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A survey of the social studies in fifty-four vocational schools

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Thesis

A SURVEY OF THE SOCIAL STUDIES IN
FIFTY-FOUR VOCATIONAL SCHOOLS

Submitted by
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CHAPTER I
THE PROBLEM AND DEFINITION OF THE TERM USED

Vocational education in the United States has expanded its facilities during the last quarter of a century to such a degree that it is terminal education for a large portion of American youth. There is a tendency among vocational educators to place undue emphasis on the shop courses and too little on the development of the worker as a citizen.

In discussing Vocational Education and Life-Adjustment Program, John A. McCarthy, Assistant Commissioner of Education, State of New Jersey, states:

There is considerable evidence that workers are not prepared to assume their rights and responsibilities in an occupational democracy, and the evidence comes from employer groups and the real leaders of labor who recognize the importance of intelligent members who can do their own thinking and take action which is in conformity with American ideals. 1/

1. THE PROBLEM

Statement of the problem.-- The purpose of this study is to determine the status of the social studies in the vocational schools in regard to the curricular offerings,

the grade level offered, the allotment of time, the length of the courses and whether they are required or elective. This study deals with those schools which operate separately from the regular high schools and present a two, three, or four year program of training pupils for profitable employment in industry or household arts. No attempt was made to survey those schools which dealt primarily with agricultural vocational education.

**Importance of the study.**-- Vocational educators have the responsibility for training youth to live as well as to work. Thus they must provide adequate instruction so that youth will be able to deal with problems growing out of the community, the nation and the world. No matter what occupation an individual selects, he is primarily a citizen. His progress and happiness and the improvement of the society of which he is a part, depend upon the training he receives to meet the challenges society has to offer. The way he meets these challenges will definitely affect the destiny of our future society. Adequate social studies must be established in the vocational schools.

2. **DEFINITION OF TERM USED**

**Vocational Education.**-- Because the term, vocational education, is a general one and is broadly interpreted to include agricultural education, education for trades and
industry, home economics, commercial education, and even by some educators to include professional education, the writer has set up a definition of vocational education as it is used in this study.

Chapter 74, General Laws, State of Massachusetts defines vocational education as follows: Section 1, chapter 74 defines vocational education as education of which the primary purpose is to fit pupils for profitable employment, and enumerates and defines these forms of vocational education:

(1) Industrial education, vocational education fitting pupils for trades, crafts, and manufacturing pursuits, including occupations of girls and women in workshops.

(3) Household Arts education, vocational education fitting pupils for occupation connected with the household.\footnote{Commonwealth of Massachusetts, \textit{Bulletin of the Department of Education, Division of Vocational Education}, 1934, Number 4, Whole Number 274, (Revision of Bulletin 203), p. 7.}

It should be clearly understood that college entrance requirements are not the bases for admission to vocational schools and the work in these schools does not include credit toward a degree.
CHAPTER II

REVIEW OF THE LITERATURE

Whipple, in an unpublished study, showed that the social studies have an important place in the curricula of most vocational schools. Many of the twenty-four Massachusetts vocational schools which he surveyed alloted time for other subjects than Civics. American History was offered in twenty-three schools. Some offered Problems, World History and Economics courses. A few schools offered such courses as, Industrial History, Geography, United States Constitution and Current Events.

This study revealed: "Civics is the most common first-year subject. In the second year American History leads but does not constitute a majority. This is likewise true in the third and fourth years. In other words no distinct pattern emerges in the years after the first."

Regarding the time allotment, there were three determining factors. (1) The percentage limitation of time imposed by state law, which states that not more than twenty percent of the whole time allotment may be devoted to general


2/ Ibid., pp. 3-4.
education. (2) The varying type of schedule: some schools operated on the plan of one week in the shop and one week in academic and related work. Other schools operated on the plan of one-half day in the shop and one-half day in related and academic work.

