charades, give pantomimes, and dramatize short stories.

5. Write and produce a play for an assembly or class meeting. Use committees for writing, casting, staging, designing, directing, and making sets and costumes.

L. Reading and Writing

1. Make a survey of the reading interests of the class. Check in the school library to find out how much reading is done and the types of books and materials that are read by students in the school.

2. Make a bulletin board display calling attention to new books and materials in the library.

3. Display various magazines that are read regularly by the members of the class. Discuss quality of illustrations, kinds of advertisements, degrees of sensationalism, arrangement of features, and value of the editorial.

4. Present a program of favorite poems and short stories.

5. Invite a writer to discuss criteria for judging the quality of writing and to give suggestions for developing a good style.

M. Scientific Hobbies

1. Plan a star gazing evening with an expert. Observe some of the familiar constellations. Follow up with
2. Have a demonstration-participation period on microscopy. Learn how a compound microscope is made; how to use the microscope; kinds of microscopic objects; how to examine large specimens; how to make microscope slides; how to kill, dissect and section a specimen; how to mount an object.

3. Invite the science teacher to perform several experiments in chemistry. Ask him to suggest some books for the amateur chemist, chemical apparatus, and materials for performing simple experiments.

4. Invite the science teacher to give a talk and demonstrate how to make a crystal receiving radio set; how to put up a simple one-wire serial; where to buy the needed equipment; what books are of special value to beginners.

5. Attend a school or regional science fair, and study the various exhibitions.

II. Guiding Students to Constructive Use of Leisure by exploring Available Leisure Resources

A. Family Recreation

1. Report on the various leisure-time activities pursued by the family. Compare them with activities reported by other members of the class. Which activities seem to be most popular?
2. Make constructive suggestions as to possible leisure-time activities that can be enjoyed by the family. What equipment is necessary for carrying out such suggestions?

3. See the film:

**Fitness Is A Family Affair**
National Film Board of Canada
19 min sd
$50 rent $2.50
New York, New York 1948

Neighbors, by pooling their resources, find new interests and enrich community living. Two families in a neighborhood are contrasted, one that has no sense of unity, the other that works together, sharing the business of living. The first family is persuaded to try out the cooperative ideas of the second and discovers new kinds of fun and recreation.

D. School Recreation

1. Explore opportunities for pursuing leisure-time activities. Obtain information on requirements for participation as well as the time schedule for various activities.

2. Survey students' interests in leisure-time activities. In what activities are students most interested? Least interested? Disinterested? On the basis of these data, make recommendations for possible improvements. Submit these to the student council.

3. Have a hobby fair. Invite parents and other members of the community to participate.

C. Community Recreation
1. Survey facilities in the community for leisure-time activities such as playgrounds, lodge halls, churches, the Young Men's Christian Association, the Young Women's Christian Association, and parks.

2. Make a report on how community recreation is financed. What are the chief sources of revenue for the support of public recreation? Investigate the cost of supervision and care of community recreation.

3. Visit a settlement house to observe types of recreation available. How are supervision and instruction provided for various age groups?

4. See the film:

   **Play Is Our Business**
   Sun-Dial Films
   20 min sd
   New York, New York
   $45 rent $3
   1946

   Shows typical playschool settings in public schools, a settlement, and a housing project where children from 5 through 13 years of all races and creeds are provided with a wide range of enriching play activities for their after-school hours in winter and all day during summer vacations.

5. Visit the recreation center of a large industrial concern. What recreational programs are provided for employees? What benefits are gained from such programs?

6. See the film:

   **After Work**
   Brandon Films, Inc.
   10 min sd
   New York, New York
   $25. rent $1.50
   1945

   Contrasts working conditions in factories with the leisure time pursuits now available to workers. We
see them bowling, swimming, dancing, sketching, sewing, and doing carpentry.

D. Recreation at the State and National Levels

1. On a map of the United States, locate points of interest that anyone may visit. Display pictures of parks, forests, deserts, mountains, and caves. Consult Holiday magazine.

2. Make a study of how the state plans for recreation. Compare recreational facilities of your state with those of other states. What recommendations can be made for improvement of the state program?

3. Investigate recreational programs offered by such agencies as public libraries and museums.

4. See the film:

Yellowstone—Grand Teton Paul Hoefler Productions
22 min sd Los Angeles, California
color $160 1947

Emphasizes recreational facilities as well as natural wonders and wild life of the parks.

5. Trace the growth of recreation in the United States. Compare the rigor of pioneer days and the puritan idea of "detestation of idleness" and disapproval of games, sports, and amusement to the present day concept of leisure.

E. Recreation at the World-Wide Level

1. Invite the physical education teacher to lead a panel discussion on: "The International Character of Recreation."
2. Report to the class on modern and ancient Olympic Games. When and where were the games first played? Why were they discontinued? Give details of the games in 1932 and 1948. Discuss how these games have been instrumental in bringing about better international relations. Consult a history of the Olympic Games.

3. Learn to play games of other countries. How do these compare with those of America?

4. Arrange an international music festival. Include music of various countries, native dances, and costumes. Invite natives of other countries who live in the community to contribute to such a program.

5. Invite foreign students to talk to the class on leisure and recreation in their countries.
SELECTED BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF
CONSTRUCTIVE USE OF LEISURE

Business Understandings

A. Travel has become an important phases of leisure. Various
types of transportation services are available, whether one
travels by car, bus, train or plane. (I-J-1)

B. Since recreation is a basic human need, industrial lead­
ers are realizing the important part they can play in
helping provide adequate facilities and leadership for
the recreation of their employees. Recreation tends to
build both morale and efficiency. (II-C-6; D-5)

Information for the Teacher

A. Modes of Travel

1. Travel by Private Automobile. The automobile
has become a significant part of recreation and modern
life to the extent that laws and government regulations
are necessary to reduce and prevent accidents. Most of
the rules and regulations relate to speed and the unfor­
tunate results of speed. More people travel by car to
seek recreation than by any other means of travel.

2. Using Railroad Services. Local trains accomodate
those who wish to travel short distances, and the express
or limited trains stop at only a few important stations.
A special train is sometimes composed entirely of sleep­
ing, parlor, and dining cars. Unused tickets are redeem­
able if returned for a refund within a reasonable time.
The railroad provides a special service whereby heavy
baggage may be checked through to its destination. One hundred fifty pounds of baggage is allowed with each adult ticket.

3. Bus Travel. In the United States there are nearly 100,000 passenger buses operating on regular schedules. They rapidly took the place of many electric lines and trolley cars. Motorbuses operate from coast to coast, maintain stations, and run on schedules, just as railroad services. Some large buses have sleeping facilities. The interstate bus lines operating in two or more states are regulated by the Federal Government through the Interstate Commerce Commission. Bus travel is improving as passengers demand conveniences, such as comfortable seats, clean stations, sanitary wash rooms and suitable lunch rooms.

4. Travel by Air. Traveling by air effects a great saving of time and affords excellent services and comfort. The cost equals approximately railroad fare plus sleeping-car fare. Air service has so rapidly improved that air liners now fly across the continent at a 200-mile-an-hour speed over well-marked airways. A new nightly service spans the country in sixteen hours. The United States Department of Commerce supervises all flying, inspects machines, examines and licenses pilots, and determines how planes may act as public carriers.
B. Travel Information

1. Passports to Foreign Countries. If one wishes to travel in a foreign country, he must obtain a passport from the Bureau of Passports, State Department, Washington, D. C., or from the Passport Bureau in the Federal Building in any of several large cities. The passport is a document identifying the holder. It contains his picture, shows his citizenship, and gives the reason for his traveling in foreign countries. The passport should have the visa stamped on it by the consuls of the countries to be visited by the traveler. A visa is a formal approval, or official permission, to enter a country. Wherever the traveler lands, he will be required to present his passport to the proper government officials.

2. Traveler's Money. Every traveler must carry some money with him, but it is a risk to carry a large sum. Since a personal check will not be accepted by strangers, a wise traveler carries traveler's checks or a letter of credit which cannot be used by any one other than the owner.

Travelers' checks are sold by express companies, banks, and travel agencies. The purchaser exchanges money for different denominations of travelers' checks. The purchaser's signature is placed on each check at the time of purchase. When the traveler wishes to cash one of the checks, it is necessary for him to write his
signature again on the check in the presence of the person to whom the check is presented. Comparison of the two signatures is generally the only identification needed. Traveler's checks are accepted as cash all over the world.

A letter of credit may be purchased in much the same manner as traveler's checks. A letter of credit introduces the purchaser to certain named banks with which the issuing bank transacts business. The purchaser presents the letter of credit to any of the banks named in the letter and cashes a draft for any amount of money up to the amount named in the letter, less amounts previously withdrawn. As with traveler's check, comparison of the signature on the draft with that on the letter of credit is the means of identification. Traveler's checks are often preferred because they are accepted by hotels, stores, railroads, bus and airplane companies, and steamship companies, whereas a letter of credit must be presented to one of the named banks.

C. Recreation in Industry

1. Extent of Industrial Recreation. Recreational activities within industry are not new. Probably the first recreational activity within industry was the company picnic. The start of this is lost in industrial history. Industrial recreation has grown to a point where there are several thousand men and women employed as recreation
leaders. The activities include from one to over a hundred separate events within a single plant. Facilities range from borrowed fields and gymnasiums to elaborate clubs valued into millions of dollars. Often the existing facilities are company built, owned and sustained.

Industrial recreation has become a reason for one of the largest purchasers of recreational equipment in the nation, probably second, only to the war-time Armed Forces. Purchases in this area of recreation may range from a dozen soft balls for a company picnic to a hundred thousand dollar budget within one industry.

Industrial programs offer many sports; operate clubs, golf courses, parks, camps, and playgrounds; run excursions; distribute vacation and sport literature; and engage in every possible recreational activity.

2. Cost of Recreation. In some instances all financial problems are solved by company support, but this mode of operation is not generally considered desirable. In most industries the monies necessary for operation come from two basic sources; company assistance and the employees themselves. The employees' share may be derived from membership dues and admission to events. Dues generally range from $1.00 to $5.00 per year, with the average being about $2.00.

3. Aids to Industrial Recreation. The movement for industrial recreation has grown to a point where the
leadership has long ago formed its own association. Providing a clearing house for the specific needs of the field is the National Industrial Recreation Association of Chicago. To further aid in the dissemination of information, the association has available the privately owned monthly magazine "Industrial Sports Journal." National and district conventions are offered annually in major cities. NIRA further assists by the dissemination of newsletters, booklets, and pamphlets on every phase of recreation-program development. At least one major university has recognized the embryonic profession of industrial recreation leadership. Several years ago Purdue University established a full Industrial Recreation curriculum. Within this institution students may earn undergraduate and graduate degrees with a major in industrial recreation.

4. Types of Recreation. The company picnic still exists in almost every program. Picnic groups within one single industry may involve a dozen or a thousand participants. The program may occur in a tiny grove or the group may "buy out" an entire amusement park for the day.

Wholesome social activity for both sexes is offered through the media of dances, dance classes, card parties and other similar activities. For the women, events of feminine interests are offered. Sewing and cooking
classes, along with beauty groups are often involved.

Some of the most famous choral groups of the nation are from industry, and industrial orchestras and bands exist in great numbers. Virtually every plant with a well-rounded program has its employee home-talent show. At times these shows are directed by traveling professionals, but usually they are entirely a plant enterprise.

The Cleveland Graphite Bronze Company gives a 25-cent bonus to each employee every day he takes a shower at the plant. It pays off in morale and health.

Companies sponsor various sport programs, show employees how to take part, and arrange for groups to go fishing, hunting, or engage in other such recreation.

C. Values of Industrial Recreation

For years labor leaders have recognized the value of employee participation in recreation. In 1942 Philip Murray, the President of Congress of Industrial Organization, gave an address at the National Recreation Congress in which he said: "Unless the men and women in the mills and factories of this country are provided with adequate recreation facilities, their morale and efficiency suffer. . . . Recreation, like education is a basic human need and should be provided by the communities where production workers live."

Attempts have been made to prove the values of recreation as related to plant safety, absenteeism and
production. Frank E. Smith, Director of recreation of General Electric Company in Erie, Pennsylvania says,

"Very little can be proven and need not be. There need be only one justification and one proof of its value. In a torn, confused, chaotic world ripped asunder by class warfare and economic confusion, industrial recreation makes its offer merely to afford an opportunity where men can play together and have fun. Where no one cares who you are. Where appreciation for the other fellow and understanding may grow and perhaps infect other areas of American life. Where the insidious seeds of 'isms' have no place and are not wanted. Here we offer a haven of happiness where neither creed or color is of importance; and where tolerance is a part of the rules of the game."
CONTRIBUTIONS OF BUSINESS EDUCATION TO SELECTED PROBLEM AREAS OF GENERAL EDUCATION IN THE SECONDARY SCHOOL

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

William E. Jennings, B.A., M.S.
The Ohio State University
1952

Pt. II

Approved by

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IX. PROBLEMS OF FAMILY LIVING

In a world where the social and economic patterns are shifting very rapidly, there is so much insecurity outside the home that young people need to gain a sense of security within the family group.

Recognizing that there are many adjustments within the family, students should have the opportunity to gain an objective point of view which will add enjoyment to their present home life, gain appreciations which will prove valuable in understanding family problems today, and help in establishing their own homes later. Since young people are members of families and nearly all of them will establish homes of their own, it is desirable that they understand the factors that contribute to successful family living.
Objectives

To help students:

1. Gain an insight into the importance of the family as a basic unit in democracy.

2. Understand the effect of technological development on family living.

3. Establish sound, wholesome relations with all members of the family.

4. Understand factors that may effect the success of a marriage.

5. Recognize the duties and responsibilities as well as the privileges and rights of family living.

6. Develop an understanding of the problems one faces in establishing and maintaining a satisfying home life.

7. Develop a cooperative attitude in solving family conflicts.

8. Become aware of the interacting influence of home and community and of the individual's responsibility for helping raise the standards of community life.

Scope

Studying problems of family living in the:

I. Home

II. Community
I. Studying Problems of Family Living in the Home

A. Changing Family Life

1. Make a comparative study of the family of today and that of fifty years ago. Include: size of the family; functions performed by the family unit; leisure time; family relationships. What has caused these changes? How do such changes affect family life?

2. Find out in how many families in the community both parents are working. What is the effect upon family life?

3. Debate: Resolved, that a mother's place is in the home.

4. Secure from the office of the Common Pleas judge, statistics on divorces in the community. Prepare graphs or charts to depict the ratio of marriages to divorces. What reasons are given for the divorces?

5. Secure from the Probate Court statistics on juvenile delinquency in the community. In the light of such statistics find out: Are there more or fewer delinquents now than formerly? What is their average age? What grade had they reached in school? Do they come from broken homes? Is the community responsible for this condition?

6. Report on how technological developments have changed the material aspects of the home.
B. Family Relations

1. Make a survey of parents' opinions concerning such problems as use of the family car and dating on school nights. Form a panel of parents and students to lead a discussion on these problems.

2. Write a play highlighting problems faced by a teenager in a modern home. Include dating, getting along with parents and brothers and sisters, and finance.

3. Work out a plan by which all members of the family may share the radio, daily paper, and telephone.

4. Make a bulletin board display of cartoons which are concerned with family problems; for example, "Our Neighbors" and "The Berrys".

5. Listen to radio programs dealing with family life such as, "Corliss Archer," "One Man's Family," and "Henry Aldrich."

6. Write a brief family narrative based on some book or drama, as David Copperfield, Little Women, or King Lear, using some episode that shows the character of family relations.

7. See the film:

   **Families First**
   17 min sd
   $50 rent $3

   New York State Department of Commerce, Film Library Albany, New York 1948

   By sequence of everyday episodes in the lives of two contrasting families, this film demonstrates the
causes of tensions, frustrations, and anti-social attitudes, likewise the opposite end, results of affection, achievement and harmonious personality adjustment.

8. Keep a record for a period of one month of the times your actions or reactions disrupted harmony in the home. What were the primary causes? How were the differences resolved?

9. Give a series of role plays illustrating democratic and undemocratic relations to parents and children.

10. Report on happy occasions in the home which contribute to wholesome family relations, such as arranging for parties, birthday dinners, trips, and holiday celebrations.

11. Write a paper discussing the importance of affection in successful family adjustment.

12. Have a panel discussion on factors which affect family relations. Include, fatigue, worry, insecurity, unhappiness, dominance, jealousy, separation, and divorce.

13. Report on recreation in your home. How do games, the radio, television, and the automobile bring the family together? What other leisure-time activities do your families share? What are the advantages of recreation in your own home?

14. Plan a "Parents Day" on which parents have an opportunity to visit the school and participate in the various activities.
C. Courtship and Marriage

1. Make a survey of class reaction to the following: "going steady" during the high-school years; getting married before the completion of a high school education; age at which young men and women should marry.

2. Have a panel discussion on the important factors to be considered in choosing a wife or husband; for example, health, education, heredity, cultural interests, socio-economic status, religion, and racial or national backgrounds.

3. Invite a young married couple to lead a discussion on the role of the courtship period in determining the success of a marriage.

4. Report to the class on one of the studies of marriage and family living in the Ladies' Home Journal in the "How America Lives" series. In the report show how married couples meet their problems.

5. Invite a marriage counselor to discuss: emotional, intellectual, and social maturity as prerequisites to a successful marriage; sex adjustment in marriage.

6. Interview a married career woman about her work and how it affects the pattern of her family's life.

7. Visit a marriage clinic and secure information on the services offered; for example, staff personnel and functions performed by the clinic.
8. Visit a Circuit Clerk's office in the County Court House to determine the number of divorces granted during the year.

How does this compare with the number granted during the last ten-year period? What are some of the major causes of divorce and family separation?

9. See the film:

Courtship to Courthouse  RKO Radio Pictures, Inc.
15 min sd  New York, New York
(apply)  1948

Shows the ease with which some states grant divorces and how impulsiveness and present-day environment and living conditions are some of the contributing factors which lead to divorce. Further shows that our divorce problem is really a marriage problem and to solve one there must be an understanding of the other.

D. Maintaining the Home

1. Interview some parents to find out what responsibilities they expect their children to assume. Discuss the findings in relation to individual family patterns.

2. List household duties which need to be performed daily, weekly, or occasionally. Plan a fair distribution of these duties among the family members. Upon what basis is the distribution made? Why should every member of the family have a part in maintaining the home? What contribution can you make to keep your home in good order?

3. Invite the home economics teacher to demonstrate and
discuss equipment for the home. She might include such points as the selection, utility, cost and care of the equipment.

4. Consult magazines such as *House Beautiful*, *Better Homes and Gardens*, or *The American Home* for suggestions on how to make the home attractive with limited means. Mount pictures on heavy cardboard for a display.

5. Discuss the implications of making a house a home.

6. Help your parents plan the family budget for a period of time. Keep a record of your personal expenses for a month and determine if you are receiving more than your share of the family's income.

7. See the films:

   **Family Life**
   - Coronet Instructional Films
   - 10 min sd
   - Chicago, Illinois
   - $45 color $90
   - 1949

   Shows how, through proper home management of schedules, responsibilities, privileges, and finances, a family begins to enjoy life as it should.

   **Problems of Housing**
   - Encyclopedia Britannica Films, Inc.
   - 11 min sd
   - Wilmette, Illinois
   - $45 rent $2.50
   - 1945

   Shows standards for pleasant and healthful housing, and demonstrates simple, practical ways of modernizing homes to conform to these standards. Stresses protection from weather, adequate light, safety, beauty, and freedom from insects.
II. Studying Problems of Family Living in the Community

A. Recreational, Social, and Educational Facilities

1. Make a survey of recreational facilities in the community. Include community facilities, commercial recreation establishments, private agencies—sponsored group work, and recreation organizations. Explain how provisions differ for children and adults. Decide what further provisions should be made and how the community can do it.

2. See the film:

 FITNESS IS A FAMILY National Film Board of Canada
   Affair New York, New York
  19 min sd 1948
 $50 rent $2.50

Neighbors, by pooling their resources, find new interests and enrich community living. Two families in a neighborhood are contrasted, one that has no sense of unity, the other that works together, sharing the business of living.

3. List the social organizations and clubs available to families in the community. Note those to which your family or some member of your family belong. What needs are not met? How might this be remedied? Formulate some plan for action.

4. Make a study of the educational opportunities in the community that members of the family can use. Include schools, libraries, museums, art galleries, and adult education programs.
B. Health Services

1. Visit the local county health department to find out what health services are available in the community. Discuss the adequacy and inadequacy of these facilities.


3. Have a panel discussion on "The responsibility of every home for community health and sanitation."

4. See the film:

   | Your Health Department In Action | Department of Health New Orleans, Louisiana |
   | 20 min sd                        | 1947                                      |
   | Rent $4                          |                                           |

   A discussion of the health protection needs of a community and how they are met.

C. Participation in Community Life

1. Make a list of conditions existing in the community which make family living difficult. For example: unsightly vacant lots, dusty streets, poor garbage collection, smoke, and careless driving on residential streets. What can you and your family do to bring about community action?

2. Report on what families in the community are doing to promote civic beauty. What is the community doing to beautify streets, parks, school grounds, and
other areas for general public use? How can unsightly dumping grounds for the disposal of debris be eliminated?

3. Plan a clean-up day which can be carried out in the community in cooperation with a city department or the civic section of some organization.

4. Invite a city official to lead a discussion on the family's responsibility to the community in regard to voting, law enforcement, proper treatment of public property, and participation in community programs.

D. Housing

1. Arrange for a tour through various districts in the community. Take pictures representing the best homes, middle-class homes, and the worst homes. Discuss the effects of inadequate housing on the individual, the family, and society.

2. Secure from the office of the city building inspector, statistics on the following: number of houses recommended for condemnation; number of houses without electricity, running water, indoor toilet, adequate heating. What can be done about such poor housing conditions?

3. Invite a member of the local planning commission to tell the class about plans for attacking the housing shortage in the community.
4. Invite an architect to discuss recent developments in housing. Analyze these from the standpoint of meeting the needs of the family.

5. See the film:

**Challenge of Housing**
Brandon Films, Inc.
10 min sd
New York, New York
$25 rent $1.25
1946

A brief survey of the causes and effects of present housing conditions and an indication of attempts being made to provide adequate homes. Emphasizes need for a planned attack on the housing shortage.

E. Marriage and Divorce

1. Interview the county clerk or a justice of the peace and secure information regarding the marriage and divorce laws in your state as to the procedure for obtaining a license, the age of consent for marriage, the number of marriage licenses issued last year, and the grounds for divorces granted.

2. Write to government agencies in neighboring states for information concerning marriage and divorce laws. Compare these and draw conclusions as to their relative merits.

3. Arrange a panel discussion on "The need for uniform marriage laws."

4. See the film:

**Marriage and Divorce**
Radio Pictures, Inc.
15 min sd
New York, New York
$55
1949

This picture frankly surveys the problems of broken homes and offers the opinions of many experts as to
what should be done.

5. Invite a psychologist to discuss the effects of divorce upon the couple, their children, and society.
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CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF FAMILY LIVING

Business Understandings

A. Financial problems in the average home consist of budgeting, handling personal finances, contributing to family income, wise spending, providing for the future, and adjusting to the income. (I-B-2; C-6,8; D-8)

B. Adequate housing is essential to wholesome family living. (II-D-1,8)

C. Business men have been quick to recognize the interest people have in leisure and have commercialized amusements. They have patterned the use of leisure on the methods of mass production, and as a result, methods of spending family income for leisure are dictated, to a great extent, by business interests rather than by the desires and needs of the family. (II-A-1)

Information for the Teacher

A. Family Budgeting

1. General Principles of Family Budgeting. Each member of the family needs to share in the budgeting in order to help the family achieve greater happiness and to prepare himself for greater financial responsibilities that are likely to come. Family needs may be classified into housing, household operation, food, clothing, family and individual needs, and saving. The following are some general principles, that will give some guidance and direction in budgeting:
a. The greater the income the smaller the percentage for food and shelter.
b. The lower the income the greater the percentage for food and shelter.
c. The cost of rent or home ownership should not exceed 20 per cent of spendable income or take-home pay. This rate, however, may vary in individual cases and localities.
d. The percentage of household operation may increase as income increases. Normally it is about 15 per cent.
e. The percentage for clothing may remain nearly the same throughout various incomes.

B. Personal Finances

1. Individual Costs to the Family. There is no way of measuring the amount of time and work, and perhaps anxiety that a family expends on an individual. The money cost, however, might be estimated. The Metropolitan Life Insurance Company estimates the money cost to parents of an average child to be: being born $250, food $2,500, clothing $1,400, shelter $2,500, education $450, health $350, recreation $225, toilet supplies $100, and sundries $700. (Pre-World War II figures).

2. Purposes in Spending Money. The real purpose of spending money is to gain satisfaction. It is said that money should be used for the three S's—spending, saving, and sharing. In order to use money to gain the
greatest satisfaction, a plan should be made for spending and include allowances for saving and sharing.

3. Spending the Family's Income. All money represents labor on the part of someone, and the ability to use money wisely is essential to economic success. Only through experience does one gain skill in handling money. A budget is a plan made in advance to serve as a guide for spending. The same plan will not satisfy two people for they have differing needs and wants. One cannot take a ready-made plan and expect it to work as his own. A record of income and expenses, however, should be kept in order to prove that the plan is being carried out as intended. A budget does not limit one's spending, it is merely a plan for the spending of one's income.

C. Contributing to Family Income

1. Money Income. The family income is usually earned by one or two members of the family. It is then used to meet the common needs of all; and if there is a margin beyond that required to cover the necessities, it provides for some personal desires. The income is received from wages or salary; accumulated wealth or property held, as rent; profits in business; and interest on a deposit in the savings bank or on government bonds. The actual worth of an income cannot be represented by money alone. It depends upon the location. In small towns in some
parts of the country where rents and cost of living are less a $4,000 salary may be able to buy more satisfactions than a $5,000 salary in a large city. Some homemakers are better managers than others and are able to make a little go a long way. One family may be strong and healthy, another may have much sickness.

2. Additions to Income Other Than Money. There are valuable additions to the family income other than money. The most important is good management. Skill in organizing work, ability in wise purchasing, and good management of all the resources of the family are priceless contributions. The ability to spend money is equally as important as the ability to earn money. Another valuable contribution to the income is useful work or personal service rendered by various members of the family. Social wealth and community expenditure make a distinct contribution to the family income, this includes public buildings, highways, parks and recreational grounds, public health services, public schools, libraries, water supply, art galleries, museums, and free community-sponsored programs.

D. The Standard of Living

The standard of living is made up of all the satisfactions which are considered necessary by the individuals, the family group, and the social group—satisfactions
which one feels are so essential depend upon the customs and traditions of the social group and the ideals and manner of living in his own family. The standard of living may not be what one actually possesses but what he would like to have and expects to have.

The standard of living is different from the scale of living. The scale of living can be measured in concrete units and partially expresses the standards of living. One's standard of living is in his mind. It is the conception of the way he wishes to live; one's scale of living is the actual way he lives. The amount of money the family has to spend, of course, has a great deal to do with both the standard of living, and definitely the scale of living.

E. Housing*

F. Savings

Savings should be planned toward definite goals. Definite goals should be established and for young people goals should not be too high nor too far in the future. Goals should be chosen by the individual doing the saving. Young adults often save in order to purchase good furniture, appliances, fine books, and so forth,—for enjoyable

* Information concerning Housing is outlined in Part IV of this chapter, section II-B.
living—for things that give one's life a permanent lift. Savings, also furnish a backlog of funds for emergencies and opportunities. The man who plans wisely anticipates accidents and illness and realizes its a good thing to have a backlog of funds. It is just as important to prepare for unforeseen opportunities, which if prepared for, often result in great and lasting satisfaction. A permanent investment fund is an investment fund for one's guarantee against dependency and poverty in old age. In most cases planning and foresight can avoid dependency. Before one can seize upon profitable investments he must have something to invest and therefore one needs to plan to accumulate savings.

Savings should be placed where they will bring the best return. Three things should be kept in mind: safety, liquidity, (this term means the opposite of "frozen" and refers to the ease and speed with which one can get the cash if in need of it) and earnings (how much interest will it bear).

Not all families have bank accounts, but it is highly desirable that most families should have such accounts. There are several types of banks: commercial banks, which originally existed mainly to handle the affairs of business firms and extend credit to them; industrial banks, which were first chartered chiefly to make small loans to wage earners; savings banks, which
accept savings accounts and pay interest on them; and mutual savings banks, which return their profits to depositors in the form of interest. There are also state banks and national banks. To an increasing degree, all types of banks offer similar services. Since all banks are closely supervised and since individual depositors are insured up to $10,000 in banks that operate under the Federal Deposit Insurance Corporation, one bank is probably as safe as another.

It is a simple operation to open a savings account. One merely fills in a signature card and is then given a bankbook. All such forms are furnished free by the bank. All deposits, interests, and withdrawals will be recorded in the bankbook. In most cases an account belongs to one person only; however, two or more persons can open a joint account. In order to make a deposit a deposit slip is filled in and presented with the money and bankbook at the savings window. It is also possible to send money by mail for deposit. Banks provide special envelopes for mail service. The interest rate runs from nothing to two per cent per year. The average in 1950 was about 1.85 per cent.

Banks provide safe-deposit boxes on a yearly rental basis which are located in the vaults of the bank. These safe-deposit boxes provide protection against burglary and fire, and should be used for all valuables that might
not be safe at home or in an office. The bank is not permitted to open the box for any one but the holder, except by order of a court.

The United States Postal Savings System offers a place for savings rather similar to the bank savings account. Any person over nine years of age may open a personal savings account at any post office authorized to accept deposits. Only one account is permitted for each depositor. It is limited to a maximum of $2,500, not counting interest. The depositor receives certificates in denominations of $1, $2, $5, $10, $20, $50, $100, and $500. One can also save in small amounts by buying postal savings stamps, which are available in 10-cent, 50-cent, and $1 denominations. These can be cashed at any time; or, when they have accumulated to the necessary amount, they can be exchanged for certificates or for bonds. Postal savings certificates are not negotiable or transferable; if they are lost, new certificates will be issued for them. Since the postal savings system is backed by the Federal Government, an account in this system is backed by the Federal Government, an account in this system has exactly the same safety as money of government bonds.

