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An Analysis of the Social Studies Teacher Education Curriculum in Selected Tennessee Institutions

Ralph Lee White

University of Tennessee, Knoxville

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To the Graduate Council:

I am submitting herewith a dissertation written by Ralph Lee White entitled "An Analysis of the Social Studies Teacher Education Curriculum in Selected Tennessee Institutions." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Instructional Technology and Educational Studies.

L. O. Haaby, Major Professor

We have read this dissertation and recommend its acceptance:

Earl M. Ramer, William E. Cole, Orin B. Graff, W. W. Wyatt

Accepted for the Council:

Carolyn R. Hodges


Vice Provost and Dean of the Graduate School

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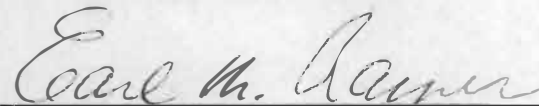
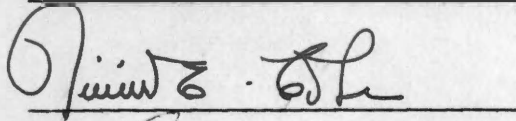
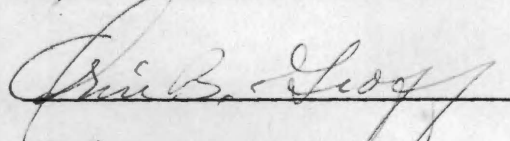
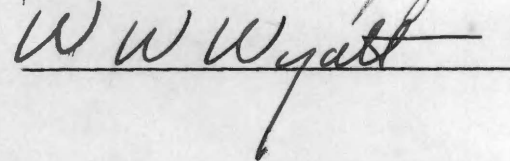
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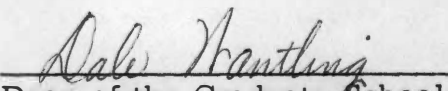
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Major Professor

We have read this thesis and
recommend its acceptance:

Accepted for the Council:


Dean of the Graduate School

AN ANALYSIS OF THE SOCIAL STUDIES TEACHER EDUCATION
CURRICULUM IN SELECTED TENNESSEE INSTITUTIONS

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education

by

Ralph Lee White

March 1960

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CHAPTER I

INTRODUCTION

A good deal of discussion about our educational system in recent years has centered around the preparation of teachers. Some of the present controversy in education seems to focus on the struggle between proponents of general education and proponents of professional education. General education devotees emphasize the importance of a well-rounded base from which all teachers should work. Proponents of professional education point with equal fervor to the necessity of opportunities to study the learner, the nature of learning, and experience in directed teaching. Although there may be differences of opinion as to the amount of preparation considered adequate in the above areas, most educators seem to agree that each area has important contributions to make. This study is concerned with one phase of teacher education; that is, the social studies teacher education curriculum.

I. PURPOSE OF THE STUDY

The purpose of this study was to determine the extent to which social studies teacher education curricula in selected state institutions

of Tennessee met recommendations and requirements established by state and national organizations and selected educators.

II. STATEMENT OF THE PROBLEM

The problems in this study were two in number:

1. To analyze selected social studies teacher education curricula in the light of requirements and recommendations made by the State Board of Education of Tennessee and the National Council for the Social Studies.

2. To determine if American history and economic concepts recommended by a jury of college professors were considered in the social studies teacher education curricula of selected Tennessee colleges and universities.

Sub-problems

1. To identify the social studies teacher education curricula of the institutions studied.

2. To identify the Tennessee State Board of Education's requirements regarding general education, professional education, and social studies endorsement.

3. To identify the National Council for the Social Studies' recommended program for teacher education.

4. To select American history and economic concepts that seemed to be given most attention in content recommended by professors of American history and economics.

5. To submit selected concepts to a jury of college professors to be rated for the desirability of their inclusion in the social studies teacher education curriculum.

6. To analyze the American history and economic courses required for social studies teachers in the institutions studied in the light of concepts recommended by a jury of college professors.

7. To summarize and draw conclusions based upon the findings of the study.

III. IMPORTANCE OF THE STUDY

The study attempted to compare the selected institutions' social studies teacher education curricula with requirements and recommendations of state and national organizations. This information should enable the institutions to identify strengths and weaknesses in their programs and thereby aid them in curriculum improvement. Also, this study should be of assistance to those preparing courses of study in economics and American history.

IV. LIMITATIONS OF THE STUDY

The study was limited to an analysis of the social studies teacher education curriculum in each of the following Tennessee State institutions: (1) The University of Tennessee, (2) East Tennessee State College, (3) Middle Tennessee State College, and (4) Memphis State University. The analysis centered around course and hour requirements recommended by professional groups and certain aspects of content recommended in the teaching of American history and economics.

Certain limitations are inherent in this type of study and cognizance should be taken of those limitations in evaluating the findings and drawing conclusions.

1. It is recognized that much of the information used was reported by professors in the field; thus, the validity of the study is limited to the truthfulness and objectivity of those reporting.

2. Any attempt to condense a broad field of knowledge into a few summary statements may be inadequate. Concepts used in the study are selected and do not necessarily meet the criterion of comprehensiveness. The importance of any one or all of the concepts is limited to the judgment of the jury which rated them.

3. General statements which convey broad ideas may be

interpreted differently; that is, misinterpretations of a statement may arise from multiple meanings associated with a word.

4. An inherent limitation to the use of general statements is that generalizations are subject to exception. Insofar as possible, the important exception to each statement used in the study was made a part of the statement.

5. Probably any recommended list of concepts would incur sincere opposition because of honest disagreement, regardless of points included.

6. The scope of the comparison made between the course and hour requirements of the selected institutions with requirements and recommendations of the State Board of Education and the National Council for the Social Studies was limited to the departmental, school, or college requirements.

V. ASSUMPTIONS

The basic assumptions of this study were:

1. It is desirable that social studies teacher education programs meet requirements recognized by professional educators.

2. It is of primary importance that teachers of secondary school social studies have opportunities to learn basic economic and

American history concepts in their programs of preparation.

3. Concepts can be identified and assigned status as to the desirability of their inclusion in the social studies teacher education curriculum.

VI. HYPOTHESES

The study will show that:

1. The selected institutions will meet the course and hour requirements recommended by the Tennessee State Board of Education and the National Council for the Social Studies.

2. A majority of the concepts recommended for American history and economics courses will be included in the social studies teacher education curricula of the institutions studied.

VII. DEFINITIONS OF TERMS

Social science - social studies. In educational literature the term "Social Studies" and "Social Science" are often used interchangeably. "Social Science" is defined as the branch of knowledge which deals with human society, or its characteristic elements; as family state or race, and with the relations and institutions involved in man's existence and well-being as a member of an organized community. It is based upon the detailed, systematic, and logical study of human beings and their interrelations. On the other hand, "Social Studies" is defined as those portions of subject matter of social science; particularly history, economics, political science, sociology

and geography; which are regarded as suitable for study in elementary and secondary schools, and which are developed into courses of study, whether integrated or not, and of which both the subject matter and the aims are predominately social.¹

Concept. An idea or expression representing the common element or attribute of a group or class; a generalized idea including all that is suggested to the individual by an object, symbol or situation.²

Teacher education. (1) All the formal and informal activities and experiences that help to qualify a person to assume the responsibility of a member of the education profession or to discharge his responsibility more effectively; (2) the program of activities and experiences developed by an institution responsible for the preparation and growth of a person preparing himself for educational work or engaging in the work of the educational profession.³

Curriculum. In this study, the analysis of the curriculum focused on the following points: (1) course and hour requirements, (2) texts used, (3) sources used for outside readings, (4) lecture notes, and (5) other materials used in teaching American history and economics.

¹Carter V. Good, Dictionary of Education (New York: McGraw-Hill Company, Inc., 1945), p. 361.

²Ibid., p. 90.

³Ibid., p. 409.

VIII. ORGANIZATION OF THE STUDY

This study was organized in the following manner:

Chapter I presented the introduction, statement of purpose, statement of the problem, the importance of the problem, limitations, assumptions, hypotheses, definitions of terms, and the organization of the study.

Chapter II was devoted to the presentation of related literature and procedures.

Chapters III through VI each analyzed the curriculum of one of the selected institutions in regard to: (1) Tennessee's certification requirements, (2) recommendations of the National Council for the Social Studies, (3) recommended concepts for required American history courses, and (4) recommended concepts for required economic courses.

Chapter VII was devoted to summarizing and drawing conclusions from the study.

CHAPTER II

REVIEW OF RELATED LITERATURE AND PROCEDURES

I. REVIEW OF RELATED LITERATURE

Literature related to this study seemed to fall into two categories: (1) literature related to course and hour requirements for prospective social studies teachers and (2) literature related to certain aspects of content taught. The most closely related recommendations pertaining to course and hour requirements were made by the National Council for the Social Studies' Committee on Teacher Education and Certification.¹ Since this report represented the recommendations of the national organization of social studies teachers, it was used as a basis for analyzing the teacher education programs included in this study. Inasmuch as the following four chapters presented the committee's report in the analysis made, no attempt was made to summarize the report here.

In addition to the National Council for the Social Studies, the National Commission on Teacher Education and Professional Standards

¹Richard G. Brown, "Report of the NCSS Committee on Teacher Education and Certification," Social Education, 23:228-30, May, 1959.

has shown an interest in recommending standards for teacher education.

In their 1959 meeting at Lawrence, Kansas, groups representing the social studies presented the following recommendations:

Group 22 made no recommendations for general education but presented the following recommendations in professional education and specialized content: Professional education 18-26 semester hours, Specialized sequence. Major 60 semester hours, Minor 30 semester hours.

Content Areas (or course) Sequence and Hours

This will be a five-year program, with forty per cent of the student's program being taken up with Social Studies.

Content Areas	Semester Hours
History (with a minimum of 12 hours in American and European)	30
Geography	6
Economics	6
Political Science	6
Sociology	3
Anthropology	3
Electives	<u>6</u>
Total	60
Any other Social Science major	
Major (e.g., Political Science)	24
History	18
Geography	6
Economics	6
Sociology	3
Cultural Anthropology	<u>3</u>
Total	60

Group 23 recommended: General education, 40 per cent of the student's total college undergraduate work. Professional education, 15-20 per cent of total credits required for graduation;

one half of the credits to be in foundation courses, psychology and philosophy of education and the other half in methods and supervised student teaching. Specialized sequence, Every teacher of the social studies should have approximately 36 semester hours of college work directly relevant to the major subject area for which he is preparing to teach.

Group 24 made no recommendations in general education or professional education; however, in specialized content the group recommended:

Content Area (or course) Sequence and Hours

World History	6 - 6
American History	6 - 6
Political Science	3 - 6
Economics	3 - 6
Geography	3 - 6
Sociology	3 - 6
Cultural Anthropology	3 - 3
20th Century American History	3 - 3
20th Century World History	<u>3 - 3</u>
Totals	33 - 45

Add 15 hours in any one of the above fields to make a total of 48 to 60 semester hours.²

A study made by Willis D. Moreland,³ called by Wesley and

²National Commission on Teacher Education and Professional Standards, "Study Group Report, Set II, Prepared by Kansas Conference" (Washington, D.C.: National Commission on Teacher Education and Professional Standards, 1959). (Mimeographed.)

³Willis D. Moreland, "An Analysis of the Preparation of Secondary School Social Studies Teachers in Certain Selected Institutions" (unpublished Ph.D. thesis, The University of Nebraska, Lincoln, 1956).

Wronski "the most inclusive study available dealing with the preparation of secondary social studies teachers,"⁴ presented evidence of the type of programs provided for secondary social studies teachers in fifty selected colleges and universities throughout the country. The institutions studied by Moreland were from twenty-two states and the District of Columbia; there were thirty-four universities, nine teachers colleges, and seven colleges of liberal arts. The information was obtained through questionnaires, a study of catalogues, and personal visitations. Some of the major findings of the study were:

1. The broader social studies major appeared to be the most predominant type of major for prospective social studies teachers since 38 of the 50 institutions studied offered the major in the social studies.
2. In the institutions that provided for majors in the individual social studies disciplines, the history major ranks highest in the individual disciplines provided.
3. Students were frequently advised to select the broader preparation rather than to specialize in an individual discipline.
4. Hour requirements for social studies majors were generally higher than those required for majors in the individual disciplines.
5. The median number of hours required for a social studies

⁴Edgar B. Wesley and Stanley P. Wronski, Teaching Social Studies in High School (Boston: D. C. Heath and Company, 1958), p. 23.

major was 40 semester hours; for a history major, 28; for an economic major, 26; for a political science major, 25; and 24 for a major in either geography or sociology.

6. An analysis of the 40 semester hours required for the median preparation of a social studies major showed 16 hours assigned to history, 6 hours each to political science, economics, and sociology and 3 hours to geography.

7. Students who elect to major in one of the disciplines of the social studies were required in many cases to take additional work in other disciplines in the field.

8. More institutions offered social studies minors than offered minors in individual disciplines of the social studies.

9. A range of 16-31 semester hours was required for social studies minors; in geography, 11-27 semester hours; 12-24 semester hours in history; and from 11-18 semester hours in political science and sociology.

10. Twenty-four semester hours represented the median preparation for a minor in social studies, while the median minor was 18 semester hours in history, and 15 semester hours in each of the other social studies disciplines.⁵

Included in the literature pertaining to recommendations for social studies teacher education programs were the certification requirements established by the different states. Since this study dealt with selected State institutions in Tennessee, the State's

⁵Willis D. Moreland, "The Academic Preparation of Social Studies Teachers," Social Education, 22:384-86, December, 1958.

Regulations for Certification of Teachers⁶ was utilized in making the analysis. A summary of Tennessee's certification requirements for social studies teachers and the extent to which the selected institutions for this study met these requirements will be found in the following four chapters.

Several studies involving concepts in the social studies have been conducted. Some have listed concepts found in textbooks, newspapers, periodicals, and curriculum materials of specific educational programs. Others have attempted to determine the adequacy of certain groups' understandings of selected concepts.

Studies by Karpas⁷ and Hanabury⁸ are examples of the latter type. Karpas's study of secondary school social studies teachers' understandings of basic sociological concepts indicated an inadequacy

⁶Tennessee State Board of Education, Tennessee Regulations for Certification of Teachers, Revised August 7, 1959 (Nashville: State Board of Education, 1959).

⁷Melvin R. Karpas, "A Comparative Study of the Extent to Which Selected Secondary School Social Studies Teachers Comprehend Basic Sociological Concepts" (unpublished Master's thesis, Boston University, 1955).

⁸Richard A. Hanabury, "A Study of the Extent to Which Selected Social Studies Teachers Understand Basic Economic Concepts" (unpublished Master's thesis, Boston University, 1955).

in concepts related to values, race, folkways, group, status, and cultural lag. Hanabury conducted a similar study in economics and found a need for better understanding of economic concepts related to national income, credit controls, oligopoly, corporate securities, and business cycles.

A different approach to the study of economic concepts was taken by Glenn D. Overman,⁹ who studied the economic activities of business and industry in an effort to determine basic economic concepts that business executives believed everyone should know. Concepts were selected from several sources, including materials used in economic education programs sponsored by business and opinions of business executives. The list of concepts was rated by 268 policy-making executives as to the importance they attached to everyone's understanding them.

A more closely related study and one which was used in the selection of economic concepts in this study was Moorman's¹⁰ study

⁹Glenn D. Overman, "Basic Economic Concepts About the American Business System Which Business Executives Believe Everyone Should Know" (unpublished Ph.D. thesis, Indiana University, Bloomington, 1954).

¹⁰John H. Moorman, "A Study of Basic Economic Concepts in the High School Curriculum" (unpublished Ph.D. thesis, The State University of Iowa, Iowa City, 1948).

of economic concepts found in the secondary school curriculum. Since Moorman's study was of assistance in the selection of concepts used in this study, a summary of pertinent points of the research is reported. A statement of the problem follows:

The study proposed to determine (1) those economic concepts which are said to be important for living in a democracy, as defined by a consensus of selected educators, (2) to what extent the students who are graduating from our high schools understand these concepts, (3) to what extent high school teachers of economics understand these concepts.¹¹

In pursuing the problem, ten high school economic textbooks based upon the extent of use in the secondary schools were selected for analysis of concepts. Concepts were listed that were found common to five or more books or that were considered important enough for further evaluation. The same procedure was followed in a study of ten college textbooks selected upon recommendation of three college professors of economics.

A jury of thirty persons was chosen to evaluate and rate the concepts. Ten high school teachers of economics, ten college professors of economics, and ten leaders in business education

¹¹John H. Moorman, Basic Economic Concepts (Monograph 73. Cincinnati: South-Western Publishing Company, December, 1949), p. 7.

comprised the jury. The jury members were chosen upon recommendation of persons who knew of their work and interest in the study. The jury was asked to:

(a) rate each concept as to its importance in the high school curriculum, using numbers indicating the degree of importance--(1) essential, (2) important, (3) desirable, (4) unimportant, (5) undesirable; (b) indicate a restatement of a concept when it seemed desirable; (c) indicate a concept that is not good economic theory; (d) add any concept that would fall in ratings 1, 2, or 3 and which were not included in the list.¹²

The ratings were tabulated and the mean of the ratings for each concept was used as a measure for the final rating of the concept.

A test utilizing multiple choice items with five responses was prepared to test the understandings of the concepts. The test was administered to high school seniors in thirteen high schools and to college students who, with few exceptions, were teachers doing graduate work in nineteen teacher-preparing institutions.

Moorman reported several older studies that had used periodicals and texts in listing important topics or concepts to be taught in economics. The Readers Guide to Periodical Literature for 1924 and the New York Times Index for 1924 were used by Wells¹³ to rank

¹²Ibid., p. 13

¹³Ibid., p. 10.

political science activities according to their frequency of occurrence. Lawrence¹⁴ studied the vocabulary of business and economic terms that should be understood by teachers of business and students on the secondary level by preparing a frequency list of terms found in Time magazine and The Saturday Evening Post. Bowman¹⁵ made a similar study of various economic topics found in eight magazines over a period of eight years, 1912-1921.

Textbooks were used as sources in the selection of concepts by Burns¹⁶ and Billings.¹⁷ Burns selected economic concepts from texts used in Iowa and administered tests designed to determine the student's knowledge and ability to apply principles related to the concepts. Billings, in an effort to determine generalizations desirable for secondary students, listed 888 generalizations taken from twenty-seven books in the field of social studies (eight, geography; six, economics; six, sociology; five, government; one, culture; and one, law).

¹⁴Ibid., p. 11.

¹⁵Ibid., p. 10.

¹⁶Ibid.

¹⁷Ibid.

The Council for Advancement of Secondary Education, in its efforts to contribute to economic education, conducted two studies to determine the basic understandings necessary for citizenship. In the first study, suggestions were considered from over two thousand major groups in our economy and, from these suggestions, lists of basic economic topics were compiled.¹⁸ The second study identified economic terms and concepts commonly used from an analysis of newspapers, general magazines, farm journals, labor union journals, and company publications.¹⁹

Most of the related literature dealing with concepts was in the field of economics. A survey of the literature failed to reveal any specific studies dealing with concepts in American history per se; but, because of the nature of history, historical concepts were frequently found in studies of the broad area of the social studies. An example

¹⁸Council for Advancement of Secondary Education, Key Understandings in Economics: Derivation, Validation, and Evaluation of a Composite List of Basic Economic Topics (Washington, D.C.: Council for Advancement of Secondary Education, 1956).