These factors...result in many patterns ranging from one and one-half hours per week every week to eight periods every other week. As schools were established in connection with high schools something approaching the high school time allotment became common. Four or five periods weekly or every other week is now the most usual arrangement. 3/

Comparing the course of study with that offered by the high school the study showed that ten schools offered the same course while twelve schools offered different courses. They differed because of an industrialized approach and because time limitations necessarily placed limitations upon the course of study.

Concerning changes in the social studies in the past five years, this study indicated that revision is a usual procedure.

Two of McCarthy's five general objectives for vocational education stress the development of "civic competency" and "occupational civic competency." McCarthy has expanded


the Richards' formula for developing courses of study and course content for vocational schools. This formula was developed by Dr. Charles R. Allen and Charles R. Richards, pioneers in the field of vocational education, and was originally expressed as follows:

\[ E = M + T + GV \]

E  Personal equipment needed by the individual for job success
M  Manipulation of hands, machines or tools, or combinations of each
T  Technical knowledge necessary to make M operative
GV  General knowledge of the occupation or field. This includes knowledge of materials, processes, safety and other items which contribute to make an intelligent workman

Later the formula was enlarged to:

\[ E = M + T + I + J + Mo \]

I  General industrial knowledge of safety, materials, hygiene, and other items which contribute to make an intelligent workman.
J  Judgment
Mo  Morale

The formula was further expanded and was adequate as a guide in the era from 1917 - 1932:

\[ E = M + T + I + J + Mo + (PAD) \]

The term (PAD) represents the subjects usually recognized as necessary for community civic effectiveness.

After 1932, a new era developed in which greater emphasis was placed on vocational education. Social Legislation was enacted into our laws and it seemed necessary to
expand the formula. Mr. McCarthy advocates the following formula to provide the personal equipment for today's worker:

\[ E = M + T + I + J + Mo + (PAD) + (POD) \]

(POD) represents those subjects now necessary for occupational civic effectiveness. The term (POD) involves subject-matter which should find itself in all programs and is expressed as "Problems of Occupational Democracy".

The Constitution of the United States and the Bill of Rights are given full consideration in (PAD) in acquainting students with their civic rights and responsibilities; but the rights given to workers through due process of law are not set up as their civic rights. They are submerged in several complex pieces of legislation, and they are not identified readily.

He also suggests that teachers who are certified to teach the social sciences should be the ones selected to teach the content which will be included in (PAD) and (POD).

In Chapter XIV, "Vocational Education and Life-Adjustment Program", McCarthy states: "a rich program of social sciences is necessary to give these potential workers an opportunity to learn the industrial history of the Nation as well as the political and wartime accomplishments."

He further

asserts that the industrial history of the United States is a rich one which can be made attractive to these youth so that they may know what their forefathers did to win the rights that have been passed on to them to preserve and enjoy. The periods in the history of industry and labor where situations have developed which are not to the credit of either industry or labor must not be passed over.

Curriculum constructors will find that there will be objections to revisions which involve the presenting of the purposes of the CIO and AFL and means of explaining collective bargaining. Some will not agree that a democracy should have workers with rights and responsibilities through due process of the law. If the needs of our vocational school youth are to be met they must be given an opportunity to know how to meet the situations involved in the world of work.

Prosser and Quigley, associates of Allen, and pioneers in the field of vocational education, in a discussion of full-time day schools state:

The fundamental responsibility which has been assumed by the full time day school is to give training in all three of the elements of Richards' formula. ...in manipulative skill, functioning knowledge and job intelligence. In common language, the schools for each occupation taught must give both shop and related subject matter. 7/


7/ Ibid., p. 245.
The objectives for the various courses of study are classified into five groups. The fourth group is as follows: "A group of subjects whose objectives are the promotion of civic intelligence, such as civics or economic and industrial history."

In discussing a school the aim of which is to give to an adolescent, with all his characteristics, the equipment he requires to enter and maintain himself in a job, the authors maintain that this type of school must almost always include subjects having civic value.