The Federal Treasury often has to borrow a great deal of money in order to meet its obligations. At one time the money was borrowed from banks and large business
corporations, but now the treasury also sells bonds of small denominations to individuals to encourage the buying of bonds by persons with small savings. These bonds were first known popularly as "baby bonds" then as "Defense Savings Bonds," during the war as "War Savings Bonds," and now they are called "United States Savings Bonds." These bonds (Series E) are issued in denominations of $25, $50, $100, $200, $500, and $1,000, the purchase price being 75 per cent of the maturity value. Each purchaser is limited to the purchase of a maximum of $10,000 maturity value in any one calendar year. If Series E bonds are kept the full ten years, the interest rate amount to 2.9 percent per annum compounded semiannually. They are not negotiable, but if one needs the money they can be cashed at any time, sixty days after purchase, at any bank designated by the Federal Government.

Another method of accumulating funds is to place money into a building and loan association, sometimes also known as "savings and loan associations," or "cooperative banks." Some of these associations are organized under Federal Charters. As a rule they pay dividends at a slightly higher rate than the interest paid by banks. Even though their investments may be safe, their funds are not as liquid as those of the banks; that is it takes them longer to get their money. Compound interest is allowed on installments that have been paid, so that the
purchaser does not have to pay the full face value of the share. Interest rates average about 2.5 per cent.

A credit union is a cooperative savings and loan association in which a group of people join for the purpose of saving money and making their combined savings serve them. People in the same line of work—teachers or factory workers, for instance—find this savings-and-credit plan of considerable mutual benefit. There is a nominal entrance fee for members and usually a member must purchase at least one share of stock. The credit union is similar to a mutual savings bank in that dividends, corresponding to interest, are paid on shares; but the dividend rate is usually higher than the interest rate paid in banks. Generally it is from 4 to 6 per cent.

Another excellent investment for long-range savings is life insurance. If one carefully selects policies he can use them not only as protection for dependents but also as a retirement fund. Life insurance is treated in Section XIII of this chapter.
Selected References


* Reference for the teacher
** Reference for the student
X. PROBLEMS OF COMMUNICATION

Communication is the basis of all social life. In our dynamic and rapidly expanding society citizens constantly engage in a two-way process of communication. In a democracy where people are called upon to think clearly, it is imperative that the citizens read, talk, listen, and write understandably and intelligently. In order to live in a democracy, it is essential that the citizens have a knowledge of, and skill in using, the communicative arts.

Perhaps the most urgent challenge to education today is the task of removing the obstacles that block common understanding. For in a very real sense the destiny of society and of each individual will be determined by the ability of people to communicate with one another.

This unit is designed to help students attack problems of communication.
Objectives

To help students:

1. Understand the role of communication in a social life.

2. Develop an increasing awareness of the various media of communication.

3. Realize the importance of developing skills for the effective use of communication techniques and devices.

4. Appreciate the effect of technology on the growth and improvement of communication.

5. Understand the methods, dangers and necessary controls of mass communication.

6. Understand the factors that enhance or hinder effective communication among individuals, groups, and nations.

Scope

Studying problems of:

I. Inter-personal communication

II. National mass communication

III. International mass communication
I. **Studying Problems of Inter-personal Communication**

A. Conversation

1. Develop a set of criteria for evaluating the quality of a conversation. Rate yourself as a conversationalist in the light of these criteria. What improvements do you need to make?

2. Draw cartoons illustrating strong and weak points in conversations.

3. Give an account of a conversation you have heard involving two persons who were angry. Discuss important points in the conversation, including the content and how it could have been handled to get better results.

4. Dramatize acceptable ways for: Introducing people; shifting conversation; opening conversation (greetings); apologizing; calling the police or fire department on the telephone; making an engagement with the dentist; making a date with a girl (or boy); terminating a lengthy or untimely telephone conversation; making a long-distance call.

5. See the filmstrip:

   *How to Converse*
   
   **Society for Visual Education, Inc.**
   
   Chicago, Illinois
   
   1950

   Calls attention to some of the fundamental concepts which should be observed in conversation.
B. Speech

1. Prepare a five minute speech in which you introduce yourself. Deliver it as you would in talking to friends in a conversational and informal manner. You may talk about your home town, interests, hobbies, travel experiences, or anything else which you think would interest the audience. What are the general reactions you have toward the speech? How well did you maintain poise? Confidence? What faults in speaking are you aware of? Were you able to avoid them in this speech?

2. Invite a speech expert to talk to the class on such problems as improving speech, speech difficulties and how they may be rehabilitated.

3. Analyze the voice tone and speaking pattern of types such as the following: the villain in a dramatization; the crooner; the motion picture gossip reporter; the fashion editor; any others that may occur to the group. What are the effects achieved by the speakers? How are they achieved? Do these effects have any social significance?

4. Dramatize: Change of the meaning of words or expressions as a result of change of the tone of voice or inflection.

5. Make a recording of your speech and listen to it in
order to locate specific shortcomings. Pay particular attention to the quality of the voice, breathing, rhythm, diction, volume, tempo, enthusiasm, and confidence.

6. Invite the music teacher to talk on how to cultivate a pleasing voice.

7. See the filmstrip:

How to Deliver a Speech Society for Visual Education, Inc.

$3

Calls attention to the most important factors which should be observed in delivering a speech.

G. Physical Expression

1. Illustrate facial expressions of fear, pain, bravery, delight, jealousy, anger.

2. Observe the gesture language carried on by deaf mutes. Do all deaf mutes use the same gesture language?

3. Report on gestural language used by theater ushers; football referees; baseball umpires; policemen.

4. Dramatize desirable and undesirable physical expressions commonly used by speakers.

5. Play a group game where one member of the class acts while the others guess the meaning of the act. Do all students give the same interpretation of the act? If not, what are the social consequences of that?
D. Etiquette

1. Discuss the role of dress, personal appearance, cleanliness, in communication.

2. Discuss, "Manners, the Expression of Personality."

3. Make a booklet containing desirable manners for various occasions. Illustrate by cartoons. Distribute to other students.

4. See the filmstrip:

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Relation of Personality to Communication  Society for Visual Education, Inc.
42 fr si with text  Chicago, Illinois
$3
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Points out how an individual's own personality can be utilized in communicating his ideas to others.

E. Written Expression

1. Make a bulletin board display of forms of letters used for such occasions as: Inviting someone to a party; applying for a job; expression congratulations; conveying sympathy; ordering equipment or articles of food.

2. Ask the English teacher to speak on common mistakes in writing and how they might be avoided.

3. Make a display of books that are valuable for improving one's writing.

4. See the filmstrip:

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How to Write: The Four Uses of Words  Society for Visual Education, Inc.
42 fr si with text  Chicago, Illinois
$3
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1950
Points out how the four uses of words--to inform, to systematize, to incite, and to evaluate--can be used most effectively in writing.

II. Studying Problems of National Mass Communication

A. The Press

1. Report on the historical development of newspapers and periodicals. What important changes have taken place with regard to their number and kinds?

2. Find out which of the local newspapers or magazines have the greatest or least appeal to readers of your community. Analyze in each case the reasons for their wide or limited communication.

3. Collect a number of advertisements and analyze them to see how they are intended to communicate to the reader certain ideas. What makes a good advertisement as regards its communication?

4. Visit a local newspaper building to observe how papers are printed. Secure information as to the number of copies printed per day, various departments and responsibilities of each.

5. Have a panel discussion on "The Effect of Print upon Public Opinion."

6. Discuss what is meant by freedom of the press. Evaluate the extent to which such freedom is desirable.

7. See the film:
Tells the story of modern journalism and shows how the news is gathered in papers like the New York Times and disseminated to the people of America.

B. Radio and Television

1. Make a study of the impact of radio and television on the culture. To what extent are they molding public opinion? What is their influence on voters, farm families, the reading of newspapers, etc? Is there any way to know the influence of radio and television programs?

2. Make a report on how radio and television programs are financed, and its effect on the quality of programs.

3. Survey the likes and dislikes of various listeners in the school. Analyze reasons for the popularity of certain programs. Communicate this information to the sponsors of these programs.

4. Have a panel discussion on: "Strengths and Weaknesses of Commercial Radio Programs."

5. Develop some criteria for evaluating commentators, such as accuracy and adequacy in the use of facts, impartiality of interpretation. A straw vote might be taken to find out which commentator is the favorite of the class. Analyze why one is more
popular than another.

6. See the films:

Radio Broadcasting Today  March of Time Forum Films
19 min sd        New York, New York
$55            1948

Appraises all the types of programs, good and bad, which make up radio today.

Television Today  Columbia Broadcasting
35 min sd        System
Loan            1949

Shows the growth and significance of television. Complete story of television operation including programming audience as sales medium, and some technical aspects.

7. Visit a broadcasting station and secure information on how it works.

8. Invite the science teacher to demonstrate how a radio receiver works.

C. Motion Pictures

1. Make an opinionnaire to find out the reaction of members of the class to the films they see. Which films do they like best? like least? Analyze reasons in each case.

2. View some films designed especially for children. To what extent do they succeed in communicating with children?

3. Have a panel discussion on: "The values of Motion Pictures."

5. Keep a movie diary and share your judgments once a week in the classroom.

6. Post on the bulletin board several reviews of a particular motion picture. Discuss the comparative merit of such reviews.

7. Develop some criteria for judging motion pictures. Include such points as the social values, story, direction, setting, scenery, costuming, acting, and the like.

8. Ask the science teacher to explain how a motion picture operates.

D. The Fine Arts

1. Invite the art teacher to discuss painting (or any other phase of art) as a medium of communication. How does art differ from verbal language in communication?

2. Visit an art gallery and try to determine what a particular artist is trying to communicate. Does everyone who looks at a particular picture interpret it in the same way?

3. See the film:

   Your National Gallery
   10 min sd
   $45 rent $3
   United World Films, Inc.
   New York, New York
   1948

   A motion picture tour through the National Gallery of Art at Washington, D. C. Shows the priceless paintings, sculptures, and tapestries.

4. Ask the music teacher to play some records and
explain what they try to convey to the listener.

5. Arrange for the class to attend a concert. What was the performer trying to communicate to the listener? At what points was the music thunderous or plaintive, frightening or soothing, pleasant or unpleasant, sharp and stinging or sweet and soft? Compare your reactions with those of the members of the class. To what extent did the students hear the same thing?

III. Studying Problems of International Mass Communication

A. Technology and Communication

1. Make a report on the role of wars in accelerating technological facilities of communication.

2. Make a study of modern technological improvements in rapid, cheap, long-distance communication of words and images, and analyze their social and cultural effects.

B. Barriers to Communication

1. Discuss some barriers to communication of words and images across national boundaries. Include barriers of language, religion, social custom, literacy, and governmental restrictions at national borders. Suggest ways for removing those barriers.

2. Report on devices designed in various countries to prevent listening to international short wave
broadcasts during the last world war. Include legal prohibitions against listening to foreign broadcasts; removing short-wave reception gadgets from all home receivers, conscious interference with enemy programs by broadcasting noise effects on the same frequencies, and confiscation of all private receiving sets. Are such barriers justifiable?

C. Improving Communication

1. Examine the adequacy and potentialities of the existing instruments of international mass communication and suggest possible improvements.

2. Have a panel discussion on "The Role of the Government and Private Agencies in Stimulating Understanding Among Peoples through the mass-communication Media."

3. Discuss the development of a "universal" language.
SELECTED BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS
OF COMMUNICATION

Business Understandings

A. Modern communication systems enable business men to be informed of industrial conditions in any or all parts of the world, to direct distant enterprises, and to operate with increasing speed and efficiency. The importance of communication as a factor in business operations is suggested by the number and variety of communication devices that are available commercially and in use by business concerns. (I-A-4)

B. The rapid advance of communication systems crossing state and national lines presented serious problems. Federal regulation of communications became effective in 1934 with the organization of the Federal Communications Commission. (I-A-4; E-1)

Information for the Teacher

A. Types of Business Communication

1. The Telegram. As the complexity and tempo of business have increased, the telegram has become more important and useful as a form of communication. In 1844 the first message was successfully transmitted between the cities of Washington and Baltimore; in 1861 the first transcontinental telegraph line was completed and used; in 1866 the first permanent Atlantic cable was laid. Now, approximately two hundred million telegrams and cablegrams are sent annually by business companies. This rapid increase in the use of telegraphy is accounted for by constantly improved services and facilities, and by the qualities and advantages of the telegram as a
method of business communication.

A telegram is imperative and dramatic. Its appearance suggests an important message. Another advantage of the telegram is that it is short and easy to understand. The speed with which telegrams are transmitted, and delivered makes them very useful in business transactions in which time is important and valuable.

Like other forms of written communication, the telegram is a permanent record. It can be read and considered, and it can be filed for later reference and consultation.

An understanding of the different services which are available is necessary for the efficient and economical use of telegrams in business. In each instance the writer should correlate the kind and length of the message, the time element, the effect to be created, and the cost involved. Types of telegraph service are:

a. Full-rate Telegram

Full-rate telegrams provide the fastest form of service. At any hour of day or night they are accepted for immediate transmission. They are charged for, on the basis of a ten-word message, with additional charge for extra individual words.

b. Day Letter

This service is for messages which will accomplish their purpose if handled less rapidly than full-rate
fast telegrams. The basic charge is one and one-
half times the ten-word telegram rate, for fifty
words or fewer; an additional charge of one-fifth
of the initial charge is made for the next ten words.
c. Serial Service

Serial service can be used for intermittent
correspondence with one addressee during one day.
It is the most economical service to use for send-
ing a series of messages to the same person. The
charge is based on a minimum of fifteen words per
message and a minimum total of fifty words. Agre-
gate serial rates are twenty per cent higher than
those for day letters of corresponding length, so
any installment of more than fifty words should be
sent as a day letter. Each installment in serial
service must be marked "Ser."
d. Night Letter

A night letter is transmitted by over-night
service. Since night letters are accepted up to
two o'clock in the morning for morning delivery,
they are particularly well adapted to reports,
proposals, and instructions which must be stated in
some detail, and communicated quickly at relatively
lost cost. The maximum charge for twenty-five-
word night letter, to be delivered anywhere in the
United States, is ninety cents. For more words rates
decrease progressively as the length of the message increases.

e. Telegraph Money Order

Money in any amount may be telegraphed quickly and safely from one point to another. The rates are the same as for a fifteen-word regular telegram, plus a money-order fee. Money may also be sent by night letter money order.

f. Telemeter Service

This special service provides direct telegraphic connection between main office and branches, or between companies and their customers, for the economical handling of a large volume of messages.

2. The Telephone. The importance of the telephone as a medium of communication cannot be overestimated. It is a quick and efficient means for transmission of routine business transactions and for important relations with employees, customers, stockholders, the government, and the public.

Some idea of the importance of the telephone in American life is suggested by a recent report of the Federal Communications Commission which shows that there are over 31 million calls each day or an average of 70,000 calls in any one minute. In addition, there are over 5 million toll and long-distance calls each day. If only fifty per cent of the daily calls are business calls, one can readily understand
the tremendous importance of the telephone as a medium of business communication.

The effectiveness of the telephone as an agent of good will and as a means of building interplant and interoffice morale is dependent upon the manner in which it is used. To the customer calling, the individual who answers is the company. A satisfactory telephone service is one that is prompt, pleasing, accurate, and complete. These aims can be accomplished through a proper knowledge of how to answer the telephone, how to talk on the telephone and how to prepare outgoing calls.

For many years the problem of regulating communication was left largely in the hands of state public utility commissions. But as communication across state lines became more common, the regulation of interstate telephone and telegraph companies was turned over to the Interstate Commerce Commission. Later Congress created the Federal Communications Commission to regulate telephone telegraph, radio, and television, among the states and foreign countries. One of its main duties is to issue licenses to broadcasting stations, so that confusion will not be created by too many companies trying to use the same wave length. The Commission is not permitted to exercise censorship, but the use of obscene, indecent or profane language is prohibited. In case of war, the President may suspend any or all of the provisions of
3. The Business Letter. The business letter is used, (1) when a person-to-person, oral method of conveying the message would be, inefficient or costly; and (2) when the nature of the material makes writing the effective method of presentation.

The letter has limitations and deficiencies, such as, (1) it is somewhat impersonal. Even a letter that is carefully planned, stated, and typed lacks much of the personal appeal and effect of an interview or a conversation. (2) The letter must be self-sufficient. It must convey a message without the aid of personal qualities of appearance, voice inflection, and gestures, all of which are important in oral communication. (3) The letter offers no possibilities of adaptation to the reader's mood and receptivity; it cannot add, supplement, modify, and explain, as a speaker can do in oral discussion.

On the other hand the letter has some advantages. Letters are relatively inexpensive. With the improvement of secretarial techniques and mechanical methods for reproducing letters, unit production cost has decreased. Another advantage is the fact that a letter can go where a person cannot conveniently go. It can go to scattered and inaccessible places. If often has a better chance of getting to the receiver than a person would have. The
The letter of application may be either solicited or unsolicited. The solicited letter is written in answer to an advertisement; the unsolicited letter is written at the writer's initiative, to apply for work with a company in which he is interested, or to apply for a position he has heard about.

The letter should state the reason for writing the letter, experience, and education of applicant, personal data, and references. The applicant should be selective in stating his experience, including the working experience that is similar to the work being applied for. He should mention working experience that is similar to the work being applied for. He should mention working experience that has called for the same qualities and abilities that are demanded by the work being applied for, such as trustworthiness, accuracy, promptness, initiative, and imagination. The writer should be specific, exact, and detailed in all the information concerning his experience and education. Personal data is an essential part of a
letter of application and should be given in detail.

The applicant should observe three important requirements in connection with references: (1) Get permission to use the name of the reference; (2) Give complete name and address of the reference; (3) Indicate the relationship between the reference and the applicant.

Three common forms for the letter of application are: the conventional letter, the letter with labeled sections, and the letter and qualification sheet.

b. The Letter of Inquiry

This letter may ask for information in the form of data, facts, statistics, or opinions. Six items should be covered by the letter that requests information.

(1) Identify yourself. Indicate your position and the reason why you want the information you are about to ask for.

(2) State why you have selected the reader as a source of information

(3) Indicate how you plan to use the information.

(4) Ask for the information specifically and exactly; make it easy for the reader to respond.

(5) If possible, give a reason why the information should be supplied.

These are only two of the many types of business
letters. Other business letters are: courtesy letters, order letters, acknowledgment of orders, letters of complaint, sales letters, adjustment letters and collection letters.

4. United States Postal Service. Mail holds the leading position in communication. Among the various reasons are the low cost, the service offered is reasonably rapid, and letters provide a written record of the message that can be read and filed for future reference.

a. First-Class Mail

Letters, handwritten or typewritten matter, and carbons or duplicate copies thereof, and all matter sealed against postal inspection is considered first-class mail. The rate is three cents an ounce. Post cards and postal cards are included in first-class mail.

Typewritten manuscripts accompanying proof sheets are an exception to the rule that all typewritten matter must be sent first class. These manuscripts may accompany the proof sheets as third- or fourth-class mail, according to weight. Weight limit is 70 pounds for first-class matter.

Cards larger or smaller than post card sizes, and bearing the words "post card" or "private mailing card," are subject to the letter rate of postage, regardless
of whether they are printed or otherwise written upon.

b. Second-Class Mail

Second-class matter includes newspapers, magazines, and other periodicals. The rate is one cent for each two ounces or the fourth-class rate, whichever is lower. There is no weight or distance limit in the United States. Alleged periodical publications produced by the stencil, mimeograph, or hectograph process, or in imitation of typewriting, are not admissible as second-class matter. All this type of matter must be unsealed—and no writing is permissible; except on the wrapper may be written "Marked Copy" or "Sample Copy," or both as the case may be.

c. Third-Class Mail

Third-class matter consists of miscellaneous printed matter, circulars of all minds, photographs, drawings, proof sheets and accompanying manuscript, and merchandise packages too small for parcel post. The rates for this is one and one-half cents for each two ounces. Included in third-class matter are catalogues and commercial booklets, plants, etc. The weight limit is eight ounces. Above that weight it becomes parcel post.

Ordinarily, third-class mail is unsealed. However third-class merchandising packages may be sealed if they bear printed labels which show the nature of the
contents and give permission for postal inspection, as described under Parcel Post.

d. Fourth-Class Mail

Fourth-class mail is parcel post. It includes all mailable matter weighing over eight ounces and not included in the first and second classes. The size limit is 100 inches length and girth combined. Parcels weighing less than ten pounds but measuring over 84 inches are subject to a minimum charge for ten pounds for the zone to which addressed. The weight limit is 70 pounds for all zones.

"Special handling" applies to parcel post only. It does not insure a package but means fast, or first-class dispatch.

e. Air Mail

Anything mailable may be sent by air mail, at air-mail rates, except articles liable to damage from freezing. The rate is six cents an ounce. Air mail may be registered, insured, or sent C. O. D. or special delivery. All air mail packages are subject to postal inspection. The size limit is 100 inches including length and girth. The weight limit is 70 pounds. All air mail should be conspicuously marked, AIR MAIL.

f. Special Delivery

Any piece of domestic mail matter may be sent
special delivery—sealed or unsealed. Air mail, registered, insured, or C.O.D. mail, and parcel post may be sent special delivery. Special delivery does not insure safety, nor a personal delivery to the addressee. When valuables are sent they should also be registered or insured.
Selected References


XI. PROBLEMS OF DEMOCRATIC GOVERNMENT

Democracy as a form of government, a way of living, and a method of solving problems, is a heritage for Americans to cherish. But democracy is an unfinished task. Institutions, policies and programs are in a constant state of evolution to meet the challenge of emerging problems. They are set up by the people themselves rather than by some external authority and are subject to modification or rejection in accordance with the will of the people expressed by their representatives.

A government based on the sovereignty of the people depends for its success on educated citizens. This defines the role of the school. It should provide an environment for students and teachers in which all may participate in the procedures of democratic living. It should also make provisions for the clarification of the meaning of democracy on the part of all students, encourage the expression of their beliefs and opinions, and help them to learn to use the methods of intelligence as a guide to behavior. The school should also cooperate with other community agencies in furthering the democratic ideals.

To such a comprehensive program of education for democracy, this unit could contribute a great deal by providing students with an opportunity for making a direct attack on the intricate problems confronting democracy at all levels.
Objectives

To help students:

1. Understand their responsibilities and rights as citizens in a democratic society.

2. Acquire a sense of personal worth as participating members of a social-civic group and understand their role in contributing to a better democratic living in the home, school, community, nation, and world.

3. Acquire the understandings, skills, and attitudes necessary for effective participation in group living.

4. Gain an understanding and appreciation of democracy as a way of life.

5. Understand the organization and functions of local, state, and national governments.

6. Become aware of the importance of an effective and intelligently-informed public opinion in a democratic society.

7. Compare democratic with non-democratic patterns of life.

8. Become aware of the threats or barriers to democratic living and possible remedies.

9. Examine the possibility of establishing a democratic world government.

10. Understand possible contributions of the United States to furthering the democratic ideals in the world.

11. Trace the development of democracy and consider its possible future.

Scope

Studying problems of Democratic government at the:

I. Personal-School Level

II. Local Level

III. State and National Levels

IV. World-Wide Level
I. Studying Problems of Democratic Government at the Personal-School Level

A. A Citizen's Rights and Duties

1. Make a study of the civil rights of the people.
   Consider the kinds, sources, importance, meaning and effect on daily living of these civil rights. Use "The Rights of All the People to Know," Survey Graphic, (special issue, December, 1946) as a guide.

2. Invite a lawyer, judge, or competent civic authority to speak on, "Civil Liberties and the Individual."
   Ask him to cover such points as: the duties a citizen should perform; the strengths and weaknesses of citizen participation; the issues now under consideration, the help a citizen may give.

3. See the films:

   Democracy
   11 min sd
   $45 rent $2.50
   Encyclopedia Britannica Films, Inc.
   Chicago, Illinois
   1946

   Presents the nature and meaning of democracy with its two unique characteristics, shared respect and shared power, defined and described. There is a discussion of two important conditions which have historically promoted the growth of democracy: a balanced economic distribution and enlightenment.

   Our Bill of Rights
   20 min sd
   Rent $3.50
   Recreates the forming and adopting of the first ten amendments. Uses the influential men of the period to help the realism.
B. Heritage

1. Develop a radio drama concerning a family living on the frontier. Through the use of various techniques point out their ideas on: political issues, personal liberties and duties, natural resources, education, and recreation.

2. Assume the class is a Town Meeting of a colony prior to the formulation of the Constitution. What vital issues are discussed? Why are these issues vital? Are all sides of the issue discussed? How are decisions reached? Are those decisions important today?

3. Plan an exhibit of the origins of your community. Through cooperation with the local historical society, library, private collectors, and the attics and barns of old families collect and make an orderly arrangement of the available materials. When and from what beginnings did the community stem? When and what were the crucial stages of development? How did individual initiative influence the development?

4. See the film:

*Milestones of Democracy* United World Films, Inc.
10 min sd Chicago, Illinois
$40 rent $2

Shows a high school class discussion of the contributions of a long chain of democratic milestones, such as the Magna Charta and Bill of Rights.
C. School Organizations

1. Attend a meeting of a school organization and rate the group participation on the basis of a set of criteria. Was the group prepared for the meeting? Was the group interested? Did the group give attention to all points of view? Was a decision reached that took cognizance of the welfare of all?

2. Have a committee visit several local organizations as observers. Compare them with the school organizations. How did the participation of those present in each situation vary? Was there evidence of the democratic process?

3. Select a recent successful school project or undertaking for study. Analyze the elements that made it successful. How did the project originate? How were the leaders chosen? Was there evidence of shared responsibility? Did groups plan and execute the various phases? Did any phase of the plan fail to function? Can suggestions be formulated to improve participation?

4. See the film:

Lessons in Living
22 min sd
$40 rent $2.50

Film Center, Inc.
Chicago, Illinois
1945

The revitalization of Lantzville, British Columbia is accomplished through a school project. Responsibility for his environment is placed on the local man.
D. Group Participation

1. Make a transcription of a group discussion on a subject of vital interest to the students. Play the transcription back and rate the participants upon the basis of self-expression and self-control. Were facts distorted by emotion? How can the members of the group improve their discussion techniques?

2. Have two group observers, one to chart the flow of discussion and one to record the facts as the group discusses a student organization in terms of its government. Plot the interaction in sociogram form. Was the issue covered? Were the significant facts presented? Was there active participation in the discussion? Where did leadership lie? Why did the leaders arise? What responsibility does each member have for leadership? How can more active participation be achieved. Why is participation by all desirable?

3. Develop a set of criteria for effective group participation. Rotating the role of observer hold round-table discussions of a current issue of political impact in relation to the school or community. Was the group informed? Were there evidences of bias or prejudice? Did the group follow up points? Was there continuity?
4. Write a letter to the editor of a local newspaper concerning a current controversy. Evaluate the letter on the basis of: facts presented, evidences of prejudice, and clarity of the statement of points of view.

E. Government and Citizenship

1. Write a biographical sketch of one of the following, stressing his understanding and practice of citizenship: Susan B. Anthony, Sam Houston, Buffalo Bill, Eugene V. Debs, Oliver Wendell Holmes, Thomas Jefferson, Abraham Lincoln.

2. Select some songs that reflect the ideas and ideals of the west. Sing these as a group in the spirit they suggest. Lomax and Lomax, American Ballads and Folk Songs.

3. Depict in mural form the crucial issues facing the American citizen in various historical periods.

4. Prepare a pageant depicting the growth and development of the rights and duties of the American citizen.

II. Studying Problems of Democratic Government at the Local Level

A. Forms of Government

1. Make a study of the structure, personnel, and functions of the local government. Does the local government meet the needs of the community? What are the strengths and weaknesses? Is control vested
securely in the people?

2. Write to cities that have established new governmental forms, such as Galveston, Texas and Dayton, Ohio. Compare these forms of government with the usual form. Plan the steps necessary to improve the government at the local level.

B. Functions

1. Make a graphic presentation of the tax structure of the city or town. How are taxes levied? What are the limitations of the levy? What is the basis of tax distribution? How are taxes budgeted? What services are provided by taxes? Are the services sufficient for the needs of the people? Where might additional services increase the standards of living? Are there sound arguments for the increased services? If so, where can taxes be secured?

2. Visit a county or state courthouse. Plan what to see, to do, and to question. Interview a legislator who understands the interdependence of the departments. Who makes the laws? Who enforces them? How is court set? Who collects taxes? How are elections held? What limitation is there on state power? Why? Do these limitations protect citizens in a democracy?

3. Attend a jury trial. How are the jurors selected? Are any people exempt from jury duty? How does a
jury function? How are jurors shielded from public opinion? How are decisions reached? What decisions may a jury return?

C. Plans for Action

1. Invite a member of the League of Women Voters to lead a round-table discussion on local issues or state issues as they affect the local community. How do the issues affect the local group? What action is needed? How may the group help?

2. Prepare a speech in favor of a candidate, a proposed levy, or a platform now under political debate. Are the facts presented clear? Are they convincing? Is the welfare of all the people considered?

3. See the films:

   Fight for Honest Ballots United World Films, Inc.
   40 min sd Chicago, Illinois
   Rent $1.50 1947

   What active citizens did to insure clean elections through watchful enforcement of existing election laws.

   Story that Couldn't be Printed Teaching Film Custodians, Inc.
   11 min sd New York, New York
   (Apply)

   The history of John Peter Zenger who was arrested, and tried for publishing certain reports. The masterly statement before the jury on the freedom of the press won his release.

D. Public Opinion

1. Invite the editorial writer of the local newspaper to
lead a round-table discussion on the editorial policy of the paper.

2. Develop a set of standards upon which various committees may rate radio and television programs over a period of several weeks. Compare the programs as to: factual material, unbiased presentation, and consideration for group welfare.

3. Make a study of factors affecting public opinion, such as the local press, tradition, and radio.

III. Studying Problems of Democratic Government at the State and National Levels

A. State Government

1. Construct a "time and event" line showing people and events which have contributed to the development of the state, in their proper time placement. Was the state ever a part of another state? Did governments other than the United States ever have claims that affected the land in this state? When was the state admitted into the Union?