¹⁹Council for Advancement of Secondary Education, Economics in the Press: A Survey of Magazines and Newspapers for Economic Terms (Washington, D.C.: Council for Advancement of Secondary Education, 1956).

of this type is the Guide to Content in the Social Studies, published by the National Council for the Social Studies.²⁰ Ad hoc committees on concepts and values of the National Council for the Social Studies developed fourteen themes and listed illustrative concepts under each that may be used in the selection of content in the social studies. A list of the fourteen themes developed follows:

1. The Intelligent Use of the Forces of Nature
2. Recognition and Understanding of World Interdependence
3. Recognition of the Dignity and Worth of the Individual
4. The Use of Intelligence to Improve Human Living
5. The Vitalization of our Democracy Through an Intelligent Use of our Public Education Facilities
6. The Intelligent Acceptance, by Individuals and Groups, of Responsibility for Achieving Democratic Social Action
7. Increasing the Effectiveness of the Family as a Basic Social Institution
8. The Effective Development of Moral and Spiritual Values
9. The Intelligent and Responsible Sharing of Power in Order to Attain Justice

²⁰National Council for the Social Studies, A Guide to Content in the Social Studies (Report of the NCSS Committees on Concepts and Values. Washington, D.C.: National Council for the Social Studies, 1957).

10. The Intelligent Utilization of Scarce Resources to Attain the Widest General Well-Being

11. Achievement of Adequate Horizons of Loyalty

12. Cooperation in the Interest of Peace and Welfare

13. Achieving a Balance Between Social Stability and Social Change

14. Widening and Deepening the Ability to Live More Richly.²¹

Although the publication represented the ideas of some of the National Council's leading members, few, if any, of the American history and economic professors encountered in the conduct of this study were familiar with it. In discussing specific concepts taken from the publication with professors interviewed in this study, the most frequent comment seemed to be that the concepts were too broad to be meaningful.

II. PROCEDURES

The selection of the thesis topic grew out of a background of interest and study in the field. The topic was limited to selected State institutions in Tennessee because of the necessity of narrowing

²¹Ibid.

the subject to practical proportions and for reasons of interest and availability of data. The institutions to be studied were selected by choosing the four State institutions that graduated the largest number of social studies students during the school year 1956-57.²²

The literature pertaining to recommended requirements for the preparation of social studies teachers was reviewed in an effort to establish a base from which an analysis of social studies teacher education curricula could be conducted. However, the review of the literature revealed that professional organizations had done little beyond recommending minimum course and hour requirements. From recommendations and requirements of this type, the Tennessee Regulations for the Certification of Teachers²³ and the National Council for the Social Studies' recommended program for social studies teachers²⁴ were selected as standards against which the analysis of the social studies teacher education curricula included in this study was made.

²²United States Department of Health, Education and Welfare, Office of Education, Earned Degrees Conferred by Higher Educational Institutions, 1956-1957, Circular No. 527 (Washington, D.C.: Government Printing Office, 1958), pp. 164-78.

²³Tennessee State Board of Education, loc. cit.

²⁴Brown, loc. cit.

In addition to minimum course and hour requirements, there was a desire to include an analysis of certain phases of social studies content. The decision to focus the analysis on American history and economic courses was made in light of interest, academic background, and status of the disciplines in the secondary school curriculum.

An analysis of American history and economic courses was made to determine if recommended concepts were considered in the courses required for prospective social studies teachers. Frequently occurring American history and economic concepts were selected from textbooks, research studies, and readings suggested by members of the University of Tennessee's departments of history and economics. The lists were then presented to professors of history and economics at the University of Tennessee, who were asked to make comments pertaining to:

- (1) necessary revision in the interest of accuracy of the concepts,
- (2) possible deletions or additions to the list, and (3) organization or arrangement of sequence of the concepts. The concepts were then revised to include the suggestions made.

The revised lists of one hundred American history and one hundred economic concepts were then sent to their respective juries composed of ten college history and ten college economic professors (for the most part, heads of their departments and members of the

National Council for the Social Studies' Committees on Concepts and Values). See Appendix D for a list of the jurors. The jurors were asked to rate each concept as to the desirability of its inclusion in the curriculum required for prospective secondary school American history and economic teachers. Desirability was defined as the extent to which the juror recommended the concept be included in the curriculum. The following point scale was developed as a device for indicating the degree of desirability: 3--very desirable, 2--desirable, 1--of slight or questionable desirability, 0--undesirable. See Appendixes A and B for copies of the rating sheets used.

The jurors' responses were tabulated and the mean score for each concept was computed. Table I presents the ratings assigned each American history concept by the jurors. As the table indicates, eighty of the one hundred concepts received a mean score of 2 or more. Thus, according to the rating scale, the eighty concepts were recommended for inclusion in the required American history courses. The first column of the table refers to the list of American history concepts presented in Appendix A. Any further references to American history concepts by number will be referring to this list.

The ratings assigned the economic concepts by the jurors are found in Table II. As indicated by the table, eighty-seven of the one

TABLE I

RATINGS ASSIGNED AMERICAN HISTORY CONCEPTS
BY JURY OF COLLEGE PROFESSORS

Concept Number	Rating Scale				Score	
	0	1	2	3	Total	Mean
1		1	6	3	22	2.2
2		1	5	4	23	2.3
3			5	5	25	2.5
4		2	4	4	22	2.2
5		1	6	3	22	2.2
6			6	4	24	2.4
7		2	6	2	20	2.0
8			6	3	21	2.3
9			6	4	24	2.4
10		6	4		14	1.4
11			6	4	24	2.4
12			8	2	22	2.2
13			6	4	24	2.4
14		5	1	4	19	1.9
15			7	3	23	2.3
16			3	7	27	2.7
17	1	3	6		15	1.5
18			5	5	25	2.5
19			9	1	21	2.1
20			5	5	25	2.5
21			9	1	21	2.1
22			4	6	26	2.6
23		2	6		14	1.7
24			7	3	23	2.3
25		1	7	2	21	2.1
26			8	2	22	2.2
27			1	9	29	2.9
28	1	3	6		15	1.5
29			6	4	24	2.4
30		1	6	3	22	2.2
31		1	2	7	26	2.6
32			6	4	24	2.4
33			8	2	22	2.2

TABLE I (continued)

Concept Number	Rating Scale				Score	
	0	1	2	3	Total	Mean
34		1	6	2	19	2.1
35		1	3	6	25	2.5
36		1	5	4	23	2.3
37		2	5	3	21	2.1
38		1	7	2	21	2.1
39		1	7	2	21	2.1
40		2	5	3	21	2.1
41	2	3	5		13	1.3
42		2	6	2	20	2.0
43			10		20	2.0
44			6	4	24	2.4
45			9	1	21	2.1
46			4	5	23	2.5
47		1	6	3	22	2.2
48		2	6	2	20	2.0
49		1	8	1	20	2.0
50			6	4	24	2.4
51		1	7	2	21	2.1
52		2	5	3	21	2.1
53			10		20	2.0
54	1	1	4	4	21	2.1
55	1	1	5	3	20	2.0
56		2	4	4	22	2.2
57	2	1	7		15	1.5
58		1	8	1	20	2.0
59		5	5		15	1.5
60		5	5		15	1.5
61		1	8	1	20	2.0
62			8	2	22	2.2
63			6	4	24	2.4
64		1	8	1	20	2.0
65		5	4		13	1.4
66		2	4	3	19	2.1
67		2	6	2	20	2.0
68		1	8	1	20	2.0
69			6	4	24	2.4

TABLE I (continued)

Concept Number	Rating Scale				Score	
	0	1	2	3	Total	Mean
70		1	4	4	21	2.3
71		2	4	4	22	2.2
72	1	2	6	1	17	1.7
73		2	5	3	21	2.1
74			9	1	21	2.1
75	1	2	3	4	20	2.0
76		2	5	3	21	2.1
77	1	3	6		15	1.5
78		4	4	2	18	1.8
79		1	5	3	20	2.2
80			6	4	24	2.4
81		1	5	4	23	2.3
82		1	4	5	24	2.4
83		1	5	3	20	2.2
84		1	5	4	23	2.3
85	1	4	5		14	1.4
86	2	3	5		13	1.3
87	1	1	4	4	21	2.1
88	1	3	4	1	14	1.5
89	2	3	4		11	1.2
90	1	1	4	4	21	2.1
91	2	1	6	1	16	1.6
92	2	3	4	1	14	1.4
93	1	1	4	4	21	2.1
94	1		5	4	22	2.2
95	2		3	5	21	2.1
96			7	3	23	2.3
97		1	7	1	18	2.0
98		1	4	5	24	2.4
99	1	4	5		14	1.4
100		1	5	4	23	2.3

TABLE II
RATINGS ASSIGNED ECONOMIC CONCEPTS
BY JURY OF COLLEGE PROFESSORS

Concept Number	Rating Scale				Score	
	0	1	2	3	Total	Mean
1			3	7	27	2.7
2			2	7	25	2.7
3			2	8	28	2.8
4		1	3	6	25	2.5
5			4	6	26	2.6
6		1	4	5	24	2.4
7			2	8	28	2.8
8			5	5	25	2.5
9			5	5	25	2.5
10			4	6	26	2.6
11			2	8	28	2.8
12	1	3	4	2	17	1.7
13		1	3	6	25	2.5
14		2	4	4	22	2.2
15		2	6	2	20	2.0
16		2	6	2	20	2.0
17		2	6	2	20	2.0
18			7	3	23	2.3
19		1	8	1	20	2.0
20		3	6	1	18	1.8
21		2	7	1	19	1.9
22		1	5	4	23	2.3
23	1		6	3	21	2.1
24		1	6	3	22	2.2
25		1	6	3	22	2.2
26			2	8	28	2.8
27			5	4	22	2.4
28			5	5	25	2.5
29		1	4	5	24	2.4
30			4	6	26	2.6
31			2	8	28	2.8
32			2	8	28	2.8
33			8	2	22	2.2

TABLE II (continued)

Concept Number	Rating Scale				Score	
	0	1	2	3	Total	Mean
34		2	4	4	22	2.2
35			8	2	22	2.2
36		1	7	2	21	2.1
37		1	7	2	21	2.1
38		1	5	4	23	2.3
39		2	4	4	22	2.2
40			2	8	28	2.8
41		2	6	2	20	2.0
42		3	6	1	18	1.8
43		3	6	1	18	1.8
44		2	6	2	20	2.0
45		1	8	1	20	2.0
46		3	4	3	20	2.0
47		2	6	2	20	2.0
48		2	5	3	21	2.1
49		2	4	4	22	2.2
50		1	5	4	23	2.3
51			9	1	21	2.1
52		3	6	1	18	1.8
53		1	8	1	20	2.0
54		1	7	2	21	2.1
55		3	7		17	1.7
56		2	8		18	1.8
57			9	1	21	2.1
58			5	5	25	2.5
59		1	3	6	25	2.5
60		2	8		18	1.8
61		1	8	1	20	2.0
62			8	2	22	2.2
63		1	7	2	21	2.1
64		2	5	3	21	2.1
65		2	5	3	21	2.1
66		2	5	3	21	2.1
67	1	2	6	1	17	1.7
68		1	4	5	24	2.4
69		2	5	3	21	2.1

TABLE II (continued)

Concept Number	Rating Scale				Score	
	0	1	2	3	Total	Mean
70		1	7	2	21	2.1
71		2	2	6	24	2.4
72			8	2	22	2.2
73		1	5	4	23	2.3
74	1		5	4	22	2.2
75	1	3	4	2	23	2.3
76	1	1	6	2	19	1.9
77	1	1	4	4	21	2.1
78			5	5	25	2.5
79			4	6	26	2.6
80		1	2	7	26	2.6
81		1	6	3	22	2.2
82			5	5	25	2.5
83		1	6	3	22	2.2
84			5	5	25	2.5
85		1	5	4	23	2.3
86			8	2	22	2.2
87		1	6	3	22	2.2
88		1	5	4	23	2.3
89			4	6	26	2.6
90		4	6		16	1.6
91		3	4	3	20	2.0
92		1	8	1	20	2.0
93		3	3	4	21	2.1
94		1	3	6	25	2.5
95		3	3	4	21	2.1
96		3	6	1	18	1.8
97		3	3	4	21	2.1
98		2	6	2	20	2.0
99		2	5	2	18	2.0
100		2	4	3	19	2.1

hundred concepts were recommended for inclusion in the economic courses required for prospective secondary social studies teachers. All references to economic concepts by numbers refer to the list of economic concepts found in Appendix B.

A questionnaire including the recommended concepts was developed and sent to American history and economic professors responsible for teaching courses required for prospective secondary school social studies teachers. Respondents were asked to indicate if the recommended concepts were: (1) included in the text(s) used in teaching the course(s); (2) included in the outside readings required; (3) included in the lectures presented in the course; and (4) included in other sources not mentioned here. Appendix C includes the questionnaire sent to the institutions studied. In addition to the questionnaire, data were gathered by interviews and a study of curriculum materials from each of the institutions.

CHAPTER III

AN ANALYSIS OF THE UNIVERSITY OF TENNESSEE'S SOCIAL STUDIES TEACHER EDUCATION CURRICULUM

The purpose of this chapter was to analyze the University of Tennessee's social studies teacher education curriculum with respect to (1) Tennessee's certification requirements, (2) recommendations made by the National Council for the Social Studies, (3) recommended concepts for required American history courses, and (4) recommended concepts for required economic courses.

I. TENNESSEE REGULATIONS FOR CERTIFICATION OF TEACHERS

General Education

The regulations for the certification of Tennessee teachers as established by the State Board of Education called for sixty quarter hours of general education.¹ The recommended distribution of the sixty quarter hours was as follows: nine hours each in (a) communications and (b) health, physical education, personal development, and

¹Tennessee State Board of Education, Tennessee Regulations for Certification of Teachers, Revised August 7, 1959 (Nashville: State Board of Education, 1959), pp. 10-11.

home living; twelve hours each in (c) the natural sciences and (d) the social studies; fifteen and three hours, respectively, in (e) the humanities and (f) mathematics. Five of the six areas above listed must be included.

Table III indicates that the University of Tennessee College of Education's total requirement for general education² exceeded the State's certification requirements by twenty-six quarter hours. The breakdown of general education into the prescribed areas revealed that the State's requirements would be met in the humanities and mathematics and exceeded in the other areas.

Professional Education

A comparison of professional education requirements established by the Tennessee State Board of Education and the University of Tennessee indicated that the State required thirty-six quarter hours in professional education and the University thirty-nine.³

Social Studies Endorsement

Two plans for endorsement in the social studies were provided

²The University of Tennessee Record, General Catalog 1958-1960, Vol. 61, No. 3 (Knoxville: University of Tennessee Press, May, 1958), p. 227.

³Ibid.

TABLE III

A COMPARISON OF TENNESSEE'S CERTIFICATION REQUIREMENTS
WITH THE UNIVERSITY OF TENNESSEE COLLEGE OF EDUCATION'S
REQUIREMENTS IN GENERAL EDUCATION^a

General Education	Tennessee's Certification Requirements	University of Tennessee College of Education's Requirements
Communications	9	12
Humanities	15	15
Health and Physical Education	9	11
Natural Science	12	24
Social Studies	12	21
Mathematics	<u>3</u>	<u>3</u>
Total	60	86

^aReported in quarter hours.

by the State's certification regulations.⁴ One plan was designed for area or group certification and the other for individual subject certification.

For endorsement under the area or group plan, the applicant must have completed a total of fifty-four quarter hours in the social studies, distributed as follows: nine hours each in American history, European or World history, sociology, geography, economics, and government.

Applicants interested in endorsement in individual social studies disciplines other than history were required to present a minimum of eighteen quarter hours in the discipline for which endorsement was desired. This plan of endorsement was applicable only to economics, sociology, geography, and government.

An endorsement in history could be obtained by offering a minimum of twenty-seven quarter hours distributed in the following manner: nine hours in American history, nine hours in European or World history, and nine hours in history electives.

According to the University of Tennessee catalog, a student in the College of Education could follow one of two plans in meeting

⁴Tennessee State Board of Education, op. cit., p. 16.

his requirements for a major in the social studies. The first plan, which the catalog referred to as a Class I major, provided an area or group major. The second plan, referred to as a Class III major, was designed for students desiring to concentrate their efforts in fewer fields.⁵

As shown in Table IV, which describes the Class I major, the College of Education's total social studies area requirements exceeded the State's certification requirements by eighteen quarter hours. The difference was the College of Education's requirements of history electives and related subjects.

The University of Tennessee's social studies students interested in meeting individual area endorsements could have done so in at least three subjects by following the College of Education's Class III program. This program required the student to complete thirty quarter hours in one subject and twenty-four quarter hours in each of two other subjects. Therefore, by taking the greater concentration in history, the student would have exceeded endorsement requirements in at least three disciplines.

According to the comparison made, the University of Tennessee

⁵The University of Tennessee Record, op. cit., pp. 229-30.

TABLE IV

A COMPARISON OF TENNESSEE'S SOCIAL STUDIES AREA CERTIFICATION
REQUIREMENTS WITH THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION'S REQUIREMENTS
FOR A SOCIAL STUDIES MAJOR^a

Social Studies	Tennessee's Area Certification Requirements	University of Tennessee College of Education's Area Major Requirements
American History	9	9
European or World History	9	9
Electives (History)		9
Sociology	9	9
Geography	9	9
Economics	9	9
Government	9	9
Related Fields	—	<u>9</u>
Total	54	72

^aReported in quarter hours.

Bachelor of Science students in the College of Liberal Arts would have, in most instances, met or exceeded the State certification requirements for individual subject endorsement by completing their departmental major and minor requirements. The requirements as stated in the University of Tennessee Record were: thirty-six quarter hours for a major and eighteen for a minor in either political science, economics, or sociology; forty-five quarter hours for a major and eighteen for a minor in geography; and in history, thirty-six quarter hours plus nine in political science and nine in either sociology or economics for a major and eighteen quarter hours for a minor.⁶

Although none of the departmental requirements met the State's area certification requirements, with the exception of the history minor, all the departmental major or minor requirements met or exceeded their respective individual subject endorsement requirements.

II. RECOMMENDATIONS OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

General Education

The National Council for the Social Studies recommended that

⁶Ibid., pp. 81-87.

one-third of the student's total undergraduate program be in general education and that a minimum of fifteen semester hours of general education be taken in the social studies.⁷ Table V compares the University of Tennessee College of Education's requirements⁸ with the council's recommendation. The College of Education's requirements more than adequately met the council's recommendation on one-third student load in general education, but they fell short one semester hour of the recommended fifteen semester hours in social studies.

Social Studies Major

The National Council recommended that the social studies major be comprised of a minimum of forty-eight semester hours, twenty-four of which should be taken in one of the social studies disciplines and approximately twenty-four in at least three of the other social studies disciplines. History could be included in either the major or the minor; and the student should meet the broad major requirements, even if he chooses one of the individual disciplines as

⁷Richard G. Brown, "Report of the NCSS Committee on Teacher Education and Certification," Social Education, 23:229, May, 1959.

⁸The University of Tennessee Record, op. cit., p. 227.

TABLE V

A COMPARISON OF THE UNIVERSITY OF TENNESSEE COLLEGE OF
EDUCATION'S GENERAL EDUCATION REQUIREMENTS WITH
RECOMMENDATIONS OF THE NATIONAL COUNCIL
FOR THE SOCIAL STUDIES

General Education	National Council for the Social Studies Recommendations	University of Tennessee College of Education's Requirements ^a
General Education	A minimum of 33.3 per cent of total undergraduate program	45.2 per cent of total undergraduate program
Social Studies (general education requirement)	15 semester hours	14 semester hours

^aConverted to semester hours

his major.⁹

As discussed earlier, the University of Tennessee College of Education's Class III major for social studies students required twenty semester hours in one subject and sixteen semester hours in each of two other disciplines.¹⁰ This program would not meet the broad major requirements recommended by the National Council even if the student chose to take all three of the subjects in the social studies.