The following statements by the Educational Policies Commission make a comprehensive summary of the adjustments that any vocational school for youth must bring about in its pupils:

1. The youth prepared to be a successful worker in any occupation should have mastered the basic skills of his occupation and as much of the related scientific and technical knowledge as is possible within the limits of his abilities and the time available.

2. He should have experience in productive work under conditions of regular employment (or conditions approximating those as nearly as possible), where he can learn the requirements of work for production and be helped to develop those personal qualifications of dependability, cooperation, and resourcefulness which bulk so large as factors in success.

3. He should know the requirements for entering the occupation in which he is interested — such as education, apprenticeship training, health and physical fitness, previous experience, and union membership (if required). He should also know how to go about getting a job through the public employment service, the personnel offices of employers, and (in some cases) the labor unions.

4. He should understand the functions of both management and of employees' organizations in his occupation and the relations between them. He should be acquainted with the purposes and operations of labor unions, if there are such: the obligations and privileges of union membership; and the duties and authority of union officials. He should likewise be familiar with the duties and authority of management — particularly foremen and supervisors. He should know about the machinery for handling relations between management and employees — about collective bargaining, seniority regulations, and the means of dealing with grievances and disputes. He should also be informed about the availability of credit unions, group hospitalization insurance, consumers' cooperatives, and other cooperative services.

5. He should understand the relations of government to his occupation — the applications of federal and state laws relating to such matters as unemployment compensation, old age and survivors' insurance, employers' liability, collective bargaining, and safety provisions.

6. He should know how the industry, business, profession or service field which he expects to enter operates as a whole and about the most reliable predictions as to the future of his occupation and with the work of local planning bodies which relate to his work. And he should have some understanding of the national and possibly the international setting of his occupation and of the general economic conditions which shape its course.
7. Finally he should know how to use the public services available to him after he leaves full time school - particularly the services of placement, guidance, advanced vocational training, recreation, health and civic education.  

Mr. Ralph E. Schroeder, teacher in the Wisconsin Rapids School of Vocational and Adult Education, has developed an outline on Social Problems as part of his work in the required classification course for general subjects teachers - Teaching General Adult Education Subjects in Vocational and Adult Schools - This unit is available to other schools of vocational and adult education. It was produced mainly to help slow readers.

The course outline comprises units on:

1. The family.
2. Personality.
3. Health.
4. Safety.
5. Education.
6. Recreation and the use of leisure time.
7. Club life.
8. I want a job.


9. Community life (city or town).
10. Farm life (the country).
11. Transportation.
12. Communication.
13. "Crime doesn't pay".
16. On being a good citizen.
17. Democracy.

Each topic has a few paragraphs on the significance of the topic followed by a list of questions and activities for the topic. At the end of each topic is a list of suggested films which are available through the University of Wisconsin. At the end of the paper is a list of sources of educational recordings and transcriptions pertinent to the topic.

Miss Mary K. Woodworth, a teacher in the Green Bay School of Vocational and Adult Education, as part of her work in the required classification courses for general subjects teachers - Teaching General Adult Education Subjects in Vocational and Adult Schools - has written an audio-visual

resource unit on, "American History Through The Civil War", which is being used in many of the Wisconsin vocational schools.

The material was developed as a tentative semester course in American History, covering the period of Discovery and Settlement of America through the Civil War. It is arranged chronologically until 1800, and thereafter it is treated topically.

This outline contains notes on using motion pictures, and audio-aids. These notes are followed by a bibliography.

The topics outlined are as follows:
1. Discovery and settlement of America.
2. Colonial America.
3. The American Revolution.
4. The American Constitution.
5. The growth of the United States.
6. The Civil War Period.