2. Make a pictograph showing the various officials, departments and commissions of the state government. What are their duties and qualifications?

3. Attend a meeting of the state legislature. How is the district represented in the state legislature? What legislation, if any, has been introduced in the
state legislature by these members? How did each of these members vote on the various bills introduced in the last legislature assembly? How many members are there in the state legislature? What are their qualifications?

4. See the film:

**State Legislature**
20 min sd
$90 rent $5

Academy Films
Hollywood, California
1948

Filmed during a session of a state legislature, explaining the detailed procedure of the legislative branch of our state governments in the enactment of a state law.

B. Constitutional Government and the Federal System

1. Write day-by-day newspaper accounts of the proceedings of the Constitutional Convention of 1787. When were the meetings held, who presided, who were the spokesmen of the day? What kind of people were they? Who was responsible for the actual wording of the Constitution? What was the attitude of the delegates toward the completed document?

2. Compare the constitutions of some clubs and organizations in the school or community with the state constitution and the constitution of the United States. In what respects are they similar? Do they have a Preamble? Have they a bill of rights? What are the essential parts of a constitution? Why is it necessary for any constitution to contain a provision for its
amendment? Why is it necessary that a constitution be interpreted? What difficulties does this present?

3. Make a chart comparing the division of powers between the states and the federal government. On what general basis are the powers divided? What controversies, over the powers of the federal government, have arisen? Investigate current issues in which federal "control" is involved: for example, federal aid to education.

C. Voting and Elections

1. Make a graph or pictorial chart comparing the total vote in a presidential election with the total adult population of the United States. Obtain figures from the World Almanac. What percentage of the eligible voters voted? What might encourage people to vote in large numbers?

2. Have committees attend political rallies and collect campaign techniques. Which are designed to appeal to reason and which to emotion? Which types seem to dominate? Which seems to be most productive of results? What tentative conclusions can be drawn from these data concerning civic intelligence in the matter of voting? What remedies can be suggested for apparent weaknesses?

3. Select two or more newspapers which hold divergent
views on certain election issues. Read these papers for a period of a week or more, noting how each presents its view of the issues. Make a bulletin board display of articles, editorials, and cartoons bearing upon these issues.

4. Conduct school elections according to requirements for regular elections, using members of the class as election officials.

5. Visit the polls on election day to observe the proceedings.

D. Political Parties

1. Interview a cross section of citizens in the community on questions such as: What do you think of political parties? What do you think of politicians? Why do you have this opinion? Do you take any part in politics? Why or why not? Classify and discuss the data. Does the citizen have an understanding of the importance of political parties? Is party membership necessary? Can a voter be intelligently independent? On what basis should a person determine his party membership?

2. Investigate the organization and functioning of a political party, tracing it in detail from the party worker through the district leaders and committees to the national committee. What are the duties of the various individuals? What is the relation of
each to the person immediately above him? How is the local organization tied in with the county, state, and national organization? From these data make a chart for bulletin board display.


4. Stage a national convention for an assembly using members of the class on the National Committee.

E. Corruption and Graft

1. Make a study of current instances of graft and corruption. What factors are involved? Why are these instances uncovered? What can be done to prevent such practices? Report on the administrations of Grant and Harding.

2. Investigate some well-authenticated cases of graft in connection with securing a public position, selling goods to the government, or evading a penalty. How was the incident arranged? Was any consideration asked or given? Why was the favor done? What was expected in return? Evaluate these cases. Was anything wrong actually done? Were individuals or the public injured? Were principles of democracy violated?
3. Have special reports on the work of the Kefauver Committee. What was the purpose of the committee? When was it formed? Who were its members? What did the committee accomplish?

F. Branches of the National Government

1. Have committees make a study of the three branches of the government. What are the duties and powers of each? What are the qualifications for the various offices? Make a bulletin board display illustrating the system of checks and balances.

2. Make a map of the United States showing the distribution of electoral votes as compared with the population. How many electoral votes does this state have? What determines the number of electoral votes to which each state is entitled? Under the electoral system how is it possible for a candidate to win the popular vote and not the election? Has this ever been the case? What changes in this system have been suggested? What reasons are given in support of these changes? In opposition to these changes?

3. Present scenes from "State of the Union" or "Nine Old Men" for an assembly program.

4. Make a pictograph of the steps in making a bill a law. What is the source of bills? How is the bill formulated? How does a bill get out of committee?
What happens to a bill after it is on the floor? What are the chief sources from which pressure is brought to bear upon members of Congress in efforts to secure or prevent the passing of laws?

5. Investigate a case currently being tried before the United States Supreme Court. What kinds of cases come within the jurisdiction of the Supreme Court? How does the court interpret the constitution?

6. Debate the question: Resolved, that the United States Supreme Court should be required to give advisory opinions as to the constitutionality of proposed laws when asked by Congress or the President to do so.

7. See the films:

**Meet Your Federal Government**
15 min sd
$48
Young America Films, Inc.
New York, New York
1946

Explains the powers of the federal government as well as the nature and function of each of the three main branches.

**How a Bill Becomes a Law**
22 min sd
$60
Pictorial Films, Inc.
New York, New York
1945

A step-by-step visualization of the parts played by the ordinary citizen, his legislators and the Chief Executive in the making of our laws.

**The Supreme Court**
10 min sd
$45 color $90
Coronet Instructional Films
Chicago, Illinois
1949

Follows a case from inception, through the lower courts, to final hearing before the Supreme Court. Shows the Supreme Court as the guardian of constitutional rights; teaches its function, powers, and jurisdiction.
IV. Studying Problems of Democratic Government at the Worldwide Level

A. Democratic versus Non-democratic Governments

1. Invite representatives from foreign countries to talk about the kind of government in their countries and answer questions.

2. Give reports on the influence of religious, economic, cultural, geographical factors on the type of government in a country.

3. Make a comparative study of Democracy, Fascism, Communism, Socialism, concerning such items as: form of government; purpose of the state; leadership; relationship of the citizen to the state; public opinion and political parties; religion; education; freedom of speech. How may any of the forms of government be evaluated?

4. Indicate, in color, on a world map the areas of democracy and autocracy as they stand today, and a century ago. Is there a definite trend, How can one account for it?

B. World Government

1. Plan a panel on: "Should America support a world government?"

2. Give reports on such topics as: World government and peace; World government and America's economy; Powers of a Federal World System.
C. Democracy in International Relations

1. Evaluate America's foreign policy in terms of its democratic ideals. To what extent has America practiced democracy in its relations with Canada and Mexico; Europe; Asia; the Middle East?

2. Collect newspaper articles which have reference to international policies. Evaluate these in terms of democratic principles.
SELECTED BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF DEMOCRATIC GOVERNMENT

Business Understandings

A. The government of the United States recognizes the importance of a free enterprise system to a democratic way of life. It recognizes the necessity for promoting business, participating in it, and exercising certain controls. (II-A-1)

B. Local, state, and federal agencies of the government perform many services for its citizens and these services involve the expenditure of large sums of money. (II-B-1; III-B-3)

C. In order to provide services for its citizens the local, state, and federal governments find it necessary to obtain income from a variety of sources. (II-B-1)

D. Taxes are the most important source of public income. (II-B-1)

E. Public opinion in the United States has forced the governments to exercise certain controls over business. (III-B-3; D-3)

Information for the Teacher

A. Economic Functions of Local State and Federal Agencies

The governments maintain highways, waterways, bridges, and harbors; promote safety through inspection of buildings, fire exits, and elevators; safeguard travel by land, sea, and air by enforcement of national regulations; collect scientific information for business, such as experimenting with new materials and methods of manufacture; protect useful inventions and literary and musical works by issuing patents and copy-rights; and regulate weights and
measures by requiring the use of standard machines, and honest weights and measures.

The educational function is one of the most important of all government services. Although the Federal Government guarantees to every citizen a free public-school education, the burden is placed upon each particular state to see that this function is carried out. The state government also makes special provisions for taking care of those who are dependent or defective, as orphans, the blind, the deaf, the insane, and the feeble-minded.

The state and federal governments gather information known as vital statistics. This activity involves the recording of births, marriages, and deaths, with the causes of deaths. The Bureau of Labor Statistics of the United States Department of Labor compiles information about wages, cost of living, accidents, and employment. These statistics have proven to be a means of promoting the material and social prosperity of workers.

B. Government Finance

1. The chief sources of income for the government are:
   a. Borrowing
   b. Levying taxes
   c. Earnings from government operated industries
   d. Fees and assessments

2. Government borrowings seem to fall into three broad classes:
a. Borrowings for current purposes, which include borrowings for a brief period, such as the city borrowing from its banks until the taxes fall due.
b. Borrowing for permanent improvements, such as hospitals asulums, prisons, highways, water and sewage systems, and school buildings. These last for many years and it seems only fair that their cost be spread over the period of usefulness.
c. Borrowing for emergencies, such as a threat of invasion, an epidemic, a severe drought or flood or conflagration, or widespread unemployment.

3. Taxes. A tax is a compulsory contribution to be made in payment for governmental services for the common good without regard to specific benefit the taxpayer may derive from it.

Listed below are some of the services provided through taxation: (Not all of these services may be furnished in a particular community, but many of them are available in all communities)
a. Police, fire, military and coastguard service
b. Legal title recording
c. Health protection
d. Garbage collection and sewage disposal
e. Inspection of weights and standards
f. School, universities, and research laboratories
g. Legislative and executive services
h. Transportation service
i. Courts, prisons, and jails
j. Welfare and relief agencies
k. Water, electric and gas systems
l. Street lighting and cleaning services
m. Maintenance of streets, sidewalks, highways, and water-ways
n. Parks and recreational activities
o. Civic museums, auditoriums, and libraries
p. Unemployment insurance and old-age pensions
q. Inspection of building construction
r. Regulation of admission requirements for professions
s. Forestry and reclamation service
t. Price supports and subsidies
u. Grants to other countries for economic, political, and protective purposes

The common types of taxes are: property taxes, on both real estate and personal property; sales taxes and commodity taxes; business or service taxes; death taxes, including estate and inheritance; income taxes; and payroll taxes.

Social-minded economists agree that the personal income tax is a good tax because:
a. It is based on ability to pay because its rates are progressive and it allows reasonable exemptions and deductions.
b. It is almost impossible to shift the income tax.
c. The tax is elastic.
d. The tax is administered in accordance with the principles of certainty, convenience, and economy.

Elements of an ideal tax system: Taxes should be,

a. Equal and just.
b. Certain and regular.
c. Levied conveniently to the citizens
d. Capable of inexpensive collection.
e. Adjusted to furnish sufficient revenue.
f. Consistent with high industrial efficiency.
g. Adjusted to the actual legal, political, and social conditions of the country, with no duplications of the same tax.
h. Permanent and unchanging as possible.
i. Dependent on several sources of revenue.
j. Easily understood by the great mass of the people.
k. Evident and not hidden or concealed in price.

No one has yet devised a perfect tax.

4. A fee is a payment to the government for a service that confers a special benefit upon the person served, or for a special cost imposed upon the government in performing services for the common benefit. An assessment is a payment imposed when the special benefit of a government service results in an increase in the value of the land.
C. Government Aids to Business

1. Government Loans and Subsidies. One of the powers of our government which has never been contested by those businesses which benefit by it, is their power to give and lend money. As early as the 1930's state after state ran deeply into debt in order to subscribe funds to private companies engaged in building toll roads and canals. State governments were willing to underwrite the investments. In the early years of the railroad, 150 million acres of public lands were given to the railroads to help finance their extension.

2. The Reconstruction Finance Corporation. This corporation organized during President Hoover's administration, lent billions of dollars to keep banks, building and loan companies, insurance companies, railroads, and other "key" concerns from going bankrupt.

3. The Farm Credit Administration. This administration includes seven divisions which specialize in different types of loans—long-term, low-interest loans, emergency loans, loans to farmers' cooperatives, and so forth. People may obtain loans from the Home Owners' Loan Corporation. The purpose of the Home Owners' Loan Corporation was not so much to stimulate new building, but to help existing owners in distress, and also to protect banks and insurance companies who have holdings of mortgages. The risk was transferred from private lenders
to the government. The national government also helps existing building and loan associations and aids in establishing new ones where needed.

4. The Federal Deposit Insurance Corporation. This agency the national government established in 1933 to aid all who have bank accounts. About 90 per cent of our banks, including all members of the Federal Reserve System, belong to this corporation and contribute to a fund from which losses due to bank failures are paid. Even if his bank fails, a depositor in a bank which is a member of the Federal Deposit Insurance Corporation will receive 100 per cent of his deposits up to $5,000 and a certain percentage of the amount over that sum.

5. The Supply and Distribution of Money. Money and credit are of supreme importance to business. There are forty-nine different systems of governmental regulation of banking— one for each state, and one for the nation. State banks are subject to inspection by state bank-examiners, who check the institutions' account and determine whether they are being conducted honestly, in accordance with the law. Banks charted by the United States Government are known as national banks, and are subject to regulations made by Congress and enforced by the Treasury Department of the United States.

An effective regulation of banking is carried on by the Federal Reserve System. All national banks and many state banks subscribe to the stock of the Federal
Reserve Bank of their district. They also share in its management by electing some of its directors. The Federal Reserve System performs several useful functions for member banks. It acts as a place of deposit for the surplus money which our laws require banks to have ready to pay their depositors, and it furnishes a convenient method by which banks in the same district can settle their accounts with each other. Instead of paying its debt to bank B in cash, bank A can simply notify the Federal Reserve Bank in its district to transfer the proper number of dollars from its own account to that of bank B. In a similar way accounts can be settled between one Federal Reserve Bank and another. Other functions of the Federal Reserve System are to provide a flexible currency—one which will increase when business is very active and decrease when it is not—and to help avert excessive speculation and panics. It does these things by issuing paper money and by its loans to member banks.

D. Government Control of Business

The general policy of the government of the United States has been to allow the individual as much freedom as possible. As corporations assumed prominence and grew to huge combinations, it became necessary to exercise control over their activities. In an effort to control monopolies, legislature passed the following laws:
a. The Sherman Act, 1890

"Every combination in restraint of trade or commerce is illegal. Every person who shall monopolize, or attempt to monopolize any part of the trade or commerce shall be guilty of a misdemeanor."

b. The Clayton Act, 1914

The purpose of this act was to increase competition and forbid unfair business practices, such as price discrimination and other business agreements, that might lessen competition.

c. The Federal Trade Commission

The purpose of this commission was to protect the business man's competitors against unfair trade practices. The commission promotes:

(1) General Investigations. The commission acts as a fact-finding body. The President, Congress, or the Department of Justice may ask the commission to get facts concerning unfair practices. The commission may also investigate on its own initiative.

(2) Cease and Desist Orders. The commission has the power, to issue "cease and desist" orders, commanding a firm to stop the activity, if the commission is convinced that a violation exists.

(3) The Trade Practice Conference. Through active cooperation with industrial groups the commission
has been heading off trouble and achieving positive improvements.

d. The Securities and Exchange Commission

This commission requires that before an issue of securities may be offered for sale, the issuer must place on file with the commission "comprehensive data giving full and fair disclosure of the character of the securities being sold." If examination shows that the statement is inaccurate or incomplete, the commission can force its correction or refuse the public sale.

e. National Bureau of Standards

This bureau assists in drawing up "Federal Specifications" for various goods. These specifications are highly detailed and often quite technical. The bureau also cooperates with various trade groups in drawing up standards. These are standards that the majority of members of an industry cooperatively agree to meet in making certain goods. The bureau encourages manufacturers to use "self-identifying, quality-guaranteeing" labels or tags.

f. Food, Drug and Cosmetic Act

This act of 1938 tightened up the labeling requirements and further defined the power to make definitions and set standards for each product.
Standards of identity are now set for practically all canned vegetables and fruits. Sanitation, inspection, and complete labeling are important points in this act.

g. The Miller-Tidings Act of 1937

This act makes it legal for a producer or distributor to set the price to be charged by retailers for an article that bears the established trade mark, brand, or name of the producer or distributor. To the extent that prices are administered to the consumer; price differences may not indicate quality differences.

2. Economic activities which involve government regulation include:
a. Keeping order and protecting life and property
b. Creating and maintaining institutions of contract
c. Creating and maintaining institutions of private property
d. Regulating business in interest of the public
e. Participating directly in the production of goods
f. Production and control of money
g. Educational and recreational services

E. Comparative Economic Systems

1. In the United States we live under an economic system which is called capitalism. The fundamental
characteristics of capitalism are:

a. The profit motive
b. The dependence of all business, both public and private, upon credit
c. Private property
d. Freedom of contract
e. Free competition
f. Individual initiative

2. Under capitalism there is some governmental regulation, but this is not usually so strict as to destroy business initiative or individual ambition.

3. Socialism favors governmental ownership and operation of all productive enterprises and the restriction of private ownership to articles of consumption.

4. Invalid arguments for socialism are:
a. Labor is the source of all wealth and therefore the entire social income belongs solely to laborers.
b. The lot of the laborer will continually grow worse under the present system, since he is paid only a bare subsistence wage.
c. The laborer really earns all that he is paid in three or four hours' labor, but the employer keeps him working eight or nine hours and pockets the difference in the form of profits.
d. The interests of the workers and those of the employers
are inevitably opposed and there can be only war between the two classes.

e. The growth of trusts makes socialism inevitable.

5. Valid arguments for socialism are:

a. Competition is wasteful.

b. Under socialism a shorter working day without a decrease in wages could exist.

c. The costs of production would decrease, because of elimination of competition and of distributing goods.

d. Social insurance of all types would be provided so that laborers would be cared for in illness and old age.

6. Under a communistic system:

a. Each person would produce in accordance with his ability and consume according to his needs.

b. Government would own all resources.

c. Individual initiative would be destroyed to a large extent.

d. The worker would have no choice as to where he should work or as to what occupation he would follow; each worker would be compelled to obey orders of the state without question.

7. Facism is a system that recognizes the principles of private property by severely restricting—profits, wages, interest rates—and prices are all controlled and determined by the government. A fascist government is a
dictatorship, which considers all economic questions from the standpoint of national rather than group interests.

8. Both communism and fascism have much in common:
   a. They are anti-liberal, anti-parliamentary, and anti-democratic.
   b. They follow the direct opposite of a laissez-policy.
   c. Freedom of speech, press, assemblage is non-existent.
   d. Under communism, private property is almost non-existent; under fascism, it exist but is subordinated to the needs of the state.
   e. The individual counts for very little as the state is supreme.

9. Socialists and communists have a similar goal, a collective society organized in the interests of the masses of the people.
Selected References


* Reference for the teacher
*** Reference for the students
XII. PROBLEMS OF PERSONAL AND COMMUNITY HEALTH:

Health education is a concomitant of living. Health understandings, attitudes, habits, become functional when acquired by students in their day-by-day living. This suggests that the whole school should provide an environment conducive to healthful living, and that all staff members share the responsibility of promoting students' health.

To supplement, enrich, intellectualize such incidental teaching, this core unit is designed to deal with the various aspects of personal health problems that might not be adequately handled by any other means. But since community, national, and even international conditions also affect the health of the individual, favorably or adversely, the unit extends its scope to deal with health problems of the community—broadly conceived.

*Adapted from Lurry's title "Problems of Community and Personal Health."
Objectives

To help students:

1. Develop desirable health understandings, attitudes, and habits.

2. Become acquainted with community agencies for health improvement and develop a desire and ability to cooperate with such agencies.

3. Eradicate health fallacies and develop a critical attitude toward health information and self-medication.

4. Develop an understanding of the causes of accidents and ways of reducing or preventing them.


6. Understand the relation of nutrition to health and plan their own diets adequately.

7. Solve their sex problems and develop a wholesome attitude toward the different aspects of sex.

8. Gain some understanding of the functioning of the human body and how to maintain it in good condition.

9. Practice rules conducive to good mental and social hygiene.

10. Develop an understanding of the scientific bases of healthful living.

11. Understand the influence of social and economic factors prevailing in a country on the health of its people.

Scope

Achieving and maintaining healthful living at the:

I. Personal level

II. Home-school level

III. Community level

IV. National and international levels
I. Achieving and Maintaining Healthful Living at the Personal Level

A. Posture

1. Invite the physical education teacher to lead a discussion on such questions as: What is a good posture? Why is good posture desirable? What habits tend to make for good posture? He may also demonstrate good posture for various activities and appropriate exercises for improving posture.

2. Display pictures of spinal curvature of various types, round shoulders, legs of unequal length, and uneven shoulders. Explain the causes of each.

3. Take snapshots of members of the class (side and front views) while they are engaged in different activities. Display them on a bulletin board and discuss the extent to which various students are practicing sound habits of posture.

4. See the film:

Posture Habits
19 min sd
$45 color $90

Coronet Films
Chicago, Illinois
1947

Develops posture consciousness and motivates the cultivation of good posture habits in the growing child. It treats standing, walking, and sitting positions, using a puppet to explain bodily structure and showing scrapbook examples of good posture among adults and why posture is important to everyone.

B. Exercise, Rest, and Sleep

1. Ask the physical education teacher to discuss
problems of group concern. For example: should every student have exercise? What are the factors that should be taken into account regarding the kind and amount of exercise? Should one have a physical examination before playing? How long should one wait after meals before going into the water? Is it harmful to drink water during or immediately after hard game? How should one cool off after strenuous activity?

2. Make a report on the problem of fatigue; its nature, causes, effects, and cure.

3. Keep a record for at least one to two weeks of time spent in bed each night and how much of that time you think you actually sleep. Are you forming good sleeping habits? If not, try to find out what prevents or disturbs your sleep. Work out a plan of improvement.

4. See the films:

   **Exercise and Health**
   11 min sd
   $45 color $90
   Coronet Films
   Chicago, Illinois
   1949

   Shows the right kind of exercise one should take, and how it will go a long way toward making students healthier, happier, and more apt to succeed in any undertaking.

   **Rest and Health**
   10 min sd
   $45 color $90
   Coronet Films
   Chicago, Illinois
   1949

   Explains the fundamental facts about rest and teaches students to build correct rest habits.
C. Nutrition

1. See the films:

Balanced Way
20 min sd
Loan
San Francisco, California
1945

Discuss the importance of various foods in the daily diet and the proper balance of food for necessary nutrition—with special emphasis on milk products.

Vitamin-Wise
16 min sd
NY, New York, New York
$50 rent $2.50
1944

Explains vitamin categories of the main fresh vegetables and fruits. The film shows proper cooking methods to obtain the maximum food value, and conservation of both food and fuel.

2. Keep a record of food intake each day for a period of a week. Study the record critically to determine whether the diet was balanced and whether it was suited to your particular health requirements.

3. Feed white rats or guinea pigs on a diet lacking some essential nutrient or vitamin, and compare their growth with those receiving an adequate diet.

4. Set up a display of balanced meals, indicating the approximate cost of each. What display foods or pictures pasted on cardboard are suitable for such displays.

5. Make reports on vitamins. Cover such points as: general history and circumstances of discovery; the letter name and scientific name of each; food sources of the vitamin; diseases resulting from vitamin
deficiency; accepted minimum daily requirements; the
effect of various methods of food processing on
vitamins.

6. Clarify common food fallacies such as the following:
Meats cause high blood pressure, kidney disease;
and starches together cause indigestion. Milk and
fruit juice taken together will upset the stomach.
White meat is less harmful than dark or red meat.

D. Overweight and Underweight

1. Make a study of such problems as: how to determine
"normal" weight; how to gain weight; how to reduce:
what causes overweight and underweight?

2. Clip reducing advertisements from magazines and
newspapers and post them on the bulletin board.
Evaluate them in terms of such criteria as: Is the
advertisement so worded as to be misleading? Are
the claims scientifically sound? If the suggested
directions were followed, would harmful consequences
be apt to result? Are harmful drugs used? The
school physician is a good source for help. (The
same idea may be carried out with advertising along
various other lines concerning health.)

E. Alcohol and Tobacco

1. Make a study of such points as: alcohol and nutri-
tion; effect of alcohol in mental and physical
efficiency; alcohol and the average length of life
2. Find out what alcoholism costs the nation. Present the findings in the form of a pictograph.

3. Have a panel discussion on the topic "What we can do to prevent alcoholism."

4. See the films:

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where Does It Get You?</td>
<td>Discusses the properties of alcohol and shows that it gets you nowhere if you want agility, stamina and judgment, the requirements for successful living.</td>
</tr>
<tr>
<td>Alcohol and the Human Body</td>
<td>Shows the specific effects of ethyl alcohol on the body, describes the characteristics of the liquor and traces its course through the body, and its effects upon the brain, and actions of the imbiber.</td>
</tr>
</tbody>
</table>

5. Invite the school physician to discuss with the class the problem "How harmful are cigarettes?"

6. Through library research work, compile different views on the relation of tobacco to health. Report these to the class.

F. Communicable Diseases

1. Prepare a tabular review of present knowledge of important communicable diseases, listing the name of the disease; the germ which is the causative agent, if it is known, the source of infection; the agent and mode of transmission; whether a method of active
immunization is practiced; and whether there are special methods of control.

2. See the films:

**How Disease Is Spread**
Bray Studios, Inc.
15 min sd
$25 rent $1.50

A series of dramatic episodes showing how bacterial infection is transmitted through carelessness in the ordinary contacts of life, spread of infections; necessity of careful habits, and the proper cleaning of food materials.

**Insects As Carriers of Disease**
Institute of Inter-American Affairs
10 min sd
Color $44

1946

A cartoon story presents the fly, mosquito, and louse as carriers of dysentery, malaria, and typhus.

3. Study bacteria by preparing several petri dishes of sterile agar.

a. Leave one dish open to the air for about fifteen minutes; then cover the dish.

b. Put a few drops of unpasteurized milk into a dish; then cover it.

c. Rub your fingers across the surface of a dish; then cover it.

d. Keep a dish of the sterile agar tightly closed. Keep the dishes at room temperature for several days. Examine them and report your findings to the class.

G. Disease Control

1. See the films:

Exposition of the three lines of defense—skin, phagocytic cells and lymphatics, and the block, including a section on immunology. Microphotography of phagocytosis. Application of defense mechanism in specific cases. Action of liver and spleen. Types of antibodies and their effects.


Combines animation and life photography to show external symptoms of disease and how they affect the bloodstream. The film shows how immunity is achieved, either by surviving a disease, which usually provides active immunity, or by vaccination which, by providing passive immunity, is equally effective, without endangering life. The preparation of vaccines for such diseases as smallpox, pneumonia, and diphtheria is shown step by step in the film, with demonstrations of the use of each of the vaccines.

2. Invite the school physician to lead a discussion on immunization. For what common communicable diseases are means of immunization available? When should each be used? Must any be repeated from time to time? If so, at what intervals? What are the immunization treatments which any child should receive from the time it is born till it is grown? What would be the approximate total cost? Are such treatments available through any public agency in your community?

3. Draw cartoons showing the necessity for inoculation
and vaccination against communicable diseases.

Make charts showing the effect of vaccination on the number of cases of typhoid and other communicable diseases.

4. Make reports on the contributions of scientists such as Pasteur, Koch, Lister, and Jenner, to disease control.

5. See the film:

**Story of Louis Pasteur**  
Teaching Film Custodians, Inc.  
17 min sd  
New York, New York

Deals with Pasteur's struggle to institute his new treatment for hydrophobia using serum to combat the disease; the jealousy and opposition shown him by the members of the French Academy of Medicine; and his final vindication after saving the lives of a small boy and a group of Russians.

6. Have a panel discussion on "The role of the individual in controlling disease."

H. Cancer

1. Read *The Challenge of Cancer* and prepare reports concerning such points as: what causes cancer? How may cancer be diagnosed, treated, and cured? What is the relation of cancer to such factors as age, nutrition, occupation, humidity, and hormones?

2. See the films:

**Challenge: Science Against Cancer**  
Medical Film Institute  
$35 30 min sd  
New York, New York

Tells the story of cancer research.
Microscopic slides are shown illustrating normal cell division followed by the invasion of cancer cells breeding wildly. The use of surgery, x-ray and radium in effective treatment are illustrated.

3. Take a trip to a hospital and ask a doctor to show and explain:
   a. Laboratory for preparation and examination of tissue specimens.
   b. X-ray equipment for diagnosis and treatment.
   c. Radium and how it is handled.

4. Make posters to illustrate: cancer danger signals; growing menace of cancer; whom cancer strikes—and where; leading causes of death in the United States.

I. Oral Hygiene

1. Interview a dentist and write a report for the class on the subject "How to have good teeth."

2. Make a study of such problems as: Does brushing avoid teeth decay? What are the common dental disorders and how can they be prevented? What causes "bad" breath and how can it be avoided?

3. See the film:

   Oral Hygiene  Castle Films Division,
   10 min sd  United World Films, Inc.
   $15  San Francisco, California

   Demonstrates the proper methods for brushing teeth, massaging gums and using dental floss.
J. Hygiene of Digestion

1. See the film:

**Digestion of Foods** Encyclopedia Britannica Films, Inc.
11 min sd Wilmette, Illinois
$45 rent $2.50 1938

Summarizes the digestive process including the work performed in mouth, stomach, and small intestine. Secretions, enzymes, systems affected, and products formed. Microphotography of reactions, digestive movements and their control. Relation of circulatory and nervous systems to the digestive process.

2. Discuss such problems as: What eating habits and conditions aid digestion? What are some of the causes of indigestion? How long should one rest after meals? What are the causes of constipation? How effective are laxatives?

3. Analyze the errors involved in the widespread belief in "acidosis" and the value of alkalizers. Review critically the claims of advertised remedies for "indigestion".

K. Hygiene of Respiration

1. See the film:

**Mechanisms of Breathing** Encyclopedia Britannica Films, Inc.
11 min sd Wilmette, Illinois
$45 rent $2.50 1936

Shows the breathing mechanism in operation. Technical animation of gaseous exchange in lungs and body tissue cells, including pathological conditions. Demonstration of artificial respiration. Nervous control of breathing and factors affecting rate and depth of breathing.

2. Count your rate of breathing while sitting quietly.
Count it again after exercising vigorously for one or two minutes. Make a chart comparing rates of individual members of the class and explain results.