Table VI shows that the University of Tennessee College of Education's Class I major¹¹ met the National Council's requirement of forty-eight semester hours for the broad social studies major. However, where the National Council's recommendation permitted the area major to place a major or minor emphasis in history, the College of Education's area major allowed only the major emphasis in history. Also, the college's requirement of eighteen semester hours in history fell short of meeting the National Council's recommended twenty-four semester hours in either history or one other of the social studies

⁹Brown, loc. cit.

¹⁰The University of Tennessee Record, op. cit., p. 230.

¹¹Ibid., p. 229.

TABLE VI

A COMPARISON OF THE UNIVERSITY OF TENNESSEE COLLEGE OF
EDUCATION'S REQUIREMENTS FOR THE CLASS I SOCIAL
STUDIES MAJOR WITH RECOMMENDATIONS OF THE
NATIONAL COUNCIL FOR THE SOCIAL STUDIES

National Council for the Social Studies Recommendations	University of Tennessee College of Education's Requirements ^a
24 semester hours in either history or one other social studies discipline	18 semester hours in history
24 semester hours in at least three social studies disciplines other than the major	6 semester hours in each of the following: economics, geography, political science, sociology, and 6 semester hours in the above or related fields
Students should meet the above broad major requirements even if they major in one of the individual social studies disciplines	Students may satisfy the major requirement by following a more concentrated program (Class III)
Total semester hours recommended: 48	Total semester hours required: 48

^aConverted to semester hours.

disciplines.

The National Council's recommendation of twenty-four semester hours in at least three of the social studies disciplines other than the major was met by the college's requirement of at least six semester hours in each of the following courses: economics, geography, political science, and sociology. In addition, the College of Education's social studies major was required to complete six semester hours in the above or related fields.

In contrast to the College of Education major, the Liberal Arts student would follow a more concentrated program, as outlined by their departmental major-minor requirements which were presented on page 38. Only the National Council's recommendation pertaining to depth would be met by this program.

Professional Education

The National Council for the Social Studies recommended eighteen semester hours in professional education designed to develop understandings in the following areas: (1) the historical role and function of the school in American society, (2) the philosophy of education, (3) the nature of the learner and the learning process, (4) methods of teaching the social studies, and (5) student teaching.¹²

¹²Brown, op. cit., pp. 229-30.

The University of Tennessee College of Education's requirement of twenty-six semester hours of professional education¹³ exceeded the recommended eighteen semester hours established by the National Council. Furthermore, an examination of the University's core professional education program¹⁴ revealed that all the above areas recommended by the National Council were given consideration in one or more of the required professional education courses.

Synthesis

A seminar, course, or similar effort to bring together all the social studies disciplines to bear on a given problem or problems was recommended by the National Council for the Social Studies.¹⁵ The College of Education requirement of Social Science 201-2-3,¹⁶ which was described by the catalog as an integrated course with primary emphasis on cultural anthropology, sociology, political science, and

¹³The University of Tennessee Record, op. cit., p. 227.

¹⁴The University of Tennessee, Program of Teacher Education at the University of Tennessee, 1955-56 (report submitted to the State Board of Education, April 1956), pp. 75-114.

¹⁵Brown, op. cit., p. 230.

¹⁶The University of Tennessee Record, loc. cit.

economics, with collateral study of psychology and geography,¹⁷ compared favorably with the council's recommendation.

III. AMERICAN HISTORY CONCEPTS

The recommended American history concepts included in the questionnaire discussed in Chapter II and presented in Appendix C were used as a basis for analyzing the American history courses required for prospective social studies teachers. The questionnaire was distributed to the three University of Tennessee American history professors responsible for teaching the courses. A tabulation of the responses received from all three of the professors is presented in Table VII. The first column of the table refers to the list of concepts found in Appendix A.

Texts

Two texts were reported to be used in the teaching of the required American history courses.¹⁸ The second column of Table VII

¹⁷Ibid., p. 171.

¹⁸John D. Hicks, The Federal Union: A History of the United States to 1865 (second edition; Cambridge: Houghton Mifflin Company, 1952); and John D. Hicks, The American Nation: A History of the United States from 1865 to the Present (third edition; Cambridge: Houghton Mifflin Company, 1955).

TABLE VII

NUMBER OF UNIVERSITY OF TENNESSEE PROFESSORS OF AMERICAN
HISTORY REPORTING THE INCLUSION OF RECOMMENDED
CONCEPTS IN TEXTS, READINGS, AND LECTURES

Concept Number	A Text	B Readings	C Lecture
1	3	3	3
2	2	1	2
3	3	3	2
4	3	1	3
5	2		1
6	3	2	3
7	1	1	2
8	3	3	3
9	3	3	3
11	3		2
12	3	2	3
13	3	1	2
15	3	2	3
16	3	1	3
18	3	2	3
19	2	1	2
20	3	1	3
21	2	2	3
22	1	1	2
24	3	1	3
25	3	1	2
26			2
27	2	2	3
29	3	1	3
30	3	2	3
31	3	2	3
32	3	2	3
33	2	2	3
34	3	1	3
35	3	2	3
36	2		1
37	2		1

TABLE VII (continued)

Concept Number	A Text	B Readings	C Lecture
38	1		1
39	1		2
40	2	1	2
42	2	1	2
43	3	3	3
44	3	3	3
45	3	3	3
46	3	3	3
47	3	1	3
48	3	3	3
49	3	2	3
50	3	1	3
51	3	2	2
52	3	1	3
53	3	2	3
54	3	1	3
55	3	1	3
56	3	2	3
58	3	1	2
61	3	2	3
62	3	3	3
63	3	2	3
64	3	1	3
66	3	1	3
67	3	1	3
68	3	2	3
69	3	1	3
70	1	1	3
71	2	1	2
73	3	1	2
74	2	1	3
75	3	3	3
76	3	2	3
79	3	1	3
80	3	2	3
81	2	1	3

TABLE VII (continued)

Concept Number	A Text	B Readings	C Lecture
82	1	1	3
83	2	1	2
84	1		1
87			
90	2		2
93	1		1
94			1
95			
96	2	1	2
97	1		1
98	2	1	2
100	1		1

presents a tabulation of the responses to question "A," which asked the respondents to indicate if the concepts were included in the texts used. According to the responses, the respondents were in complete agreement on the following points: (1) forty-nine, or 61 per cent, of the recommended concepts were included in the texts; and (2) four, or 5 per cent, of the recommended concepts were not in the texts. There was lack of complete agreement by the respondents as to the inclusion of only twenty-seven, or 34 per cent, of the recommended concepts.

Outside Readings

The third column of Table VII, page 46, presents a tabulation of the responses to question "B," which asked the respondents to indicate if the concepts were included in outside readings required in the courses taught. All three of the respondents reported that (1) eleven, or 14 per cent, of the recommended concepts were included in the required outside readings; and (2) fourteen, or 17 per cent, of the recommended concepts were not included in the required outside readings. There was lack of complete agreement on the inclusion of the remaining fifty-five, or 69 per cent, of the recommended concepts.

Lectures

The fourth column of Table VII, page 46, presents a tabulation of the responses to question "C," which asked the respondents to indicate if the concepts were included in the lectures presented to the class. All three of the respondents reported that (1) forty-nine, or 61 per cent, of the recommended concepts were included in their lectures; and (2) two, or 3 per cent, of the recommended concepts were not included. Although the remaining twenty-nine, of 36 per cent, of the recommended concepts were not reported by all the respondents as being included in their lectures, twenty were reported by two of the three respondents and nine by at least one of the respondents.

Other

No response was given to question "D," which asked the respondents to indicate if the concepts were taught through other sources not indicated by questions "A," "B," or "C."

It may be observed from responses to questions "A," "B," and "C" that:

1. Of the eighty recommended concepts, only 3 per cent were not reported in any of the sources and 14 per cent were reported by all of the respondents as being included in each of the three sources.

2. The respondents identified forty-two, or 53 per cent, of the recommended concepts as being included in both their texts and lectures.

IV. ECONOMIC CONCEPTS

A questionnaire similar to the one sent to American history professors (see Appendix C) was distributed to the seven professors at the University of Tennessee responsible for teaching the required economic courses included in this study. All of the professors responded to the questionnaire. Since some of the professors taught different courses and used different texts, the situation was unlike the American history professors reported in the preceding section of this chapter. Therefore, reporting the number of professors in complete agreement on the inclusion of certain groups of concepts may be less meaningful.

A tabulation of the professors' responses may be found in Table VIII. The first column of the table refers to the list of economic concepts found in Appendix B.

Texts

Four texts were reported as being used in the teaching of the

TABLE VIII

NUMBER OF UNIVERSITY OF TENNESSEE PROFESSORS OF ECONOMICS
REPORTING THE INCLUSION OF RECOMMENDED CONCEPTS
IN TEXTS, READINGS, LECTURES, AND OTHER SOURCES

Concept Number	A Text	B Readings	C Lecture	D Other
1	6	2	6	
2	6	2	6	
3	4	1	5	
4	4		4	
5	6	1	6	
6	4	1	3	
7	6	1	5	
8	4		4	
9	5		5	
10	7	1	6	
11	7	1	6	
13	7	1	6	
14	2		2	
15	4		3	
16	4		3	
17	4		3	
18	3		3	
19	3		3	
22	3		3	
23	4		5	
24	1		2	
25	3		4	
26	4		4	
27	6	1	6	
28	5	2	4	
29	6	1	5	
30	5	2	5	
31	3	1	4	
32	4	1	4	
33	3	1	3	
34	4	1	3	
35	2	1	3	

TABLE VIII (continued)

Concept Number	A Text	B Readings	C Lecture	D Other
36	1		1	
37	3	1	3	
38	3	1	3	2
39	3		3	
40	3	1	3	
41	3	2	3	
44	4		3	
45	3		3	
46	4	1	4	
47	2		3	
48	4		3	
49	4		3	
50	5		5	
51	5		4	
53	2		3	
54	6	2	6	
57	6	2	5	
58	4	1	3	
59	2		3	
61	6	1	6	1
62	6	2	6	1
63	5	2	5	
64	5		5	1
65	5		5	
66	6		5	
68	3		3	
69	3		3	
70	3		3	
71	4		3	
72	4		3	
73	5		4	
74	4	1	4	
75	4	1	3	
77	3	1	3	
78	2		3	
79	4	1	5	

TABLE VIII (continued)

Concept Number	A Text	B Readings	C Lecture	D Other
80	4	1	5	
81	2	1	2	
82	4	1	4	
83	2		2	
84	5		5	
85	2		2	
86	3		3	
87	2		2	
88	3		2	
89	2		2	
91	3		3	
92	4		4	
93	2		3	
94	3	2	4	
95	2		2	
97	2		2	
98	3		4	
99	4	1	3	
100	1		5	

required economic courses included in this study.¹⁹ A tabulation of the responses to question "A" of the questionnaire is presented in the second column of Table VIII, page 52. Question "A" asked the professors to indicate if the concepts were included in the texts used in teaching the courses. The responses indicated that:

1. Every concept was included in the texts used, according to the report of at least one respondent.

2. Only 3 per cent of the recommended concepts were reported as included in the texts used by all of the respondents.

3. While there was lack of complete agreement on the remaining eighty-four concepts, six respondents reported agreement on eleven, or 13 per cent; five respondents reported agreement on ten, or 12 per cent; four respondents reported agreement on twenty-five, or 29 per cent; three respondents reported agreement on twenty-one, or 24 per cent; and two respondents reported agreement on fourteen, or 16 per cent. The remaining three concepts were

¹⁹Howard S. Dye and others, Economics: Principles, Problems, and Perspectives, I (Minneapolis: Burgess Publishing Company, 1957); Howard S. Dye and others, Economics: Principles, Problems, and Perspectives, II (Minneapolis: Burgess Publishing Company, 1958); Paul Sultan, Labor Economics (New York: Henry Holt and Company, 1957); and A. L. Myers, Elements of Modern Economics (fourth edition; New York: Prentice-Hall, Inc., 1956).

indicated by at least one of the six respondents as being included.

Outside Readings

Question "B" of the questionnaire asked the respondents to indicate if the concepts were included in the required outside readings used in the teaching of their courses. The third column of Table VIII, page 52, presents a tabulation of the responses to the question. The responses indicated that:

1. Only two of the respondents required outside readings in the teaching of their courses.
2. Thirty-eight, or 44 per cent, of the recommended concepts were reported to be in the outside readings required.

Lectures

The respondents were asked to indicate if the concepts were included in the lectures presented to their classes. The fourth column of Table VIII, page 52, presents a tabulation of the responses to the question. The responses indicated that:

1. All of the concepts were reported by at least one of the respondents as being included in their lectures.
2. While there was no concept that appeared in all of the respondents' lectures, six respondents reported agreement on the

presence of ten, or 12 per cent, of the concepts; five reported agreement on sixteen, or 18 per cent; four reported agreement on fifteen, or 17 per cent; three reported agreement on thirty-five, or 40 per cent; and two reported agreement on ten, or 12 per cent. The remaining concepts were reported by one respondent.

Other Sources

The fifth column of Table VIII, page 52, presents a tabulation of the responses to question "D," which asked the respondents to indicate if the concepts were taught through other sources not indicated by questions "A," "B," and "C." As the table shows, only four concepts were reported to be taught through other sources.

It may be observed from responses to the four questions that:

1. All of the concepts were reported by at least one of the respondents to be in both the texts and the lectures.
2. Only two of the respondents indicated the use of outside readings and other sources in the teaching of their courses.

V. CHAPTER SUMMARY

Section I of this chapter dealt with a comparison of the University of Tennessee's social studies requirements with the State Board of Education's regulations for the certification of teachers. The

section revealed that the University's requirements exceeded the State's requirements in general education, professional education, and subject endorsements. The margin of excess was smaller in professional education and subject endorsements than in general education.

Section II of the chapter revealed that the National Council for the Social Studies' recommendations for social studies teacher education programs were partially met by the University of Tennessee College of Education's requirements. Recommendations were made in four areas: (1) general education, (2) professional education, (3) social studies major requirements, and (4) synthesis of social studies courses. The University's requirements exceeded the recommendations in areas "2" and "4" and lacked only one semester hour of meeting the general education recommendation. However, both the University of Tennessee College of Education's Class I and Class III programs for social studies majors failed to fully meet the council's recommendations. Whereas the Class I program adequately met recommendations pertaining to total hours and breadth of coverage, it failed to meet the council's recommendations concerning major subject emphasis. On the other hand, the Class III social studies program failed to meet the recommendations pertaining to total hours

and breadth of coverage .

Sections III and IV of the chapter dealt with the responses to the questionnaires distributed to American history and economic professors included in the study . The questionnaires were concerned with determining if the recommended concepts discussed in Chapter II were included in the American history and economic courses required for prospective social studies teachers . An analysis of the responses revealed that (1) only 3 per cent of the recommended American history concepts were not reported in any of the sources investigated, and (2) all of the recommended economic concepts were reported to be in at least one source .

CHAPTER IV

AN ANALYSIS OF EAST TENNESSEE STATE COLLEGE'S SOCIAL STUDIES TEACHER EDUCATION CURRICULUM

The purpose of this chapter was to analyze East Tennessee State College's social studies teacher education curriculum with respect to (1) Tennessee's certification requirements, (2) recommendations made by the National Council for the Social Studies, (3) recommended concepts for required American history courses, and (4) recommended concepts for required economic courses.

I. TENNESSEE REGULATIONS FOR CERTIFICATION OF TEACHERS

General Education

The general education requirement for the certification of Tennessee teachers is sixty quarter hours.¹ The recommended distribution of the required hours and a comparison with East Tennessee State College's general education requirements² are shown in Table IX.

¹Tennessee State Board of Education, Tennessee Regulations for Certification of Teachers, Revised August 7, 1959 (Nashville: State Board of Education, 1959), pp. 10-11.

²East Tennessee State College Bulletin, Vol. 47, No. 5, February-March, 1959, pp. 62-64.

TABLE IX

A COMPARISON OF TENNESSEE'S CERTIFICATION REQUIREMENTS
WITH EAST TENNESSEE STATE COLLEGE'S REQUIREMENTS
IN GENERAL EDUCATION^a

General Education	Tennessee's Certification Requirements	East Tennessee State College's Requirements
Communications	9	9
Humanities	15	15
Health and Physical Education	9	9
Natural Science	12	9 - 12
Social Studies	12	24
Mathematics	3	3
Psychology	<u> </u>	<u>3</u>
Total	60	72 - 75

^aReported in quarter hours.

Five of the six areas listed must be included, according to Tennessee regulations.

Table IX, page 61, indicates that East Tennessee State College and Tennessee certification requirements for general education were the same in the areas of communications, humanities, health and physical education, natural science, and mathematics. However, in the social studies, the college's requirement exceeded the State's certification regulations. In addition to the certification requirements, the college required three quarter hours of psychology, which raised the total hours required in general education to seventy-five quarter hours.

Professional Education

The Tennessee State Board of Education's requirement of thirty-six quarter hours of professional education³ was met by East Tennessee State College's requirement of forty quarter hours.⁴

Social Studies Endorsement

According to the State requirements, a prospective teacher

³Tennessee State Board of Education, op. cit., p. 11.

⁴East Tennessee State College Bulletin, op. cit., p. 66.

could obtain an endorsement in the social studies in Tennessee by either one of two plans: area or individual subject endorsement.⁵ The area or group endorsement required fifty-four quarter hours, distributed as shown in Table X. East Tennessee State College's social studies area major requirements⁶ were compared with area certification requirements in Table X. As may be observed, the difference was the college requirement of nine additional hours in one of the disciplines and a requirement of European history rather than a choice between European or World history.

The State's endorsement requirements for individual social studies disciplines,⁷ described in Chapter II, could be met by East Tennessee State College students through departmental major and minor requirements. The departmental requirements for social studies majors and minors were described by the catalog as follows: thirty-six quarter hours for a major and twenty-seven hours for a minor in each of the following disciplines: history, economics, and sociology; a major of forty-five hours and a minor of twenty-nine in geography; only a

⁵Tennessee State Board of Education, op. cit., p. 16.

⁶East Tennessee State College Bulletin, op. cit., p. 150.

⁷Tennessee State Board of Education, loc. cit.

TABLE X

**A COMPARISON OF TENNESSEE'S SOCIAL STUDIES AREA CERTIFICATION
REQUIREMENTS WITH EAST TENNESSEE STATE COLLEGE'S
REQUIREMENTS FOR A SOCIAL STUDIES AREA MAJOR^a**

Social Studies	Tennessee's Area Certification Requirements	East Tennessee State College's Area Major Requirements
American History	9	9
European or World History	9	9 ^b
Sociology	9	9
Geography	9	9
Economics	9	9
Government	9	9
Electives ^c	<u>—</u>	<u>9</u>
Total	54	63

^aReported in quarter hours.

^bEuropean history.

^cIn one of the above fields other than history.

minor of twenty-seven quarter hours was offered in government.⁸

Thus, the student interested in individual subject endorsement would exceed the certification requirements by majoring or minoring in the field of his choice.

In addition to the above major or minor requirements, a social studies area minor was offered. However, the social studies minor requirement of thirty-six quarter hours (including fifteen hours in history; six hours in each economics, geography, and sociology; and three hours in political science)⁹ failed to certify a student in any subject.

Although departmental majors or minors provided endorsement in only one subject, prospective teachers were informed of other recommended (although not required) courses that would provide endorsement in other disciplines. The general college requirement of a major of not less than thirty-six quarter hours, a first minor of not less than twenty-seven quarter hours, and a second minor of not less than eighteen quarter hours¹⁰ ensured individual endorsement in at least

⁸East Tennessee State College Bulletin, op. cit., pp. 118-68.