Each topic is followed by a list of possible student activities, and a list of visual aids and recordings for the topic. These are available through the State Board of Vocational and Adult Education, the University of Wisconsin Extension Division at a nominal fee.
CHAPTER III

METHOD OF CONDUCTING RESEARCH

This paper reports a survey of the social studies offerings in the vocational schools. To carry out the survey an inquiry form was developed. It is designed to help develop a program of social studies most beneficial to students and to determine, in the area of social studies, what subjects are offered in the vocational schools. Secondly, an accurate method of obtaining names and addresses of schools was determined. Thirdly, graphs, charts and tables were devised to show the information.

In order to conduct this survey it was first necessary to obtain information on the social studies offerings in all the vocational schools in the United States during the academic year 1950-51. The problem of obtaining the information was complicated. First it was necessary to call upon the American Vocational Association, the national organization of vocational school teachers and administrators, located at 1010 Vermont Avenue, Washington, D. C. The association was very cooperative and supplied a list of the names and addresses of the State Directors of Vocational Education, the Directors of Vocational Education in the territories of Hawaii and Puerto Rico, and the Director of
Vocational Education in the District of Columbia.

Letters were sent to the State Directors of Vocational Education to find out if there was a state program for social studies in effect and to obtain permission to conduct the survey.

A second letter had to be sent out to the State Departments of Vocational Education to obtain the list of the names and addresses of the vocational schools within the state.

Because the writer is a teacher in Massachusetts and because of the fact that many of the teachers were acquaintances, ten Massachusetts vocational schools were selected for experimentation. It was felt that they would be willing to review the initial inquiry form and the accompanying letter and to suggest changes which might improve them and better obtain the desired information. The letter which accompanied the inquiry form was aimed to acquaint the teachers with the nature of the study and the results the writer hoped to obtain. The teacher was promised that any information obtained would be held strictly confidential and would appear in tabulated form only. The letter told the teacher that he might have a copy of the results of the survey if he so desired it. The letter further explained that the survey was being conducted as a master's thesis and the writer hoped that the study would be helpful in the revision and improvement of the social studies offerings in vocational schools.
To give a semi-official status to the survey the letter was typed on the stationery of the Director of the Lowell Vocational Schools and it was signed with the writer's status in the school. Enclosed with the letter and the inquiry form was a self-addressed, stamped envelope. The school office was most willing to cooperate and suggested that the returns from the inquiry form be sent to the writer's school address rather than to her home address. Therefore the envelope bore the writer's school address.

Eight of the ten specimen inquiry forms sent out were completed. The results were studied and several changes were made and incorporated in a revised inquiry form. No change was made in the letter which was to accompany the inquiry form. (See sample letter, page 66.)

The revised inquiry form was sent out to the directors of one hundred and three vocational schools with an addressed stamped envelope with the writer's school address. Each letter was written with a date, inside address and formal salutation, and each was signed by the writer. From this information the writer hopes to contribute in a small way to the efforts being made to establish adequate social studies for vocational schools.
The Inquiry Form

The first seven items on the inquiry form sought information about the school, the number of social studies teachers, the number of teachers in the school; the enrollment of the school, and the number of years required for a diploma. Numbers eight, nine, and ten concerned the persons teaching the social studies. Question eight was to determine whether any teacher whose primary responsibility was social studies taught other subjects than social studies and what subjects, if any. Question nine concerned those teachers whose responsibility was outside the social studies, who were teaching social studies, what social studies they taught, and their field of specialization. Question ten was to find out whether or not any shop teachers taught social studies and what social studies they taught. Numbers ten and eleven sought to discover whether the social studies were required of all the students in each grade and whether they were available in each grade. Question thirteen was set up in table form and sought details on the organization of the social studies. This table contained a list of social studies and inquired about the social studies taught, the number of students enrolled, the grade level, the allotment of time, the length of the course, and whether the subjects were required or elective ones, and if other subjects
than those listed were taught. Item fourteen was to find out if the social studies offered in the vocational schools were designed particularly for vocational students and differed from those provided in the general high school program. Item fifteen asked if a few major areas were covered rather than a survey of many problems. Sixteen inquired about the influence of college entrance requirements on the content of the social studies offerings. Seventeen sought to find out if vocational information was dealt with. Item eighteen concerned training for leadership and fellowship in trade unions and worker's clubs. Item nineteen sought to ascertain if the instruction in safety concerning the trade was included in the social studies. Item twenty was to find out if orientation to the school was a part of the social studies curriculum. Items twenty-one and twenty-two asked if student government was in effect in the school and if it was under the direction of the social studies department. Item twenty-three was to analyze the opportunities for broadening social knowledge through teas, dances, and parties. Item twenty-four was to survey the opportunities for social competence through participation in organizations which offer pupils citizenship responsibilities, such as the Junior Red Cross, and 4H Clubs. Items twenty-five through thirty were to investigate the areas covered in the social studies course.
content. Item thirty-one was to inquire for information about field trips. Items thirty-two and thirty-three were to estimate the adequacy of the library facilities and the audio-visual aids available for the social studies.