3. Make a study of such points as: the relative values of nasal and mouth breathing; the value of respiratory exercises; the value of proper ventilation; the effect of tobacco on the respiratory organs; common disease of respiratory organs and how they may be avoided.

4. Invite the music teacher to talk on "The use and control of the vocal organs and the breathing apparatus."

5. Ask the school physician or nurse to show an x-ray film of tuberculous lungs and point to the tubercles formed; a film showing the results of injuries due to industrial dust.

L. Hygiene of Circulation

1. See the film:

   Heart and Circulation Encyclopedia Britannica
   11 min sd Films, Inc.
   $45 rent $2.50 Wilmette, Illinois
   1937


2. Study blood under the microscope. Prick your finger with a sterilized needle and place a small
3. Take pulse and respiration rates before and after exercise. Discuss ways in which exercise, excessive excitement, and emotional strain modify the condition of the blood, and the results of changes in pulse and respiration rates in counteracting these changes.

4. Watch blood circulate in a frog's web under microscope or through a microprojector. Name corpuscles and plasma. Differentiate blood flow in arteries, veins, and capillaries.

b. Discuss ways in which knowledge of the circulation of the blood has been obtained. Study the social and scientific background for Harvey's discovery of the circulation of the blood and the reasons for the opposition to his theory by his contemporaries. Discuss Harvey's experiments as illustrations of scientific method. Trace the refinement of Harvey's theory as more facts become available with the discovery of the microscope and the scientific advances.

M. Hygiene of the Skin and Hair

1. See the film:

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Producer</th>
<th>Duration</th>
<th>Rating</th>
<th>Purchase Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care of the Skin</td>
<td>Encyclopedia Britannica Films, Inc.</td>
<td>10 min</td>
<td>sd</td>
<td>Wilmette, Illinois</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$50 rent $2.50 1949</td>
</tr>
</tbody>
</table>

Demonstrates the food habits of skin hygiene which
every child should form. Portrays children as they prepare for bed, showing the proper way to wash hands and face, and to bathe. Common skin ailments are illustrated. Animated drawings describe the structure of the skin and explain why soap is necessary for cleanliness.

2. Make a study of such problems as: How often should one take a bath? What kind of bath should one take before going to bed? When exhausted? When cold or wet? What causes sweat? How often should hair be washed? What causes falling hair? What causes baldness? Do hair tonics help to improve the hair?

3. Invite the school physician to talk about skin disorders; their causes and cures.

4. Collect suggestions for the care of the skin and hair from newspaper and magazine advertisements. Determine which are inaccurate and which are extravagant in their claims. What are some possible hazards in using cosmetics?

N. Hygiene of the Nervous System

1. See the film:

Functions of the Nervous System
Knowledge Builders
10 min sd
$40 rent $2

New York, New York
1948

Illustrates and describes the nervous system and its functions. Emphasis is placed upon its regulation of all healthy bodily functions.

2. Make a study of such problems as: How does the brain control the activities of the body? What is reflex action? Upon what does the health of the nervous
system depend? How are habits formed? How do we learn? Why is a healthy nervous system so important?

3. Invite the school physician to talk about "Nervous disorders; their causes and cures."

4. Early in the day, try various tests of skill and thinking. Repeat them at the end of the day to discover any difference in reaction. Adding columns of figures makes a suitable test.

Hygiene of the Eye

1. See the film:

   **Your Eyes**  
   Young America Films, Inc.  
   New York, New York  
   10 min sd  
   $40  
   1947

   Shows the construction of the human eye and the function of each of its parts. Explains such maladjustments as farsightedness and nearsightedness and their manner of correction. Stresses the importance of proper care of the eyes.

2. Make a study of problems related to causes of eye-strain and their prevention; eye defects; wearing glasses; and diseases of the eye.

3. Secure a chart for color-blindness and examine members of the class. As a follow-up, discuss the cause of color-blindness and its social consequences.

4. Invite the nurse or school physician to demonstrate how to remove an object from the eye.

Hygiene of the Ear

1. See the film:

   **Your Ears**  
   Young America Films, Inc.  
   New York, New York  
   10 min sd  
   $40  
   1947
Illustrates the construction of the human ear and the function of each of its parts. Discusses the manner in which certain diseases cause deafness, and stresses the necessity for proper care of the ears.

2. Make a study of such problems as: How do we hear? What is the cause of deafness? What causes humming in the ear? What makes the eardrum pop? How can one stop earache? Why is hearing affected when one has a cold? How does lip reading help those who are deaf?

3. Invite the school physician to demonstrate the testing of each ear to show that some tones may be heard while others are not audible.

Q. Hygiene of Sex

1. Invite the school physician to discuss: What happens to bring about menstruation? Do boys have any function similar to menstruation? Why do some girls start menstruation earlier or later than most girls do? What causes the seminal emission? What is the effect of masturbation? How can one break the habit of masturbation? Why are some boys circumcised and others not? Why do some boys have night dreams of sexual relations? Is "necking" harmful? What is petting? What about pre-marital sex relations?

2. See the films:

   **Story of Menstruation**  
   10 min sd  
   color loan  
   International Cellucotton Products, Co., Chicago, Illinois

   Animated drawings and diagrams tell in a pleasant,
direct, and scientific fashion the frank story of this natural phenomenon.

**Human Reproduction**
20 min sd

**Human Reproduction**
20 min sd

McGraw-Hill Book Company
Text-Film Department
New York, New York
1947

A factual film on the human reproduction systems and on the process of normal human birth. Models and animated drawings are used to describe the anatomy and physiology of the individual reproductive organs of both men and women. Stresses biological normalcy of reproduction and emphasises importance of clear, objective familiarity with these facts as important to the success of marriage and parenthood.

3. Make a study of venereal diseases: their causes, effects, and prevention. What procedures are set up by the state for the reporting of syphilis and gonorrhea? What is the purpose of requiring a blood test before a marriage license is issued? At the time of pregnancy?

R. First Aid

1. See the films:

**First Steps in First Aid**
31 min sd
Loan

Upjohn Company
Kalamazoo, Michigan
1942

Basic information contained in courses for beginners in first aid. Depicts series of accidents, what not to do, correct manner of handling accident cases, symptoms and first aid treatment for shock, treatment of bleeding, treatment for burns, warning against wound infections.

**Artificial Respiration**
9 min sd color

Castle Films Division
United World Films, Inc.
San Francisco, California
1948

Demonstrates artificial respiration in counteracting the effects of drowning, asphyxation or electrical
shock. Shows the prone position of the victim, and
the position of the person practicing artificial
respiration.

Fundamentals of First Aid Castle Films Division
18 min sd United World Films, Inc.
Color $83.43 San Francisco, California
1948

 Shows the five main parts of personnel damage controls:
fundamentals of first aid; wounds; bomb blast and
burns; fractures; artificial respiration.

2. Invite the school nurse to demonstrate first aid
treatment for various conditions.

3. Prepare a first-aid kit which will be suitable to
take with you on overnight hikes and on trips in the
family car. Consult the school nurse or family
physician as to the most useful materials to include.

S. Emotions and Health

1. Make a study of such points as: how anger and fear
effect the body, emotions and diseases; how to attain
emotional control; attitudes that are conducive to
good mental hygiene; emotions as guide to action.

2. Discuss the thrill stories that are on radio and
television. What is the emotional reaction to them?
What is the effect of these programs on the mental
health of young people? What kind of programs might
replace at least a part of these so-called thrillers?
Send conclusions to several radio and television
stations. Give some consideration to movie thrill
stories.
3. See the filmstrip:

Keep Your Head
15 min sd 100 fr
$20 rent $5
Zurich General Accident and Liability Insurance Company
Chicago, Illinois
1947

Discusses the control of one's emotions and its relationship to health and safety.

II. Achieving and Maintaining Healthful Living at the Home-School Level

A. Healthful Homes and Schools

1. Make a health checklist for evaluating your home and school. Include such points as: location, ventilation, furnishings, fire protection, heating, odors, lighting, cleanliness, eating facilities, garbage disposal, toilet facilities, and care of lawn and garden areas.

2. Take snapshots in your city to illustrate:
   a. Homes lacking the conditions necessary for healthful living.
   b. Homes that are economical but hygienic.

B. Health Examinations

1. Invite the school physician to talk about the purpose, content, and use of health examinations. He might demonstrate the uses of the stethoscope, fluoroscope, ophthalmoscope, otoscope, and other instruments in his office.

2. Arrange to have a complete health examination.
3. Discuss the responsibilities of the individual for making use of the results of his health examination. Include such topics as: treatment of physical defects; correction of unhealthful habits; planning a healthful schedule for work, rest, and play.

C. Safety

1. Collect news items concerning accidental injuries in the home and school. Analyze these in terms of the nature, causes, results, and possible prevention of the accidents.

2. Draw cartoons to illustrate safe and unsafe conditions and practices in the home and school.

3. Keep a record of accidents that occur in the school. Record: date and time of accident; age and grade of children involved; type of accident; first-aid treatment given. How can the number of accidents be reduced?

4. See the films:

Let's Play Safe
10 min sd
$45 color $88
Portafilms
Glendale, California
1947

Shows school children on the playground. Six playground incidents are dramatized showing hazardous situations developing. Just as it appears that someone will get hurt the action is stopped, and animated characters show what might happen. The children are given an opportunity to repeat their performance, but to correct their attitudes and do it safely.

Safe Living at school
10 min sd
$45 color $90
Coronet Films
Chicago, Illinois
1948
We go on a safety tour to see the safety features of a school and to learn what students can do at school to live safely. With emphasis on three basic safe living principles: courtesy, good housekeeping, skillful and correct actions.

III. Achieving and Maintaining Healthful Living at the Community Level

A. Health Department

1. Visit the health department in your city or county and study its organization and functions. Also visit the laboratories and clinics of this department.

2. Accompany an inspector from the health department as he inspects various restaurants of the community and report to the class.

3. Study the regulations of the health department for the control of communicable diseases such as chicken pox, diphtheria, measles, mumps, poliomyelitis, scarlet fever, typhoid fever, and whooping cough.

4. Secure statistics and make graphs of the spread of communicable diseases during the past five-year period.

5. Report on the work done by health officials to suppress "nuisances" such as noise and smoke.

B. Health Resources

1. Make a survey of the health resources of your community. This may include: the number, training and specialities of physicians and surgeons; the hospitals
and clinics, and their facilities, staff, and financial resources; number of private registered nurses and public health nurses. Compare findings with available information on conditions elsewhere.

2. Investigate community provisions for safe water and milk, pure food, sanitation, and sewage and industrial waste disposal; mosquito and fly control; rodent control; immunization against communicable diseases; quarantine; control of dusts and fumes; recording vital statistics;

3. Visit a hospital and go through its laboratory, x-ray rooms, operating rooms, and wards. Observe methods used to obtain asepsis and learn about precautions taken in the isolation ward to prevent the spread of communicable diseases.

C. Sanitary Measures

1. Analyze laws relating to public health services in your community; for example, those concerning sale of foods, methods of fighting insects and disposal of waste. Compare them with laws of other communities. Suggest changes and additions that might increase their effectiveness.

2. Make trips to:
   a. A dairy to observe pasteurization and handling of milk.
b. A local water supply plant to observe steps in the purification of water.

c. Local garbage and rubbish-disposal plants.

3. Analyze the causes of food poisoning and discuss methods of emergency treatment.

D. Industrial Hygiene

1. Visit an industrial plant and study: provisions for the protection of workmen on the job; physicians or nurses in the plant or available on call; special hazards in the plant; cost of hygiene and safety programs; and the role of government in industrial hygiene and safety.

2. Make a pictograph to illustrate the change of the industrial accident rate in the community. Explain.

E. Traffic Safety

1. Obtain data on accidents occurring during the last few years from the police department. Compare these data with the state and national figures. Is the number of accidents increasing or decreasing? Explain.

2. Spend fifteen minutes at a busy intersection and record the errors made by pedestrians and drivers. Compare your observations with those of your classmates.

3. Invite a speaker from the automobile association to
give a talk on "How traffic accidents may be reduced or prevented."

4. Visit the automobile association or the police department, and with their assistance prepare a spot map showing the number and location of accidents in your city.

5. Write to several automobile companies for information concerning safety devices in the cars they manufacture.

6. Plan a campaign for reducing traffic accidents in the company.

IV. Achieving and Maintaining Healthful Living at the National and International Levels

A. America's Health Record

1. Illustrate graphically:
   a. Average length of life in the last half century.
   b. Infant mortality in the last half century.
   c. Tuberculosis death rate.
   d. Diphtheria death rate.

   What trends do these graphs show? Explain.

2. Secure data on the health of draftees as evidenced by pre-induction examinations. To what extent do these data give a picture of the health status of the nation?

3. Compare the chief killers of today with those that prevailed fifty years ago. What do you deduce from such a comparison?
B. Improving National Health

1. Report on the work of Federal and private organizations and institutions which promote public health; for example, American Public Health Association, The American Red Cross, The National Tuberculosis Association, and The Children's Bureau in the Department of Labor.

2. Investigate the work done by institutions endowed for the advancement of medical science such as Carnegie Institute; W. K. Kellogg Foundation; National Foundation for Infantile Paralysis; Rockefeller Foundation; Julius Rosenwald Fund; Alfred P. Sloan Foundation.

3. Investigate group health insurance as one solution for providing adequate medical care. From insurance agents or other sources find out the provisions and costs of some typical health and accident policies. How much protection do they offer? Are they available to everyone? Is the cost of family comprehensive policies within the ability to pay of low-income and middle-income persons? Are any of the various group plans for prepaid medical care or hospitalization operating near by? If so, find out the practical details. Who is eligible to join the plan? How does the system operate? Are the costs within the ability to pay of most people? If membership is
available does it look like a good buy?


5. Debate: Resolved, that a program of socialized medicine should be adopted in the United States.

C. Control of Disease

1. Investigate the precautions taken to prevent the spread of communicable diseases from one state to another.

2. Investigate the measures taken at the international level to prevent the spread of disease.

3. Invite a quarantine office or sanitary inspector who works at an airport or seaport to talk to the class on how he helps safeguard the health of the nation.

D. Factors Affecting Health

1. Study the effect of educational, social, and economic conditions prevailing in a country on the health of its people.

2. Discuss the effect of war on nutritional diseases.
3. Investigate the extent and distribution in the United States by region and by income groups of major deficiency diseases such as scurvy, pellagra, beri-beri, and rickets.
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CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF
PERSONAL AND COMMUNITY HEALTH

Business Understandings

A. Health is not only a personal matter but also one of national concern. To be strong and progressive, a nation needs strong, healthy workers. Consequently people are beginning to think that the health of the citizens is a part of the responsibility of the government and that some form of health insurance should be provided. (III-D-1; IV-B-3; IV-D-1,3)

B. Health and safety are linked to prosperity. Economic factors, therefore, play an important part in relation to the health of a family, a community, or a nation. (IV-D-1)

Information for the Teacher

A. Health Insurance

1. Lack of Medical Care. A recent survey of families in eighteen states showed that nine out of every ten school children had decayed teeth or other diseases of the mouth. According to the United States Public Health Service, more than half the sick in certain crowded centers receive no medical care. Disease strikes most frequently and seriously in low income families. These families either try to get along without medical care or are plunged into heavy debt. It is estimated that thousands of people die needlessly because they cannot purchase medical care.

2. Unequal Distribution of Medical Care. There is a great difference in the number of available physicians in the various states. There are about 200 doctors per 100,000 population in the state of California, but only
74 in South Carolina. There is a dearth of physicians in rural areas, and an over abundance in the cities. The field of medicine has grown far too large for any one man to master and so more and more physicians are specializing in a particular branch of medicine and they are remaining in the large cities.

3. Health Insurance in Germany. Health systems have been established in nearly all the important industrial countries. Germany has had some form of health insurance since 1854. A number of insurance societies or funds are set through out the nation by workers and employees. Nearly two-thirds of the population of Germany have some form of health insurance. Both employers and employees contribute to the fund. The government pays nothing. It does, however, force the societies to meet certain standards, including medical care, funeral, and maternity benefits, to the insured and his family.

4. The British System. The British system covers persons receiving less than twelve hundred and fifty dollars a year. Four-fifths of all employed persons have some form of health insurance. With the government system both the employer and employee contribute to the fund. The government insurance is used to provide medical care for the workers.

5. The French System. In 1930 France adopted a comprehensive social insurance plan. It provided
protection against costs brought on by sickness, maternity, accidents, old age, and death. The law applied to all workers between the ages of thirteen and sixty who earned less than one thousand dollars a year. Insurance societies were responsible to the central government. The French insurance system merely insured against the cost of medical care. It did not actually furnish this care.


B. Federal Aid to Personal and Community Health

The United States Public Health Service, the Bureau of Animal Industry, and various pure-food laws help to improve national health. The duties of National Public Health Service include the inspection of interstate and foreign commerce. All emigrants are inspected before entrance to the country, and boats are quarantined until United States medical examiners are sure there is no disease on board.

The Social Security Act contains a number of provisions directed to promote public health. Besides granting financial aid to needy blind and needy dependent children, the act authorizes the expenditure of funds to aid the states in providing maternal, and child health services. The state must submit the plan to the chief of the

* See Section IV of this Chapter.
Children's Bureau of the Department of Labor for approval, and then the federal government will match the amount spent by the state. In this way homeless, neglected, and dependent children are helped through local agencies. Local public health services are encouraged. Medical and surgical care and hospitalization services are provided for crippled children. This vocational rebuilding is supervised by the Office of Education in the Federal Security Agency.

The Wheeler-Lea Act was designed to give the Federal Trade Commission increased powers so as to prevent misleading advertising of food and drugs. Formerly misleading advertising was illegal only when it injured a competitor. Now such practice is looked upon as illegal when it injures the consumer.

The Food and Drug Act of 1938 prohibits the sale of dangerous foods, drugs, and cosmetics. Labels must indicate the important ingredients in prepared foods, and factories producing food products are compelled to maintain sanitary conditions. This law gives the public definite information concerning what it is buying.

C. Economic Conditions and Health

There is a great concern today relative to the economic factors affecting health and disease. People are often poor because they are sick and often sick because they poor. Tuberculosis cannot be controlled in a
household where there is overwork or not enough food.
Any social or economic organization, or force which helps
to eradicate poverty is a contribution of primary impor-
tance to public health.

Poverty is one of the direct causes for malnutrition.
Malnutrition renders the body susceptible to disease
and sickness. The death rate is high, especially among
children, in poverty-stricken communities. In some
southern areas of the United States where pellegra,
scurry, and rickets are prevalent one sees the results
of malnutrition due to poverty.
Selected References


* Reference for the teacher
** Reference for the students
XIII. PROBLEMS OF ECONOMIC RELATIONSHIPS IN A DEMOCRACY

As a result of the technological developments in the last half century, the pattern of American economy is changing. Among the changes are the preponderance of power wielded by organized group as compared with the economic power of the individual, the tendency of concentration of economic power in the hands of a few, domination of the corporation as an economic organization, government participation in economic life, and the increased role of the individual as a consumer.

Such changes have significant implications for both the life of the individual and society. Students should become economically literate since individuals and groups are in a position where their actions are potentially able to affect the lives and fortunes of so many. Failure of any part of our closely-knit economy to function, affects the operation of every other part.

This unit is designed to help students attack the more common and persistent economic problems that influence their lives.
Objectives

To help students:

1. Become intelligent and effective consumers.
2. Understand how the consumer's welfare is protected through activities of various agencies.
3. Learn to manage their personal financial affairs efficiently.
4. Become oriented to vocational living.
5. Study the national economy, its past, present, and probable future.
6. Study the impact of science and technology on economic living.
7. Understand the interrelationship of a nation's welfare and its economic strength.
8. Understand the interdependence of the economic, social, political, and cultural aspects of living.
9. Compare the major economic systems of the world.
10. Recognize the economic interdependence of the peoples of the world.

Scope

Studying problems of economic relationships at the:

I. Personal-family level
II. Community and national levels
III. International level
I. Studying Problems of Economic Relationships at the Personal-Family Level

A. Consumer Advertising

1. Read critically the page of advertising in some magazines or newspapers. Collect samples of false or misleading advertisements; honest advertisements; containing exaggerated claims. Post these on the bulletin board with comments under each. Discuss your comments with classmates.

2. Analyze some advertisements as to specific facts and attention-getting devices. What types of information did you find? What part of the printed matter of each advertisement was devoted purely to giving information? What information, if any, is lacking? What devices such as pictures and startling headlines were used to gain attention? Check the factual accuracy of each advertisement against the best information you can find.

3. Discuss the extent to which you can rely on the information and advice you get from the advertiser about health, diet, investments, how to spend a vacation or any other of the practical affairs of life. To what extent must you be skeptical and wary about what advertisers say? Do the same conclusions apply to all advertisers?
Why should a person build up a defense against consumer propaganda?

4. Make a study of the effect of advertising on consumers by asking a number of persons to associate a particular product with a trade name. For example: What trade name is often associated with: sewing machine? camera? soap?

5. Record the amount of time spent in advertising on several radio and television programs over a period of a week or more. Note any extravagant claims. Are the appeals emotional or rational?

B. Consumer Protection

1. Select examples of good and bad labels and explain reasons for your classification.

2. Examine several labels found on clothing (e.g. "all wool," "shrunken," "preshrunken," "shrinkproof"), then tell some of the most important items that such labels should contain.


4. Read the labels on foods that are purchased during one entire week for use in your home. List the specific information on the labels that indicate quality and content. Find out which foods measure up to government standards.

5. Examine the products in your home medicine cabinet.
Study the labels and find out whether the products comply with the regulations of the Federal Food, Drug, and Cosmetic Act.

6. Write to the Food and Drug Administration of the United States Department of Agriculture to have your name placed on the mailing list to receive Notices of Judgment against manufacturers and distributors. Make a summary of the findings in a particular case and report to the class.

7. Select some canned fruits or vegetables and send them to the Marketing Service of the United States Department of Agriculture for testing. Report results to the class.

8. Test some of the commercial articles as tooth pastes and powders, soaps, creams, hair dyes for any harmful ingredients.

9. Report to the class on the work of the Consumer's Union, Consumer's Research, the American Medical Association, and other private agencies. How do such agencies aid the consumer?

10. List ways in which the government protects the consumer in your community. Include the inspection of milk, water, food stores, and barber shops; the licensing of doctors and beauty operators. Is the protection service adequate in each case? How are the protective measures enforced?
11. As a class project write a booklet entitled
"How to Get Your Money's Worth."

12. See the film:

**Consumer Protection**

Coronet Instructional Films
Chicago, Illinois
1948

$45 color $90

Compares the buying habits of two families with reference to the use of consumer services for intelligent guidance. Stresses the improved standards of living of one family who protect their buying by the use of the wealth of information available from governmental and private services.

C. Effective Buying

1. Select some article that is sold from house to house, by mail order houses, and by local stores. Compare prices and quality. How do you account for any differences?

2. Make a cost analysis of some commercial product and determine the percentage of the retail price that goes to the producer, the retailer, and the advertiser.

3. Ask the science teacher to help you make some toothpaste, toothpowder, or ink. Compare the cost of the materials with the retail price of similar commercial articles. Explain the difference in price.

4. Analyze the reasons why you and your family buy from the places where you are accustomed to buy
groceries; drugs; clothing.

5. List the purchases of your family for a week, giving reasons for each purchase. Were the purchases planned? Was the choice influenced by need, value, or appeal?

6. Compute the total cost of purchasing a costly item on the installment plan. How does this compare with the cash price? What are possible advantages and disadvantages of installment buying? Discuss governmental control of installment buying.

7. See the film:

**Installment Buying**
Coronet Instructional Films
10 min sd
$45 color $90

A young doctor's experience in buying furniture on installments. Demonstrates to students some of the pitfalls of installment buying and encourages them to make a complete investigation of installment credit, contracts, and rates of interest before making credit purchases.

8. Investigate the policies of local stores in selling for cash and on credit. Which ones have variations in price? How much is the difference? What additional carrying charges are added in the case of credit sales?

9. Invite the business education teacher to talk about the topic "How to plan or take advantage of bargain sales."

10. Arrange a trip to a department store to check the quality of materials on the bargain counters.
D. Managing Money

1. Make a plan for apportioning your allowance among the activities and needs for which you are responsible. What proportion of family income should be used for your personal needs?

2. Make a study of the income and expenditures of your family. On the basis of the information you obtain from your family, prepare a budget of the income and expenditure for twelve months.

3. Dramatize: A family that believes it ought to budget and never gets around to it; A family who tried a budget and gave up; and, A family that started a budget, stuck to it, and made it work.

4. Discuss such problems as: How much of first earnings belong to self and to family? How should one save for college years; for establishment of home and family?

5. Ask members of the class who have saving accounts to talk on how to open an account? What are the advantages?

6. List agencies in the community that lend money. Visit some of them to secure information on personal loans and security loans. How do their rates compare? Where would a wise consumer attempt to secure a loan?

7. Invite an insurance expert to talk to the class on
how to select a policy.

8. List the assets of your family that should be insured. With the aid of talks and facts secured from an insurance expert estimate the amount of coverage needed, the cost, and the probable return.

9. Plan an insurance proposal that you think would give your family adequate protection. Consult an insurance expert for detailed information.

10. See the film:

   **Sharing Economic Risks**
   Coronet Instructional Films
   10 min sd
   $45 color $90
   Chicago, Illinois 1947

   Through a high school boy whose bicycle is stolen various aspects of property and life insurance and the principle of sharing economic risks are shown. Insurance terms are defined.

E. Earning a Living

1. Survey the various occupations in your community, grouping them under the headings: agriculture, mining, industry, transportation, trade, public service, and clerical work. Make a series of graphs showing the number of employees in each of the above occupations for the last twenty-year period. What trend is apparent?

2. Invite several personnel managers to serve on a panel to discuss the competencies needed in various jobs.

3. Visit the local employment agency. Find out what kinds of jobs are generally available.
4. Choose some occupation in which you are interested and report on its past, present, and probable future in the community. What education is needed to do the job well?

5. Make a job thermometer showing the occupational opportunities in the community as revealed by a survey of the want ads in the daily newspaper.

6. Visit a small business, a factory, or a store in the community. Find out: the number of new employees hired each year; qualifications for employment; the work to be done; salary offered; and opportunities for advancement.

7. Ask some members of the class securing part-time jobs to talk about problems of concern to the class such as: deciding whether to take a part-time job or not; choosing among several part-time jobs.

II. Studying Problems of Economic Relationships at the Community and National Levels

A. Government and Finance

1. Make a study of the various sources of government income at the local, state, and national levels and make graphs comparing the revenues from these sources at each level.

2. Compare the income and expenditures of your state with those of other states. How do you account for any differences?

3. List the services provided by each unit of government
under which you live.

4. Make a study of some particular tax such as the income tax and find out: the rates of taxation; the basis upon which the taxes are levied; how taxes are collected; for what purposes the tax money is used.

5. Illustrate by means of a pictograph how the federal tax dollar is spent.

6. Make a graph showing government expenditures during the last twenty-year period. What trend is apparent? What factors have contributed to this state of affairs?

7. Illustrate graphically the national debt during the last twenty-year period. Is the debt increasing or decreasing? How do you account for this? If each person in the United States were required to pay an equal share of the national debt, approximately how much would your share be?

8. Invite an economist to lead a panel discussion on the effect on the consumer of devaluing the dollar. What is the effect upon debtors, creditors, salaried workers, wage earners, and business men?

9. Make a written or oral report on "How inflation may be prevented."

10. Make a four-columned chart showing some of the characteristic indications of prosperity; decline in the business cycle; depression; and recovery.
Describe the present period and discuss the outlook for the future.

11. Investigate the influence of the Federal Government on prices of farm products and report to the class.

12. Write to the Regional Office of Price Stabilization for information concerning government control of prices. What prices are being controlled? How do present-day prices of meat and other commodities compare with those of 1945? With those of pre-World War II?

B. Our Changing Economy

1. Make a list of materials in common use today which were unknown in this country in colonial days; civil war days.

2. Define some economic problems faced by modern industrial society. What can the individual do to help solve these problems?

3. Compare the machine power utilized in the production of goods today with that of 1930; 1900; 1850. What is the outlook for 1960? What has been the effect upon the output of goods?

4. Make a chart showing the hours of labor the average worker had to give in 1914 to earn some products such as shoes or a piece of furniture, compared to hours required in 1950.
5. List specific examples of machinery that have made it possible to increase production and lower costs.

6. Make a pictograph comparing the United States' production of wheat, steel, cotton, coal, and oil with that of the rest of the world in 1950; 1920; 1900.

7. Discuss the advantages and disadvantages of specialization in industry.

8. Make a map showing the location of the great steel mills in the United States. Do the same for the main centers of the automobile and petroleum industries. Discuss reasons for their location. On these same maps trace the routes which the raw materials follow on their way to the industrial plants.

9. Draw a series of cartoons illustrating the interdependence of the farmer, the laborer, the manufacturer, and the consumer.

10. Give special reports on:

   "The History of a Large Corporation."

   "Production of Goods by the Government."

   "Government Regulation of Big Business."

C. Labor

1. Investigate the wage rates for various occupations in your community. How do these rates compare with
wage rates in other communities?

2. Interview a representative from the local office of the United States Employment Service to find out the number of unemployed in the community. What are the major causes of unemployment in the community?

3. Study several of the most important local industries to determine the reasons why they developed in this particular area.

4. Make a bulletin board display of newspaper clippings dealing with a recent strike or lockout in the community. What caused the dispute? What was the effect on the economy of the community? How was it settled?

5. Make a graph showing the number of strikes in the United States in the period 1938-1951. How do you account for any marked variations? What is the effect of strikes on the economy of the nation?

6. Make a study of the extent of unemployment in the United States during the last twenty years. At what point was unemployment greatest? Least? What is the outlook for the future?

7. Make a chart showing the major provisions of the Federal Fair Labor Standards Act; Healey Act; Workmen's Compensation; Social Security Act. Make recommendations for bringing about greater economic
security.

D. Standards of Living

1. Make a chart showing the purchasing power of the dollar over the last thirty-year period. How do you account for the fluctuations? What happened to the purchasing power of the average income between 1945 and 1950.