⁹Ibid., p. 150.

¹⁰Ibid., p. 60.

three subjects if the following conditions were met: three social studies disciplines would have to be included with the heavier emphasis in history.

II. RECOMMENDATIONS OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

General Education

The National Council for the Social Studies' recommendation in general education¹¹ is compared with East Tennessee State College's requirements¹² in Table XI. As the table indicates, East Tennessee State College's general education requirements exceeded the recommendations in both the amount of general education and the social studies general education requirement.

Social Studies Major

Table XII lists and compares the National Council for the Social Studies' recommendations for social studies majors¹³ with East

¹¹Richard G. Brown, "Report of the NCSS Committee on Teacher Education and Certification," Social Education, 23:229, May, 1959.

¹²East Tennessee State College Bulletin, op. cit., pp. 60-62.

¹³Brown, loc. cit.

TABLE XI

A COMPARISON OF EAST TENNESSEE STATE COLLEGE'S GENERAL
EDUCATION REQUIREMENTS WITH RECOMMENDATIONS OF
THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

General Education	National Council for the Social Studies Recommendations	East Tennessee State College Requirements ^a
General Education	A minimum of 33.3 per cent of total undergraduate program	37.8 per cent of total undergraduate program
Social Studies (general education requirement)	15 semester hours	16 semester hours

^aConverted to semester hours.

TABLE XII

A COMPARISON OF EAST TENNESSEE STATE COLLEGE'S REQUIREMENTS
FOR A SOCIAL STUDIES AREA MAJOR WITH RECOMMENDATIONS OF
THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

National Council for the Social Studies Recommendations	East Tennessee State College Requirements ^a
24 semester hours in either history or one other social studies discipline	12 semester hours in history
24 semester hours in at least three social studies disciplines other than the major concen- tration	12 semester hours in one of the social studies disciplines other than the major concentra- tion, and 6 semester hours in each of three other social studies disciplines
Students should meet the above broad major requirements even if they major in one of the individual social studies disciplines	Students may satisfy the major requirement by following a more concentrated program (indivi- dual departmental majors)
Total semester hours recommended: 48	Total semester hours required: 42

^aConverted to semester hours.

Tennessee State College's social studies area major requirements.¹⁴

Table XII, page 68, shows that the twelve semester hours of history failed to meet the National Council's recommendation concerning the subject emphasis in the social studies. The requirement was inadequate for two reasons: (1) it failed to meet the number of hours recommended, and (2) it did not allow for a choice among the social studies disciplines. However, the National Council's recommendation pertaining to breadth was exceeded by the college's requirement of thirty semester hours in four social studies disciplines other than the major concentration.

The thirty semester hour requirement designed for breadth, plus the twelve hours in history, failed to meet the National Council's recommended forty-eight semester hour program. Also, as the table indicates, East Tennessee State College students could satisfy their major and minor requirements by following a more concentrated program.

Students who chose the more concentrated program would do so by meeting the specific departmental major and minor requirements. These requirements were reported on page 63. In meeting any one of

¹⁴East Tennessee State College Bulletin, op. cit., p. 150.

the departmental major requirements, the student would satisfy only the National Council's recommendation pertaining to depth or emphasis in the field. No other National Council recommendation listed in Table XII, page 68, would be met through this approach.

Professional Education

The East Tennessee State College requirement of twenty-six semester hours of professional education¹⁵ exceeded the National Council's recommendation of eighteen semester hours.¹⁶ Furthermore, an examination of the college catalog and the professional education program revealed that all the areas recommended by the National Council as stated in Chapter II were given consideration in one or more of the required professional education courses.

Synthesis

Contrary to the National Council's recommendation, no attempt to synthesize the individual social studies disciplines was revealed by a study of the East Tennessee State College catalog.

¹⁵Ibid., p. 66.

¹⁶Brown, op. cit., pp. 229-30.

III. AMERICAN HISTORY CONCEPTS

The questionnaire discussed in the third section of Chapter II and presented in Appendix C was distributed to the professors responsible for teaching the American history courses at East Tennessee State College. Only those professors responsible for teaching the American history courses required for prospective social studies teachers received the questionnaire. Of the five questionnaires distributed, four were returned. The four returns included all of the professors whose major responsibility was the teaching of American history. A tabulation of the responses is presented in Table XIII. The first column of the table refers to the list of concepts found in Appendix A.

Text

The second column of Table XIII presents a tabulation of the responses to question "A," which asked the respondents to indicate if the concepts were included in the texts used in teaching their courses. One text was reported as being used.¹⁷ The responses to question "A"

¹⁷Thomas A. Bailey, The American Pageant: A History of the Republic (Cambridge: Little, Brown and Company, 1956).

TABLE XIII

NUMBER OF EAST TENNESSEE STATE COLLEGE PROFESSORS OF
AMERICAN HISTORY REPORTING THE INCLUSION OF
RECOMMENDED CONCEPTS IN TEXTS, READINGS,
AND LECTURES

Concept Number	A Text	B Readings	C Lecture
1	4	3	3
2	4	1	4
3	4	3	4
4	4	3	4
5	3		2
6	4	3	4
7	4	2	4
8	4	3	3
9	4	4	4
11	3		3
12	3		2
13	3	3	3
15	3	1	4
16	4	3	3
18	4		3
19	1	1	1
20	4		3
21	3	2	3
22	3	1	2
24	4		3
25	3	1	3
26	2		2
27	4		3
29	4		2
30	3		2
31	4		3
32	4	3	3
33	3		3
34	4		3
35	4		3
36	2		1

TABLE XIII (continued)

Concept Number	A Text	B Readings	C Lecture
37	3	1	3
38	4		2
39	2		1
40	2	3	2
42	4		3
43	4	2	3
44	4	1	3
45	4	3	4
46	4	3	4
47	4	1	4
48	4	4	4
49	4	4	4
50	4	2	4
51	4	4	4
52	4	2	4
53	4	1	4
54	4	1	3
55	1		
56	4	1	4
58	4	1	3
61	3	1	3
62	4	3	4
63	4	2	4
64	2	1	2
66	3		3
67	4	1	4
68	4	1	3
69	4	2	4
70			3
71	4	1	3
73	4	1	3
74	1		1
75	3	2	1
76	4	2	4
79	3	2	2
80	4		4

TABLE XIII (continued)

Concept Number	A Text	B Readings	C Lecture
81	2		1
82	2	1	1
83	1		2
84	4	1	4
87			
90			
93	2		2
94			2
95			
96	1		1
97			
98	2		2
100			2

indicated that the respondents were in complete agreement on (1) the inclusion of forty-four, or 55 per cent, of the recommended concepts and (2) the exclusion of seven, or 9 percent, of the recommended concepts from the text being used. There was lack of complete agreement by the respondents as to the inclusion of only twenty-nine, or 36 per cent, of the recommended concepts. Of those twenty-nine concepts, fifteen were reported to be in the text by three of the respondents; nine, by two respondents; and five, by one respondent.

Outside Readings

The third column of Table XIII, page 72, presents a tabulation of the responses to question "B," which asked the respondents to indicate if the concepts were included in outside readings required in the courses taught. Only four, or 5 per cent, of the recommended concepts were reported to be in the readings required by all of the respondents, while thirty-four, or 43 per cent, of the concepts were not reported by any of the respondents as being included in the required readings. There was lack of complete agreement on the inclusion of the remaining forty-two, or 53 per cent, of the recommended concepts. Of the forty-two concepts, twelve were reported to be in the readings required by three respondents; ten, by two respondents; and twenty, by one respondent.

Lectures

The fourth column of Table XIII, page 72, presents a tabulation of the responses to question "C," which asked the respondents to indicate if the concepts were included in the lectures presented to the class. All of the respondents reported agreement on (1) the inclusion of twenty-four, or 30 per cent, of the concepts recommended and (2) the omission of only five concepts, or 6 per cent of the total, from their lectures. Although the remaining fifty-one, or 64 per cent, of the recommended concepts were not reported by all of the respondents as being in their lectures, twenty-eight were reported by three respondents; fifteen, by two respondents; and eight, by one respondent.

Other Sources

No response was given to question "D," which asked the respondents to indicate if the concepts were taught through other sources not indicated by questions "A," "B," or "C."

It may be observed from the questionnaire responses that:

1. Only four concepts (numbers 87, 90, 95, and 97) were not indicated as being in any of the sources designated.
2. Only four concepts (numbers 9, 48, 49, and 51) were reported as included in the texts, outside readings, and lectures by all the respondents.

3. Twenty-three of the eighty concepts were reported by all of the respondents as being in both their texts and lectures.

IV. ECONOMIC CONCEPTS

The questionnaire dealing with the economic concepts discussed in Chapter II and presented in Appendix C was sent to economic professors responsible for the teaching of economics courses required for prospective social studies teachers at East Tennessee State College. Six questionnaires were distributed, and five were returned. Responses were received from all the professors whose major teaching responsibilities were in the courses being studied. A tabulation of the responses is found in Table XIV. Column one of the table refers to the list of concepts found in Appendix B.

Text

One text was reported as being used in the teaching of the required economic courses included in this study.¹⁸ A tabulation of the responses to question "A" of the questionnaire is presented in the second column of Table XIV. Question "A" asked the professors to

¹⁸Paul A. Samuelson, Economics: An Introductory Analysis (New York: McGraw-Hill Book Company, Inc., 1958).

TABLE XIV

NUMBER OF EAST TENNESSEE STATE COLLEGE PROFESSORS OF
ECONOMICS REPORTING THE INCLUSION OF RECOMMENDED
CONCEPTS IN TEXTS, READINGS, LECTURES,
AND OTHER SOURCES

Concept Number	A Text	B Readings	C Lectures	D Other
1	4	1	4	1
2	5	1	5	1
3	4		4	
4	3	1	3	
5	4	1	4	1
6	3	1	3	1
7	5	1	4	
8	4	1	4	
9	4	1	4	
10	5	1	5	1
11	5	1	5	1
13	5	1	5	1
14	4	1	4	
15	4	1	4	1
16	4	1	4	1
17	2	1	2	1
18	4	1	4	1
19	4	1	4	1
22	4	1	4	
23	4	1	4	
24	4		4	
25	4		4	
26	3	1	4	1
27	5	1	5	1
28	4		4	
29	5		5	
30	4	1	4	1
31	4		4	1
32	4	1	4	
33	4	1	4	
34	3		4	

TABLE XIV (continued)

Concept Number	A Text	B <u>Readings</u>	C Lectures	D Other
35	4	1	4	1
36	4	1	3	1
37	2	1	4	
38	4	1	4	
39	4	1	4	
40	4	1	4	
41	4	2	4	1
44	2	1	3	
45	4	1	4	1
46	3		3	
47	2		4	
48	4	2	4	
49	2	1	2	
50	2	1	2	1
51	4		4	
53	3		4	
54	3		2	
57	5		4	
58	3	1	4	
59	3	1	4	
61	3	1	3	1
62	3	1	4	
63	3	1	5	
64	4		5	
65	4		4	
66	5		4	
68	4	1	4	1
69	2		3	
70	4		4	
71	4	2	4	1
72	4	1	4	
73	3	1	3	
74	4		4	
75	4		4	
77	4		4	
78	3		2	

TABLE XIV (continued)

Concept Number	A Text	B Readings	C Lectures	D Other
79	3	2	3	1
80	1		2	
81	3		3	
82	2		2	
83	4	1	4	1
84	4	2	4	1
85	3	1	3	1
86	4	2	4	1
87	2		2	
88	4		4	
89	3		3	
91	4	1	5	1
92	4	1	5	
93	3		4	1
94	4		5	
95	4	1	4	1
97	4		4	
98	4		4	
99	2		3	
100	3		3	

indicate if the concepts were included in the text used in teaching the course. The responses indicated that every concept was reported to be included in the text by at least one of the five respondents. Only nine, or 10 per cent, of the total concepts recommended were reported by all of the respondents as being included in the text used. The remaining seventy-eight concepts were reported as follows: (1) forty-seven of the concepts were reported by four of the respondents to be included in the text; (2) twenty of the concepts were reported by three of the respondents; (3) ten of the concepts, by two respondents; and (4) one concept by one respondent.

Outside Readings

The third column of Table XIV, page 78, presents a tabulation of the responses to question "B," which asked the respondents to indicate if the concepts were included in the required outside readings used in the teaching of their courses. Only two of the professors indicated the use of required outside readings. Their responses indicated that fifty-three, or 61 per cent, of the recommended concepts were included in the required readings.

Lectures

Question "C" asked the professors to indicate if the concepts

were included in the lectures presented to the class. The fourth column of Table XIV, page 78, presents a tabulation of the responses to the question. Every concept was reported by at least one of the respondents as being included in the lectures presented to the class. Eleven concepts, or 13 per cent of the eighty-seven recommended, were reported by all of the respondents as being included in their lectures. Of the remaining seventy-six concepts, fifty-four were reported to be included by four respondents; fourteen, by three respondents; and eight, by two respondents.

Other Sources

The fifth column of Table XIV, page 78, presents a tabulation of the responses to question "D," which asked the respondents to indicate if the concepts were included in sources other than those presented in questions "A," "B," and "C." Only one professor reported the use of other sources and, as the table shows, the respondent identified thirty-two, or 36 per cent, of the recommended concepts as being included.

It may be observed from responses to the four questions that:

1. None of the concepts failed to be reported in at least one of the designated sources.

2. Six concepts (numbers 2, 10, 11, 13, 27, and 29) were

reported by all of the respondents as being included in their texts and lectures.

3. Only two respondents indicated the use of required outside readings.

4. Only one respondent indicated the use of sources other than text, outside readings, and lectures.

V. CHAPTER SUMMARY

The purpose of this chapter was to analyze East Tennessee State College's social studies teacher education curriculum with respect to (1) Tennessee's certification requirements, (2) recommendations made by the National Council for the Social Studies, (3) recommended concepts for required American history courses, and (4) recommended concepts for required economic courses.

A comparison of East Tennessee State College's requirements with those of the State Board of Education was made in the areas of general education, professional education, and social studies endorsement. The comparison showed the college's requirements exceeding those of the State Board by the following margins: general education, twelve quarter hours; professional education, four quarter hours; and social studies area endorsement, nine quarter hours.

Recommendations of the National Council for the Social Studies were compared with the college's requirements in general education, professional education, and social studies major requirements. The college's requirements exceeded those of the council in general and professional education, but only partially met the recommendations for social studies major requirements.

The responses to questionnaires designed to determine if the recommended American history and economic concepts were included in the American history and economic courses required for prospective social studies teachers revealed that (1) only four of the recommended American history concepts were not reported as being in the sources indicated, and (2) none of the recommended economic concepts failed to be reported as being in at least one of the sources investigated.

CHAPTER V

AN ANALYSIS OF MIDDLE TENNESSEE STATE COLLEGE'S SOCIAL STUDIES TEACHER EDUCATION CURRICULUM

The purpose of this chapter was to analyze Middle Tennessee State College's social studies teacher education curriculum with respect to (1) Tennessee's certification requirements, (2) recommendations made by the National Council for the Social Studies, (3) recommended concepts for required American history courses, and (4) recommended concepts for required economic courses.

I. TENNESSEE REGULATIONS FOR CERTIFICATION OF TEACHERS

General Education

As discussed in Chapter II, the general education requirement for the certification of Tennessee teachers was sixty quarter hours.¹ Table XV lists and compares Tennessee's general education certification requirements with the general education requirements of Middle Tennessee State College for the Bachelor of Science degree.² Five of

¹Tennessee State Board of Education, Tennessee Regulations for Certification of Teachers, Revised August 7, 1959 (Nashville: State Board of Education, 1959), pp. 10-11.

²Middle Tennessee State College Bulletin, 1959-60, Vol. 32,

TABLE XV

A COMPARISON OF TENNESSEE'S CERTIFICATION REQUIREMENTS
WITH MIDDLE TENNESSEE STATE COLLEGE'S REQUIREMENTS
IN GENERAL EDUCATION^a

General Education	Tennessee's Certification Requirements	Middle Tennessee State College's Requirements
Communications	9	12
Humanities	15	15
Health and Physical Education	9	9
Natural Sciences	12	18
Social Studies	12	18
Mathematics	<u>3</u>	<u>3</u>
Total	60	75

^aReported in quarter hours.

the six areas listed by the State must be included.

Table XV, page 86, indicates that the college requirements in the areas of the humanities, health and physical education, and mathematics are the same as the State certification requirements. However, the college requirement of eighteen quarter hours exceeded the certification requirement of twelve quarter hours each in the natural sciences and the social studies. Also, the communications requirement exceeded that of the State. Therefore, the total number of hours of general education required by Middle Tennessee State College was greater than the State certification requirement.

Professional Education

The State's requirement of thirty-six quarter hours of professional education³ was the same as required of Middle Tennessee State College students.⁴

Social Studies Endorsement

Fifty-four quarter hours were required for area (group)

No. 2, April, 1959, pp. 15-25.

³Tennessee State Board of Education, op. cit., p. 11.

⁴Middle Tennessee State College Bulletin, 1959-60, op. cit., p. 23.

endorsement in the social studies.⁵ In Table XVI, the distribution of the required hours is shown and compared with Middle Tennessee State College's requirements for a social science area major.⁶ The table shows that the college's required sixty-three quarter hours exceeded the State requirement of fifty-four quarter hours. The nine additional hours required by Middle Tennessee State College could be taken in any one of the social studies disciplines.

In addition, the requirements were different in history. With only nine hours assigned to the field of history and the distribution not specified, students could possibly meet their major requirement but fail to certify. However, since an excess of hours was required and a sufficient number could be assigned to history at the desire of the student, area certification requirements could be met. In addition to this major, a major-minor combination could be obtained by adding eighteen quarter hours in a second field.⁷

Students not desiring to follow the social studies area major but interested in individual subject endorsement could choose a more

⁵Tennessee State Board of Education, op. cit., p. 16.

⁶Middle Tennessee State College Bulletin, 1959-60, op. cit., p. 36.

⁷Ibid.

TABLE XVI

**A COMPARISON OF TENNESSEE'S SOCIAL STUDIES AREA CERTIFICATION
REQUIREMENTS WITH MIDDLE TENNESSEE STATE COLLEGE'S
REQUIREMENTS FOR A SOCIAL STUDIES AREA MAJOR^a**

Social Studies	Tennessee's Area Certification Requirements	Middle Tennessee State College's Requirements
History		9
American	9	
European or World	9	
Sociology	9	9
Geography	9	9
Economics	9	9
Government	9	9
Electives	—	<u>18^b</u>
Total	54	63

^aReported in quarter hours.

^bAdditional hours in one of the above fields.

concentrated program. The Middle Tennessee State College catalog referred to this concentrated program as an "emphasis major," requiring thirty-six quarter hours in one of five social studies disciplines (economics, geography, history, political science, and sociology) plus nine additional hours in each of two supporting fields.⁸ According to the individual endorsement requirements,⁹ outlined in Chapter III, this major would certify the student in only one subject.

In addition to the area and emphasis majors discussed above, a minor in the social studies could be acquired by obtaining twenty-four quarter hours in one social studies discipline plus nine quarter hours of American history.¹⁰ The minor would certify a student in the social studies discipline chosen.

As indicated above, the emphasis major or the social studies minor would certify the student to teach in only one subject. However, the two combined would certify the student to teach in the broad area of the social studies. Either this major-minor combination or

⁸Ibid.

⁹Tennessee State Board of Education, loc. cit.