A response of eighty-two returns or 79.6% was received. Of the eighty-two returns it was necessary to discard twenty-two because of the fact that the schools were area vocational schools or high schools in which the vocational students were not segregated from the general high school students for any academic work.

When the information was received, the writer set up master sheets to record the facts in the most convenient form, set up sample tables and recorded the data.
CHAPTER IV

SOCIAL STUDIES IN FIFTY-FOUR VOCATIONAL SCHOOLS

The results of this survey indicate that the nation-wide tendency is to have vocational education included as a part of the curriculum in the senior high school, thus having the vocational students enrolled in the general high school classes for social studies and other academic work. Certain of the larger states such as, New York, Ohio, and Pennsylvania require pupils in the vocational schools to take the same social studies as are given in the academic high schools.

In a few western states, vocational schools as such, are post high schools, and in many instances, are part of the junior college program.

In the South and West the area vocational-school programs have become popular. The rural and semi-rural areas in these states do not have sufficient population, wealth, and need to justify a county vocational program in every county. Two or more of these counties united for the common purpose of a program of vocational education on an area basis. This system is comparable to the consolidated or regional schools in general education. The students in the area schools spend one-half day in the vocational school where they receive training in the shop courses. The balance
of training in the academic subjects is given in the general high school where they spend the other half of the day.

The study very definitely ascertained that a program of industrial vocational education is carried on in every state and in the two territories. As previously stated, the trend is to conduct vocational education as part of the high school program. The students in these vocational programs receive the same social studies instruction as the pupils in the general high school. Table I lists the states in which vocational education social studies are conducted in the general high school or the pupils in the vocational schools are required to take the same social studies as are given in the academic high schools.

In Arizona, Connecticut, Florida, and the District of Columbia, vocational education is given in vocational schools only and the social studies are designed for these students. In Massachusetts, Minnesota, Michigan, New Jersey, Rhode Island, West Virginia, and Wisconsin, vocational education is conducted under two plans. It is given in strictly vocational schools or it is administered under the George Deen Type B vocational school operating within the framework of the traditional high school. This is particularly true in the rural areas which are sparsely populated.

In several states outstanding progress is being made in vocational-school social-studies programs, both under the
curriculum construction committees under the supervision of the State Department of Vocational Education and by individual teachers.

**TABLE I**

**VOCATIONAL SOCIAL STUDIES THE SAME AS GENERAL HIGH SCHOOL**

**STATE**

Alabama
Arkansas
Colorado
Delaware
Georgia
Idaho
Illinois
Indiana
Iowa
Kansas
Louisiana
Maine
Maryland
Minnesota
Mississippi
Montana
Nebraska
Nevada
New Hampshire
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
South Carolina
South Dakota
Tennessee
Texas
Virginia
Wisconsin
Wyoming
Vermont
Frequency of Social Studies