2. Compare the average yearly income of managers, professionals, skilled workers, clerical and sales persons, farmers, and laborers. How do you account for any inequalities that exist?

3. Determine the relative prosperity of individuals in various states by comparing the number of automobiles, radios, telephones, and other products owned per one hundred persons. Analyze the factors which contribute to these inequalities.

4. Make a chart showing the number of minutes of working time required for the purchase of one pound of selected foods in the United States and several other countries. Data may be secured from the United States Bureau of Labor Statistics.

5. Propose a plan for raising the standard of living of the lower brackets of our population.

B. Natural Resources

1. Make a list of the ways that modern society is
wasting its natural resources. Suggest some methods for reducing this waste.

2. Study the extent of the depletion of natural resources in the United States. How long will the country's present resources in forests, coal, and oil last? Estimate the monetary cost of this depletion.

3. Show by means of a pictograph the relative proportion of the World's resources possessed by the United States. Discuss the social-economic implications.

4. Have a panel discussion on government responsibility for the conservation of natural resources.

5. Report on some government activities in the conservation of natural resources.

6. Make a survey of the ownership of natural resources in the United States. Discuss the problem of government ownership versus private ownership of natural resources.

7. Discuss the relation of the resources of the United States and our standard of living; our strength as a world power.

8. Propose a comprehensive plan for conservation of natural resources.

III. Studying Problems of Economic Relationships at the International Level

A. Trade and Exchange of Goods

1. Study the bases and advantages of international
Trade. Explain how it is possible for both countries to gain in the exchange of goods, how trade makes more materials available to more people, and how no nation is really self-sufficing.

2. List some countries including the United States which depend entirely upon international trade for certain goods. Mention the goods which they do not produce domestically and give reasons why they do not produce them.

3. Explain why the higher the standards of living and the greater the prosperity of the people of a nation, the greater is their economic interdependence. Discuss the advisability of nations specializing in production, exchanging their products, and becoming more and more interdependent.

4. Make a chart showing the chief exports and imports of the United States in 1950, 1940, 1920, and 1900. How do you account for any differences? What was the effect of World Wars I and II?

5. Keep a record for a week of the foods you eat. Which are produced in the United States? Which are imported?

6. Trace the route of a commodity imported by the United States from its natural source to the American home.

7. Make a chart showing the chief exports and imports
of the United States, Russia, Great Britain, France, and Japan. How do these exports and imports affect the economy of the country involved?

8. Give arguments for protectionism. Do tariff laws yield both revenue and protection? Explain such things as protection of infant industries, industrial independence in the event of war, and protection against lower wage scale.

9. Make a report on one or more factors that have tended to unbalance international trade, such as the wars of the 20th century, drastic changes in price and trade relationship, trade barriers, and international cartels.

10. Write a report on efforts to stabilize world trade, include reciprocal trade agreements, lend-lease, the European and Recovery Programs.

11. See the filmstrip:

International Trade McGraw-Hill Book Company
36 fr si New York, New York
5.50 1956

B. Economic Cooperation

1. Discuss the importance of international economic cooperation and the efforts launched in order to promote it. Include the work of the United Nations, the Economic and social Council, the International Labor Organization, and the World Health Organization.
2. Explain the aims of the Marshall Plan. How was it accepted by European nations. Discuss the handling of this plan, the successes and failures involved.

3. Discuss the various aims for international economic cooperation through the United Nations, such as giving relief to war-stricken areas, repairing the damage done to agriculture and manufacturing during the war, developing new industries as a means of raising standards of living, stabilizing currencies and reducing trade barriers, and balancing agricultural surpluses and deficiencies.

4. List and give your reaction to the agreements made by the International Trade Organization at Havana in 1948. Do you consider these agreements as steps toward international economic cooperation?

5. Interpret the following statements and give reasons for agreeing or disagreeing with it: "During the 19th century, the United States, as a debtor nation, was on the receiving end of an undesignated Point Four Program. Now it is the turn of the United States to be at the other end of such a program."

6. See the filmstrip:

$3.00

Covers Europe's past war needs, the philosophy and plan
of ERP, and the factors that will be important in the program's future.

C. World Resources

1. Discuss the economic effects upon various peoples due to the uneven distribution of natural resources throughout the world.

2. Locate the chief sources of the essential natural resources of the world. Discuss the relation between a nation's natural resources and its standard of living; its industrial development; its strength as a world power.

3. Make a study of the uranium deposits of the world. What governmental controls are in effect? Compare the governmental control of uranium and lumber. How do you account for any differences?

4. Study the extent of the depletion and exhaustion of the natural resources of the world. How long will such resources as oil and coal last? How can the supply be made to last longer? What sources are yet to be developed?

5. Dramatize the development of a large corporation such as the United Fruit Company. What effect did its development have on the countries involved?

6. Study the motives behind the colonization programs of France, England, Italy, and Germany. Report your findings to the class.
7. Locate a number of outstanding industries throughout
the world and give factors influencing geographical
specialization.

8. Identify countries that are improving their economic
conditions through the use of water resources.
Point out sections of the world which are not using
their potential water resources. Why are these
potentialities not put into use?

9. Identify on a world map the outstanding deposits
of energy resources, include coal, petroleum,
natural gas, water power, etc. What are the econo­
mic effects of these resources on the nations which
possess it?

D. Comparative Economic Systems

1. List the economic advantages and disadvantages of
capitalism.

2. Describe the type of government necessary for each
of the various economic systems. Show how economic
institutions exist only where political institutions
make it possible for them to work.

3. Report on one or more types of socialism, such as
scientific socialism, Marxian socialism and state
socialism. How do these types differ?

4. Describe the policy of the Socialist Party in the
United States. Do the leaders of the party advocate
the over-throw of capitalism? If so what is their
plan? Have they met with any success? Explain why.

5. State the differences between socialism and communism. What countries represent each? Have each of them met with economic and political success? If so, to what extent?

6. Compare a system of capitalism with a system of collectivism with respect to private property, freedom of contract, freedom of enterprise, government control and planning.

7. Explain the difference between private enterprise and collectivism, socialism and communism, communism and fascism.

8. Write a report on the British experiment with socialism, answering such questions as: Is the Labor Party still in power? To what extent has the economic system been nationalized? How successful has the government been in solving such problems as the cost of living, unemployment, social security, and foreign trade? Has individual liberty been preserved or lessened?

9. Give reasons why you believe or do not believe that capitalism and communism can function together in the world. Must all countries have a similar economic system in order to have peace?
SELECTED BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF ECONOMIC RELATIONSHIPS IN A DEMOCRACY

Business Understandings

A. Advertising is a medium of mass communication between producers and sellers and consumers—A medium needed by each of them. It is a source of facts and guidance which helps the intelligent shopper. Individual business men, advertising media, and the government have put forth efforts to raise the level of advertising by barring exaggerations and deceptions. (I-A-2,3)

B. During the past half-century, federal, state, and local governments have increasingly brought direct, statutory law into effect to protect consumers. (I-B-1,7,10)

C. Among the many types of services rendered by public expenditures are: providing for the national defense, safeguarding person and property, supporting public education, promoting public health and welfare, and maintaining highways and streets. (II-A-1,4,5,6,7)

D. Modern industry is witnessing incessant conflict between the managers of organized capital and the leaders of organized labor. This continual strife in industry often assumes formidable proportions when labor is thoroughly organized and the employer is securely entrenched. (II-B-4)

E. Certain forms of insurance have come to be called "social insurance" because provision for them has been made by legislation. Social insurance is one of the greatest contributions to the improved economic status and outlook of the wage-earners of the country. (II-C-7)

F. Over a period of time business passes through various phases, such as prosperity, decline, depression, and recovery. This period is known as the business cycle. (II-A-10)

G. Specialization is characteristic of modern industry. The purpose of specialization is greater productivity. The price paid for specialization is great dependence upon others. (II-B-8; III-C-7)

H. The development of huge capitalistic combinations is one of the most striking economic movements of recent years.
Many regard these combinations as inevitable, and the natural product of economic revolution. They see in them efficient and socially beneficial forms of productive organization. Others denounce them as malign and sinister influences in our economy, bound ultimately to destroy economic freedom. (II-B-11)

I. For more than two centuries the United States has been preeminently the land of economic opportunity because of the wealth of natural resources found in this country. Nowhere were resources more abundant; nowhere was there greater freedom of action on the part of the individual and less interference on the part of the government. (II-E-4, 6, 7)

J. Industries and nations have chosen to specialize in production and to exchange their surplus products, because such cooperation in production and trade makes possible a higher standard of living for all. (III-A-1, 2, 3, 7, 11)

K. Capitalism implies democracy in government, private ownership, freedom of enterprise, and freedom of contract. Some degree of control of property and business, as well as other human affairs, is necessary. Other economic systems of the world include socialism, communism, and fascism. (III-D-1 to 7)

Information for the Teacher

A. Advertising

One year 848 business firms spent a hundred thousand dollars each for advertising. One hundred twenty five of them spent over a million dollars each. One food company spent twelve million dollars; a drug firm and a motor company each paid out 11 million dollars; and a corporation, whose main product is soap, spent nearly 26.5 million dollars. These figures do not include the amount spent for newspaper advertisements, direct mail, and other advertising media.

A full page advertisement in one of the top-circulation
magazines cost between $11,000 and $16,000 if printed in black and white. Printed in colors, the cost of the ad is as much as $24,000; and if the advertiser wants his ad on the back cover of one of the popular magazines, he will pay as much as $30,000.

1. Purposes of Advertising. Advertising performs certain useful business and economic functions. From an economic point of view, the following are the purposes and functions of advertising:

a. To provide a necessary means of widespread communication from the producer to the consumer.

b. To create a demand for a particular product or type of product.

c. To get a premium price on brands over and above the average price of unbranded goods or of competing brands.

d. To get wide distribution, mass production, reduced costs of distribution, reduced costs of manufacture, and therefore reduced prices to the consumer.

e. To speed the process of distribution.

Advertising tends to be educational by giving out information concerning; new products and latest developments, trade names and trade-marks, and labels.

2. Appeals Make Sales. The professional seller is a trained psychologist. He understands human behavior and the workings of the human mind. He presents his product so that it will attract attention, create desire,
convince the consumer of its worth, and cause him to act by purchasing it. These steps are followed in both advertising and personal selling. Advertisers know that,
a. First of all they must get your attention.
b. It is possible to build up pleasant associations with the name and appearance of a product.
c. For many lines of goods buyers are interested almost exclusively in quality and value.
d. Most people never have enough money to go around, and wish to economize.
e. Most people are not sure of themselves and carry around little worries of which they may not be fully aware.
f. Most all people want popularity, especially with the opposite sex.

3. Reliability of Advertising. Every buyer must recognize the fact that, although the majority of advertisers are honest, some are unscrupulous. Substantial and well-established business concerns recognize the fact that honesty, in advertising as well as in other relationships with consumers, must be the basis of permanent success. The publishers of magazines and newspapers recognize the fact that dishonest advertising reacts unfavorably against their publications as well as against the products advertised. Because of the importance of advertising the
Federal Government and also state governments have passed certain regulations concerning advertising. The most important government agency in the supervision of advertising is the Federal Trade Commission. One of the most effective promoters of honesty in advertising is the National Better Business Bureau.

a. The Better Business Bureau

This bureau is an agency of business which fights fraud, chicanery, and deception in advertising and selling; it is an advocate of fair dealing for the consumer; and a builder of better relations between business and consumers.

b. Promotion of Honest Advertising

The Better Business Bureau carries on educational work which prevents deception in advertising, acts upon complaints alleging misleading advertising, brings recalcitrants to the attention of law-enforcing agencies, warns the public against fraud, reports to business on pseudo-advertising media and other promotions, protects charity donors from exploitation and educates consumers on everyday shopping problems. The Bureau publishes a series of "facts Booklets" (facts one should know about buying used cars, cosmetics, health cures, legal problems, etc.) These booklets contain excellent information and can be secured from your nearest Bureau.
4. The Securities and Exchange Commission. This Commission was created to prevent the losses suffered by investors in misrepresented stock and bonds. The commission requires that before an issue of securities may be offered for public sale, the issuer must place on file with the commission "Comprehensive data giving full and fair disclosure of the character of the securities being sold." Any dealer handling the securities must provide his customer with a "prospectus," which is a shorter form of the registration statement.

5. The Federal Trade Commission. The purpose of this commission is to protect the business man's competitors against unfair trade practices. The commission,

a. Makes general investigations.

If there is a suspicion that some unwholesome condition is arising, the President, Congress, or the Department of Justice may ask the commission to get the facts concerning unwholesome conditions. The commission may also begin such an investigation on its own initiative.

b. Issues orders of "cease and desist."

If after proper hearings, the commission is convinced that the violation exists, it issues an order, commanding the firm to stop the activity.


* Given in section IV of this chapter.
7. The Printers' Ink Model Statute. The Printers' Ink, a leading magazine for advertisers, sponsored a model statute for all advertising. This statue as revised in 1945 states that any advertisement which contains any assertion, representation of statement which is untrue, deceptive or misleading, shall be guilty of a misdemeanor.

B. Consumer Protection

1. Business and the consumer. Good businesses are trying to protect consumers by helping to correct unfair trade practices in their own group. Business men help consumers for two reasons: consumers buy goods from business men in whom they have confidence, and consumers prefer the business men who recognize their interests and see their point of view.

Individual Businessmen. Business has grown so rapidly that there is a gap between the owners and the customers. Businesses want customers to be intelligent in their buying because business recognizes the mutual interest of buyers and sellers. Thus business people publish and distribute such pamphlets as the following: "Staple Fabrics and How to Know Them," "Wheat and Its Flours," "Stretching the Food Dollar," and so forth. Pamphlets published by business organizations include almost all types of consumer goods.

3. Committee on Consumer Relations in Advertising. This organization promotes consumer cooperation and participation. The membership is limited to the representatives
of the American Association of Advertising Agencies. One routine activity of the committee is the publication of the "Consumer News Digest."


5. The American Standards Association. This association was started to get dimensional standards and specifications regarding quality that would "remove misunderstandings and expedite commercial standards." As a result consumers also enjoy the advantages of standard plumbing fixtures, automobiles tires and tubes, and electric accessories and fixtures.

6. Chamber of Commerce. This is composed of business persons who united to serve their communities and help both business and consumers. Local groups and persons can become affiliated with the Chambers of Commerce.

7. Consumer Education Association. This association constantly prepares consumer education materials and publishes the "Consumer Education Journal."

8. Testing and Research. A number of businesses are engaged in testing consumer goods. Some of them are just chemical and physical laboratories; others are Consumers' Research, Inc.; Consumers Union of the United States, Inc.;
and the Intermountain Consumers’ Service, Inc. Consumers throughout the country have opportunity to benefit from this research.

C. Protective Legislation

Since governments are established for the protection of the people, the protection of the consumer is a government activity. Local governments protect consumers through supervision of weights and measures, and public health. Local government departments in many communities are engaged in the inspection of milk, meat, foods, eating places, hotels, and rooming houses. All states maintain bureaus of food and drug inspection, and departments for the protection of investors. The following agencies are engaged wholly or to some extent in consumer protection:

1. Food and Drug Administration. The activities of this administration are the enforcement of the Food, Drug, and Cosmetic Act; the Tea Act; the Import Milk Act; the Caustic Poison Act; the Filled Milk Act, as well as the spreading of information helpful to manufacturers of food, drug, and cosmetic products. The agency tests various products. If they are found to be adulterated, misbranded, or illegal in any way, they are confiscated. If the offense is serious enough, the cases are tried in United States district courts. Each month, the agency publishes notices of judgments under the Federal Food, Drug and Cosmetic Act.
2. United States Department of Agriculture. The Department of Agriculture has a number of divisions working directly in the interests of consumers. The Bureau of Agricultural Economics is concerned with publishing marketing news of interest to farmers and information about family life. Information on standards and grades for food products is gathered by this bureau, and it has charge of market inspection and grading services. Inspectors representing the bureau examine shipments of farm products and make reports to them.

3. United States Department of Commerce. Information given to business men by the Department of Commerce is, in many instances, valuable for consumers. The United States Bureau of Standards, a division of the Department of Commerce, helps the consumer in many ways because it is charged with "the development, construction, custody, and maintenance of reference and working standards, and their intercomparison, improvement, and application in science, engineering, industry, and commerce."

4. United States Department of Labor. The Bureau of Labor Statistics is engaged in collecting and publishing information on the following subjects: cooperative movements, costs of living, consumption habits, budgets, family allowances, housing, insurance, minimum wages, recreation, retail prices, in fact all topics of interest to workers.
5. Other Governmental Protection. During World War II, the Office of Price Administration published Guides for consumers, especially guides concerning rationing and price control. The consumer is protected also through the Securities Exchange Commission. This commission supervises the buying and selling of stocks and keeps fraudulent stocks off the stock exchange. Laws regulating the sending of matter through the United States mails also help protect the consumer. In some instances, it is difficult to convict promoters of questionable investments except on a charge of "Using the United States Mails to Defraud." The business education service of the United States Office of Education, Federal Security Agency, is also interested in the education of persons as consumers and makes available free and inexpensive materials on the subject.

C. Insurance

When a person transfers to another the risk of loss due to fire, theft, death, injury, or damage of any kind, he is insuring himself against loss. The major risk-bearing agency in modern society is the insurance company. An insurance company can bear the risks that individuals cannot afford to bear because it spreads the losses of a few persons over the entire group insured.

An insurance company can estimate in advance the
probable losses it must bear by applying the law of averages or the theory of probability. The theory of probability is based upon a study of experiences in the past. For instance, a fire insurance company finds that three out of every one thousand houses in a certain city have burned each year. Various factors may enter during different years but the average loss can be closely estimated.

1. Insurance Terms. An insurance agreement is a form of a contract. An insurance contract is called a policy. The person who buys an insurance policy pays periodically what is called a premium. He is known as the insured. The party from whom he buys the insurance and who agrees to make good the loss is called the insurer or underwriter. The possibility of a loss is called a risk, and the maximum amount that is to be paid in case of a loss is called the face value. The person to whom the proceeds of an insurance policy are payable in case of loss is called a beneficiary. If there is no beneficiary of a life insurance policy, the money becomes a part of a fund called an estate (composed of all the deceased's property) which is disposed of according to law or according to the provisions of a will left by the insured.

2. Organization of Insurance Companies. Premiums are paid weekly, monthly, quarterly, semi-annually, or yearly,
the time of payment depending upon the kind of insurance, the type of policy, and the nature of the company. The insurance companies use the funds paid by policy holders in making investments that will earn an income.

There are two general types of insurance companies. One is known as the stock company; and the other, as the mutual company. The stock company is a corporation that is formed according to the laws of the particular state. The stockholders own the company and elect directors, who in turn hire executives to run the business. The stockholders are, however, not necessarily policyholders. An insurance company of this type obtains money from the purchase of stock by stockholders, as well as from the collection of premiums from policyholders. The profits of the company are paid to the stockholders, who are the owners of the business.

A mutual company must also be organized under the laws of the particular state. The policyholders in such a company are, however, the owners. Each person or business concern that is insured in a mutual company becomes a member of the company and is entitled to a share in the ownership, the control, and earnings.

Insurance companies are also classified as to participating or nonparticipating. A policyholder of a participating company receives dividends, which are
shares in the earnings of the company. Some stock companies are participating and some are nonparticipating. All mutual companies are participating. Policy holders pay premiums at a predetermined rate; but if there are any profits during the year, each policy holder receives a dividend in proportion to the amount of his policy.

In case a mutual company loses money, it may, if it has reserved the right to do so, assess policyholders a certain amount on each policy to cover the loss. In such cases the maximum assessment usually cannot exceed the original premium. However, most life insurance policies in mutual companies are nonassessable.

3. Regulation of Insurance. Insurance is such an important factor in the stability of modern business that all states have found it necessary to place some regulation upon insurance companies. The states believe it their duty to protect the interests of those who buy insurance.

Each state has a special insurance law and usually designates some official whose duty it is to administer and enforce the law. The function of state regulation is to make sure that all insurance companies are able to pay all obligations. The payment of obligations is the paramount duty of an insurance company, for it involves the fundamental purpose of insurance. State regulation
also protects insurance buyers from fraud and regulates the way in which companies can invest money collected from policy holders.

There are four principle divisions of insurance: life, fire, marine, and casualty.

4. Life Insurance

a. Ordinary and Limited-Payment Life Insurance

Ordinary or straight life insurance is carried during the life of the insured. The face of the policy is paid to the beneficiary or to his estate upon the death of the insured. The limited-payment type of policy provides for premium payments for a certain or limited number of years, after which a paid-up policy is issued. The rate on this type of policy is higher than that on the ordinary-life type, as there are fewer payments.

b. Term Insurance

Term insurance is issued for a limited term (time) usually for one-, five-, or ten-year periods. If the insured dies, his beneficiary or estate will receive the face value of the policy during the term covered by the policy. The rates for term insurance are very low, and the policy usually may be renewed for successive periods. The premium is higher at each renewal because it is always set at the newly attained age of the insured. Term policies have no cash-surrender
or loan value but may usually be converted into other kinds of life policies.

c. Industrial Insurance

Industrial insurance policies are issued to persons working in industries. Because of occupational hazards and the possibility of also insuring dependents, the premiums for industrial insurance are based on a thirty to forty per cent increase in mortality. One reason for the higher cost of this kind of protection is that the policies are usually sold on the basis of weekly or monthly installments. This type of insurance is popular with persons of low incomes; nearly one-fourth of the life insurance carried in the United States is of the industrial kind.

d. Endowment insurance

Endowment insurance combines the advantages of savings with the protection of insurance. The premiums are paid for a limited number of years, as ten, twenty, or thirty. At the end of the period, or after payment of the last premium, the face of the policy is paid to the policyholder, if living. If the insured dies before the policy matures, the beneficiary receives the full amount of the policy. Endowment policies have been popular with persons who want to accumulate a specific amount of money within a certain time and
also want protection during that time.

5. Fire Insurance. Fire insurance provides funds to replace buildings or materials destroyed by fire. Most business concerns carry fire insurance on buildings, furniture and equipment, machinery, raw materials, and finished goods. Owners of buildings usually carry fire protection. Standard fire insurance policies provide that, if a building which is occupied at the time the contract is made, becomes unoccupied or vacant for a specified length of time, the policy becomes void. It is important for policyholders to read the policy carefully.

6. Marine Insurance. Marine insurance is often called transportation insurance. This type of insurance has many uses. It gives protection of shipments against damage, theft, and loss. Shipments hauled by express companies are usually insured, and the cost of the insurance is included in the transportation charges. Railway freight shipments may be sent insured or uninsured.

7. Casualty Insurance. Casualty insurance is a term that applies to several different kinds of insurance, such as burglary insurance and automobile insurance.

a. Burglary Insurance

Insurance may be obtained to cover loss due to theft or embezzlement. Theft insurance may cover loss due to theft or embezzlement. Theft insurance
may cover specified items such as money, or it may cover all the merchandise and equipment of a company. Insurance of this type is frequently referred to as burglary insurance, although the theft may be performed by an employee of the company. Banks and companies that handle large amounts of money carry insurance against robbery. Employees who handle large sums of money are often covered by surety bonds.

b. Automobile Insurance

Automobile insurance is one of the most common types of casualty insurance. There are various kinds of automobile insurance such as,

(1) Fire and theft insurance

(2) Comprehensive insurance, including fire and theft coverage, and providing protection against tornadoes, hail, flood, lightning, wind storm, earthquake, riots, glass breakage, robbery, and pilferage.

(3) Collision insurance, covering damage to one's own car

(4) Property-damage insurance, covering damage done to other people's property

(5) Bodily-injury insurance, covering damage to other people.

c. Health and Accident Insurance

Health and accident insurance often provide a
specified income while the insured is ill or disabled, a lump-sum payment for specified types of injuries or illnesses, and money to pay medical or hospital bills or other special expenses due to accidents or illnesses.

D. Business Cycles

Business passes through various phases from good times to hard times and back again, over a period of years. These changes are known as business cycles. Characteristics of the four phases of the business cycle may be:

1. Prosperity
a. Great business activity accompanied by favorable employment conditions and fair profits
b. Prices are high and continue to rise
c. Finished goods usually rise in price somewhat more rapidly than raw materials and other cost items
d. Additional expansion of industry, financed largely by bank loans.
e. A point comes where expansion cannot be carried any further, where ready buyers cannot be found for all goods on the market, and certain industries begin to discharge laborers.

2. Decline or Crises
a. The realization that it will be difficult to dispose of all the goods available leads to violent declines in prices.
b. Buyers postpone all but the most essential purchases

c. Production is severely curtailed, unemployment increases
   prices break, bank and commercial failures increase
   in numbers

3. Depression

a. Excessive stock of goods on hand are gradually reduced
b. Outstanding bank loans are repaid or written off

c. Excessive indebtedness is reduced or leads to fore­
closures

d. Production is on an unusually low level, unemployment
   is widespread

e. Price decline becomes more gradual and income rates are
   reduced

4. Recovery

a. Cost items are low and producers can again make a profit.
b. Stocks are so low that production increases, causing
   unemployment to be reduced.
c. Banks are able and anxious to loan money.

E. Theories as to the Causes of Business Cycles

1. Sunspot Theory

a. Sunspots have an effect on the weather—affect
   agriculture—affect business and industrial conditions

b. Solar disturbances affect climate condition, and
   business.

2. Innovation Theory

a. Cycles result from inventions, innovations and
progress.

3. Overproduction Theory. Increase in amount of goods offered for sale causes prices to fall; this causes fewer goods to be produced which causes prices to rise.

4. Lack of Planning. Under competition we find maladjustment between supply and demand.

5. Overspeculation. When prices paid bear little or no relation to real values there can be only one possible outcome—eventual collapse. This is probably more of a feature than a cause.

6. Oversaving. Too much of the national wealth is saved; too little spent because of the uneven distribution of wealth.

7. Shortage of consumer income. Output tends to increase faster than purchasing power of the consumer, causing prices to decline.

8. Each period of the cycle produces conditions that cause the next period. This is most generally accepted as the cause for the alternating periods.

F. The Prevention of Cycles.

The problem as to how to prevent cycles, or at least lessen their extremes has had a number of suggested approaches, such as stabilization of production, long-range planning of public works, increased knowledge of business conditions, control of credit and currency, unemployment insurance, redistribution of income, economic planning by industry, and international cooperation.
Specialization in Industry

One of the most distinctive ways in which the modern economic world differs from the ancient and medieval world is in the specialization which exists and the interdependence it has brought about. The modern producer, whether a capitalist or laborer, is apt to be a specialist. There are many kinds of specialization.

1. Specialization of Trades and Crafts. The most obvious and persistent form of specialization is seen in trades and crafts. In the days when men led a self-sufficient economic life, producing what they consumed and consuming what they produced, there was no differentiation of labor.

2. Specialization of Functions Within Industrial Units. The most distinctive specialization of modern industry is the specialization of functions within industrial units, such as the making of clothing which consists of many processes such as, sponging, shrinking, finishing, shearing, pressing, cutting, basting, stitching, etc. Highly specialized workers and machines are "detailed" for the performance of these operations. This is modern technical division of labor. In a meat packing plant, such as Armour's or Swift's from 200 to 250 men are needed to convert a bullock into dressed meat. In a leading automobile plant the chassis assembly line moves about ten feet per minute and has forty-five operators.
Specialization in management has also been made necessary to achieve efficiency.

3. Territorial Specialization. The extent to which specialization has been carried in the modern economic world is strikingly shown in the industrial specialization of regions. Much of this territorial specialization is directly attributable to the natural resources of the region, such as agricultural industries in the Middle West, coal-mining in Pennsylvania, the cotton-growing of the South, the citrus fruit industry of Florida and California.

The specialization of individuals and communities, so characteristic of modern industrialism, has brought about an interdependence that is unique in the world's history. The object of specialization is greater productivity; the price paid for it is dependence upon others. Specialization always implies a high degree of social organization. Man is no longer a jack-of-all-trades but a specialist, and as such, he is dependent upon others for most of the necessities and comforts of life.

II. Capitalistic Combinations and Their Regulation

The development of huge capitalistic combinations is one of the striking movements of the last fifty years. Many regard these combinations as inevitable, and the natural product of economic revolution. They see in them efficient and socially beneficial forms of productive
organization. Others denounce them as malign and sinister influences in our economic life, bound ultimately to destroy economic freedom. Capitalistic combinations are not confined to a single economic field; they are common in manufacturing and mining, in transportation, and other public utilities, in banking, and increasingly in merchandising.

1. Economic Conditions Favorable to Combinations. Capitalistic combinations are much more likely to appear in some economic fields than in others, for instance, they are rare in agriculture. Among the conditions favorable to the development of capitalistic combinations is the existence of natural monopolies. The essence of monopoly consists in such control over the supply of a good as to give control over its price. Some businesses are natural monopolies; the control over supply and price is not so much due to human arrangements as it is to natural conditions. The natural monopoly may be due to an actual limitation of the natural supply of a good, such as the anthracite industry of the United States, which is confined to less than 500 square miles in North-Eastern Pennsylvania.

2. Forms of Combinations.

a. Pools

The earliest effective form of capitalistic combinations in this country was the pool. Pools for
the most part were agreements by which the output of the business units, in the pool was regulated, the marketing territory was divided, or the earnings of the business units in the pool were paid into a common treasury to be divided among them in accordance with some stipulated ratio.

b. Trusts

A trust is a combination of corporations in which the stock of the constituent corporations is assigned to a board of trustees in order to create unified business control over the corporations. A trust is not a corporation but a combination of corporations. Trusts were intended to be permanent and highly centralized.

c. Holding Companies

A holding company is a corporation which owns a controlling share of the stock of the corporations in the combination. The constituent corporations are subsidiaries of the holding company. They have their own officers, but these are elected and their policies are controlled by the holding company. Some holding companies have been merely managing companies, such as the Northern Securities Company, organized for the purpose of controlling the Northern Pacific and Great Northern Railroads, which together had already acquired control of the Burlington. Holding companies also act
as operating companies, such as the Standard Oil Company of New Jersey.

d. Mergers

A merger occurs when one corporation buys up all the stock of other corporations and there-upon dissolves the constituent corporations. It is a corporate union of several existing corporations.