¹⁰Middle Tennessee State College Bulletin, 1959-60, loc. cit.

the area major-minor combination plus a minor in secondary education could be utilized to satisfy the college's general requirement of a major with a minimum of thirty-six quarter hours and two minors of twenty-seven quarter hours each.¹¹

II. RECOMMENDATIONS OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

General Education

Table XVII compares the National Council for the Social Studies' recommendation in general education¹² with Middle Tennessee State College's requirement.¹³ The table shows that the amount of general education required at Middle Tennessee State College exceeded the National Council's recommendation. However, the college's social studies general education requirements failed by three hours to meet the National Council's recommended fifteen semester hours.

¹¹Ibid., p. 16.

¹²Richard G. Brown, "Report of the NCSS Committee on Teacher Education and Certification," Social Education, 23:229, May, 1959.

¹³Middle Tennessee State College Bulletin, 1959-60, op. cit., pp. 15-25.

TABLE XVII

A COMPARISON OF MIDDLE TENNESSEE STATE COLLEGE'S GENERAL
EDUCATION REQUIREMENTS WITH RECOMMENDATIONS OF
THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

General Education	National Council for the Social Studies Recommendations	Middle Tennessee State College's Requirements
General Education	A minimum of 33.3 per cent of total undergraduate program	36.3 per cent of total undergraduate program
Social Studies (general education requirement)	15 semester hours	12 semester hours

Social Studies Major

A comparison of the National Council for the Social Studies' recommendations for a social studies major¹⁴ with Middle Tennessee State College's social studies area major requirement¹⁵ is presented in Table XVIII. The table shows that the Middle Tennessee State College requirement in the subject of major emphasis lacked six semester hours of meeting the National Council's recommendation. However, the National Council's recommendation pertaining to breadth was met by the college's requirement of twenty-four semester hours in four social studies disciplines other than the major concentration. It may be further observed that forty-two semester hours, the college's requirement for social studies majors, failed to meet the National Council's recommended forty-eight hours.

Furthermore, Middle Tennessee State College students could have satisfied their major requirements by following a more concentrated program, discussed above as an emphasis major. If the emphasis major was chosen, only the National Council's recommendation of twenty-four semester hours in one of the social studies disciplines

¹⁴Brown, loc. cit.

¹⁵Middle Tennessee State College Bulletin, 1959-60, op. cit.,
p. 36.

TABLE XVIII

A COMPARISON OF MIDDLE TENNESSEE STATE COLLEGE'S
REQUIREMENTS FOR A SOCIAL STUDIES AREA MAJOR WITH
RECOMMENDATIONS OF THE NATIONAL COUNCIL
FOR THE SOCIAL STUDIES

National Council for the Social Studies Recommendations	Middle Tennessee State College's Requirements
24 semester hours in either history or one other social studies discipline	18 semester hours in either history or one other social studies discipline
24 semester hours in at least three social studies disciplines other than the major concentration	24 semester hours in four social studies disciplines other than the major concentration
Students should meet the above broad major requirements even if they major in one of the individual social studies disciplines	Students may satisfy their major requirements by follow- ing a more concentrated program (emphasis major)
Total semester hours recommended: 48	Total semester hours required: 42

would have been met.

Professional Education

The National Council's recommended eighteen semester hours of professional education¹⁶ was exceeded by Middle Tennessee State College's twenty-four semester hour requirement.¹⁷ Also, courses were required in each of the areas recommended by the National Council (described in Chapter III).

Synthesis

According to the college catalog, all Middle Tennessee State College majors in economics, history, political science, and sociology were required to take Readings 480.¹⁸ The course was designed with similar objectives in mind as the National Council's recommendation of an effort to bring all the social studies disciplines to bear on a given problem or problems.¹⁹

¹⁶Brown, op. cit., pp. 229-30.

¹⁷Middle Tennessee State College Bulletin, 1959-60, op. cit., p. 23.

¹⁸Ibid., p. 36.

¹⁹Brown, op. cit., p. 230.

III. AMERICAN HISTORY CONCEPTS

The second section of Chapter II discussed the rating of the one hundred American history concepts selected for use in this study. Table I, page 25, presented the rating of each concept, and it was noted that eighty of the concepts received a rating designating them as recommended. The questionnaire presented in Appendix C and discussed in Chapter II was distributed to the institutions studied to determine if the recommended concepts were found in the American history courses required for prospective social studies teachers. Questionnaires were distributed to the five American history professors at Middle Tennessee State College responsible for teaching the courses studied by this thesis. All of the questionnaires were returned. Table XIX presents a tabulation of the professors' responses. The first column of the table refers to the list of concepts found in Appendix A.

Texts

In the American history courses studied at Middle Tennessee State College, two texts were used.²⁰

²⁰Oliver P. Chitwood and others, A Short History of the American People, 1492-1865, I (Princeton: D. Van Nostrand Company,

TABLE XIX

NUMBER OF MIDDLE TENNESSEE STATE COLLEGE PROFESSORS
OF AMERICAN HISTORY REPORTING THE INCLUSION OF
RECOMMENDED CONCEPTS IN TEXTS, READINGS,
LECTURES, AND OTHER SOURCES

Concept Number	A Text	B Readings	C Lecture	D Other
1	3	3	2	1
2	3	3	5	1
3	5	4	5	1
4	5	4	5	1
5	3	3	5	1
6	5	4	3	1
7	1	2	5	1
8	5	4	5	1
9	5	4	3	1
11	5	4	5	1
12	5	3	2	
13	5	3	2	
15	3	3	5	
16	3	3	3	1
18	5	4	5	1
19	5	3	4	
20	4	3	4	
21	4	3	2	
22	1		1	
24	4	3	4	
25	3	3	3	
26	3	3	3	
27	4	2	4	
29	5	4	5	1
30	5	4	5	1
31	4	4	2	1
32	4	2	4	
33	3	2	5	
34	5	4	5	
35	4	2	4	
36	2	1	2	

TABLE XIX (continued)

Concept Number	A Text	B Readings	C Lecture	D Other
37	2	1	3	
38	2	2	1	
39	4	3	4	
40	4	3	3	
42	5	3	4	
43	4	3	4	
44	5	4	5	1
45	5	4	3	1
46	5	4	5	1
47	3	3	3	
48	5	4	5	
49	3	3	3	
50	2	1	4	
51	5	4	5	
52	5	3	5	1
53	5	4	5	1
54	5	3	5	
55	2	2	3	
56	5	4	5	1
58	5	4	5	
61	5	4	3	1
62	5	4	5	1
63	5	4	5	
64	5	4	2	
66	4	1	2	
67	5	4	5	
68	2	1	2	
69	3	4	3	
70	2	2	3	
71	3	1	1	
73	5	4	5	
74	5	4	5	
75	5	4	5	
76	5	4	5	
79	5	3	5	
80	5	4	5	

TABLE XIX (continued)

Concept Number	A Text	B Readings	C Lecture	D Other
81	5	3	5	1
82	5	4	5	1
83	1	1	2	
84	4	2	1	
87		1		
90	1	1	1	
93	1	1	1	
94		1		
95				
96	3	3	3	
97		1		
98	3	2	3	
100		1	3	

A tabulation of the responses to question "A" of the questionnaire, which asked the respondents to indicate if the concepts were included in the texts used, is found in the second column of Table XIX, page 97. All of the respondents indicated agreement on (1) the inclusion of thirty-seven, or 46 per cent, of the recommended concepts in the texts used and (2) the omission of five, or 6 per cent, of the recommended concepts from their texts. Although there was lack of complete agreement on the presence of the remaining thirty-eight concepts, four respondents reported agreement on twelve; three respondents, on fourteen; two respondents, on seven; and the remaining five concepts were reported by at least one respondent.

Outside Readings

The third column of Table XIX, page 97, presents a tabulation of the responses to question "B," which asked the respondents to indicate if the concepts were included in outside readings required in the courses. All but two, or 98 per cent, of the recommended concepts were reported by at least one respondent as being included in the required outside readings. None of the concepts were reported by all of

Inc., 1952); and Oliver P. Chitwood and others, A Short History of the American People, 1865-1952, II (Princeton: D. Van Nostrand Company, Inc., 1952).

the respondents as being in the outside readings required of their classes. However, four of the respondents reported agreement on thirty-one of the concepts as being in required outside readings; three respondents reported agreement on the inclusion of twenty-four concepts; two respondents reported agreement on ten concepts; and the remaining thirteen concepts were reported by at least one of the respondents.

Lectures

A tabulation of the responses to question "C" of the questionnaire, which asked the respondents to indicate if the concepts were included in their lectures, is presented in the fourth column of Table XIX, page 97. Thirty-three, or 41 per cent, of the recommended concepts were reported by all of the respondents as being included in the lectures presented to their classes. Only four concepts, or 5 per cent of the total recommended, failed to be reported by at least one respondent as being in their lectures. Of the remaining forty-three, or 54 per cent, of the recommended concepts, ten were reported by four respondents as being included; seventeen, by three respondents; ten, by two respondents; and the six remaining concepts were reported by at least one respondent.

Other Sources

The fifth column of Table XIX, page 97, presents a tabulation of the responses to question "D," which asked the respondents to indicate if the concepts were included in sources other than those presented in questions "A," "B," and "C." Only one professor indicated the use of other sources; as the table shows, the respondent identified twenty-five, or 31 per cent, of the recommended concepts as being included.

It may be observed from the responses to the four questions that:

1. Only one concept (number 95) failed to be indicated as being in at least one of the sources investigated.
2. None of the concepts was reported to be in the texts, outside readings, and lectures of all of the respondents.
3. Twenty-eight of the eighty concepts were reported by all of the respondents as being in both their texts and their lectures.

IV. ECONOMIC CONCEPTS

The questionnaire discussed in the second section of Chapter II and presented in Appendix C was distributed to the four professors at Middle Tennessee State College responsible for teaching the economic courses required of prospective social studies teachers. Three of the questionnaires were returned. In an interview the non-respondent

professor indicated he was a part-time instructor and could not adequately complete the questionnaire. As mentioned in Chapter II, the questionnaire was designed to determine if the recommended economic concepts were included in the economic courses required for prospective social studies teachers. Respondents were asked to indicate if the recommended concepts were included in the texts used, outside readings required, lectures presented, or other sources used in teaching their classes.

A tabulation of the questionnaire responses is presented in Table XX. The first column of the table refers to the list of economic concepts presented in Appendix B.

Text

One text was reported as being used in the teaching of the required economic courses included in this study.²¹ The second column of Table XX presents a tabulation of the responses to question "A," which asked the respondents to indicate if the recommended concepts were included in the text used in teaching the course.

Forty-four, or 51 per cent, of the recommended concepts were

²¹George Leland Bach, Economics: An Introduction to Analysis and Policy (second edition; New York: Prentice-Hall, Inc., 1957).

TABLE XX

NUMBER OF MIDDLE TENNESSEE STATE COLLEGE PROFESSORS OF
ECONOMICS REPORTING THE INCLUSION OF RECOMMENDED
CONCEPTS IN TEXTS, READINGS, AND LECTURES

Concept Number	A Text	B Readings	C Lectures
1	3	1	3
2	3	1	3
3	3	1	3
4	2		3
5	3	1	3
6	2	1	2
7	3		3
8	3		3
9	3		3
10	3	1	3
11	3	1	3
13	3		3
14	3		3
15	3		3
16	3	1	3
17	3	1	3
18	3	1	2
19	3	1	3
22	3		3
23	3		3
24			2
25	2		3
26	2	1	2
27	3	1	3
28	3	1	3
29	3	1	2
30	3	1	3
31	3	1	3
32	2	1	2
33	3	1	3
34	2		2
35	3	1	3

TABLE XX (continued)

Concept Number	A Text	B Readings	C Lectures
36			2
37	2		2
38	3	1	3
39	3	1	2
40	3	1	3
41	2		3
44	1		1
45	2		2
46	2		2
47			
48	3		3
49	2		2
50	2		1
51	2		2
53			1
54	3	2	2
57	2	2	2
58	2	2	2
59	1	1	1
61	3	2	3
62	3	2	3
63	1	1	1
64	3	2	3
65	3	2	3
66	3	2	3
68	2	1	2
69	2	1	1
70	3	2	3
71	3	2	3
72	3	2	3
73	2	1	2
74	3	1	3
75	2	1	2
77	3	1	3
78		2	
79	2	2	2

TABLE XX (continued)

Concept Number	A Text	B Readings	C Lectures
80	2	2	1
81	1	2	1
82	2	2	2
83	2	2	2
84	2	2	2
85	1	1	2
86	2	2	2
87			
88	2	1	2
89	1	1	1
91	3		3
92	3		3
93	1		1
94	3		2
95	1		2
97	3		2
98	2		2
99	1		1
100	2		2

reported by all of the respondents as being included in the text used. Only six concepts, or 7 per cent, of the total recommended failed to be indicated by any of the respondents as being in the text used. Of the remaining thirty-seven concepts, twenty-eight were reported as being included by two respondents, and nine were reported by at least one respondent.

Outside Readings

A tabulation of the responses to question "B," which asked the respondents to indicate if the concepts were included in the required outside readings used, is presented in the third column of Table XX, page 104.

Only two of the professors indicated the use of required outside readings in their teaching. Fifty-three, or 61 per cent, of the recommended concepts were reported to be included in the outside readings required; nineteen of these fifty-three concepts were indicated to be in the required readings of both the respondents.

Lectures

Question "C" asked the professors to indicate if the concepts were included in the lectures presented to their classes. The fourth column of Table XX, page 104, presents a tabulation of the responses

to the question.

Forty-one, or 47 per cent, of the recommended concepts were reported by all of the respondents as being included in their lectures. Only three concepts, or 3 per cent of the total recommended, failed to be included by any of the respondents. Of the remaining forty-three concepts, thirty-two were reported as being included by two respondents, and eleven were reported by at least one respondent.

Other sources

None of the professors responded to question "D," which asked the respondents to indicate if the concepts were included in other sources than those presented in questions "A," "B," and "C."

It may be observed from the responses to the questionnaire that:

1. Three concepts (numbers 47, 78, and 87) were not reported by any of the respondents as being included in the sources investigated.
2. Thirty-eight concepts were reported by all of the respondents as being included in both their texts and their lectures.
3. Only two of the three respondents indicated the use of required outside readings in their teaching.
4. None of the respondents indicated the use of sources other than texts, outside readings, and lectures.

V. CHAPTER SUMMARY

Section I of this chapter compared requirements of Middle Tennessee State College with the State Board of Education in the areas of general education, professional education, and social studies endorsement. With the exception of professional education, where the college and certification requirements were the same, the college requirements exceeded those of the State Board. In general education, the excess was due to the college's requirements in the natural sciences and the social studies. The social studies area major requirement of eighteen quarter hours in social studies electives accounted for the excess in this area, although nine quarter hours of the electives would have to be taken in history if the State's requirements were to be met. Individual subject endorsement requirements would be exceeded by the student's meeting departmental major or minor requirements.

The second section of this chapter made a similar comparison of the above areas with the recommendations of the National Council for the Social Studies. The college's total hour requirements exceeded the National Council's recommendations in general and professional education. However, the council's recommendations pertaining to total hours required and subject concentration for social studies area

majors were not met.

Sections III and IV reported the responses to the questionnaires distributed to professors responsible for teaching American history and economic courses required of prospective social studies teachers. The questionnaires were designed to determine if the recommended concepts were included in their courses. The responses indicated that only one American history concept and three economic concepts failed to be indicated as being in the sources investigated.

CHAPTER VI

AN ANALYSIS OF MEMPHIS STATE UNIVERSITY'S SOCIAL STUDIES TEACHER EDUCATION CURRICULUM

The purpose of this chapter was to analyze Memphis State University's social studies teacher education curriculum with respect to (1) Tennessee's certification requirements, (2) recommendations made by the National Council for the Social Studies, (3) recommended concepts for required American history courses, and (3) recommended concepts for required economic courses.

I. TENNESSEE REGULATIONS FOR CERTIFICATION OF TEACHERS

General Education

The general education requirements established by the Tennessee State Board of Education¹ are listed and compared with Memphis State University's School of Education requirements² in Table XXI. Five of the six areas listed must be included, according to

¹Tennessee State Board of Education, Tennessee Regulations for Certification of Teachers, Revised August 7, 1959 (Nashville: State Board of Education, 1959), pp. 10-11.

²Memphis State University Bulletin, 1959-60, Vol. 48, No. 1, May, 1959, p. 157.

TABLE XXI

A COMPARISON OF TENNESSEE'S CERTIFICATION REQUIREMENTS
WITH MEMPHIS STATE UNIVERSITY SCHOOL OF EDUCATION
REQUIREMENTS IN GENERAL EDUCATION^a

General Education	Tennessee's Certification Requirements	Memphis State University School of Education's Requirements
Communications	9	9
Humanities	15	18
Health and Physical Education	9	9
Natural Science	12	13.5
Social Studies	12	13.5
Mathematics	<u>3</u>	<u>4.5</u>
Total	60	67.5

^aReported in quarter hours.

Tennessee regulations .

The comparison showed the State certification and Memphis State University requirements to be the same in communications and in health and physical education. It further showed the university's requirements to be slightly greater in the areas of the humanities, natural science, social studies, and mathematics.

Professional Education

A study of the catalog revealed that the Memphis State University's School of Education offered a secondary education major of forty-nine quarter hours³ and a minor of thirty-six quarter hours.⁴ Either the major or the minor satisfied the certification requirements of thirty-six quarter hours of professional education.⁵

Social Studies Endorsement

Memphis State University's candidates for a baccalaureate degree in the School of Education were required to complete requirements

³Ibid., p. 163.

⁴Ibid., p. 164.

⁵Tennessee State Board of Education, op. cit., p. 11.

for certification in two or more teaching areas.⁶ Thus, the State's certification requirements were used in lieu of major or minors.

Liberal Arts majors and minors were required to meet their respective departmental requirements, which were as follows: the history major required fifty-four quarter hours (nine in European, nine in American, and eighteen in history electives, plus nine in geography and nine in either political science, sociology, or economics).⁷ This major would satisfy only the history certification requirement. The history minor of twenty-seven quarter hours--if distributed according to certification requirements (nine in American, nine in European or World, and nine in history electives)--would also satisfy history endorsement requirements.

The Departments of Economics, Political Science, and Sociology each had a thirty-six quarter hour major and a minor requiring twenty-seven quarter hours plus nine hours of geography.⁸ Thus, a major or minor in any one of the three disciplines met the certification requirements for that subject.

⁶Memphis State University Bulletin, 1959-60, op. cit., p. 156.

⁷Ibid., p. 87.

⁸Ibid., p. 117.

The geography major consisted of thirty-six quarter hours and the minor twenty-seven, plus nine hours each in economics, history, and sociology.⁹ Either the geography major or minor certified the student to teach geography.

Since all Liberal Arts students were required to complete a major of at least thirty-six quarter hours and a minor of twenty-seven,¹⁰ they were assured of meeting certification requirements in two subjects if taken in the social studies.

II. RECOMMENDATIONS OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

General Education

The recommendations pertaining to general education made by the National Council for the Social Studies¹¹ are compared with Memphis State University's School of Education requirements¹² in

⁹Ibid.

¹⁰Ibid., p. 62.

¹¹Richard G. Brown, "Report of the NCSS Committee on Teacher Education and Certification," Social Education, 23:229, May, 1959.

¹²Memphis State University Bulletin, 1959-60, op. cit., p. 157.

Table XXII. The table showed that the total amount of general education recommended was met by the School of Education's requirements. However, the university failed by six semester hours to meet the National Council's social studies general education requirement.

Social Studies Major

The National Council's recommendations for social studies majors¹³ are listed and compared with the Memphis State University's School of Education requirements¹⁴ in Table XXIII. It may be observed that the recommendation pertaining to subject emphasis in the area major was not met. Whereas the recommendation stated that twenty-four semester hours should be taken in one of the social studies disciplines, the university required only twelve in history.