Table II shows the frequency with which the social studies, which were listed on the Inquiry Form, occurred in fifty-four vocational schools. Every school provided some social studies. United States History, Civics, and Problems of Democracy were most frequently offered. United States History was taught in forty-nine or 90.6% of the fifty-four schools. State requirements, in part, were responsible for the high frequency percentage. Civics was found in thirty schools or 55.5% of the schools. Twenty-seven or 50% offered courses in Problems of Democracy. Social Legislation and Labor Relations as a course appeared only eighteen times. It was not surprising to find Geography and Sociology in only five schools. Family and Social Relations, practically a newcomer to the social studies, appeared nine times.
TABLE II

Frequency of Social Studies Offered in Fifty-four Vocational Schools

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States History</td>
<td>49</td>
</tr>
<tr>
<td>Civics</td>
<td>30</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>27</td>
</tr>
<tr>
<td>Social Legislation and Labor Relations</td>
<td>18</td>
</tr>
<tr>
<td>Economics</td>
<td>15</td>
</tr>
<tr>
<td>World History</td>
<td>14</td>
</tr>
<tr>
<td>State History</td>
<td>10</td>
</tr>
<tr>
<td>Family and Social Relations</td>
<td>9</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
</tr>
<tr>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>4</td>
</tr>
<tr>
<td>Local History</td>
<td>3</td>
</tr>
</tbody>
</table>

Frequency of Other Social Studies in Fifty-four Vocational Schools

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Government</td>
<td>4</td>
</tr>
<tr>
<td>Learning to Live With Others</td>
<td>3</td>
</tr>
<tr>
<td>Industrial History</td>
<td>2</td>
</tr>
<tr>
<td>Study of Nations</td>
<td>2</td>
</tr>
<tr>
<td>World Problems</td>
<td>2</td>
</tr>
<tr>
<td>Economic History of the United States</td>
<td>1</td>
</tr>
<tr>
<td>European History</td>
<td>1</td>
</tr>
<tr>
<td>Hygiene and Safety</td>
<td>1</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>Problems in Public Affairs</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>World Affairs</td>
<td>1</td>
</tr>
</tbody>
</table>

Several schools reported that courses listed were taught as units in Civics, United States History, or Problems of Democracy.
Frequency of Other Social Studies

On the Inquiry Form, space was allotted for the tabulation of other social studies courses than those which were listed. Twenty schools reported twelve other courses.

Table II also presents a list of the titles reported and the number of schools reporting. Four schools reported courses in United States Government. Three schools taught a one year course, entitled, Learning to Live With Others. Two schools listed World Problems, two, the Study of Nations, and one, World Affairs. It is impossible to say whether these four courses are the same as the one listed as World History or not. Since the teachers who listed these subjects gave them definite titles, they have been given the same titles in this study. Problems in Public Affairs is a course title in one school and here again the course may or may not be the same as the one listed as Problems of Democracy. It was surprising to find only two schools which taught Industrial History. However, twelve schools reported this area was dealt with in United States History and Civics courses. The course in United States History, outlined on page 50 indicates the possibility of its prevalence as a unit in the United States History and Unit IV on page 57 manifests evidence of its presence in Civics courses in vocational schools. European History was offered as a one-half year course on an elective basis. One school offered a course
entitled, Economic History of the United States. It was surprising to find Hygiene and Safety, Psychology, and Law classified as social studies.

**Required and Elective Courses**

Only four schools offered any elective courses in the social studies. One school had as electives: European History in the tenth grade for one-half year, Psychology and World Affairs as electives in the twelfth grade. Another school presented Civics as an elective in the ninth grade but had assigned Family and Social Relations and Industrial History as required social studies in that grade. One other school offered only elective social studies in the eleventh grade, namely, Economics for one-half year and Geography for one-half year. The fourth school provided no required courses in the twelfth grade but permitted State History and Problems of Democracy to be electives for one-half year each. One school reported that Band or Glee Club could be substituted for World History (one term) if a credit in social studies was earned in the junior high school.