3 Regulation of Combinations. In one form or another and for various reasons, capitalistic combinations persist in our modern economic life. Some serve the public interest better than competitive enterprise possibly could. Others are detrimental to the best interests of the public. What to do with combinations and how to do it most effectively, whether the policy be one of suppression, prevention or regulation, is still one of the most difficult problems in economic politics. The mere bigness of an enterprise should neither condemn it nor raise suspicion concerning it. But unfortunately big business has so often imperiled the very existence of small business, has so often discouraged the establishment of new business enterprises and has so often obtained some measure of monopoly power that public interest has required the exercise of government control. Some of these controls are:

a. The Sherman Anti-trust Act

This brief yet comprehensive law prohibits
combinations in restraint of interstate or foreign trade; it forbids monopoly or the attempt to monopolize; and it allows the injured person to sue the offending party, and if the injury be sustained, to recover three-fold the damages and the costs of the suit.

b. The Clayton Anti-Trust Act

This act was an act to supplement existing laws against unlawful restraints and monopolies. Among the more important provisions of the act designed to help achieve these ends, are prohibitions of local price discriminations, of 'tying clauses in contracts, and of inter-corporate stock holding and inter-locking directorates, that lessen competition.


The primary function of the commission is to prevent unfair methods of competition in commerce. Section five of the act declares that unfair methods of competition in commerce are unlawful, and the commission is empowered and directed to prevent persons, partnerships, or corporations, except banks, and common carriers subject to the acts to regulate commerce, from using unfair methods of competition in commerce.

d. The Robinson-Patman Act.

This act, an amendment of the Clayton Act, was a further attempt by Congress to define and control
unfair trade practices. The act prohibits persons engaged in interstate commerce from granting or receiving directly or indirectly, any discriminations in price or services in the sale of commodities, when such discrimination substantially lessens competition.

J. International Trade

The development of modern methods of rapid communication and transportation has extended and intensified this drift toward specialization and trade. The nations of the world have wisely chosen to specialize in production and to exchange their surplus products, because such cooperation in production and trade makes possible a higher standard of living for all. But the tariff policies are designed to hinder rather than to promote international trade.

1. Advantages of International Trade. Trade whether domestic or international is of reciprocal advantage. Trade makes specialization in production both possible and profitable, no nation is really self-sufficing; international trade enables it to procure goods which it cannot produce domestically and thus makes possible a more diversified standard of living. Another advantage of international trade is the opportunity of buying some goods more cheaply abroad than they can be obtained at home. When we sell things abroad, our customers pay for them in the following ways: by selling us goods, by
carrying goods and passengers or communicating messages, from money American tourists spend abroad, from remittances sent abroad by our immigrants, from interests on moneys which they have invested in American enterprises, from loan or credit which have extended to them by our payments for marine and other insurance, with money spent abroad by our governmental representatives, and by charitable contributions for libraries, hospitals, etc.

2. Arguments for Protectionism are:

a. Promotion of nationalism, which is regarded as essential to both the security and prosperity of any people.

b. Protection of infant industries. The protectionist argues that a high tariff is needed to foster infant industries.

c. Industrial Independence in the Event of War. In the event of war it is highly desirable that a nation should be as independent economically as possible. Protection by diversifying industries helps to create greater independence than the specialization which a policy of free trade inspires.

d. Development of the Home Market. Protectionism helps develop the home market. It tends to force the citizens of a country to deal with one another rather than with foreigners.

e. Protection of Labor Against Lower Wage Scales. Of all the claims, arguments, and pleas made for the protective
system, perhaps the most popular in political campaigns in the United States has been the contention that protective tariffs are safety measures against low wages.

3. The Argument for Free Trade. The doctrine of free trade applies the principles of specialization to international trade. Just as the introduction of the division of labor into industry effected great economies of production, so it is argued the establishment of an international division of labor will lower costs and, if trade be free, make possible lower prices to the consumer. The whole free trade argument in its economic aspects rests upon the principle of comparative costs. A given nation may be favorably endowed with rich natural resources or its people may have the technical skill and equipment that make for superior productive efficiency in certain industries.

If a nation devotes itself to those industries in which its labor and material resources can best be applied, three things can be accomplished, provided that international trade be free. First, there can be maximum productivity for the people; second, there can be the largest possible surplus of purchasing power with which to buy the goods of foreign nations; and thirdly, the foreigner can be benefited by being able to buy goods produced at the lowest possible cost. From a strictly economic point of view, the argument for free trade is flawless, and yet protectionism has dominated the trade
policies of the world and is still strongly entrenched in public opinion. The reasons for this is that international trade policy is not based on economic considerations alone. Political considerations, based on nationalism and military needs, are powerful influences today in shaping the trade policies of nations.

4. Reciprocal Trade Agreements. These agreements were based upon the idea that the exports and imports of a country are interdependent; that if a nation would sell abroad, it must also be willing to buy abroad. The American reciprocal trade agreements have not torn down the protectionistic trade structure of this country, but they have opened ways of international trade.

5. Lend-Lease Aid. Financial experience of the first World War resulted in a more realistic international lending policy during the Second World War. In the United States, lending was made possible by the Lend-Lease Act passed early in 1941, and not terminated until the summer of 1945, after the fighting period ended. The distinctive thing about our lend-lease policy was its emphasis not upon the lending and repayment of money, but upon the lending or leasing of goods, and upon payment in kind, or in other ways acceptable to the lender. The lend-lease legislation was a sort of mutual-aid pact, for after the United States entered the war there was a reverse flow of lend-lease goods as well.
Selected References


* Reference for the teacher
** Reference for the students
XIV. PROBLEMS OF CRITICAL THINKING

In a democracy, problems are solved by the people themselves, rather than by some external authority or by some small group. Critical thinking, then, is an essential concomitant of democratic living. It is, therefore, the responsibility of individual citizens to form the habit of thinking critically with open-mindedness and wholehearted interest.

Critical thinking enables one to direct his activities toward definite purposes; it enriches and gives meaning to action. Thinking becomes functional when the habit is acquired by students in their day-by-day living. This suggests that attention be given to reflective thinking in all areas of the school.

This unit is designed to give special attention to critical thinking by helping the students apply it to problems in a democratic society.
Objectives

To help students:

1. Gain an understanding of critical thinking in contrast to its alternatives.

2. Develop the ability and the desire to use the scientific method in solving problems in all areas of living.

3. Examine their beliefs critically and reconstruct them in the light of further evidence.

4. Develop a scientific attitude of mind.

5. Understand the relation of critical thinking to democratic living.

6. Realize the importance of planned procedures in solving both personal and societal problems.

7. Study the forces that influence public opinion.

Scope

Utilizing critical thinking in solving:

I. Personal problems

II. Social, civic, and economic problems
I. Utilizing Critical Thinking in Solving Personal Problems

A. Solving Problems Scientifically

1. Read the story of the life of some scientist and report to the class on the problem he attacked and the method he used in solving the problem. Listen to similar reports given by other members of the class. Discuss: What is meant by the scientific method? What steps does a scientist use in solving a problem? What skills and attitudes are exemplified in a scientist's work?

2. See the film:

What is Science Coronet Instructional Films
10 min sd Chicago, Illinois
$45 color $90 1947

An exposition of the meaning of the word science—through application of the scientific method, which embraces five major steps: curiosity, observation, hypothesis, testing of hypothesis, and conclusion.

3. See the filmstrip:

How We Learn About The Sky The Jam Handy Organization
51 fr si with text Detroit, Michigan
$5.50 1947

Familiarizes the student with the great leaders in astronomy and their contributions to scientific exploration. The scientific method is contrasted with the early practice of accepting opinions and superstitions as explanations of astronomical phenomena.

4. Dramatize two methods (trial and error vs. scientific method) of attacking a personal problem such as "How should I select my high school courses?" As a follow up, analyze the steps used in each method
and represent them graphically.

5. Think of a problem that has recently challenged you. Discuss your method of solution with the class. To what extent was your approach scientific?

6. Describe how you would use the scientific method in solving the following problems.
   a. Why do some people seem to dislike me?
   b. Should I wear one heavy coat or two light ones to the football game?
   c. How can I get all the vitamins I need in the most economical way?
   d. On what basis should I select my vocation?
   e. How shall I proceed to find my lost dog?

7. Which of the following do you consider to be scientific behavior? State your reasons for accepting or rejecting each.
   a. Eating a particular kind of breakfast food because it was recommended by a famous athlete.
   b. Treating a cold with a remedy suggested by a friend.
   c. Brushing the teeth regularly because it was recommended by a dentist.
   d. Taking certain courses in school because they are said to be easy.
   e. Buying a particular type of camera because it is the most widely advertised.
f. Taking pills which are advertised for reducing weight.
g. Consulting a doctor before taking vitamin tablets.
h. Having a thorough physical examination before taking part in strenuous physical activities.
i. Avoiding attendance at a party where there are to be only thirteen people.
j. Making decisions by flipping a coin.

B. Blocks to Clear Thinking

1. Have a panel discussion on the topic "Blocks to clear thinking and how they may be removed."
2. Ask each member of the class to report on an instance in which he felt that his thinking was temporarily blocked. Determine the probable cause and compile a combined list of these blocks.
3. Discuss how emotions and feelings affect one's ability to think clearly. What distorting factors are apt to enter into one's thinking upon such controversial issues as racial discrimination, labor legislation, and sex education? To what extent is it possible to prevent emotions from dictating thinking?

C. Evaluating Sources of Information

1. Search in a current magazine or newspaper for a report of a new scientific discovery. Who made the discovery? Is it likely that the report is reliable?
2. Make a report on how scientific thinking is challenging authoritarianism. Refer, for example, to Galileo's challenge of Aristotle's claim that objects of different size fall toward the earth at a rate in proportion to their weights.

3. For each of the following indicate where you could obtain reliable information:
   a. What should I eat in order to gain weight?
   b. What are the quarantine regulations for diphtheria?
   c. Where are the national forests?
   d. Is aspirin a safe headache medicine?
   e. What kind of annual flowers will grow best in a porch box?

4. Make a handbook listing the easily available sources of reliable information that can be found in the school; in the community.

5. See the films:

   How to Judge Authorities   Coronet Instructional Films
   10 min sd                    Chicago, Illinois
   $45  color                   1948

   Shows how a student encounters a puzzling conflict between statements of "authorities" and how he uses intelligent evaluative practices. He considers the "internal evidence" on each authority, the experience from which each speaks, and the evidence of his own experience to reach sounder decisions.

   How to Judge Facts       Coronet Instructional Films
   10 min sd               Chicago, Illinois
   $45  color  $90        1948
Helps students establish a judicious mental attitude toward fact finding. Like the high school sophomore who writes a "sensational" story for his school newspaper, they will learn to guard against platitudes, false analogies, assumptions, and double meanings.

D. Testing Beliefs and Values

1. Write the "life history of one of your most strongly-held beliefs. This might be a belief about religion, ethics, morality; race and minority group relations; patriotism; social class; sex and courtship.

2. Discuss such problems as: How do beliefs change? Are unreasoned beliefs of any value? How are beliefs tested? By what method do people usually support beliefs if challenged? How does this method differ from the scientific method?

3. Report on the various theories of the origin of the earth. Which do you tend to accept and why?

4. Make diagrams or models to show the changes in beliefs about the nature of the earth and the universe from the time of the ancients to the present day.

5. Debate the question: Resolved, that the scientific method is applicable to the realm of values.

6. Examine critically the following beliefs. Which of them are based on misconception? superstitions? tradition? authority? fact?

a. The earth is the center of the universe.

b. No matter what a teacher does, he should always be obeyed.
c. Bald-headedness is due to tight hat bands.
d. All life has evolved from simpler forms.
e. Women should not take the initiative in courtship.
f. Toads cause warts.
g. Illness is attributed to sorcery.
h. There is no defense against the atomic bomb.

E. Testing Statements and Assumptions

1. Design plans for testing the following statements:
   a. Grandfather says that the climate is changing; the winters are not nearly so cold as they once were, and the summers are hotter and drier.
   b. A salesman claims that a certain kind of cloth does not fade in laundering.
   c. The health book says that vitamin A is essential for growth and prevention of certain infections.
   d. An advertisement in the local newspaper claims that there is a new chemical that when sprinkled on a lawn will kill dandelions without injuring the grass.
   e. One boy claims that he runs faster than a second boy.
   f. A light iron ball falls as rapidly as a heavy iron ball.
   g. Fresh orange juice is less expensive and more nutritious than canned juice.
2. Discuss such questions as: What is an assumption? What is the difference between an assumption and a fact? How do assumptions influence our thinking? Why should we strive to identify assumptions?

3. Identify the assumptions involved in the following statements. Compare your answers with those of other class members.
   a. I'll see you tomorrow.
   b. Our dog is sick and will die unless treated by a veterinarian.
   c. I do not want to get typhoid fever while I'm taking my vacation trip, so I'm going to get typhoid injections before I go.
   d. All communists in the United States should be sent back to Russia.

4. Analyze an editorial concerning some controversial issue. Does the writer really prove the proposition he apparently wishes to establish? What are the principal statements which in your opinion the writer uses to "prove" his proposition? Arrange these statements in what you believe is the logical order and reconstruct his argument. Indicate which of them you believe to be statements of fact and those which you believe to be assumptions.

5. Take the following tests:
   Nature of Proof Test (Form 5.22). Evaluation in the

Consists of a series of described situations which presumably justify the conclusion stated at the close of each description. Measures the abilities connected with analyzing written arguments.

**Interpretation of Data Test (Forms 2.51 and 2.52).**

Consists of ten exercises in which data are presented in one of a variety of ways--line graphs, bar graphs, pictographs, statistical tables, running paragraphs, and charts. Evaluates the student's ability to draw conclusions and to make interpretations of the new data presented to him.

F. Superstitions

1. Compile a list of the superstitions prevailing in your community and plan to examine them critically.

2. Set up a series of exercises that are designed to determine how superstitious a person is and ask members of the class to react to them. The following is illustrative: If you were just starting on a trip and saw a black cat cross your path, which of the following would you do?
   a. Return home and delay the trip another day.
   b. Go ahead but use extreme caution because of the danger of bad luck.
   c. Pay no attention to the incident.
   d. Go back to the nearest corner and take a new route.

3. Make a table of good and bad happenings. Fill in this table with the important things you remember
as happening to you during the past two weeks, noting only those things that seem unusually good or those that seem to you unfortunate. Break a mirror. Keep your good and bad happenings record for two weeks more. Report whether you find any difference in the list for the two weeks after breaking the mirror and that for the two weeks before.

4. Report on a "tall story" that you have read or heard. How can its validity be checked?

5. Make a series of cartoons to illustrate how science is replacing mysticism.

6. See the film:

Science and Superstition Coronet Instructional Films
10 min sd Chicago, Illinois
$45 color $90 1947

Trains the students' own thinking to the scientific method, as a screen class enthusiastically proves, by sound research and reasoning, the inaccuracy of some common misbeliefs, to answer their beginning query "What is a superstition? What is a fact?"

7. Write and dramatize a two-act play to contrast man's thinking before and after the beginning of the scientific era.

G. Analyze the types of appeal used by advertisers of patent medicines, such as, the play upon personal insecurity, the craving for beauty and appeal to the opposite sex, and popular symbols of pride and prestige. Keep notes of flagrant types of misrepresentation. Mount advertisements with critical comments on bulletin
2. Collect advertisements of one item such as cigarettes. Compare the claims of the various brands. Can all of the claims be true? To what authorities do advertisers refer to support their claims? Make a plan for testing these claims.

3. Select some advertisements designed to attract persons who are experts with reference to the goods or services advertised; for instance, advertisements of cameras and films in amateur photographer's magazines; advertisements of rifles, guns, and shells in magazines for sportsmen; or those of the classified ads in the daily paper which appeal only to a small group of specialists. Compare these ads with similar ads designed for the general non-expert public. Is there any evidence that the character of the reader has something to do with the content and character of the ads?

4. Have a panel discussion of the topic: "The role of the individual in improving advertising."

5. Collect advertisements of antiseptics such as tincture of iodine, mercurichrome, carbolic acid, and ethyl alcohol. How can you determine which is the best antiseptic? Who is qualified to say? What does the expert need to know about the conditions under which the antiseptic is to be used? Is there a measure of
the germ-killing power of an antiseptic?

6. Collect and discuss illustrations of testimonial advertising. For example: In an account in the newspaper an old man reports that he has had rheumatism and has suffered considerable pain in his legs. He has taken six doses of the famous "------" and is now much better. How convincing are such testimonials? Give reasons.

7. Read critically the pages of advertising in some magazines and newspapers. Collect samples of false or misleading advertisements; honest advertisements; advertisements containing exaggerated claims. Post these on the bulletin board with comments under each.

8. Analyze some advertisements as to specific facts and attention—getting devices. What types of information did you find? What part of the printed matter of each advertisement was devoted purely to giving information? What information, if any, is lacking? What devices such as pictures and startling headlines were used to gain attention? Check the factual accuracy of each advertisement against the best information you can find.

9. Discuss the extent to which you can rely on the information and advice you get from the advertiser about health, diet, investments, how to spend a vacation or any other of the practical affairs of life.
To what extent must you be skeptical and wary about what advertisers say? Do the same conclusions apply to all advertisers? Why should a person build up a defense against consumer propaganda?

II. Utilizing Critical Thinking in Solving Social, Civic, and Economic Problems

A. Critical Thinking and Democracy

1. Discuss such questions as: Do citizens need special qualifications in order to vote? If so, what qualifications are desirable? Why do so few citizens vote? Do those who go to the polls think critically before casting their votes? Where can one obtain reliable information concerning present political, economic, and social issues?

2. Make a community survey to find out how well the electorate is informed concerning the issues and candidates in a forthcoming election. Formulate conclusions on the basis of the findings. What are the reasons for this state of affairs? What are its possible consequences in a democracy?

3. Discuss the implications of the following statement: The success of a democracy depends on the ability of citizens to carry on critical thinking on a group basis in terms of defining problems, gathering and interpreting data, and drawing conclusions.

4. Have a panel discussion on the role of the citizen
in solving problems of public concern in a democracy and in an autocracy.

5. Analyze and compare the values of democracy and the method of science. To what extent do they go hand in hand?

B. Group Thinking and Planning

1. Discuss such points as: the importance of group thinking in a democracy; advantages of group thinking; conditions necessary for optional group thinking; factors that influence group thinking.

2. Develop some criteria for evaluating the quality of group thinking in the class. What conditions tend to facilitate group thinking? hinder it? What part does the leader play in guiding group thinking?

3. Attend meetings of the student council, the Parent-Teacher Association, the city council, or the Red Cross. With what problems is the group concerned? Evaluate the quality of group thinking on the basis of the criteria developed in the preceding activity.

4. Make a study of city planning. What are evidences of street planning, development of waterways and frontages, zoning, construction of bridges, and the laying out and controlling of public utilities in cities in the area. Why is such planning necessary?

5. Compare a recent community project that was successful with one that was not successful. Identify and discuss the factors that contributed to the success
or failure of the projects.

6. Make a study of projects such as the Tennessee Valley Authority emphasizing the part played by critical thinking and group planning in originating and carrying out such projects.

C. Social, Economic Problems

1. Report on some problems that have recently been settled in your community. How were they solved? To what extent was the approach scientific?

2. Examine some current social or civic dispute and try to form an opinion scientifically. What are the facts? How are they ascertained? How reliable is the information available? Compare your opinion with those of the other members of the class.

3. Invite an expert to talk on the use of the scientific method in detecting crimes and criminals; in studying the causes of crime and its prevention.

4. See the film:

   **They're Always Caught**
   Teaching Film Custodians, Inc.
   21 min sd (apply)

   Illustrates a case in which a crime is solved by crime laboratory technique.

5. Invite a member of the local planning commission to report on plans for attacking the housing problems in the community.

6. See the film:
Challenge of Housing
Brandon Films, Inc.
10 min sd
New York, New York
$25 rent $1.25

A brief survey of the causes and effects of present housing conditions and an indication of attempts being made to provide adequate homes. Emphasizes the need for a planned attack on the housing shortage.

7. Develop a role-playing situation involving the settlement of a labor dispute. Show how the scientific method applies to the solution of such problems.

8. See the film:

New Pattern
Brandon Films, Inc.
14 min sd
New York, New York
(apply) rent $2.50

Discusses the operation of a Labor-management production committee and its activities in solving problems arising in the construction of an airport in England.

9. Take the test:


Consists of 200 statements, classified under the following areas of issues: democracy, economic relations, labor and unemployment, race, nationalism, and militarism.

10. Have a panel discussion on the limitations of the scientific method when applied to social problems as contrasted to its application to physical problems.

D. Public Opinion

1. Gather evidence on attempts to influence public opinion and analyze these to determine the various devices for influencing the thinking of the public.
The institute for Propaganda Analysis, classification of propaganda devices ("name calling," "band wagon," "transfer," "card stacking," "plain folks," "testimonial," "glittering generalities") might give some insight into this problem.

2. Make a bulletin board display of cartoon stereotypes from various newspapers and magazines. How do such cartoons influence public opinion?

3. Make a collection of slogans used in various political campaigns and analyze them in terms of their influence on group thinking.

4. Make a chart of the important purposes of various organized groups, such as the Chamber of Commerce, the Republican and Democratic parties, the Red Cross, the National Association of Manufacturers, the C. I. O., the A. F. of L., and the National Education Association. Use this chart as a frame-work within which to interpret the specific materials these groups put out for public consumption. Note the appeals made.

5. Make a critical study of selected newspapers and magazines. Make a manual describing these in terms of their ownership, editorial policy, news policy, point of view, and readers. What is their probable effect on public opinion?

6. Make a study of the measurement of public opinion and
and report to the class on the history and techniques of public-opinion polling. Include such polls as the Literary Digest, the Gallup, the Fortune, and the Crossley. Why do some polls get good results while others "rise and fall?" How can such polls be used as band-wagon devices?

7. Make biographical studies of individuals who play and have played an important part in American opinion, such as Henry Luce, William Allen White, Col. Robert McCormick, Marshall Field, and William Randolph Hearst.

8. See the films:

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Duration</th>
<th>Format</th>
<th>Price</th>
<th>Rent</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Opinion</td>
<td>11 min</td>
<td>sd</td>
<td>$45</td>
<td>$2.50</td>
<td>1946</td>
</tr>
<tr>
<td>Encyclopedia Britannica Films</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does It Matter What You Think</td>
<td>15 min</td>
<td>sd</td>
<td>$47.50</td>
<td>$2.50</td>
<td>1947</td>
</tr>
</tbody>
</table>

Analysis of public opinion, what it is, how it is formed, and what it can accomplish.

Offers the challenge that organized opinion can accomplish wonders when rightly used and that each member is vital in a pressure block, his responsibilities great no matter how off handedly he forms or puts forth his opinion. Press, radio, and films are cited as possible opinion-shapers.
SELECTED BIBLIOGRAPHY

Alberty, Harold, et al., Thinking versus Propaganda. (Mimeographed). Columbus: The Ohio State University, 1947.

Baokus, Howard P., "Defining and Evaluating-Thinking-Planning Competency of Students in the College of Education at the Ohio State University." Unpublished Doctor's dissertation, The Ohio State University, Columbus, 1943. 371 pp.


XV. PROBLEMS OF ACHIEVING WORLD PEACE
IN THE ATOMIC AGE

The release of atomic energy and its subsequent use as a war weapon has shaken the roots of our civilization. It has created many problems which must be urgently solved if civilization is to avoid the catastrophe of an atomic war. But while wars are fought with weapons, weapons do not start wars. Wars begin in the minds of men, and therefore, it is in the minds of men that the defences of peace must be constructed. The prevention of war itself is the only effective safeguard against the use of destructive weapons.

As educators, we are obligated to become well informed about the nature of atomic energy and those related problems which confront us may be passed on to our students. We should also provide opportunities for students to become atomic literate and study the intricate problems of peace so they can act as intelligent citizens. They should share their information with those about them, and develop their leadership function. The school should take its part in a community-wide effort to reduce ignorance in the critical areas where lack of information and understanding on the part of the citizens can mean disaster.
Objectives

To help students:

1. Explore some contemporary theories concerning the causes of war.
2. Study the various effects of war on human progress.
3. Study different proposals for establishing world peace.
5. Study problems resulting from the liberation of atomic energy.
6. Understand the consequences of an atomic war.
7. Explore present and probably future peace-time uses of atomic energy.
8. Study different proposals for controlling atomic energy on an international level.
9. Gain sufficient scientific information about atomic energy, to participate intelligently as a citizen in the solution of current national and international problems.
10. Identify and understand those factors which will promote better understanding and cooperation among people.
11. Understand the foundations of lasting world peace.
12. Understand their role in contributing to world peace, and accept responsibility for translating their understandings into action.

Scope

Contributing to the achievement of world peace in the Atomic Age at the:

I. Personal level
II. Community level
III. National level
IV. International level
I. Contributing to the Achievement of World Peace in the Atomic Age at the Personal Level

A. Atomic Energy

1. Make a pictograph entitled "Milestones to Atomic Energy." Start with the Greek's view of the atom (400 B.C.) and end with Hiroshima bomb (August, 1945).

2. Make charts illustrating: the structure of a typical atom; radioactivity; nature's heaviest atom; isotopes; chain reaction; release of energy. Prepare excerpts to accompany each illustration.

3. Construct models of atoms using sponge rubber balls or wooden balls to represent the nuclei and electrons. Strands of wire can be utilized for mounting and for representation of electron orbits.

4. Invite the science teacher to explain how the fission process is apparently induced in the atom bomb.

5. Prepare disintegration charts for radio-active elements, showing which particles are released and what elements are left from the reaction. Trace the steps all the way from uranium to lead. Show the integration steps necessary to make neptunium and plutonium.

6. Make a bulletin board display of atomic energy pictures and articles. The following are chosen from
7. Compile a glossary of "atomic terms" commonly used in newspapers, radio, and other discussion of atom bombs, nuclear energy, and related matters.

8. Make a "who's who" booklet containing brief biographies and, if possible, the pictures of the nuclear scientists.

9. Find out what raw materials are known to be necessary for the manufacture of atomic bombs. Does the United States have a monopoly on such raw materials? On an out-line map of the world, show where the known deposits of the materials necessary for the production of atomic bomb may be found.

10. Collect and discuss the opinions of atomic scientists concerning the question of whether or not America possesses some essential basic scientific secret which scientists in other countries do not know, and without which their governments cannot manufacture atom bombs. Also collect the opinions of these scientists in reference to the time it will take other nations to begin producing atom bombs.

11. See the films:
Atomic Physics
United World Films, Inc.
100 min sd
New York, New York
$400 rent $40
1948

An authoritative film that traces 140 years of history and development of our knowledge and use of atomic energy from the theory first proposed in 1908 by John Dalton, through the cumulative discoveries by many scientists in many lands, culminating in the application of uranium fission in the atom bomb and its great promise of peaceful services.

One World Or None
Film Publishers, Inc.
9 min sd
New York, New York
$30 rent $2.
1948

Shows the basic facts that there can be no real secrets, that the atomic bomb is a unique weapon that cannot be compared to any previous weapon; that there can be no defense, and that a system of international control must be achieved.

Nature of Energy
Coronet Instructional Films
10 min sd
Chicago, Illinois
$45 color $90
1949

Shows the relationship of atomic energy to other forms of energy and provides the basis for understanding scientific advancements and the specialized units of electricity, sound, light and heat.

B. Atomic Energy In War-time

1. Make a bulletin board display of the results of the bombing of Hiroshima and Nagasaki.

2. Collect photographs and statistics and make graphs or charts showing the difference in explosive power and in cost between the conventional and the atom bomb. Make charts to compare nuclear energy with other forms of energy.

3. See the films:

Tale of Two Cities
Signal Corps Film Libraries
20 min sd
Chicago, Illinois
Free rental
Represents the destructive results of the bombings of Hiroshima and Nagasaki. Many close-up shots that show the effect of the blast and radiation on building and materials are included. The opening and closing scenes are of the Alamagordo explosion and are likewise impressive.

*Operation Crossroads* Office of Public Information Navy Department, Washington 27 min sd color $121 rental free

An official Navy film in full color of the two Bikini test explosions and the preliminary preparations. The photography is excellent, the scenes of the explosions awe-inspiring.

4. Use the following Recording:

 Deadline For Living National Education 14 min 33 1/3 rpm 16 in $10 16 in Association Washington, D. C.

A program originally prepared for the national education Association. Briefly and vividly presents what atomic warfare did to Hiroshima, examines basic facts about future destructive power, possible defenses, etc., and concludes with a rather effective call to action. Script is available separately for dramatic skits for twenty-five cents.

5. In the light of what happened to Hiroshima and Nagasaki, discuss how an atomic blast would affect your community.

C. Atomic Energy in Peacetime

1. Investigate the probable peacetime uses of atomic energy. Organize your findings under the following titles: In Industry; In Chemistry; On the Farm; In Medicine; For Consumers.

2. Use the recording:

 Peacetime Uses of Atomic Energy Lewellen Club 20 min 12 in 78 rpm Productions Complete kit $12.50 Chicago, Illinois
Outlines clearly the possible applications and limitations of atomic energy in the fields of industry, medicine, and basic research. In contrast to most of the other audio-visual material, it considers the enormous benefits that man can derive from atomic energy, concluding with the warning that such benefits can only be realized if international control is achieved.

3. See the film:

Report On the Atom March of Time Forum Films
20 min sd New York, New York
$55 1950

Shows the non-military uses of atomic energy. Research conducted in the laboratories of the AEC are shown and the uses already being made of radioactive materials in medicine, biology and industry are illustrated.

D. Defense Against Atomic Attack

1. Discuss what one should do if an A-bomb should fall on a city. Find out first what an A-bomb does. Summarize your findings in the form of a few advices--mimeograph and deliver to all students in the school.

2. Make a diagram showing the effectiveness of the atomic bomb at varying distances from the site of explosion. Discuss what a student can do to help other people who may be subject to burns, bleeding, and fractures.