On the other hand, the twenty-four semester hour requirement in four social studies disciplines other than the major concentration seemed to adequately meet the council's recommendation concerning breadth. However, the total of thirty-six semester hours required by the university failed to meet the recommended forty-eight. Furthermore, students could satisfy their certification requirements by

¹³Brown, loc. cit.

¹⁴Memphis State University Bulletin, 1959-60, op. cit., p. 160.

TABLE XXII

A COMPARISON OF MEMPHIS STATE UNIVERSITY'S SCHOOL OF
EDUCATION REQUIREMENTS IN GENERAL EDUCATION WITH
RECOMMENDATIONS OF THE NATIONAL COUNCIL
FOR THE SOCIAL STUDIES

General Education	National Council for the Social Studies Recommendations	Memphis State University School of Education's Requirements
General Education	A minimum of 33.3 per cent of total undergraduate program	34.0 per cent of total undergraduate program
Social Studies (general education requirement)	15 semester hours	9 semester hours

TABLE XXIII

A COMPARISON OF MEMPHIS STATE UNIVERSITY'S SCHOOL OF
EDUCATION REQUIREMENTS FOR A SOCIAL STUDIES AREA
MAJOR WITH RECOMMENDATIONS OF THE NATIONAL
COUNCIL FOR THE SOCIAL STUDIES

National Council for the Social Studies Recommendations	Memphis State University School of Education Requirements
24 semester hours in either history or one other social studies discipline	12 semester hours in history
24 semester hours in at least three social studies disciplines other than the major concentration	24 semester hours in four social studies disciplines other than the major concentration
Students should meet the above broad area major require- ments even if they major in one of the individual social studies disciplines	Students may satisfy their major (certification) require- ments by following individual subject endorsement plans
Total semester hours recommended: 48	Total semester hours required: 36

following individual subject endorsement plans.

A comparison of the council's recommendations with the Liberal Arts departmental major and minor requirements (presented on page 114) showed that only the council's recommendation pertaining to subject emphasis was met.

Professional Education

The eighteen semester hours of professional education recommended by the National Council for the Social Studies¹⁵ was exceeded by the Memphis State University's School of Education twenty-four semester hour requirement.¹⁶ In addition, courses were required in all the areas of professional education recommended by the council¹⁷ and discussed in Chapter III.

Synthesis

No seminar, course, or similar effort to bring together all the social studies disciplines to bear on a given problem or problems, as

¹⁵Brown, op. cit., pp. 229-30.

¹⁶Memphis State University Bulletin, 1959-60, op. cit., p. 156.

¹⁷Brown, loc. cit.

recommended by the National Council,¹⁸ was offered by Memphis State University.

III. AMERICAN HISTORY CONCEPTS

A questionnaire was distributed to the professors of American history at Memphis State University in an effort to determine if the concepts rated in Chapter II were included in the American history courses required for prospective social studies teachers. The questionnaire, which was discussed in Chapter II, is presented in Appendix C. Only the professors responsible for teaching the American history courses required for prospective social studies teachers received the questionnaire. Returns were received from five of the six professors who received the questionnaire. The non-respondent was identified as a temporary instructor whose major teaching load was in courses other than history. A tabulation of the responses is presented in Table XXIV. The first column of the table refers to the list of recommended American history concepts found in Appendix A.

¹⁸Ibid., p. 230.

TABLE XXIV

NUMBER OF MEMPHIS STATE UNIVERSITY PROFESSORS OF
AMERICAN HISTORY REPORTING THE INCLUSION OF
RECOMMENDED CONCEPTS IN TEXTS, READINGS,
LECTURES, AND OTHER SOURCES

Concept Number	A Texts	B Readings	C Lectures	D Other
1	4	3	3	
2	3	2	5	
3	5	4	5	
4	4	4	5	
5	3	4	5	1
6	5	4	4	
7	3	1	3	1
8	5	4	5	
9	5	4	4	1
11	5	4	4	
12	5	3	3	1
13	5	3	4	
15	4	3	4	
16	4	2	4	
18	5	3	5	
19	3	4	4	
20	4	4	5	1
21	3	4	3	
22	3		2	
24	4	2	4	
25	4	3	3	1
26	2	4	3	1
27	5	1	4	1
29	5	4	5	
30	5	4	5	1
31	4	4	3	
32	4	2	4	
33	4	2	4	
34	5	3	5	
35	3	1	4	
36		2	2	1

TABLE XXIV (continued)

Concept Number	A Texts	B Readings	C Lectures	D Other
37	1		2	1
38	2	2	1	1
39	2	2	2	1
40	2	2	2	
42	4	3	3	
43	4	2	3	
44	5	4	5	
45	5	3	5	
46	5	4	5	
47	4	2	5	
48	5	4	5	
49	4	4	5	
50	3	2	3	
51	4	3	4	
52	5	4	5	
53	5	4	5	
54	5	4	5	
55	1	1	1	
56	5	2	4	
58	4	3	4	
61	3	2	4	1
62	5	4	4	
63	5	4	5	1
64	4	3	4	1
66	3		2	
67	5	1	3	
68	3	1	2	1
69	4	1	3	1
70	2		2	
71	3	2	2	
73	5	4	5	
74	3	4	4	
75	4	3	5	
76	4	3	5	
79	3	3	4	
80	5	3	4	

TABLE XXIV (continued)

Concept Number	A Texts	B Readings	C Lectures	D Other
81	3	4	3	
82	3	4	4	
83	1		2	
84	3	1	2	
87		2	2	
90		1	1	
93	2	2	2	
94		1	2	
95			1	
96	2	2	3	
97	1		2	
98	1	2	1	
100	1		2	

Texts

The respondents reported two texts as being used in the courses being studied by this thesis.¹⁹

A tabulation of the responses to question "A," which asked the respondents to indicate if the concepts were included in the texts used, is presented in the second column of Table XXIV, page 121. All of the respondents reported agreement on the inclusion of twenty-five, or 30 per cent, of the recommended concepts in the texts used. Only five concepts, or 6 per cent of the total recommended, were not indicated by any of the respondents as being in the texts used. Of the remaining fifty concepts, twenty were reported as being included in their texts by four respondents; seventeen, by three respondents; seven, by two respondents; and six, by at least one respondent.

Outside Readings

The third column of Table XXIV, page 121, presents a tabulation of the responses to question "B," which asked the respondents to

¹⁹Harry J. Carman and H. C. Syrett, A History of the American People to 1865, I (New York: Alfred A. Knopf, Inc., 1952); and Harry J. Carman and H. C. Syrett, A History of the American People Since 1865, II (New York: Alfred A. Knopf, Inc., 1952).

indicate if the concepts were included in their required outside readings. Four of the five professors responded to the question.

Only eight concepts, or 10 per cent, failed to be reported as being included in the outside readings required. Of the remaining seventy-two recommended concepts, twenty-seven were reported as being included by four respondents; sixteen, by three respondents; nineteen, by two respondents; and ten, by at least one respondent.

Lectures

The fourth column of Table XXIV, page 121, presents a tabulation of the responses to question "C," which asked the respondents to indicate if the concepts were included in the lectures presented to the classes.

All of the concepts were reported by at least one respondent as being in the lectures presented. Twenty-three concepts, or 29 per cent of the total recommended, were reported by all of the respondents as being included in their lectures. Of the remaining fifty-seven concepts, twenty-two were reported as being included by four respondents; fourteen, by three respondents; sixteen, by two respondents; and five, by at least one respondent.

Other Sources

The fifth column of Table XXIV, page 121, presents a tabulation of the responses to question "D," which asked the respondents to indicate if the concepts were included in sources other than those presented in questions "A," "B," and "C." Only one professor responded to this question; as the table shows, the respondent identified eighteen, or 23 per cent of the recommended concepts, as being included.

It may be observed from responses to the questionnaire that:

1. None of the concepts failed to be reported as being in at least one of the sources investigated.
2. Fifteen concepts were reported by all of the respondents as being included in their texts and lectures.
3. Four of the five respondents indicated the use of required outside readings in their teaching.
4. Only one respondent indicated the use of sources other than texts, outside readings, and lectures.

IV. ECONOMIC CONCEPTS

The recommended economic concepts discussed in Chapter II and presented in Appendix B were included in a questionnaire distributed

to economic professors at Memphis State University. The questionnaire, presented in Appendix C, was designed to determine if the recommended concepts were included in the texts, outside readings, lectures, or other sources used by the professors. Only those professors responsible for teaching the economic courses required for prospective social studies teachers received the questionnaire. Responses were obtained from three of the four professors receiving the questionnaire. Only one class was taught by the non-responding instructor. Table XXV presents a tabulation of the professors' responses; the first column of the table refers to the list of recommended economic concepts found in Appendix B.

Text

The second column of Table XXV presents a tabulation of the responses to question "A," which asked the respondents to indicate if the concepts were included in the texts used in teaching their courses. One text was reported as being used.²⁰

All of the respondents reported agreement on the inclusion of fifty-one, or 59 per cent, of the recommended concepts in the text used.

²⁰George Leland Bach, Economics: An Introduction to Analysis and Policy (second edition; New York: Prentice-Hall, Inc., 1957).

TABLE XXV

NUMBER OF MEMPHIS STATE UNIVERSITY PROFESSORS OF
ECONOMICS REPORTING THE INCLUSION OF
RECOMMENDED CONCEPTS IN TEXTS,
READINGS, AND LECTURES

Concept Number	A Text	B Readings	C Lectures
1	3	1	3
2	3	1	3
3	3	1	3
4	2	1	3
5	3	1	3
6	2	1	3
7	3	1	3
8	3	1	3
9	3		3
10	3		3
11	3		3
13	3		3
14	2		3
15	3		3
16	3		3
17	3		3
18	3		3
19	3		3
22	3		3
23	3		3
24			1
25	1		
26	3		3
27	3		3
28	3		3
29	3		3
30	3		3
31	2		3
32	3		3
33	3	1	3
34	3	1	2
35	2	1	3

TABLE XXV (continued)

Concept Number	A Text	B Readings	C Lectures
36		1	
37	1	1	1
38	3	1	3
39	3	1	3
40	3	1	3
41	2		2
44	3		3
45	1		1
46	3		3
47	1		1
48	3		3
49	3	1	3
50	2	1	1
51	2	1	3
53	1	1	
54	3		3
57	3		3
58	3		3
59			
61	3	1	3
62	3	1	3
63	2	1	1
64	3	1	3
65	3	1	3
66	3	1	3
68	1		2
69	2		2
70	2		2
71	3		3
72	3		3
73	2		2
74	3	1	3
75	3	1	3
77	3	1	3
78	1	1	1
79	3	1	3

TABLE XXV (continued)

Concept Number	A Text	B Readings	C Lectures
80	3	1	3
81	1	1	2
82	3	1	3
83	2	1	3
84	3	1	3
85	1	1	2
86	2	1	2
87	1	1	
88	2	1	2
89	1	1	1
91	2		2
92	3		3
93	1		
94	2		2
95			1
97	2		2
98	2		2
99	3		3
100			1

All but five, or 94 per cent, of the concepts recommended were reported by at least one respondent as being included in their text. Of the thirty-one concepts receiving less than complete agreement, nineteen were reported by two respondents and twelve, by one respondent.

Outside Readings

The third column of Table XXV, page 128, presents a tabulation of the responses to question "B," which asked the respondents to indicate if the concepts were included in outside readings required in the courses taught. Only one of the professors responded to the question, indicating the use of outside readings. As indicated in the table, forty-one concepts, or 47 per cent of the total, were reported as included in the outside readings required by the respondent.

Lectures

A tabulation of the responses to question "C," which asked the respondents to indicate if the concepts were included in their lectures, is presented in the fourth column of Table XXV, page 128.

All of the respondents reported agreement on the inclusion of fifty-seven, or 66 per cent, of the recommended concepts in their lectures. All but six, or 93 per cent, of the concepts recommended

were reported by at least one respondent as being included in the lectures. Of the twenty-four concepts receiving less than complete agreement, fourteen were reported by two respondents and ten, by one respondent.

Other Sources

No response was given to question "D," which asked the respondents to indicate if the concepts were taught through other sources not indicated by questions "A," "B," or "C."

It may be observed from the questionnaire responses that:

1. Only one concept (number 59) failed to be reported in at least one of the sources investigated.
2. Fifty of the eighty-seven concepts were reported by all of the respondents as being included in both their texts and lectures.
3. Only one of the three respondents indicated the use of required outside readings in his teaching.
4. None of the respondents indicated the use of sources other than texts, outside readings, and lectures.

V. CHAPTER SUMMARY

The comparison of Memphis State University's School of Education requirements with the State Board of Education's certification

regulations, in the first section of this chapter, dealt with the areas of general education, professional education, and the social studies. The comparison showed that the university's requirements exceeded those of the State Board in all three areas.

In the second section a comparison of the same areas was made between the university's requirements and recommendations of the National Council for the Social Studies. Only in professional education did the university's requirements exceed the council's recommendations. Although the university's total hour requirement in general education met the recommendation of the National Council, it failed to designate the recommended general education hours in the social studies. In comparing the university's requirements with the council's recommendations for social studies majors, the following separate comparisons were made: (1) total hours, (2) hours in subject concentration, (3) breadth of coverage, and (4) synthesis of courses. Only the National Council's recommendation dealing with breadth of coverage was met.

Sections III and IV of this chapter reported the returns from questionnaires distributed to professors of American history and economics. The questionnaires were designed to determine if the recommended concepts, discussed in Chapter II, were included in the texts used, outside readings required, lectures presented, or other

sources used in teaching the American history and economic courses required for prospective social studies teachers. None of the recommended American history concepts and only one of the recommended economic concepts failed to be reported as being included in the sources investigated.

CHAPTER VII

SUMMARY AND CONCLUSIONS

This thesis was divided into three major divisions. The first division, presented in Chapters I and II, included a statement of the problem, list of limitations, hypotheses, definitions of terms, outline of organization, review of related literature, and discussion of the procedures used. The second division, presented in Chapters III, IV, V, and VI, dealt with an analysis of the social studies teacher education programs of the institutions studied. This chapter will present the third division, which will be concerned with summarizing and drawing conclusions from the study.

I. SUMMARY

Purpose and Procedures

In Chapter I the problems involved in this study were presented as follows: (1) To analyze selected social studies teacher education curricula in the light of requirements and recommendations made by the Tennessee State Board of Education and the National Council for the Social Studies; and (2) To determine if American history and economic concepts recommended by a jury of college professors are considered

in the social studies teacher education curricula of selected Tennessee colleges and universities.

The four State institutions which graduated the largest numbers of social studies students in the school year 1956-57 were selected for study. Through correspondence with officials of the Tennessee State Department of Education and the National Council for the Social Studies, copies of the requirements and recommendations referred to in the statement of the problem were obtained. With the assistance of the University of Tennessee's Departments of History and Economics, one hundred American history and one hundred economic concepts were selected to be considered for inclusion in the social studies teacher education curriculum. Eighty of the American history concepts and eighty-seven of the economic concepts were recommended for inclusion in the social studies teacher education curriculum by juries consisting of college professors in each of the two fields.

Questionnaires designed to determine if the recommended concepts were included in the texts used, outside readings required, lectures presented, or other sources were distributed to the American history and economic professors responsible for teaching the courses required for prospective social studies teachers. The questionnaire was followed by a visit to each of the institutions studied in an effort

to interview each of the respondents. Responses were received from all of the professors who held major teaching responsibilities in the courses being considered by this thesis.

Tennessee Regulations for Certification of Teachers

Requirements established by the Tennessee State Board of Education were used in analyzing the social studies teacher education curricula of the institutions studied. A comparison was made between the State's requirements and the requirements of each of the selected institutions in the areas of general education, professional education, and social studies endorsement. A summary of the comparisons made will be presented in this section.

University of Tennessee. In general education, the University of Tennessee's College of Education requirement of eighty-six quarter hours exceeded the State's requirement by twenty-six quarter hours. The breakdown of the general education requirement into prescribed areas revealed that the State's requirements were met in the humanities and mathematics and exceeded in the areas of communications, health and physical education, the natural sciences, and the social studies.

In regard to the College of Education's social studies major requirements and the State's requirements for social studies endorsement,

comparisons were made in both area and individual subject requirements. The results showed that the total hours required for the college's social studies area majors exceeded the State's certification requirement by eighteen quarter hours. The College of Education's requirement for the Class III program (thirty hours in one subject and twenty-four in each of two others) also exceeded the State's individual subject endorsement requirements of twenty-seven hours in history and eighteen in each of the other social studies disciplines.

With the exception of the history minor, the social studies departmental major and minor requirements in the College of Liberal Arts met or exceeded the endorsement requirements for individual subjects.

East Tennessee State College. The East Tennessee State College requirement of seventy-five quarter hours exceeded the State's requirement in general education by fifteen hours. The margin of excess was due to the college's requirements in psychology and the social studies.

In professional education, the comparison showed the college requiring forty quarter hours and the State, thirty-six.

The college's requirements for area social studies majors exceeded the State certification requirement by nine quarter hours

(sixty-three to fifty-four). However, the college's social studies area minor--which required fifteen quarter hours in history; six hours each in economics, geography, and sociology; and three hours in political science--failed to meet either area or individual subject certification requirements. On the other hand, the departmental major or minor requirements in individual social studies disciplines exceeded the State's individual subject endorsement requirements. The college's departmental major and minor requirements were thirty-six and twenty-seven quarter hours, respectively, in all the social studies disciplines except geography, which required forty-five hours for a major and twenty-nine for a minor.

Middle Tennessee State College. The Middle Tennessee State College general education requirement exceeded the State's general education requirement by twelve quarter hours (seventy-two to sixty). The college's general education requirement of eighteen quarter hours each in natural science and social studies, as compared with the State requirement of twelve, accounted for the excess.

The State's thirty-six quarter hour professional education requirement was the same as that required by the college.

The college's requirement of sixty-three quarter hours for social studies area majors exceeded the certification requirement by nine

hours. In addition, the college provided a more concentrated social studies major of thirty-six quarter hours in one discipline plus nine hours in each of two supporting fields. Although this major failed to meet the area certification requirements, if combined with a social studies minor of twenty-four quarter hours in one social studies discipline plus nine hours in American history, the area endorsement could be obtained. Taken separately, either the concentrated major or the social studies minor would meet the certification requirements of only one of the social studies disciplines.

Memphis State University. The general education comparison between the State certification and Memphis State University's School of Education requirements revealed the latter to be slightly greater in the humanities, natural science, social studies, and mathematics.

In professional education, the School of Education provided a major of fifty quarter hours and a minor of thirty-six, either of which satisfied the State requirement of thirty-six quarter hours.

Memphis State University's candidates for a baccalaureate degree in the School of Education were required to complete requirements for certification in two or more teaching areas. Thus, the State's certification requirements were used in lieu of teaching area majors. College of Liberal Arts majors and minors, in meeting their respective

departmental requirements, would satisfy only the individual subject certification requirements. However, by electing a major in one social studies discipline and a minor in another, the Liberal Arts student could meet certification requirements in two subjects.

In conclusion, it may be observed from this section that the State requirements were met or exceeded by each of the selected institutions in all the areas compared.

Recommendations of the National Council for the Social Studies

As stated in the problem, recommendations of the National Council for the Social Studies were used in analyzing the social studies teacher education curricula of the institutions studied. This section presents a summary of comparisons made between the council's recommendations and the requirements of each of the institutions. Recommendations were made pertaining to general education, professional education, social studies major requirements, and synthesis of social studies courses.