**Frequency With Which Social Studies Subjects Are Combined**

Eighteen schools reported that they had incorporated two or more subjects into one course. Table III designates the incorporations. In three schools Local and State History were merged with Civics. Three combined State History with
United States History. Two offered Family and Social Relations as a part of the Guidance Course, while one covered it in Civics and one in Problems of Democracy. Problems of Democracy was combined with United States History in one other school. Social Legislation and Labor Relations has been combined with State History in one school while it was offered with Guidance in another school.

**TABLE III**

*Frequency With Which Social Studies Subjects Are Combined in Fifty-four Vocational Schools*

<table>
<thead>
<tr>
<th>Subject Combination</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local and State History with Civics</td>
<td>3</td>
</tr>
<tr>
<td>State History with United States History</td>
<td>3</td>
</tr>
<tr>
<td>Family and Social Relations with Guidance</td>
<td>2</td>
</tr>
<tr>
<td>Economics with Social Legislation and Labor Relations</td>
<td>1</td>
</tr>
<tr>
<td>Economics with United States History</td>
<td>1</td>
</tr>
<tr>
<td>Family and Social Relations with Civics</td>
<td>1</td>
</tr>
<tr>
<td>Family and Social Relations with Problems of Democracy</td>
<td>1</td>
</tr>
<tr>
<td>Labor Management with United States History</td>
<td>1</td>
</tr>
<tr>
<td>Local History with Civics</td>
<td>1</td>
</tr>
<tr>
<td>Local History with State History</td>
<td>1</td>
</tr>
<tr>
<td>Problems of Democracy with United States History</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Social Legislation and Labor Relations with Guidance</td>
<td>1</td>
</tr>
<tr>
<td>Social Legislation and Labor Relations with State History</td>
<td>1</td>
</tr>
</tbody>
</table>
Length of Social Studies Courses

There is a wide variance in the length of the social studies courses offered in the fifty-four vocational schools studied. The courses vary in length from one-fourth year to three years. Table IV shows the variance. In one school, United States History is a required course for three years. Two schools require Civics for three years. The general pattern is for courses to be one year in length with one-half year courses next in popularity. In five instances courses were offered for one-quarter year. There is insufficient evidence to say that these schools operate on a four-semester basis.

Number and Length of Social Studies Periods

The most significant fact disclosed was that approximately one-half of the schools surveyed offered slightly better than two periods a week for social studies instruction. Table V reveals that twenty-six or 48.2% of the fifty-four schools had an average of 2.8 periods per week. These periods were approximately forty-five minutes in length and provided one hundred and twenty-six minutes of social studies instruction per week. While three schools offered three periods a week, it is important to note that only one hundred and five minutes of instruction were provided. The range was from one hundred and five minutes per week in three schools to two hundred and fifty-two minutes per week in nine schools.
Five percent of the schools offered a minimum of one hundred and five minutes of instruction, while 16.6% provided a maximum of 252.2 minutes of instruction. The range of periods was from one forty-five minute period in one school to six forty-minute periods in one school. Two schools offered two ninety-minute periods per week.

**TABLE IV**

**Length of Social Studies Courses in**

**Fifty-four Vocational Schools**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/4 yr.</td>
</tr>
<tr>
<td>United States History</td>
<td>2</td>
</tr>
<tr>
<td>Civics</td>
<td>5</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>1</td>
</tr>
<tr>
<td>Social Legislation and Labor Relations</td>
<td>1</td>
</tr>
<tr>
<td>World History</td>
<td>2</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Family and Social Relations</td>
<td>1</td>
</tr>
<tr>
<td>State History</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
</tr>
<tr>
<td>Local History</td>
<td>1</td>
</tr>
<tr>
<td>Other Subjects</td>
<td></td>
</tr>
<tr>
<td>United States Government</td>
<td>4</td>
</tr>
<tr>
<td>Learning to Live With Others</td>
<td>3</td>
</tr>
<tr>
<td>Industrial History</td>
<td></td>
</tr>
<tr>
<td>Study of Nations</td>
<td></td>
</tr>
<tr>
<td>World Problems</td>
<td>1</td>
</tr>
</tbody>
</table>
### TABLE IV (continued)