E. Current News About Atomic Energy

1. Make a scrapbook of current information, (articles, editorials, pamphlets, photographs, and cartoons) concerning the atom bomb, nuclear energy, world
government, and related matters. The scrapbook might contain such section headings as the following: Technical Developments; Results of the Hiroshima and Nagasaki Bombings; Results of the Los Alamos and Bikini Tests; the Atomic Scientists and Their Contributions; Nuclear Compared with Other Forms of Energy; Proposals for the Control of the Atom Bomb; Peace-time Uses of Nuclear Energy.

2. Prepare, keep up-to-date, and post conspicuously a "guide to coming broadcasts" which deal with any aspect of the atomic question. The Sunday editions of Metropolitan newspapers and the bulletins of the National Committee on Atomic Information will prove helpful in this regard.

3. Prepare, keep up-to-date, post current cartoons, photographs, and other pictorial materials which treat any aspect of the atomic problem.

F. Sharing Information

1. Prepare talks or dramatic skits on various of the topics or problems of peace in the atomic age. Present them before interested community organizations or in assembly programs in the school.

2. Write editorials or articles for the school paper on problems of atomic age. This might take the form of a weekly column. Try to induce the editors of local newspapers to reprint them for the education
of the public.

3. Prepare posters calling attention to the forthcoming radio programs devoted to various phases of the atomic problem. Supply this information to the school and community newspapers.

4. Discuss with your family and friends, such problems as: Is there any adequate defense against atomic bombs? Can we have a lasting monopoly of atomic secrets? Can atomic energy be controlled?

5. Prepare an attractive leaflet on atomic information and have a copy placed in the pay envelop of every industrial worker in the community.

6. Organize and run an atomic energy week in your community to help people see that atomic energy is their business. Use all sorts of communication media.

II. Contributing to the Achievement of World Peace in the Atomic Age at the Community Level

A. The Church

1. Invite the minister of a local church to give his points of view on the following problems: Where does the church stand on the problem of using atomic weapons for mass destruction? Is there any intrinsic moral difference between one weapon and another? What is the church's role in promoting world peace?
2. See the film:

**Atom Bomb—Wrong or Right?** Film Forum Foundation
20 min sd                  Spokane, Washington
$67.50 rent $5.50          1948

Shows the development and use of the atomic bomb during World War II and raises questions regarding the moral justification of atomic warfare.

B. Organized Groups

1. Prepare reports outlining what various organizations and individuals are doing to prevent an atomic war. Consult the bulletins of the National Committee on Atomic Information, the National Education Association Journal, and whatever guides to periodical literature the school and community may contain. Do not overlook the work of the Campaign for World Government (505 South Dearborn, Chicago) and Americans United for World Government, Inc., (1860 Broadway, New York City), or Chancellor Hutchins’ group at the University of Chicago. Also read and discuss the press and other criticisms of the work of these organizations and individuals.

2. List the organized groups in the community which support educational programs of any sort (service clubs, labor unions, Parent Teacher Associations, churches, etc.) Suggest to the program chairman of each of these organizations that they schedule one or more meetings devoted to the problems of
atomic energy. The class might be able to "borrow" some speakers thus utilized and have them speak at the school assemblies.

C. Community Attitude Toward Atomic Bomb

1. Conduct a carefully planned poll among the adults and high school youth of the community to discover their attitudes toward keeping the "secret" of the atom bomb, how long they think it will take other countries to produce such bombs, whether or not there is likely to be an adequate scientific or military defense against the bomb, and whether or not fissionable materials should be controlled by some type of world government. Review findings against the background of what the atomic scientists, military leaders, educators, and other men prominent in American life, say about these matters. What, if any, needs for community-wide education does this review bring to light?

2. Interview four or five people in each of the following occupations and ask them what they think the effects of an uncontrolled atomic armaments race is likely to have on people in their respective lines of work: Merchandising, real estate, the ministry mechanics, newspaper work, salesmanship, scientists, utilities work, and teachers. Then compare these
answers with the predictions in this regard given in the reprint from Look Magazine which is contained in the study kit on Atomic Energy of the National Committee on Atomic Information. Indicate what you conclude from these two findings in reference to the need for adult education in the community.

III. Contributing to the Achievement of World Peace in the Atomic Age at the National Level

A. National Defense

1. Study national defense against an atomic attack.
Discuss defenses against the club, spear, bow and arrow, rifle, and modern naval gun, the torpedo, the machine gun, and the bomber. Could any similar defense be adequate against atomic explosives? If we lived in fear of an atomic attack, would we dare let any foreign ships or planes come to our country? Is it advisable to undertake a dispersion of cities and industries before such an attack? Would preparedness for counter-attacking after the bombs had come make the enemy afraid to attack us? Mention several reasons why the United States is particularly vulnerable. Why can there be no national solution of the atomic problem?

2. Discuss, universal military training as a guarantee of peace.
B. Neutrality

1. Study and discuss various viewpoints of neutrality. What is meant by neutrality? How can a nation remain neutral in time of war? Why do some nations prefer not to be neutral? Discuss the Neutrality Act of 1939. Would it not be advisable for the United States to be neutral in European or Asiatic wars?

2. Discuss the political, economic and social effects of a large-scale peace-time military program in the United States. When a country wishes to be neutral should they have a large or small army and navy?

C. Control of Atomic Energy

1. Arrange for a panel discussion on whether or not the "secret" of atomic energy should be given to other nations? Why? Would not such a disclosure build friendly relations with those countries? Does "secrecy" of the Atom bomb give America a false sense of security?

2. Discuss the question of civilian control of atomic energy.

Who are the present members of the commission?

Discuss the educational implications of atomic energy and investigate what is being done in the nation to give youth information concerning atomic energy.

IV. Contributing to the Achievement of World Peace in the Atomic Age at the International Level

A. Causes of War

1. Invite a psychologist to lead the class in discussing psychological theories concerning the causes of war. Discuss such questions as: Is fighting a fundamental tendency in human beings? Do people fight because of simple acquisitiveness; simple frustration; fear of strangers?

2. Discuss economic theories concerning the causes of war. Is modern war the direct and inevitable outcome of imperialism? Is imperialism the outcome of capitalism? Is capitalism monopolistic rather than competitive? Is it necessary for all nations to trade? List necessary products which are not found in the United States. Make an outline map of the world, locating the major mineral resources. Are these fairly distributed among countries?

3. Arrange for a panel discussion on the political theories concerning the causes of war. Do all states tend to expand and grow demanding more living space, more national security, and more
respect for political ideals? Discuss disarmament, a world government, and a federation for western Europe.

B. Effects of Wars

1. See the film:

<table>
<thead>
<tr>
<th>Seeds of Destiny</th>
<th>Nu-Art Films, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 min sd</td>
<td>New York, New York</td>
</tr>
<tr>
<td>$4.4 rent $3</td>
<td>1947</td>
</tr>
</tbody>
</table>

Shows the grim and tragic story of hunger and destitution which follow war.

2. Give an oral report on the economic consequences of wars. Give specific illustrations of the following:

a. Destruction of human lives
b. Destruction of natural resources
c. Creation of huge debts for both winners and losers
d. Creation of high taxes
e. Property destruction, scarcity and inflation.

3. Discuss the biological effects of wars, such as:

a. War causes physical deterioration of the race.
b. War threatens the extermination of the race by the use of explosives, poisonous gas, disease, starvation blockades, molecular force.

4. Discuss the social and moral effects of war, such as disrespect for life, political graft, false perspective, and lowering of moral standards.

C. International Cooperation

1. Study and discuss the development of attempts at
establishing peace. This should include the Hague Conference, The League of Nations, The Kellogg Plan, The International Food Conference, Bretton Woods and its outcome, the United Nations, and UNESCO. What did or does each attempt to do? What was or is being accomplished? Discuss reasons for their successes and failures?

2. Review biographies of people who have endeavored to bring about better international understanding.

3. Study some blocks to international cooperation. Suggest how they may be removed.

4. Study the organization and cooperation of the United Nations: Who are the United Nations? What are their common purposes? What is lend-lease and how does it work? How can problems of cooperation in diplomacy and strategy be solved? Why and how have both Britain and the United States collaborated?

5. Discuss some of the ideas for permanent world organization.
   a. Should one great nation rule or try to rule the world?
   b. Should the English-speaking peoples rule the world?
   c. Should large independent regions be organized?
   e. Should the League of Nations be re-established?
   f. Should the United States "protect its own
interests" and otherwise return to isolation?

6. Write reports on the following problems: Should the United States "impose" democracy on other countries? Must there be another world war? What must be done so there will be just and lasting peace?

D. International Law and World Government

1. Discuss the relation of international law and peace. Can there be peace without laws? Why?

2. Study the meaning, origin, and development of international law. How and why did international laws originate? Trace the development of these laws from the eleventh century to the present time. What are the sources of international law?

3. Choose one of the following subjects for study and give a report on it. The right of equality of states; the right of self-preservation; the Monroe Doctrine; water-rights and air-rights of a nation.

4. Suggest how a world federation might be set up. How should members be chosen? Should there be an international police force and an international court? Could an international union control international commerce?

5. Compare and contrast the types of governments the following countries had in 1937 with the types they had in 1950. Account for the changes: Great
Britain, Switzerland, Turkey, France, Japan, Russia, Norway, Finland, Sweden, Denmark, China, Belgium, Cuba, and The Netherlands.

E. Foundations for Lasting Peace

1. Have a panel discussion on the ideological forces that have been the determining factors in civilization. Discuss the importance of religious faith, of social, economic and political ideas in the making of war and peace. Include the militant crusading spirit of: Christianity, divine right of kings, Mohammedanism, Protestant Reformation, liberalism, communism, facism, and nazism. Each of these has fought for a purpose and some fought long and hard with great sacrifice. Was their final purpose peace?

2. Discuss the importance of economic forces in striving for lasting peace. What should be the attitude of those countries rich in natural resources and in industries, toward those in dire economic circumstances? Give illustrations of how economic pressures have brought about war, and how relief of economic pressure acted as a restraint on war. Discuss the influence that famine, pestilence, exchange of goods and services, trade barriers, reciprocal trade, tariffs, and immigration have on international peace.
3. Trace, from the end of World War II, the agreements of nations to seek world control of the atom bomb. Make a pictograph to compare and contrast the proposals of Russia and those of the United States. Can they be reconciled?

4. Study and discuss the charter provisions and the continuing work of the United Nations. How does it differ from the League of Nations? Mention hinderances and limitations of each. Was either intended to yield international peace?

5. Investigate the possibilities for international control of aviation. What is the purpose of the International Civil Aviation Organization? What is the doctrine of "Closed Skies?" Would this influence or control the atomic bomb?

6. Discuss some political aids to peace. Do you think it is possible to: Abolish secret diplomacy? Create trusteeship for all nations? Remove fear by cooperative guaranty? Create Neutral zones? Reserve atomic energy for the United Nations? Unite the democracies by common citizenship, common defense force, common monetary system, postal and communication union, and a union for free trade.

7. Discuss the following economic aids to peace:
   Practice of tariff reciprocity; Practice of the
exchange of surplus commodities; increase of purchasing power at home; Provisions of sea outlets for various nations; Forbid private manufacture of munitions; Regulation of investments in backward countries; Solving the problem of over-population.

8. Study, outline, and bring to the class some sort of cooperative international organization that you think can help in checking vicious forces that make for war and at the same time will constantly strengthen those forces which make for peace.

9. Discuss the role of education in bringing about better human relations among the people of the world.
SELECTED BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS OF ACHIEVING WORLD PEACE IN THE ATOMIC AGE

Business Understandings

A. Economic theories concerning the causes of war are monopolization of natural resources and rivalry for the control of world markets. (IV-A-2; E-1,2)

B. One of the aims of the United Nations is freedom from want—which translated into world terms, means economic understandings which will secure for every nation a healthy peacetime life for its inhabitants. (IV-E-1,2; A-2; B-2)

C. Fair trade agreements, economic assistance to backward countries, and a fair distribution of natural resources would contribute to world peace. (IV-A-2; E-7)

Information for the Teacher

A. Economic Causes of War

1. Monopolizing Natural Resources. A potent cause of war is the monopolizing of natural resources by a few great powers—resources such as oil, rubber, coal, iron and so forth.

2. Rivalry for Control of World Markets. Rivalry for the control of world markets is a frequent cause of war. This includes routes of trade by sea and air.

B. International Trade

International trade is the exchange of commodities and services between individuals located in different countries. It is said that about 90 per cent of our trade is domestic and that only 10 per cent of it is foreign. But
this ten per cent is very essential to our prosperity. The United States is dependent on foreign trade for tin, nickel, manganese, and other raw materials which are indispensable for our manufacturing industries. It would also deprive American consumers of some of the comforts and luxuries which have become part of their standard of living. Any efforts to develop here the handicraft industries of other parts of the world would be hindered by the higher cost of American labor. At the same time, giving up export markets would reduce the volume of sales for many American industries, and would therefore tend to increase their overhead cost per unit. Self-sufficiency is apparently possible only with a lower standard of living.

C. Economic Consequences of War

1. Public Debt. War calls for emergency action. This is true not only in supplying men and materials, but also in supplying money. In time of war money is needed at once. The problem is how to get it. The chief source of governmental revenue is taxation. To get all or even the greater part of the money needed through the regular channels of taxation is impossible for even the wealthiest nations.

Levying and collection of taxes require much time. Loss of time may mean defeat if the enemy is more
Fortunately situated.

Trying to collect all the needed war funds by immediate taxation would have a disrupting influence upon the economic life of a nation, at the very time when maximum efficiency is imperative.

Taxes that are beyond the efforts of a people to bear would have so disturbing an effect upon their morale as to invite disaster. There are always some savings, however, or some, capital that is not permanently invested which can be borrowed by the government and mobilized for war.

2. Shortage of Consumer Goods. The two most important problems which faced the nation in the past war years in the United States were shortages of consumer goods and inflation. Although production of civilian goods was larger during war time than before, few commodities were adequate, to meet the demand. The rapid reconversion of industrial plants after the last war largely solved this problem in about two years. Among those which persisted in 1948 were automobiles and houses.

3. Inflation. Of greater significance than shortages for future welfare of the nation, is the problem of inflation—most shortages would have eventually been overcome, but the disastrous results of inflation are far more permanent. During the second World War an effort was made to prevent inflation through price control. Since
war controls were lifted, inflation has spiraled upward. Undoubtedly an important cause of the inflation was the fact that the government continued after the war as a heavy buyer to complete commitments for lend-lease, to provide the chief support of the United Nations Relief, and rehabilitation activities, and later to implement the European Relief Program.

4. Financial Losses Due to War. It is estimated that with the money spent for the last war, modern homes could have been built, furnished, and placed on five acres of land, and given one to each family in the United States, Canada, Australia, England, Wales, Ireland, Scotland, France, Belgium, Germany, and Russia; and to each of the cities in the countries named, a new library, hospital, and university could have been built.

The United States lent about $20,000,000,000 to the allied powers in World War I with the understanding that it was to be repaid in sixty years. Several reductions of this amount were made from time to time and finally with World War II coming on the debts were cancelled, and new loans made for the carrying on of the new war.

One generation cannot pay for a war regardless of how high taxes may be. In the United States we are still paying pensions to Civil War veterans and their widows. People must bear the tax burden not only of expenses incurred during the past wars but also of preparation for
future wars.

D. Economic Aids to Peace

1. Business Protection in Foreign Trade. Some people believe that international agreements, such as tariff adjustments, can be made by peaceful means which will help to solve problems arising in connection with the use of land and raw materials. If commercial interests make heavy investments in industrial plants or natural resources in foreign countries, they should receive no guaranty of protection by the home government, since in this way the interest of one small group may jeopardize the peace of the world.

2. Population Pressure. The desire for a high standard of living has been perhaps the chief cause of the reduction in the size of families in western civilization. A great deal must be done to raise the standard of living before there can be much change in countries like Japan, China, and India where population pressure is great. Militaristic countries are now encouraging large families. So far the tendency has been for western methods of preserving health and life, to become diffused more rapidly in the Orient, than western methods of population restrictions. Until the Orient learns to regulate the increase of population, it will from time to time have to seek colonies for its surplus population or suffer recurrent famines and plagues.
3. Reciprocal Trade Treaties. Although for more than a century, idealists have been urging the world to adopt free trade, no nation has followed such advice. Living standards vary so greatly among countries of the world that free trade is impossible. If free trade were suddenly adopted the result would be to drag down the living standards of the most highly civilized countries, in an effort to lift up those of the backward nations. Our State Department is always ready to arrange a trade agreement with any other country. The principal requirement is that the lowering of rates should not be harmful to American agriculture or industry. In turn, we agree not to ship goods to another country which will be harmful to its industries. These arrangements are valuable, even though it is rarely possible to reach such an agreement without affecting adversely a few people within both countries. There is a constant trend toward lower rates and a general increase of world trade. Reciprocal trade treaties reduce our rates on certain imports provided other nations will do the same for us. This represents the farthest step in the direction of freedom of trade which America can take at the present time without sacrificing its own prosperity and security.

4. Assistance in the Economic Recovery of Other Nations. The United States owns more than half of the industrial facilities, the gold, and the shipping of the
world. Therefore, whatever, the United States does will probably determine trends in international trade. For this reason it is important that the United States assume a position of leadership in aiding needy countries.

During the war the United States encouraged the production of many commodities of Latin America which were formerly obtained from the islands of the Pacific. If we do not continue to purchase goods from these neighbors they may suffer such an economic collapse that they will not be able to purchase anything from the United States.
Selected References


* Reference for the teacher
** Reference for the students
XVI. PROBLEMS OF INTERCULTURAL RELATIONS

On local, national, and international levels we are facing serious problems in the field of human relations. Prejudices based upon suspicions of racial, religious, and class differences, discriminations, biases, misunderstandings impair good human relations and constitute a real threat to democracy which is founded upon the principle of human equality.

Since a cooperative world cannot be built on ignorance and misconceptions, students need to be provided with intercultural knowledge that is scientific in nature and democratic in value to serve as a broader moral support to them when they have to take a stand in matters related to intercultural problems. But knowledge alone is not enough; intercultural attitudes should be lived and thus learned. This suggests that the school should provide wholesome experiences for practicing desirable intergroup relations both inside and outside the school. In this way the school contributes to the integration of the American culture and the building of a better world.

This unit seeks to provide an opportunity for raising to a conscious level not only the values inherent in good intergroup activities but their bearing upon the intercultural problems that must be met and solved intelligently.
Objectives

To help students:

1. Develop an awareness of intercultural conflicts in the immediate and wider communities and study their causes and effects.

2. Develop a feeling of personal concern and responsibility for the solution of intercultural problems by democratic processes.

3. Acquire knowledge of an appreciation for the contributions of all cultures to the welfare of mankind.

4. Understand and appreciate the composite character of the American population and its consequent advantage to the American culture.

5. Realize the conditions under which racial or minority groups live within our nation.

6. Practice wholesome, friendly, mutually respectfully human relationships in everyday living.

7. Recognize and understand both the similarities and the differences between various culture patterns.

8. Examine the origin, prevalence and persistence of existing beliefs and attitudes that influence intercultural relations and develop a willingness to modify those attitudes that are not based on facts.

9. Evaluate intergroup relations in terms of the democratic ideals.

Scope

Studying Problems of Intercultural Relations at the:

I. Community Level

II. National Level

III. International Level
I. Studying Problems of Intercultural Relations at the Community Level

A. Racial Problems

1. List and report to the class derogatory remarks about minority race groups which you hear in your school, in your family, in your community, over the radio, or in your church. Are they founded on facts, or are they the result of prejudice? Are they generalizations made unfairly from one incident?

2. Make a survey of newspaper articles which reveal race prejudice. In each try to discover the reasons for prejudice. Who is responsible for the article? What is its purpose.

3. Keep a record of movies shown during a period of time which portray racial or national groups as undesirable or inferior people. What constructive measures could producers of films take to promote understanding between peoples and to portray members of groups fairly?

4. Invite an anthropologist to discuss scientific facts concerning racial "superiority;" a psychiatrist to analyze the neurotic basis of prejudice; or a sociologist to discuss the motivation of prejudice.

5. Interview workers in an employment agency concerning employment practices. Are races or religions of
persons registered in applications? What would happen if people were sent out for jobs only on the basis of merit? What concern does the agency have with discriminatory employment practices?

B. Religious Problems

1. Interview leaders of various religious denominations for better understanding and appreciation of various faiths. Clergymen may be asked whether they accept minority groups into their congregations. What reasons are given for acceptance or rejection of certain groups?

2. Attend services of various denominations. Notice the similarities among the Jews, Catholics, and Protestants? List similarities and differences among the protestant churches.

3. Study the background and the bases on which the Jews, Catholics, and Protestants built their faith. Is understanding and cooperation difficult among these faiths? Why?

C. Ethnic Problems

1. Study juvenile delinquency in the community. What groups, if any, produce more delinquency than others? Why? Does the police department have any kind of remedial program? Sources of information are: a Judge of a juvenile court, top police officials, and social workers.
2. Read and give individual reactions to one or more of the following books: *A Tree Grows in Brooklyn*, *The Yearling*, *Grapes of Wrath*, *The Jungle*, *Not Without Laughter*. (These books are included in the bibliography.)

3. Write down the first thing that enters your mind when you hear the following terms: Negro, Japanese, Jew, American, German, Russian, Chinese, England, Democracy, Freedom, and Justice.

4. Invite a foreign-born parent to describe his adjustments to life in the community. A vivid picture of his confusions and frustrations induced by strange customs and strange peoples, should help to create sympathetic understanding of immigrant problems.

5. Consider the phrases, "tight as a Scotchman," "cunning as a Slav," "Irish temper." Are all Americans "money-mad?" Are all Negroes Musical? Are all Spaniards romantic? What stereotypes can we find in comic books? Radio and television programs? Movies? Magazines? How can we best combat them whenever found? What is the effect of stereotypes on clear thinking?

6. Discuss how cooperation enriches all aspects of cultural life, through exchange of knowledge, methods, ideas, and experiences.
D. Socio-Economic Problems

1. Investigate the composition of cliques in schools. Do some students like to work or play only with their own group or gang? Do well-to-do students exclude poor students from their group? Are there clubs in your school which are too expensive for some students? Are all students given opportunity to join glee clubs, and ball teams?

2. Plan field trips to some of the following places in order to compare and contrast the economic status: a settlement house, "China town," an Indian Village, a Negro church, and a cosmopolitan club.

3. Study housing and its relation to employment and prejudice. Investigate both good housing and slum housing by visiting both areas. What are the reasons for these conditions? How does our economic system influence housing? How do prejudice and segregation influence housing? Friendly conversations with some of the occupants would reveal interesting facts.

4. Visit a factory and ask to be conducted through the shops. Talk with union men and their stewards, and with management officials. Take advantage of opportunities for informal interviews on problems of discrimination in employment.
5. Check opportunities given minority group members to become teachers. How many religions, races, or national backgrounds are represented among the teachers in the school? Are there rules of the Board of Education which discriminate against qualified teachers because of any particular origin.

II. Studying Problems of Intercultural Relations at the National Level

A. Racial Problems

1. Make a graph of the total population of the United States showing the black white, red, and yellow segments according to the census of 1950; 1940; 1920 and 1900. Have there been any significant changes since 1900.

2. Make maps showing the concentrations of racial groups in the state; in the nation. What is the effect of these concentrations upon the total life of the area; the nation; the racial group?

3. Invite representatives from the National Association for the Advancement of Colored People to speak for the Negro; from the YMCA, for the Yellow race, from the Indian Bureau, for the American Indian, to lead a discussion on the major problems faced by each of these groups. What are possible solutions?

4. Make a study of the Negro in American life? What
is the Negro's present place in American Life? What opportunities in industry are there for the Negro? What provisions are made for his education? How can the contradictions between the status of the Negro and the ideals of democracy be reconciled? What are the next steps in improving Negro-white relations?

5. Have a round-table discussion on: "Is racial discrimination confined to any section of the country?"

6. Make a study of recent bills introduced in Congress to prevent discrimination in the South, that is, the Anti-Lynching Bill and the Anti-Poll Tax Bill. Information concerning the provisions of these bills may be obtained from the Congressional Record. Find out how your representative voted on these bills.

7. Give a sociodrama in order to get a picture of how certain individuals feel in regard to segregation. Assume these roles:
   a. A white southerner who has worked along with Negroes in industry.
   b. A social worker who has worked extensively in "China town."
   c. A college trained Negro who served as a "mess" steward in the war.
d. A Japanese high school student who was at a resettlement center during the war.

8. Devise a set of questions to discover the extent of racial prejudice in the class. For example
white students might answer questions similar to the following:

a. Would you dance with a Negro?
b. Would you vote for a qualified Negro for mayor?
c. If you owned a house in a white section, would you rent to a Chinese?

9. See the films:

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Duration</th>
<th>Production Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americans All</td>
<td>16 min sd</td>
<td>March of Time Forum Films</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New York, New York</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1945</td>
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<tr>
<td>Boundary Lines</td>
<td>10 min sd</td>
<td>International Film Foundation, Inc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New York, New York</td>
</tr>
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<td></td>
<td></td>
<td>1947</td>
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</tbody>
</table>

A study of the vital problems with which many United States communities are concerned today: How to prevent racial and religious intolerance.

A plea to eliminate the arbitrary boundary lines which divide people from each other as individuals and as nations, invisible boundary lines of color, origin, wealth, and religion. The film is composed of animated paintings, moving lines, realistic and abstract symbols; the music is an integral part of the drama.

10. Write and present skits using the "March of Time" technique. Incidents involving race relations which lend themselves to this technique are: Detroit race riots; activities of the Ku Klux Klan; various
techniques used to stir up group antagonisms.

B. Religious Problems

1. Visit houses of worship to get first-hand understand-
   ing of the ceremonials and varying beliefs.
   a. arrange with a rabbi to visit a Jewish temple
      or synagogue. Ask him to show the class some
      of the symbolic articles of the faith. Attend a
      ceremony and talk with some members of the temple.
   b. Visit a Protestant church. Ask the minister to
      explain some of the church rituals. Attend a
      social event or service at one of the churches.
   c. Visit a Catholic church and ask the priest to
      show some of the articles used in the mass.

2. Conduct a survey to discover the number of various
   local denominations. What is the total number in
   the United States? At what points do these groups
   agree? Differ?

3. Have a panel discussion on: The influence of all
   religious in the life of America; or the guarantee
   of freedom of worship to all peoples of America.

4. Explore the scape goating method of blaming one
   group for the difficulties of society by dramatizing
   the witch trials of colonial days and the kind of
   scape goating found in America today—drawing
   comparisons and evaluations. Discussion might center
   around such a question as: "How may a minority
religious group today be used as a scapegoat?"

5. Keep a record of all Jewish and other minority characters represented in comedy and dramatic programs broadcast on national chains for a given period. Classify them according to their type and role—the shrews, the menial, the avaricious. How many characters are handled as comic characters? How many are presented favorably? How does this create good attitudes or bad attitudes toward members of these groups?


7. Collect magazine and newspaper articles which reveal religious prejudice. Discuss the articles and try to discover the reason for the prejudice. What person or organization is responsible for the article? What are they trying to accomplish and why?

8. Report on prejudices in the United States that led to the development of one of the following organizations: The Ku Klux Klan; the Know Nothing Movement; The American Protective Association.

9. Investigate the groups in our nation whose avowed purpose is to suppress Jews and Catholics. Are any of these groups active in the community? What
organizations are actively engaged in promoting the welfare of these groups?

10. Make a study of the influence of Judea-Christian tradition on the men who formulated the principles of American democracy. Discussion might center around the ideal of religious freedom and separation of church and state; the trend toward religious cooperation and understanding; why religious misunderstanding and conflict have no place in a democracy.

C. Ethnic Differences

1. Invite a foreign-born parent to describe his adjustments to life in America. What were some of the pleasant and unpleasant experiences he had when he came to this country? Did he find it difficult to get a job because of his nationality? Were the "old Americans" friendly or unfriendly toward him?

2. Use role playing situations to get the feel of the problem of the immigrant who is faced with the necessity of making new adjustments to a new life. How are these feelings similar to the way urban people feel when adjusting to country life; the way Americans feel when traveling in other countries? Discussion should bring out why Chinese, Poles, Indians, Germans, and other nationality groups have
tended to form their own separate groups in the New World.

3. Conduct a survey to discover if there are areas of concentration of nationality groups in the community. Are there similar concentrations in the state; in the nation? What is the effect of a "Little Italy" or Chinatown on the total life of the community? Why is there "voluntary segregation"?

4. Secure the map, "America—A Nation of Many People From Many Countries" from the Council Against Intolerance, Lincoln Building, New York City. This map is pictorial in type showing the location of many of the large racial and national minorities, and indicating their occupations.

5. Make a study of groups of different national origin in the United States and present the findings in pamphlet form. Include sections on population content of the United States, areas of concentration, income ranges for the group, occupations, and mobility.

6. Make a chart comparing the number of foreign-born living in the United States in 1950 with the number in 1920; in 1890. From what countries did they come? What characterized the immigrants? Have there been any significant changes in immigration since 1890?

7. Invite an immigration officer to lead a discussion
on the immigration and Americanization policy. What is the immigration policy toward Orientals; refugees; displaced persons? What program does the United States have for the education of the foreign-born? What should be the future policy toward the various ethnic groups?

8. Present an assembly program based on the cultural gifts of the various nationality groups of the United States. Give special emphasis to groups which are important in the local area.

9. Develop a pageant showing the work of various nationality groups in building a nation.

D. Socio-Economic Disparities

1. Invite a member of the local branch of the United States Employment Service to discuss employment practices. Are races or religions of persons registered in the application? How do wage scales for Negro and white workers in the same occupations compare? What is the distribution of occupations by race? By nationalities? What concern does the agency have with discriminatory employment practices?

2. Give sociodramas in order to gain insight into the class struggle in America. Topics such as "Tenant farming in America" and "Negroes in industry" lend themselves to this approach.
3. Make a chart showing the hierarchy of occupations in social acceptance. Discuss the relation of one's occupation and his social class status. What barriers to employment exist?