University of Tennessee. The National Council for the Social Studies made two recommendations pertaining to general education: (1) that one-third of the student's total undergraduate program be in general education, and (2) that a minimum of fifteen semester hours of

general education be taken in the social studies. The University of Tennessee's College of Education met the first recommendation by a general education requirement of 45 per cent of the total undergraduate program. However, only fourteen semester hours were required in the social studies.

In professional education, the college's requirement of twenty-six semester hours exceeded the National Council's recommended eighteen.

The recommended program for the social studies major consisted of a minimum of forty-eight semester hours, twenty-four of which should be taken in one of the social studies disciplines and approximately twenty-four in at least three others. History could be included in either the major or minor, and the student should meet the broad major requirements, even if he chooses one of the individual social studies disciplines as his major. The College of Education's social studies area major requirements met only the council's recommendations pertaining to total hours and breadth of coverage.

The National Council further recommended that a seminar, course, or similar effort be provided to bring together all the social studies disciplines in one class. The university provided such a course in Social Science 201-2-3.

East Tennessee State College. The East Tennessee State College general education requirement of approximately 38 per cent of the total undergraduate program, with sixteen semester hours in the social studies, exceeded the National Council's recommendations in general education.

Also, the college's professional education requirement of approximately twenty-seven semester hours exceeded the National Council's recommendation. However, only the National Council's recommendation pertaining to breadth of coverage was met by the college's requirements for social studies area majors. Furthermore, the National Council's recommendation regarding a synthesis of social studies courses was not met.

Middle Tennessee State College. The Middle Tennessee State College general education requirement of approximately 36 per cent of the total undergraduate program adequately met the National Council's total hour requirement. However, the twelve semester hour social studies general education requirement failed to meet the fifteen semester hour recommendation of the National Council.

In professional education, the college's requirement of twenty-four semester hours exceeded the eighteen semester hours recommended by the National Council. However, in the comparison of social

studies area major requirements, only the council's recommendation concerning breadth of coverage was met.

The recommendation of the National Council for a course, seminar, or similar effort to present the different social studies disciplines in one class was met by the college's requirement of a reading course.

Memphis State University. In general education, Memphis State University's School of Education requirement of 34 per cent of the total undergraduate program met the National Council's recommendation. However, the School of Education's requirement of nine semester hours of social studies in general education failed to meet the council's recommendation of fifteen semester hours.

In professional education, the School of Education's requirement of twenty-four semester hours exceeded the council's recommended eighteen semester hour requirement. However, only the recommendation pertaining to breadth of coverage was met by the School of Education's social studies area major requirements. In addition, the National Council's recommendation of a synthesis of social studies courses was not met.

The Liberal Arts departmental major requirements met only the National Council's recommendation pertaining to subject emphasis.

In conclusion, it may be observed from this section that:

1. None of the institutions studied met all of the National Council for the Social Studies' recommendations.
2. The recommendations concerning professional education were met by all of the institutions studied.
3. The general education recommendation of one-third of the total undergraduate program was met by all of the institutions.
4. Only East Tennessee State College met the social studies general education recommendation.
5. None of the institutions fully met the recommended program for social studies majors.
6. With the exception of Liberal Arts departmental requirements, none of the institutions met the recommendation concerning subject emphasis for social studies majors.
7. Only the University of Tennessee met the recommendation concerning the total hour requirement for social studies majors.
8. With the exception of Liberal Arts departmental requirements, all of the institutions met the recommendation concerning breadth of coverage of social studies disciplines.
9. Only the University of Tennessee and Middle Tennessee State College met the recommendation pertaining to a synthesis of

social studies courses.

American History and Economic Concepts

Responses to the questionnaires distributed to American history and economic professors included in this study were tabulated and reported in Chapters III, IV, V, and VI. The questionnaires were designed to determine if the recommended American history and economic concepts were included in the courses required by the selected institutions for prospective social studies teachers. Specific sources investigated included texts, readings, lectures, and others indicated by the professors. This section presents a summary of the responses from each of the institutions studied.

University of Tennessee. An analysis of the responses from University of Tennessee professors revealed that: (1) only two of the recommended American history concepts were not reported as being included in the sources investigated; and (2) all of the recommended economic concepts were reported to be in at least one of the sources investigated.

East Tennessee State College. An analysis of the responses from East Tennessee State College professors revealed that: (1) all but three of the recommended American history concepts were reported as

being included in the sources investigated; and (2) none of the recommended economic concepts failed to be reported as being included in the sources investigated.

Middle Tennessee State College. An analysis of the responses from Middle Tennessee State College professors revealed that only one American history and three economic concepts failed to be indicated as being in the sources investigated.

Memphis State University. An analysis of the responses from Memphis State University professors revealed that none of the American history and only one of the economic concepts failed to be reported as being in the sources investigated.

II. CONCLUSIONS

The two hypotheses selected for this study were: (1) the selected institutions will meet the course and hour requirements recommended by the Tennessee State Board of Education and the National Council for the Social Studies; and (2) a majority of the concepts recommended for American history and economic courses will be included in the social studies teacher education curricula of the institutions studied.

In conclusion, it may be observed that only the second hypothesis was substantiated.



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APPENDIXES

APPENDIX A

American History Rating Sheet

The following items represent suggested concepts to be taught in American history courses required of prospective secondary school American history teachers. In the space provided, please indicate the desirability of each item.

Desirability refers to the extent to which you recommend the concept be included in the curriculum. The following point scale is a device for indicating the degree of desirability.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 1. The search for raw materials to complement mercantilist economics was one factor which led to the first wave of modern empire building.
- ____ 2. The effects of events outside one's community has been increasingly felt by modern man.
- ____ 3. Much of the language, religion, and behavior patterns of the American people came from Europe.
- ____ 4. The history of the United States shows an intermitting pattern of international awareness.
- ____ 5. The level of civilization has been steadily improved by man's extending his cooperation with other men.
- ____ 6. The position of the farmer in American security has undergone many changes since the colonial period.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 7. There is a "seamless web" of history. The greatest changes had antecedents; the historical revolutions were really evolutionary. The historian who seeks explanations for events finds himself pushing farther and farther back, and each is an effect of an earlier cause.
- ____ 8. During the nineteenth century the American society was permeated by an optimistic faith in the perfectibility of man. It experimented widely, if not always wisely, with reform programs which were designed to emancipate the human spirit and improve social conditions.
- ____ 9. The organization and administration of our colonial empire, which resulted in part from the Spanish War, raised serious political, economic, and constitutional problems.
- ____ 10. From the standpoint of party politics, the battle of 1912 was of tremendous significance.
- ____ 11. Many important social and economic problems of the post-World War I decade remained unsolved and were emphasized anew by the impact of the Second World War.
- ____ 12. Colonial America was a land of farmers and planters, but there were differences in the organization of economic life determined by natural resources, land tenure, and labor supply.
- ____ 13. In the English colonies, the European tradition of the union of church and state slowly gave way before the demand for religious liberty and the growth of religious toleration.
- ____ 14. The results of the French and Indian War were momentous for the English colonies. The removal of the "Gallic Peril" made them less dependent upon Great Britain for military defense.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 15. The extreme radicals, who first championed independence, found it difficult to convert their fellows to the idea of separation from Great Britain.
- ____ 16. The Declaration of Independence was designed to strengthen the radical cause in America and to win foreign support for the American rebellion.
- ____ 17. The accumulation of grievances against Great Britain led the young nation to adopt a war policy in 1812, but none of the important differences between the two countries was settled as a result of the conflict.
- ____ 18. The Supreme Court decisions, while John Marshall was chief justice, heartened the politicians of the nationalistic school and aroused resentment among those who cherished the states' rights philosophy.
- ____ 19. The nationalism of the "Era of Good Feeling" was implicit in the foreign policy known as the Monroe Doctrine.
- ____ 20. The election of Andrew Jackson was but one manifestation of the influences throughout the nation which were responsible for the democratization of political methods and institutions.
- ____ 21. The cumulative effect of the forces favoring popular education was seen in the foundations of a public school system which were laid in the generation before the Civil War.
- ____ 22. The central fact of life about government--any government--is that it must have the power to coerce.
- ____ 23. The current scene in America demonstrates a rapidly growing middle class and sharply diminishing upper and lower classes.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 24. The first foreign policy for the new United States required diplomatic agility to thread a way through 20 years of European wars and to make firm the nation's independence.
- ____ 25. Existing international agencies, and our cooperation with them, have grown out of past experience.
- ____ 26. No society has ever been completely static. Social change is continually occurring and always has been a present factor, though it takes place more rapidly and dramatically in a dynamic society than in one that is relatively static.
- ____ 27. The rate of social change in the Western world has been greatly accelerated since the industrial revolution and continues to rise rapidly in industrialized, urbanized nations like the United States.
- ____ 28. In the modern Western world, with the democratization of leisure, broader and broader sections of the population have shared in esthetic expression either as consumers or producers, or both on different levels.
- ____ 29. The discovery, exploration, and settlement of the New World were phases of a greater movement which carried Europeans into every part of the world.
- ____ 30. England entered the field of empire-building somewhat tardily but she became the greatest of all the European nations in colonization.
- ____ 31. Despite the transformation wrought by the American Revolution, the life of the new nation was deeply rooted in the colonial experience of the several states.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 32. The political power of the industrialists was seriously threatened during the decade of the nineties as the farmers of the West and South, joined by many wage earners of the East, launched a frontal attack against the bulwarks of big business.
- ____ 33. Natural resources determined in part the development of each region of the Western Hemisphere during the colonial period.
- ____ 34. The economic development of the Americas from the start was tied to that of Europe and has been affected by developments in Europe.
- ____ 35. In the United States the concept of the dignity and worth of the individual and of basic rights that he may claim has been developed and supported by actions of individuals and groups from colonial times to the present.
- ____ 36. Recorded history reveals the fact that men have continuously used their intellects to create new ways of solving recurring human problems, and in many areas human competence has improved as successive generations of men utilized accumulated knowledge to advance the frontiers of learning.
- ____ 37. Government has become the institution upon which modern society depends most heavily for achieving group action.
- ____ 38. The transition in the United States from a handicraft, rural economy to an industrialized, urban society has reduced or eliminated certain functions the family was formerly expected to fulfill, and consequently has brought changes in the family as an institution.

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

- ____ 39. America's basic spiritual values have their origins in Judaic-Christian religious thought.
- ____ 40. Growing unbanization, with its disintegration of community life and its attendant impersonality, requires other social controls from those operating in the smaller, unified communities of yesterday.
- ____ 41. The home, the church, and the school have been society's dependence in transmitting moral and spiritual values to each succeeding generation. In the mid-twentieth century, with both the home and the church weakened in the effectiveness of their moral and ethical teaching, the school has been called upon to undertake a greater share of the task.
- ____ 42. American concepts of justice and the rule of law are based largely upon Roman and English antecedents.
- ____ 43. During the first half of the nineteenth century, American society began to feel the impact of those changes in industry, transportation, and communication which are generally called the Industrial Revolution.
- ____ 44. The sectional controversy over slavery, which became critical after the Mexican War, was deeply rooted in the economic development of the nation since colonial days.
- ____ 45. The Spanish-American War set in motion a train of events which advanced the United States along the path of empire.
- ____ 46. The period which Theodore Roosevelt, Woodrow Wilson, and others made memorable with their quest for social justice was also a time of vigorous effort to remodel the structure of government and to democratize its processes.

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

- ____ 47. During the closing years of the Revolutionary War, the conflict broadened into an attempt on the part of France and other European powers to weaken Great Britain's predominant position in world affairs. So important were the non-American aspects of the struggle that England was eager in 1782 to make peace with her colonies.
- ____ 48. The political, economic, and diplomatic difficulties of the nation in the so-called critical years contributed to the strength of the movement to revise the Articles of Confederation.
- ____ 49. The depressed prices of agricultural commodities in the last quarter of the 19th century gave impetus to the mass protest of farmers against the political and economic conditions of the period.
- ____ 50. During the 1880's and 90's the prevailing theory that the government should abstain from meddling in business affairs was challenged by those who believed that governmental action to curb abuses in the economic life of the nation was essential for the welfare of the people.
- ____ 51. The political battle for the control of the government in 1896 was a momentous test in the struggle between "the farmer and the financier, the plow holder and the bond holder, the debtor and the creditor, the West and the East."
- ____ 52. The Japanese attack on Pearl Harbor quickly quieted the arguments over American foreign policy and united the nation in a solemn determination to meet successfully one of the great crises of the nation's history.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 53. For a dozen years after World War I the political scene was dominated by the Republican party, which gained great partisan advantage from the nation's prosperity, only to suffer defeat as soon as prosperous times were succeeded by panic and depression.
- ____ 54. The years following World War I saw the United States government yield to the trend toward economic nationalism and political isolation.
- ____ 55. After the First World War, there was a revival in the United States of the crusade against war.
- ____ 56. Cooperative action by the United States and other nations in the closing phases of World War II and in the reconstruction of war-torn countries revealed that the United States would take a more active part in world affairs than was the case following the First World War.
- ____ 57. In the 20th century, with the realization that human intelligence may be applied constructively or destructively and that the choice is man's, the study of the human mind becomes science's greatest frontier.
- ____ 58. In the New England colony of Massachusetts, the responsibility of the community for education of the young was recognized in laws passed during the second decade of settlement; thus in principle the first steps in establishing the American tradition of public responsibility for education was taken.
- ____ 59. Twentieth century education in the United States has seen a change from regimented classrooms to an informal atmosphere, and at the secondary level, from a narrow, college-preparatory curriculum to a program of great variety.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 60. The United States has been the scene of many reform movements in which socially conscious individuals worked through private organizations to solve social problems.
- ____ 61. An important problem of value--whether or not the central government should become the agency for social action to relieve economic distress was a major issue of the 1930's.
- ____ 62. The movement for secession, which was opposed by some Southerners on the basis of principle and by others on grounds of expediency, had been gathering strength for a decade, especially in the cotton states.
- ____ 63. One of the most obvious political results of congressional reconstruction following the Civil War was the adherence of almost all Southern whites to the Democratic Party.
- ____ 64. In the running warfare between capital and labor during the last quarter of the nineteenth century, the governments of the states and the nation seldom interfered--and then only as defenders of property rights.
- ____ 65. The generation which reached maturity in 1900 inherited a tradition of philanthropic benevolence, humanitarian striving, and social progress which it expected to carry on.
- ____ 66. Theodore Roosevelt's conspicuous and aggressive activity in the conduct of foreign relations increased the influence and prestige of the United States as a world power.
- ____ 67. At the beginning of his presidency, Woodrow Wilson was little concerned with foreign policy, but the trend of events compelled him finally to subordinate domestic issues to foreign affairs.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 68. Prior to the two World Wars, the struggle to defend neutral rights was paralleled by the contest between those who desired to avoid every possibility of war and those who wished to prepare effectively for the probability of armed conflict.
- ____ 69. During war years the majority of our citizens and their representatives in Congress rose above the limitations of partisanship, conferring upon the President the powers which he requested and cooperating in numerous ways to insure victory on the field of battle.
- ____ 70. The free world must prize the free mind, for intellectual liberty is the ultimate meaning of freedom. The free mind requires the encouragement of scepticism, of doubt and unconventionality. It uses controversy as a constructive means of social improvement and permits men the freedom of speech to voice unpopular ideas.
- ____ 71. The early settlers in English America established schools for religious purposes; this motive was predominate in the English colonies through most of the colonial period.
- ____ 72. The development of elementary education for the masses in the United States was paralleled or soon followed in most Western European countries. It is significant, however, that a single-track system of tax-supported public schools dominated the scene in the United States in contrast to a double-track system of mass and class public education in most western European countries.
- ____ 73. After the entrance of the United States into the first World War, President Wilson became the spokesman for the cause of the Allies.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 74. From the Civil War to the close of the nineteenth century American workingmen endeavored to organize and guide a labor movement based upon the workers' role in the industrial order.
- ____ 75. Frontier life in America strongly emphasized individual self-reliance.
- ____ 76. The frontier society developed many contradictory qualities which have persisted in American life.
- ____ 77. The pattern of settlement of lands now included in the United States illustrates the effects of natural forces on man's life.
- ____ 78. The transition from woodsman to farmer in early America and a later transition from an agricultural to an industrial economy brought changes in the environment.
- ____ 79. The New Deal program for economic recovery included drastic reforms in the management of financial institutions and a general revision of the nation's monetary system.
- ____ 80. The evolution of Lincoln's policy was determined by his desire to unite the sentiment of the North behind the administration, his belief that some of the slave states would remain loyal to the federal government, and his refusal to permit secession to disrupt the Union.
- ____ 81. The Civil War era wrought a revolution in the life of the American people comparable to that which accompanied the War for Independence.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 82. In our democracy, rule by the majority and the protection of rights of minorities go hand in hand.
- ____ 83. The record of Americans in recognizing the dignity and worth of the individual has its negative aspects as well as its positive.
- ____ 84. History provides many examples of how man's life has been made richer and more comfortable through the application of intelligence.
- ____ 85. As research and experimentation have expanded the knowledge available to man, areas have been split off and organized as disciplines having their own set of values, methods of research, and patterns of organization.
- ____ 86. The systematic procedure for dealing with social problems is labelled variously as scientific thinking, critical thinking, reflective thinking, problem solving, or the problems approach; it proposes that intelligent citizens concerned about a social problem utilize a systematic procedure in their analysis of the problem.
- ____ 87. The great religions of the world, although differing in forms and customs, uphold many of the same basic moral values.
- ____ 88. As groups of men have developed great cultures, they have moved from simple animism in which the forces of nature were worshipped as entities to complex philosophical systems in which moral and spiritual values were developed in relation to one another.
- ____ 89. Great civilizations developed in regions which were geographically favored in fertile river valleys and in regions with

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

adequate rain, temperate climates, and streams which provided a system of transportation.

- ____ 90. The great discoveries of the astronomers in the 16th and 17th centuries provided a foundation upon which modern man has built his present views of the universe.
- ____ 91. One test of the maturity and degree of integration of a personality is the extent to which the individual has formulated a consciously consistent, elaborated, and socially accepted system of moral and spiritual values and is able to live by it.
- ____ 92. The development of inductive reasoning--from the particular to the general--was a major step which separated the ancient world from the modern and laid the foundation for the sciences which are the basis of today's living.
- ____ 93. In different times and places, people have prized different resources, depending on the use they could make of them.
- ____ 94. In our modern complicated society, individuals find their best opportunities to influence social policy through cooperative efforts with other like-minded individuals.
- ____ 95. The improvement of human living involves two categories of social problems or controversies. One turns on disagreements about values--whether something should be done or not. The value question being settled, the problem becomes one of how. The difference between the two kinds of questions must be recognized for the most effective application of intelligence.
- ____ 96. Western democracies have emerged from a struggle between a nobility which had secured and defended its special privileges and a middle class which sought freedom of economic opportunity.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 97. While freedom and security are concepts which in their theoretical absolutes are mutually exclusive, each society decides how much of each it will enjoy at any given time.
- ____ 98. The growth of science has increased man's knowledge of natural forces and natural phenomena. On the basis of such knowledge, man has increased his control over nature or made more intelligent adaptation to the forces he cannot control.
- ____ 99. Loyalty to wider groups requires a kind of knowledge and intellectual grasp which is not needed for loyalty to the small face-to-face group.
- ____ 100. In Hammurabi's ancient code of laws, justice was identified with "an eye for an eye." The concept has grown and changed so that justice now is concerned not only with the protection of society, but with re-education of the offender.

Name: _____

Title: _____

Institution or organization employed by: _____

APPENDIX B

Economic Concept Rating Sheet

The following items represent suggested concepts to be taught in economic courses required of prospective secondary school social studies teachers. In the space provided, please indicate the desirability of each item.