4. Make a study of the class system in the United States. What evidences of a class system are there in the community?

5. Study the Bill of Rights proposed by the National Resources Planning Board in 1943. Would the achievement of such rights do anything to help eliminate the cause of prejudice in the United States?

6. Prepare a panel discussion on one or more of the following topics: "The Caste System in the United States," "The Importance of Socio-Economic Factors in Determining an Individual's Personality and Behavior," "Social Mobility in our Society," "The Effect of Anti-Catholic and Anti-Foreign Organizations Upon Class Consciousness."

III. Studying Problems of Intercultural Relations at the International Level

A. Race and National Stereotypes

1. Make a study of such questions as: What is "race?" Is there a "pure" race? Is there any relationship between cultural achievement and "race?" Do
groups of mankind differ in their innate mental characteristics? Does race mixture produce inferior offspring? What are the causative factors influencing variations in mankind?

2. Make a chart contrasting myths about race with scientific facts. Illustrations such as those given by Alpenfels¹ may be used.

3. Collect and list stereotypes regarding national or racial groups. Example: "Scotchmen are tight-fisted." Present evidence which would tend to either prove or disprove the stereotype.

4. Indicate your response to the following items² by showing whether you (1) agree; (2) disagree; (3) uncertain. Compare responses of all members of the class and discuss them.

a. Dark-skinned people are as clean as light-skinned people.

b. The average Italian is as intelligent as the average Englishman.

c. Jews should be excluded from the United States.

d. Nordics characteristically display more vigor than other people.

¹ See: Ethel J. Alpenfels, Sense and Nonsense of Race, p. 46.

e. A Jew is as likely to be reliable as is a Nordic.
f. Americans have many desirable traits not possessed by Japanese.
g. History has shown Italy to be more aggressive than the United States.
h. Japanese are inclined to be dishonest in commercial relations.
i. Mongolians are ordinarily cruel and bloodthirsty.

5. Ask a large number of students in school to give the characteristics of various national groups such as the Irish; the Germans; the Italians; the Japanese; the Chinese. Analyse their responses in the light of scientific facts. What dangers are there in the existence and use of stereotypes?

6. Display on a bulletin board pictures of people from different nationalities or races. Ask members of the class to try to identify them. To what extent are they successful?

7. See the films:

Towards Unity
11 min sd
Brandon Films, Inc.
New York, New York

Shows that, fundamentally, the people of the earth are very much alike. A definite plea against racial and national intolerance and prejudice and for peace.

Man—One Family
17 min sd
British Information Services
New York, New York

$37.50 rent $2.50
1946
Presents the scientific facts of the basic likeness of all people.

B. Contemporary Cultures

1. Develop a comparative study of several cultures in their various aspects emphasizing the likeness of all people.

2. List some of the great books of the world. What cultures do they represent? Make an analysis of the qualities which they possess that have made them an enduring part of world literature. Find outstanding examples of literature which have fanned the flame of discrimination and intercultural conflict. Discuss the significance of literature in molding public opinion with respect to intercultural attitudes.

3. Invite foreign students to talk about their cultural background, their marriage customs, boy and girl relationships, education, dress, houses, and family life.

4. Arrange an international festival depicting the symbolism, idealism, and beauty appreciation of various nations.

5. Prepare reports on the holidays and holiday customs of various nations. Celebrate one or more of the holidays in the foreign manner.

6. Exchange recipes or actually enjoy food prepared by
people from various cultural backgrounds.

7. Classify the popular sports of the present time according to the country which first popularized them.

8. Invite art teachers to speak to the class on the subject: "Art, A Universal Language."

9. Make a scrapbook in which specific examples are given of the contributions of other peoples to our music, literature, architecture, sculpture, and painting.

10. Make posters showing some of the world's great inventions and indicate the nationality of the inventors.

11. Display the work of the great artists of several nations.

12. Use recordings to illustrate music types found in various parts of Asia, Europe, and Latin America.

13. Arrange a "Hall of Fame" bulletin board on which is placed the pictures or original sketches of prominent people of all races who have made contributions to world progress.

14. Correspond with students in foreign lands. Share information about other lands with the whole group.

15. Make a "one world" idea map to show how we are linked by our needs and our ideals of service to the brotherhood of men.
16. Compare the governmental organizations of several of the major European, Asiatic, and Latin American nations.

17. Prepare a chart showing the rights, privileges, and duties of a citizen under a democratic and an autocratic form of government.

18. Prepare a chart showing the exchange rate between the money of the United States and other countries.

19. Write a paper discussing the benefits of knowing a foreign language.

20. Prepare a graph showing the relationship between literacy rates and standards of living in selected countries of Asia, Europe, and Latin America. Compare these figures with those of Russia and the United States of America.

21. Use a bargraph to compare population density and standard of living in each of the following: Russia, United States, Sweden, Italy, Peru, Argentina, China, India, and Iran.

22. Choose some cultures and prepare reports on major economic problems of each.

23. Write and present a play depicting family life in a foreign country.

24. Make a study of the factors which tend to influence man's culture. Illustrate.

25. Make a report on the effect of natural resources
on culture. Illustrate by referring to some rich and poor countries.

26. Prepare a display contrasting farming methods in the United States and China using pictures, models, and sand tables.

C. International Cooperation

1. Make a study of the Marshall Plan. What is it and how does it operate? What contributions does this plan make toward improving conditions in Europe? Discuss European attitudes toward this plan. Should the Marshall Plan be continued beyond 1952? If so, what modifications should be made?

2. See the filmstrip:

Marshall Plan for European Recovery
40 fr si with guide
$3

Describes the post war needs of Europe and the program and philosophy of the Marshall Plan.

3. See the film:

Let's Be Childish
8 min sd color

A color cartoon film explaining how European recovery is being carried on with Marshall Plan aid.

4. Make reports on UNESCO and its contributions to the promotion of good relations among nations. The following questions serve to guide you in making the reports: What is UNESCO? Who belongs
to it? How is UNESCO put together as an organization? What is UNESCO's working area as a "specialized agency" within the framework of the United Nations? How does UNESCO work? What is UNESCO's program?

5. Arrange a panel discussion on the topic "What Can The Individual Do to Aid UNESCO Programs?"

6. Make reports on the international cooperation in scientific research. Illustrate by referring to such cases as: The discovery and development of penicillin; our knowledge of the heavens; the development of aviation; the discovery and development of atomic energy.
SELECTED BIBLIOGRAPHY


CONTRIBUTIONS OF BUSINESS EDUCATION TO PROBLEMS
OF INTERCULTURAL RELATIONS

Business Understandings

A. World trade is the basis of international economic life. There are both "visible" and "invisible" items of international trade. Through transfer of payments and the balance of international payments a minimum of money transaction may be involved in foreign trade. (III-B-16)

B. The economic welfare of Europe is vital to American trade. The Marshall Plan is a plan to aid European countries in becoming self-supporting by overcoming economic instability and political unrest. (III-C-1)

Information for the Teacher

A. Importance of International Trade

Trade is not a transaction in which one party gains and the other loses, but a transaction in which both parties gain, because each gives what he wants less for something that he wants more. No nation is really self-sufficing and international trade enables a nation to procure goods which it cannot produce domestically and thus makes possible a more diversified standard of living. International trade also gives opportunity of buying some goods more cheaply abroad than they can be obtained at home. If Great Britain, for example, has a distinct advantage in the production of fine woolens and the United States has marked superiority in the production of foodstuffs, the exchange of woolens and foodstuffs between
these countries will be mutually advantageous.

B. The International Balance of Payments

Although merchandise exports and imports constitute the largest entry in our international balance of accounts, there are many others. The exportation and importation of commodities make up the so-called "visible" items in international exchange. In addition to commodities, nations exchange services, which are called "invisible" items. Chief among these are the expenditures of foreign tourists, freight, and passenger traffic charges, and interest, and dividends on foreign investments. Capital movements both for short-term deposit and long-term investment constitute a major item in the international balance of accounts.

Every year the Finance Division of the Bureau of Foreign and Domestic Commerce in the United States Department of Commerce issues reports published by the government. It is called "The Balance of International Payments of the United States."

The balance of international payments of the United States for any year is a summary of the business transactions with the rest of the world. Of course, what we import we must pay for. If our exports of merchandise and services to the rest of the world are not completely offset by imports, our debtors must send us some form of payment. Sometimes money is lent them with which to pay.
What this means is that some of our residents or institutions extend short-term or long-term credit, to foreigners, upon the strength of which they can do business with some of the rest of our people. The exchange transactions of the United States with the rest of the world must always be balanced in some way. Statistically, the international balance of payments of the United States for any designated period of time is a summarized list of transactions, some of which are receipts from foreigners, while others involve payments to foreigners.

C. Foreign Bills of Exchange

International trade in commodities, the exchange of services, and capital movements for short-term and long-term investment are commonly financed through the purchase and sale of foreign bills of exchange. The process is analogous to the settlement of domestic obligations. A Chicago debtor may send his New York creditor his personal check drawn upon a Chicago bank, or possibly may purchase from his Chicago bank, a draft upon a New York bank. If the creditor happens to be located in London, however, instead of New York, there is the additional complication of first converting American currency, or bank credit, into the amount of English pounds sterling necessary to discharge the obligation. This is accomplished through the purchase in the United States of sterling bills of exchange.
D. Buying and Selling of Foreign Exchange

Buying and selling foreign exchange means the negotiation of such credit instruments as are used in making payments between different countries. A foreign bill of exchange is an unconditional written order addressed by one person, called the drawer, to another person, called the drawee, living in a foreign land, to pay a third person, the payee, a specified sum of money. The bill of exchange may be payable either at sight or on some definite future date. An American business house that has bought goods from a British exporter must ordinarily pay the latter in pounds, not in dollars. Accounts are payable in the currency of either the exporting or the importing country as specified. It is incumbent upon the debtor to deliver the purchase price. The object of dealing in foreign bills of exchange for the settlement of international obligations is to avoid the necessity of shipping gold or silver or whatever the medium of exchange may be.

E. The Marshall Plan

In 1947 George C. Marshall advanced the idea of a program of European self-help supported by the assistance of the United States. The basic purpose of this plan, which was signed by President Truman on April 3, 1948, was two fold. It was to assist in the recovery of the countries with a view to making these nations independent
of additional American relief. Long-term reconstruction was emphasized rather than relief. The plan would concentrate on Europe's needs for capital goods and raw materials, and provide a minimum of food and short-term aid. Only in this way could the United States gain some assurance that a sum of 15 to 17 billion dollars, which was the estimated cost of the period 1948 to 1952, would be spent in making Europe self-supporting.

The second major goal of the Marshall Plan was to strengthen Western Europe against Russian pressure. After the war the European countries suffered from economic instability and political unrest and there was fear that Russia might succeed in organizing these nations. The purpose of the Marshall Plan was then, political as well as economic, and it was designed to bolster the friendly governments of Western Europe.
Selected References


* Reference for the teacher
** Reference for the students
Chapter IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

With the advent of our present increasingly complex economic social system, due to new inventions, scientific discoveries, and improved techniques, a more functional-type curriculum is needed to replace the traditional subject-centered one of the secondary school. Some minor changes have taken place in the subject-centered curriculum, such as adding more elective courses, providing for home-room and extra-curricular activity periods, and enlarging the curriculum to allow for more specialization on the part of students.

These changes in the school curriculum indicate the inadequacies of the subject-centered curriculum. Other factors which give rise to a more functional curriculum are: (1) the increased enrollment in the secondary school, (2) the new ideas concerning good teaching methods and the nature of the learning process, (3) the new emphasis on the meaning of democracy, and (4) the need for a curriculum to satisfy the needs of all youth.

Throughout the country attempts have been made toward a more functional-type curriculum. These attempts have been in the form of Unified Studies, Core Programs, Common Learnings, and greater emphasis on General Education. These
attempts are similar in that they all seem to have the same basic philosophy and the same general plan of organization.

The number of secondary schools in which a common-learnings or core program is being emphasized, is slowly but steadily increasing throughout the United States. In schools where the core program has existed as an elective, an increasing number of students elect the core each year. Certain democratic values give rise to this type of secondary program. These values are: (1) respect for the worth of human personality, (2) faith in working together for the common good, and (3) faith that the use of the method of intelligence will bring man to progressive gains in the control of his environment.

The core-type program was chosen as the basis of this study for it provides, a common-learnings area for all youth, a democratic setting for individual and group experiences, and it cuts across subject-matter lines providing varied experiences needed by all youth. The subject-centered curriculum does not provide general business education to all students in the secondary school.

Furthermore, from the writer's point of view, some curricular structure is essential to a sound secondary program and pre-planning on the part of the teacher is an absolute necessity. For these reasons this study is based on Type V core, as analyzed by Alberty.

The recent trend toward curriculum reorganization in
terms of the core concept has caused the so-called subject matter areas, or special fields areas, to consider what might be their particular contributions to general education. Since core problems cut across traditional subject-matter lines, subject-matter fields in some instances, have rich contributions to make in the solution of common problems of youth.

In the present complex interdependent life, business touches almost every human activity. Our system of government and individual enterprise makes it imperative that our youth know how to perform the general economic aspects of living. Economic literacy is basic to the democratic way of living.

In view of the recognition of the need for preparing all youth to be economically literate and competent in dealing with business problems, and the critical need for effective teaching of general business this study of business contributions to the general education of all students, was undertaken. Two purposes gave direction to this study:

1. To construct suggestive activities, dealing with significant problems and issues, suitable to the teaching of general education, without regard to subject matter boundaries.

2. To develop suggestive contributions of business education to the activities dealing with general education.

The sixteen problem areas as outlined by Lucile Lurry were accepted as the basis for the core activities. This
list of problem areas seemed to be the most recent, the most valid, and the most comprehensive. The areas are: Problems of School Living, Self-Understanding, Finding Values by Which We Live, Social Relationships in a Democracy, Employment and Vocations, Using and Conserving Natural Resources, Education in American Democracy, Constructive Use of Leisure, Family Living, Communication Democratic Government, Personal and Community Health, Economic Relationships in a Democracy, Critical Thinking, Achieving World Peace in the Atomic Age, and Intercultural Relations.

As the basis for constructing the core activities the following criteria were used: Core activities should,

1. Deal with significant problems and issues that have a bearing on a problem area without regard to subject-matter boundaries.

2. Have potentialities for developing and promoting values basic to democratic living.

3. Be sufficiently diversified to provide for individual differences among students.

4. Provide the kind of experiences that are likely to contribute to the students' all-round development.

5. Suggest sufficient direction for action.

6. Be organized in such a way that they can most effectively be used.
7. Be comprehensive rather than fragmentary in character.

General business education includes the skills, knowledges, and appreciations necessary for one to participate intelligently in the economic and civic activities of present-day society. In order to define and understand general business education it is necessary to know the business phases that are included. A number of recent studies have been made in an effort to know the common business learnings that are needed by all youth.

The comprehensive studies of Muse, Freeman, and Moorman fairly adequately defined the business understandings needed by all youth. The business understandings needed by all youth, and defined by the above writers, are concerned with the following eight phases of business:

1. Finance, which includes banking services, credit, thrift, insurance, social security, business cycles, investments, taxes, and government finance.

2. Record Keeping, which includes personal records, budgeting, and filing.

3. Communication, which includes business correspondence, instruments of communication, and costs involved in communications.

4. Distribution, which includes transportation facilities, travel services, selling goods and services, basic techniques of selling, and international trade.
5. Consumer Education, which involves advertising influences, planning a spending program, standard grades and labels, shopping habits, laws that protect the consumer, legal rights and obligations, government agencies that protect consumers, and renting or leasing of property.

6. Organization and Management, which deals with various types of businesses, efficient organization of personal affairs, government regulation and control of business, managing a small business, various economic systems, and the determining of wages.

7. Occupational Information, which includes the knowledge of skills and abilities needed in various occupations, need for long-range planning, types of business positions available, working in large and small organizations, and how to find and hold a job.

8. Human Relations in Business Situations, which deal with the development of personality, sensitivity to the reactions of others, courtesy and good business manners, friendly business relations, business attitudes, and intercultural and international relations.

These eight phases of general business education appear again and again in the suggested core activities. Phases of business education are evident in fourteen of the sixteen problem areas. The areas "Problems of Self-Understanding" and "Problems of Critical Thinking," do not
Summary of Business Understandings. Listed on the following pages are the business understandings which seem evident in the suggested core activities. The number or numbers following each business understanding refer to the eight phases of general business education, as summarized on this, and the preceding page. For example, (1,5) following an understanding, means that phases of (1) Finance, and (5) Consumer Education are involved in the understanding.

1. Financial problems in the average home consist of budgeting, handling personal finances, contributing to the family income, wise spending, providing for the future, and adjusting to the income. (1,2)

2. Local, state and federal agencies of the government perform many services for the citizens and these services involve the expenditure of large sums of money. (1)

3. In order to provide services for its citizens the local, state, and federal governments find it necessary to obtain income from a variety of sources. (1)

4. Taxes are the most important source of public income. (1,6,3)

5. Among the many types of services rendered by public expenditures are: providing for the national defense, safeguarding persons and property, supporting public education, promoting public health and welfare, and maintaining highways and streets. (1)

6. Over a period of time business seems to pass through various phases, such as prosperity, decline, depression, and recovery. This period is known as the business cycle. (1)

7. Advertising is a medium of mass communication between producers and sellers and consumers—a medium needed by each of them. Advertising is a source of facts and guidance which helps the intelligent shopper. Individual business men, advertising media, and the government have put forth efforts to raise the level of advertising by barring exaggerations and deceptions. (3,4)
8. Modern communication systems enable businessmen to be informed of industrial conditions in any or all parts of the world, to direct distant enterprises, and to operate with increasing speed and efficiency. The importance of communication as a factor in business operations is suggested by the number and variety of communicative devices that are available commercially and in use by business concerns. (3)

9. The rapid advance of communication systems crossing state and national lines presented serious problems. Federal regulation of communications became effective in 1934 with the organization of the Federal Communications Commission. (3)

10. Health and safety are linked to prosperity. Economic factors, therefore, play an important part in relation to the health of a family, a community, and nation. (1,6)

11. Health is not only a personal matter but also one of national concern. To be strong and progressive, a nation needs strong, healthy workers. Consequently, people are beginning to think that the health of the citizens is a part of the responsibility of the government and that some form of health insurance should be provided. (1,6)

12. Business men have been quick to recognize the interest people have in leisure and have commercialized amusements. They have patterned the use of leisure on the methods of mass production, and as a result, methods of spending family income for leisure are dictated, to some extent, by business interests rather than by the desires and needs of the family. (1,4)

13. Travel has become an important phase of leisure. Leisure might include various types of travel depending upon the time, interest, and amount of money involved. (4,5)

14. Since recreation is a basic human need, industrial leaders are realizing the important part they can play in helping provide adequate facilities and leadership for the recreation of their employees. Recreation tends to build both morale and efficiency. (6,8)

15. Certain forms of insurance have come to be called "social insurance" because provision from them has been made by legislation. Social insurance is one of the greatest contributions to the improved economic status and outlook of the wage-earners of the country. (1)
16. Business education includes training for employment in office and store occupations and the education of all youth in those business and economic knowledges and competencies needed to understand and perform satisfactorily the business and economic aspects of living. Business education is an important part of the secondary school curriculum. (7)

17. Business education is offered in junior high schools, senior high schools, and colleges. (4,7)

18. Business competence and efficiency is attained through knowledge and experience. Experience means actual participation. There are many opportunities in the school for student participation in business activities, such as organization of time, energy, and materials; planning budgets; being thrifty; engaging in work-experience programs; and purchasing supplies and equipment. (12,6,7)

19. Adequate housing is essential to wholesome family living. (5)

20. In our complex society business also tends to be complex, and the individual needs to know his legal rights and responsibilities and how to protect himself in the transactions of various business activities. Some laws have been established primarily to assure fair trade practices in business; these also protect the consumer. (5,6)

21. Good housing is vital to good citizenship. Wherever and when ever business and industry fail to meet vital needs, such as housing, then citizens cooperating through their government endeavor to provide these needs. (5)

22. During the past half-century, federal, state, and local governments have increasingly brought direct, statutory law into effect to protect consumers. (5,6)

23. For more than two centuries the United States has been preeminently the land of economic opportunity because of the wealth of natural resources found in this country. Nowhere were resources more abundant; nowhere was there greater freedom of action on the part of the individual and less interference on the part of the government. (6)

24. Because of the vast amount of natural resources in the United States the growth of large companies tended toward elimination of competition, unfair public distribution, and enormous waste. Public opinion demanded some regulation in the exploitation and use of natural resources in the interest of conserving them for the future and in using them for the benefit of society at large. (6)
25. The development of huge capitalistic combinations is one of the most striking economic movements of recent years. Many regard these combinations as inevitable, and the natural products of economic revolution. They see in them efficient and socially beneficial forms of productive organizations. Others denounce them as malign and sinister influences in our economy bound ultimately to destroy economic freedom. (6)

26. Capitalism is a concentrated and highly organized system of production and exchange, whereby a nation may rise from barbarism and poverty to that of influence and culture. (8)

27. Business involves many contacts between individuals and great dependence of individuals upon one another. Therefore, business success depends, to a large extent, upon desirable qualities of character and personality. (8)

28. Business occupations consist of those phases of work that deal with management, recording, communication, distribution, and therefore, cut across and/or are a part of all major fields of work. (7)

29. Success in any business vocation depends upon a wise vocational choice in harmony with the individual's interests, aptitudes, and abilities, and definite preparation. (7,8)

30. The government of the United States recognizes the importance of a free enterprise system to a democratic way of life. It recognizes the necessity for promoting business, participating in it, and exercising certain controls.

31. Capitalism implies democracy in government, private ownership, freedom of enterprise, and freedom of contract. Some degree of control of property and business, as well as other human affairs, is necessary. Other economic systems of the world include socialism, communism, and fascism. (6)

32. Specialization is characteristic of modern industry. The purpose of specialization is greater productivity. The price paid for specialization is great dependence upon others. (6)

33. Industries and nations have chosen to specialize in production and to exchange their surplus products, because such cooperation in production and trade makes possible a higher standard of living for all. (5,8)
34. Modern industry is witnessing incessant conflict between the managers of organized capital and the leaders of organized labor. This continual strife in industry often assumes formidable proportions when labor is thoroughly organized and the employer is securely entrenched. (6)

35. Changes of methods in production and economic organization have not made the economic position of individuals secure. The Federal Government has, therefore, enacted legislation in the interest of economic security. (1,6)

36. Public opinion in the United States has forced the governments to exercise certain regulations and controls over business. (6)

37. Economic theories concerning the causes of war are monopolization of natural resources and rivalry for the control of world markets. (6)

38. World trade is the basis of international economic life. There are both "visible" and "invisible" items of international trade. Through transfer of payments and the balance of international payments a minimum of money transaction may be involved in foreign trade. (1,6,8)

39. The economic welfare of Europe is vital to American trade. The Marshall Plan is a plan to aid European countries in becoming self-supporting by overcoming economic instability and political unrest. (6,8)

40. Fair trade agreements, economic assistance to backward countries, and a fair distribution of natural resources would contribute to world peace. (6,8)

41. One of the aims of the United Nations is freedom from want—which translated into world terms, means economic arrangements which will secure for every nation a healthy peacetime life of its inhabitants. (1,8)

This summary shows that the suggested core activities, based on the problem areas, as outlined by Lurry, cut across general business education. All of the eight phases of general business education, as outlined by Freeman, are included in the business understandings. Some of the business phases are included many times. Finance, in included
fourteen times; Record Keeping, two times; Communication, three times; Distribution, four times; Consumer Education, six times; Organization and Management, nineteen times; Occupational Information, four times, and Human Relations in Business Situations, eight times.

A more detail breakdown of general business education in the core activities of this study, is summarized on the following pages.

The core activities constructed in this study, on the basis of the Lurry problem areas, present excellent opportunities for student experiences in the following phases of general business education: (These phases of business education, according to Freeman, are an important part of the general education of all American youth.)

I. Finance

A. Banking

Savings and commercial banks
The value of saving money
Proper type of local bank for personal use
Various ways to save
Services available through local banks
Functions performed by the Federal Reserve System
The use of the safe deposit box, travelers' checks, certified checks, and cashiers' checks

B. Credit

When and why people borrow money
When and why people buy on credit
Credit costs

Importance of good personal credit rating

Services performed by credit-rating and collection agencies

C. Insurance

Protection against possible loss

Various hazards against which one should protect himself, such as death, accident, illness, fire, theft, storms and floods, and unemployment

Main differences between the various types of life insurance policies

Reasons for the provisions of social security and unemployment insurance

D. Investments

Personal reserve fund for protection against losses, emergency purposes, and for future needs

Characteristics that distinguish a good investment from a poor one

Various kinds of investments

Importance of risk taking by financially competent people

II. Record Keeping

Budgeting and recording of personal income

Importance of skill, speed and accuracy in business computation

What, when and how to file

III. Communication

Needs for various means of communication

How to use simple means of communication

Cost of simple forms of communication

Difficulties involved in communication
Classes of mail, special handling, special delivery, day, night, and week-end telegrams, etc.

IV. Distribution

Various travel services
Preparation of a package for shipment
Importance of selling goods and services
Why people buy
Why people do not buy under certain conditions
Function of the sales department in various business organizations
Advertising
How goods get from the producer to the consumer

V. Consumer Education

Individual problems as a consumer
Advertising influences
Sources of information that help in one's buying
Common buying fallacies
Importance of standard grades and labels
Significant laws that protect the consumer
Individual legal rights and obligations
Government agencies that help protect the consumer
Factors that should be considered when making purchases
Laws that protect the consumer in buying goods
Problems relating to the renting or leasing of property

VI. Organization and Management

The different types of business organizations
How various types of businesses are operated
Relationships among labor, management, and consumers
Relations of government and business
Organizing and managing a small business
Understanding and appreciating the characteristics, of the various economic systems—Capitalism, Socialism, Communism, and Fascism.
Understanding and appreciating how standards of living are determined.

VII. Occupational Information

Different types of work that are performed in business organizations
Abilities needed in various business occupations
Post-secondary business education
How to apply for a job
How to hold a job
Long-range planning for occupational success
Opportunities for advancement in various fields

VIII. Human Relations in Business Situations

Development of a pleasing personality, good appearance, good manners, friendly business relations with other people
Development of right business attitudes toward work
Development of successful membership in groups regardless of race, nationality, or religion.

All major phases of general business education, then, seem to be included in the suggested core activities. The writer feels that transportation should be studied in connection with communication since the two are closely related.
Major Conclusions. In view of the foregoing facts the following major conclusions are drawn with respect to general business education in the secondary school:

1. Business education has significant contributions to make in the general education of all secondary youth.

2. Recent studies have defined, rather definitely, the phases of business which are needed by all youth in order to live effectively and successfully in a democratic society.

3. The core activities embracing general education, which were constructed with no regard to subject-matter boundaries, cut across general business education, and include opportunities for student experiences in all phases of general business education.

Responsibilities of the Business Teacher in a Core Program. In a secondary school which includes a core program, whether the core is required of all students or whether it is elective, the business teacher has a dual responsibility. He is not only responsible for the vocational or special area classes, such as bookkeeping, shorthand and typewriting, but he is also responsible for making contributions of general business education to the core groups.

Even though the core teacher may have breadth and variety of training and experience, the business teacher is in a position to make valuable and unique contributions to
the core program.

The business teacher may contribute to the core program by:

1. Working with staff members in pre-planning. In pre-planning and preparing materials the business teacher can greatly enrich many units by suggesting, content, available materials and information, trips, speakers, and movies.

2. Working with the core planning committees. This may include staff planning committees, students' planning committees, or teacher-student planning committees. Students and many core teachers are not aware of the many business aspects which may be included in the various core units. Contributions from special areas tend to give the study breadth and variety thereby obtaining and retaining the interest of more students than would otherwise be possible.

3. Preparing a resource file of free and inexpensive materials on general business subjects, such as banking, record keeping, consumer education, advertising, communication, distribution of goods, occupational information, etc. Such a resource file of materials may be prepared with the help of students. The file should be available to all students and all teachers in the school, especially the core teachers. The file may be located in the business room, in the school library, or in the core room. It
should be conveniently located for both the students and staff members. This file should be supervised by the business teacher.

4. Cataloging business books, films, and other teaching and learning aids which are available. This may include materials that are available in the school and community and also those that may be obtained from outside the community. A knowledge of this available material saves time and energy on the part of the teacher and students.

5. Participating in the core groups. This may be in the form of leading the group discussion on various occasions or acting as a participant in a discussion or series of discussions.

6. Posting the office hours when students and teachers may discuss with him business problems growing out of the core activities. Since it is impossible for the business teacher to meet regularly with all the core groups, it is necessary that he makes himself available at a definite time, so that individuals and groups may have an opportunity to receive the needed help which the business teacher may be able to give.

Recommendations. The following recommendations, therefore, conclude this study:

1. That administrative and supervisory personnel take active leadership in making provision for the inclusion
of general business education, into the secondary school curriculum, so that it is available to all youth. In the subject-centered curriculum general business education is available to only a small percentage of the students enrolled in the secondary school. A core-type program seems to make available, for all secondary youth, opportunities for experiences in general business education.

2. That core teachers give more study and thought to worthy contributions which the special subject-matter teachers may have to offer in the all-round development of youth. Since the core activities cut across general business education, as well as other special areas, the business teacher will undoubtedly have unique contributions to make in the general education of secondary youth. It is therefore, advantageous to the core teacher and his students to plan, study, and work cooperatively with the special area teachers.

3. That business teachers extend their teaching beyond that of the vocational subjects and accept a dual responsibility by promoting economic literacy to all students in the secondary school. For the most part, business teachers tend to emphasize only the vocational aspects of business. Business teachers should recognize the importance of economic literacy of all youth in the secondary school by extending their teaching efforts beyond the vocational aspects of business and sharing in the
general education of all youth.

4. That business teachers work more closely with the core teachers, contributing to the program such services as, aid in pre-planning, consultation, and actual participation in the core group. The core teacher needs all possible available resources, and the business teacher should feel a definite responsibility for making available, to the core teacher, all possible aids relative to general business education.

5. That other studies be undertaken to explore further contributions to the general education of all secondary students.
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