Desirability refers to the extent to which you recommend the concept be included in the curriculum. The following point scale is a device for indicating the degree of desirability.

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

Consumption

- ____ 1. Economics is the social science that deals with man's wants and his efforts to secure the material things and services to satisfy them.
- ____ 2. Human wants are unlimited in number and variety.
- ____ 3. There is a continual shifting of wants.
- ____ 4. The sum total of all economic goods possessed is wealth. When owned by an individual or company, they are private or individual wealth. When owned by the community or enjoyed by the community as a whole on equal terms, they are social wealth. The total of all goods in the nation is the national wealth.
- ____ 5. Desires are of no economic importance unless they are made

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

effective; that is, unless consumers have the ability and the willingness to purchase the things they desire, there will be no effective demand.

- ____ 6. One's standard of living is determined in part by the nature and extent of the goods consumed.
- ____ 7. Real income is measured in terms of the purchasing power of the money income.
- ____ 8. The law of diminishing utility is that the satisfaction derived from the consumption of goods tends to diminish as we consume or acquire successive units of the same goods.

Production

- ____ 9. Production is the process of creating utility in commodities and the rendering of services for the satisfaction of human wants.
- ____ 10. In order to have the process of production function efficiently, several factors are needed: land or natural resources, labor, capital, and management to coordinate and control the process.
- ____ 11. The factors of production are subject to the law of diminishing returns. If one factor of production is kept constant while other factors are increased, there will be a point reached when the addition of further units will not yield a proportionate increase in return.
- ____ 12. The law of proportionality states that there is a combination of the factors of production that will produce the largest return at the smallest cost.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 13. We produce in an indirect or round-about way; that is, machines are made to produce machines which provide our goods.
- ____ 14. Mechanization of production tends to result in a standardization of production.
- ____ 15. The individual proprietorship and the partnership are easily established, but they may be handicapped by lack of capital and by the fact that their existence is dependent upon the life of the owners.
- ____ 16. A partnership is that form of business organization in which two or more persons associate themselves by a contract for the purpose of conducting a business--sharing risks, earnings, and management.
- ____ 17. The corporation is an association of individuals, called stockholders, who are authorized by a charter to carry on a specific business.
- ____ 18. Corporations obtain their capital through the sale of shares of ownership called stock, by borrowing, and by the sale of bonds.
- ____ 19. Common stock carries no fixed rate of dividends and usually has voting power.
- ____ 20. Normally, preferred stock has prior claim over common stock to the earnings and assets of the corporation; it usually carries a fixed rate of return but ordinarily does not have voting power.
- ____ 21. A bond is a written promise to pay to the holder a certain sum of money at a stipulated time and at a certain rate of interest. Bonds may be mortgage bonds, collateral bonds, or debenture

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

bonds.

- ___ 22. Geography--physiography and resources--are among the basic factors which determine where many industries are located; however, modern technology has enabled man to move many resources to far distant places for processing and manufacture.
- ___ 23. The cost of natural resources, whether to individual or nation, tends to increase as diminishing supplies entail greater economic effort to secure them, and also as greater amounts must be spent to manage and conserve them.

Marketing

- ___ 24. Marketing includes the necessary steps in the production of commodities between the primary producer or the manufacturer, on the one hand, and the final consumer on the other.
- ___ 25. A market is the coming together of the minds of buyers and sellers in the exchange of a particular good. It is not necessarily a place, but a group of buyers and sellers who may be widely separated.
- ___ 26. An aspect of value is the power of a good to command other goods in exchange. When exchange value is expressed in terms of money, it is called price.
- ___ 27. The supply of a good is the quantity of that good that is offered for sale in the market at a given time and at a given price.
- ___ 28. As purchasing power rises, demand tends to increase and vice versa.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

____ 29. When a small change in the price of a good causes a large change in the quantity bought, there is said to be an elastic demand for a good.

____ 30. When general prices rise, the purchasing power of money grows less; when general prices decline, money has greater purchasing power.

____ 31. Creditors gain by a decline in prices and suffer by a rise in prices; debtors gain by paying their debts when prices are high and lose by paying them when prices are low.

____ 32. Persons on a fixed income are at a disadvantage when prices are rising, but have an advantage when prices are declining.

Money

____ 33. The functions of money include: (1) to act as the medium of exchange, (2) to serve as a measure of value, (3) to serve as a standard of postponed payment, (4) to serve as a storehouse of value.

____ 34. Inflation produces a rise of prices as a result of a too great expansion of paper money or bank credit.

____ 35. Credit is the ability to secure money, goods, or services in the present against the promise to pay for them in the future.

____ 36. The credit system is based upon confidence, character, and collateral.

____ 37. A bank is an institution that creates credit and facilitates exchange.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

____ 38.. A bank creates credit by lending sums proportionate to its deposits.

____ 39. Banks are required by law to maintain a legal reserve against their time and demand deposits.

____ 40. Through the Federal Reserve System, the government can take action designed to regulate the amount of money in circulation.

Trade

____ 41. Foreign markets are necessary for American industries to maintain their present production level.

____ 42. When a nation is owed money from abroad, it is said to be a creditor nation. These nations are normally highly industrialized countries with an excess accumulation of capital that they invest by buying foreign stocks and bonds or making loans abroad.

____ 43. When a nation owes money to other countries, it is said to be a debtor nation. These nations are normally agrarian countries.

____ 44. As a creditor nation, we must be willing to accept goods from abroad if interest on our foreign investments is to be collected.

____ 45. Taxes placed upon goods entering or leaving a country are known as tariffs.

____ 46. A protective tariff is one levied on such imported articles as are similar to those produced within the country, for the

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

purpose of raising the cost of foreign articles at landing at least as high as domestic cost of production.

- ____ 47. Our tariffs are not made scientifically but are the result of many compromises among the various sections of the country.
- ____ 48. The belief that an excess of exports over imports constitutes a favorable balance of trade stems from 17th century mercantilism, when gold was synonymous with wealth and was thought to be the basis of national power. The more modern idea that wealth is measured by usable commodities has required a new definition of "favorable balance" and a new emphasis on the importance of free exchange of goods.
- ____ 49. World trade has helped the United States to obtain a high level of employment and income.

Distribution

- ____ 50. Economic distribution is the process whereby, from the value of the product, each of the factors of production is rewarded for its contribution in production.
- ____ 51. The price that is paid for the use of capital goods is called interest.
- ____ 52. It is generally agreed that the main purpose of anyone taking a business is to earn a profit and that the principal reason for the existence of profits is risk.
- ____ 53. Through insurance a loss too great for any one individual to bear is spread over a large number of persons and over a large area; although the loss is not eliminated, it is reduced.

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

Big Business and Monopolies

- ____ 54. A monopoly has sufficient control over the supply of a commodity or service to enable the holder to set the price.
- ____ 55. Capitalistic monopolies may result from great industrial combinations. An industrial combination is a joining of several business establishments, or plants, under one management.
- ____ 56. Among the several forms of combination that have been devised are: pools, trusts, holding companies, giant corporations resulting from mergers or consolidations, interlocking directorates, and trade associations.
- ____ 57. Since public utilities are monopolies, free from ordinary competition, it is necessary that some agent of the government be appointed to regulate them.
- ____ 58. As modern corporations have grown to mammoth size, there has been a great increase and dispersion in the number of owners; this has contributed to the development of a professional managerial class, the members of which exercise extensive control of American big business.
- ____ 59. The modern American corporation often becomes a major force in the economic and social-cultural life of the geographic area in which it is located.
- ____ 60. As American business has grown bigger and bigger, it has become more impersonal.

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

Labor

- ____ 61. With the rise of corporations, it became more difficult for the individual worker to bargain with his employer.
- ____ 62. Unions have brought about many changes for the better in working conditions, wages, hours, and bargaining ability.
- ____ 63. Labor unions have been severely criticized because of their methods of conducting strikes, their attitude toward non-union workers, and because of the attitude and conduct of some leaders.
- ____ 64. Some of the methods and weapons used by unions to win their demands are: strikes, which is a refusal to work; boycotts, an organized refusal to deal with a particular firm; secondary boycotts, an attempt to induce others to refuse to deal with the firm that is being boycotted; and picketing, an attempt to prevent others from taking their jobs by notifying them that a strike is in progress.
- ____ 65. Employers have sought to adopt measures to counteract the efforts of unions by such measures as the lockout, injunction, black list, espionage, yellow-dog contract, and the employers' associations.
- ____ 66. The trade agreement or labor contract between the employer and the union runs for a stated period of time and usually fixes standards regarding hours, rates of pay, and other conditions of employment.

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

Government Finance and Control

- ____ 67. When a government borrows, it must offer terms which are as attractive to private owners of capital as those that private individuals or corporations offer.
- ____ 68. A tax is a compulsory payment to the government to defray the expenses incurred in performing governmental services. There are direct and indirect taxes; while indirect taxes are frequently shifted to others, it is more difficult to shift direct taxes, Incidence means the final resting place of the tax.
- ____ 69. Tax experts emphasize justice as the basis of applying any given tax. A progressive tax is usually used to determine the tax on income; that is, as the income becomes greater, a higher rate is levied. A regressive tax rate is one that increases as the base decreases.
- ____ 70. There are many kinds of taxes. Some of the major ones are: the income tax, a large producer for both state and federal governments; the excise tax produces much revenue and is easy to collect although it is not popular; the sales tax, levied by some states and cities, is objected to because it bears hardest on those with low incomes; corporation income tax and excess profits tax, the chief business taxes; and the property tax, greatest producer of state and local revenue.
- ____ 71. For a considerable period of time following the Revolutionary period, Adam Smith's doctrine of "laissez-faire" was popular; that is, that industry would naturally regulate itself if the government maintained peace, kept taxes low, and administered justice with an even hand. That government, then, was best that governed least and left men free to seek profit and fortune.

- 3 ____ very desirable
- 2 ____ desirable
- 1 ____ of slight or questionable desirability
- 0 ____ undesirable

- ____ 72. As corporations assumed prominence and grew to huge combinations, the public demanded the government exercise some control over them.
- ____ 73. One of the chief problems of government seems to be to decide how much regulation of economic activities is necessary and desirable and what type of regulation is necessary.

Business Cycles

- ____ 74. 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 and are usually classified into four phases: prosperity, decline or crisis, depression, and recovery.
- ____ 75. There are many theories as to the causes of business cycles. Some of them are: the sunspot theory, innovation theory, over-production, lack of planning, over-speculation, over-saving, and shortage of consumer income.
- ____ 76. The problem as to how to prevent cycles or at least lessen their extremes has had a number of suggested approaches.
- ____ 77. The business cycle has been a frequent phenomenon in the American economy. The cycle once left entirely to abstract economic forces has become a matter of increasing concern to the government.

Economic Systems

- ____ 78. An economic system is the over-all method of doing business in a country or region.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

____ 79. Several different economic systems operate in the world today.

____ 80. Economic systems are alike in that they all face the problem of trying to distribute goods and services so as to satisfy human needs. They differ in the methods used to do this.

____ 81. Each economic system is built upon a basic social theory; but there is a wide gap between theory and practice.

____ 82. It is difficult to classify the economic system operating in any nation as entirely capitalistic, fascist, socialistic, or communistic because all national economies have elements of more than one system and are, therefore, "mixed economies."

____ 83. Western democratic emphasis on the individual has played an important part in establishing the private enterprise as the basis of our economy.

____ 84. Under the capitalistic system, the consumer, through his buying habits, exerts great influence over what is produced and how it is distributed.

____ 85. Under the capitalistic system, individual business concerns have more freedom than under fascism, communism, or socialism.

____ 86. Under socialism and communism, the government assumes almost complete authority for planning and operating the economy.

____ 87. Communism differs from socialism in advocating revolution (as opposed to evolution) as a way of getting the system adopted.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ____ 88. Under fascism, a totalitarian government exercises strong authority for planning and controlling production and distribution without directly owning and operating business enterprises.
- ____ 89. No economic system operates perfectly. Each has its defects and advantages which must be carefully weighed by considering what the people of the country want most from their economic system.

General

- ____ 90. There are many types of cooperatives (producer, consumer, marketing, credit union), but they are all alike in that they try to eliminate middlemen and reduce the cost of commodities and services to members.
- ____ 91. The status of natural resources and technology is directly related to the people's standard of living and way of life.
- ____ 92. Industrialization, increasing population, and mounting world desire for higher standards of living have accelerated the urgency of wise use and management of our natural resources.
- ____ 93. With all its benefits, the idea of area specialization requires a frequent pro and con re-examination. Increased facilities, the speed of international commerce, and its many potentially positive effects on human living urge its increase; military factors, related to national survival in a "cold war world," may argue for self-sufficiency where possible and stock-piling for the rest.

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

- ___94. In spite of the surpluses on American markets and our high standard of living, we still live in a global economy of scarcity; a generally higher living for mankind depends upon expansion of productive capacities throughout the globe.
- ___95. In the 20th century, industrialization and technological advance have gone hand in hand with rising levels of educational achievement in the general population.
- ___96. Increasingly the American woman has become an important factor in our economy.
- ___97. One of the critical problems of our day continues to be the acceptance by individuals of one moral standard for their personal activities and a different standard for their actions as a representative of an economic organization.
- ___98. As society has become urbanized, communities have become less unified and human relations more impersonal; because of this, the organized special-interest group has become more powerful at every level of government.
- ___99. The central economic problem is how do we allocate our resources. All other economic issues--the farm problem, labor-management relations, taxation, inflation, full employment, the anti-trust problem, etc.--are partial manifestations of the central problem.
- ___100. Economic citizenship uses the same basic values as in social and political democracy, applying them to material matters. Loyalty to our democracy requires that the citizen respect property rights, meet his obligations in contracts, and obey regulations governing the use of property. He accepts

3 ____ very desirable

2 ____ desirable

1 ____ of slight or questionable desirability

0 ____ undesirable

responsibility for the maintenance and improvement of a competitive economic system, assisted and regulated when necessary by governmental action. He knows in general how other economic systems operate, including their political and social consequences.

Name: _____

Title: _____

Institution or organization employed by: _____

APPENDIX C

As an advanced graduate student at the University of Tennessee, I am engaged in research dealing with the Social Studies. A part of the research is concerned with the consideration given certain concepts in American history.¹ Using the concepts listed in Part I, please indicate the information called for in Part II.

PART I. AMERICAN HISTORY CONCEPTS

(Part I consisted of a list of recommended American history concepts presented in Appendix A and discussed in Chapter II.)

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¹A similar questionnaire containing a list of recommended economic concepts presented in Appendix B was distributed to the economic professors included in this study.

PART II. QUESTIONNAIRE

To the best of your knowledge:

- A. Indicate if the concepts listed in Part I are included in the text(s) used in the course(s) you teach by placing an (x) opposite the number of the concept in the space below marked: A. TEXT.
- B. Indicate the concepts that are included in the required outside readings for the course(s) that you teach by placing an (x) opposite the number of the concept in the space below marked: B. OUTSIDE READING.
- C. Indicate the concepts that are included in the lectures of the course(s) that you teach by placing an (x) opposite the number of the concept in the space below marked: C. LECTURE.
- D. Indicate the concepts that are taught through other sources not indicated by A, B, or C by listing the type of source in the space below marked: D. OTHER.

Note: Some concepts may be found in more than one source. Information requested concerns only the required courses for prospective secondary school social studies teachers.

CONCEPTS	A. TEXT	B. OUTSIDE READING	C. LECTURE	D. OTHER
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1

2

3

.....

(In the original questionnaire, the concepts column was numbered 1 through 100.)

1. List the catalog number(s) of the course(s) you teach that are required for prospective secondary school social studies teachers.
2. List author and title of text(s) used.
3. List author and title of outside readings required. (Use other side of page if additional space is needed.)
4. Of the American history courses required for prospective social studies teachers, indicate the number of classes you normally teach during a school year.

Name: _____

Faculty status: _____

Name of institution: _____

APPENDIX D

The following people served as jurors in rating the American history and economic concepts used in this study:

American History

Dr. Jack Allen, Professor of History
George Peabody College for Teachers
Nashville, Tennessee

Dr. John M. Webb, Professor of History
University of the South
Sewanee, Tennessee

Dr. Wentworth S. Morris, Chairman
Department of Social Science
Austin Peay State College
Clarksville, Tennessee

Dr. A. A. Thompson, Head
Department of Social Science
Tennessee A. & I. State University
Nashville, Tennessee

Dr. H. B. Smith, Chairman
Department of Social Science
University of Tennessee Martin Branch
Martin, Tennessee

Economics

Dr. Robert Bjork, Associate Professor of Economics
George Peabody College for Teachers
Nashville, Tennessee

Dr. William H. Nicholls, Chairman
Department of Economics
Vanderbilt University
Nashville, Tennessee

Dr. Arthur G. Vieth, Professor of Economics
University of Chattanooga
Chattanooga, Tennessee

Dr. James E. Thorogood, Professor of Economics
University of the South
Sewanee, Tennessee

Dr. Jean D. Grambs, Supervisor of Adult Education
Prince George County
Upper Marlboro, Maryland
(Member of the National Council for the Social
Studies Committee on Concepts and Values)

The following members of the National Council for the Social Studies
Committee on Concepts and Values rated both American history and
economic concepts:

Dr. Merrill Hartshorn, Executive Secretary
National Council for the Social Studies
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dr. Ralph C. Preston
School of Education
University of Pennsylvania
Philadelphia, Pennsylvania

Dr. Howard Cummings
U. S. Office of Education
Washington 25, D. C.

Dr. Sam McCutchen, Chairman
Department of Social Science
School of Education
New York University
New York, New York

Dr. Dorothy Fraser
School of Education
City College of New York
New York, New York

APPENDIX E

The following sources were recommended for the selection of American history and economic concepts used in this study:

American History

Beard, Charles Austin. An Economic Interpretation of the Constitution of the United States. New York: The Macmillan Company, 1941.

Bieseke, Rudolph L. (ed.). Readings in American History. Second edition. 2 vols. Boston: Houghton Mifflin Company, 1956.

Commager, Henry Steele (ed.). Documents of American History. Fifth edition. 2 vols. New York: Appleton-Century-Crofts, Inc., 1949.

Sheehan, Donald Henry. The Making of American History. Second edition. New York: Dryden Press, 1954.

Economics

Clemence, Richard V. (ed.). Readings in Economic Analysis. Cambridge: Addison-Wesley Press, 1950.

Council for the Advancement of Secondary Education. Economics in the Press: A Survey of Magazines and Newspapers for Economic Terms. Washington: Council for the Advancement of Secondary Education, 1956.

_____. Key Understandings in Economics: Derivations, Validation, and Evaluation of a Composite List of Basic Economic Topics. Washington: Council for the Advancement of Secondary Education, 1956.

Fraser, Lindley Macnaghten. Economic Thought and Language. London: A. & C. Black, Ltd., 1937.

Meyers, A. L. Elements of Modern Economics. Fourth edition.
New York: Prentice-Hall, Inc., 1956.

Moorman, John H. "A Study of Basic Economic Concepts in the High School Curriculum." Unpublished Ph.D. thesis, The State University of Iowa, Iowa City, 1948.

_____. Basic Economic Concepts. Monograph 73. Cincinnati: South-Western Publishing Company, 1949.

Overman, Glenn D. "Basic Economic Concepts About the American Business System Which Business Executives Believe Everyone Should Know." Unpublished Ph.D. thesis, Indiana University, Bloomington, 1954.

Samuelson, Paul A. (ed.). Readings in Economics. Second edition.
New York: McGraw-Hill Book Company, Inc., 1955.

American History and Economics

National Council for the Social Studies. A Guide to Content in the Social Studies. Report of the NCSS Committee on Concepts and Values. Washington: National Council for the Social Studies, 1957.