**Length of Social Studies Courses in Fifty-four Vocational Schools**

<table>
<thead>
<tr>
<th>Other Subjects</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\frac{1}{2}$ yr.</td>
</tr>
<tr>
<td>Economic History of the United States</td>
<td>1</td>
</tr>
<tr>
<td>European History</td>
<td>1</td>
</tr>
<tr>
<td>Hygiene and Safety</td>
<td>1</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>Problems in Public Affairs</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>World Affairs</td>
<td>1</td>
</tr>
</tbody>
</table>

### TABLE V

**Allotment of Time To Social Studies in Fifty-four Vocational Schools**

<table>
<thead>
<tr>
<th>Minutes of Instruction</th>
<th>Average Number of Periods</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 - 35</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>36 - 40</td>
<td>$4.4$</td>
<td>5</td>
</tr>
<tr>
<td>41 - 45</td>
<td>$2.8$</td>
<td>26</td>
</tr>
<tr>
<td>46 - 50</td>
<td>$4.5$</td>
<td>6</td>
</tr>
<tr>
<td>51 - 55</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>56 - 60</td>
<td>$4.2$</td>
<td>9</td>
</tr>
<tr>
<td>61 - 65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66 - 70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71 - 75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76 - 80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81 - 85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>86 - 90</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Grade Placement

The range of grades was from nine to twelve. Thirty-seven of the fifty-four schools surveyed offered social studies instruction in the ninth grade. The fact that there were seventeen schools not reporting social studies in the ninth grade can be explained. Twelve schools reported three-year courses extending from grades ten through twelve. Twenty-eight reported four year courses and eight offered three-year courses to those students who completed the ninth grade of junior high and four-year courses to those students who completed the eighth grade. In six of the schools which required four years for a diploma, four offered no social studies in the ninth grade. Two schools offered three social studies courses in the ninth grade. The first school required one-year courses in Family and Social Relations and Industrial History, and offered Civics, a one year course, as an elective. The second school required one-half year courses in Economics, Family and Social Relations, and Local History. Five schools required two social studies in the ninth grade. The first school called for Civics, one-half year and State History, one-half year; the second school, Civics, one-half year, Geography, one-half year; the third school, Civics, one year, World History, one year; the fourth school, Hygiene and Safety, one year, World History, one year, and the fifth
school required a one-year course in Civics and a one-year course in United States History.

The most common course in the ninth grade was Civics which was offered in twenty-three schools or 62.2% of the ninth grades. Next came United States History which occurred ten times or in 27% of the ninth grades. There is no definite pattern after that. Three schools offered World History, and three, Family Relations. Two provided Industrial History and two, Local History. Geography, State History and Economics occurred only once in the ninth grade.

TABLE VI

Grade Placement of the Social Studies in Fifty-four Vocational Schools

Grade 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
<td>23</td>
</tr>
<tr>
<td>United States History</td>
<td>10</td>
</tr>
<tr>
<td>Family and Social Relations</td>
<td>3</td>
</tr>
<tr>
<td>World History</td>
<td>3</td>
</tr>
<tr>
<td>Industrial History</td>
<td>2</td>
</tr>
<tr>
<td>Local History</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>Hygiene and Safety</td>
<td>1</td>
</tr>
<tr>
<td>State History</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE VI (continued)

Grade 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States History</td>
<td>11</td>
</tr>
<tr>
<td>World History</td>
<td>10</td>
</tr>
<tr>
<td>State History</td>
<td>7</td>
</tr>
<tr>
<td>Civics</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td>Family and Social Relations</td>
<td>3</td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
</tr>
<tr>
<td>Learning to Live With Others</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
</tr>
<tr>
<td>Social Legislation and Labor Relations</td>
<td>2</td>
</tr>
<tr>
<td>Study of Nations</td>
<td>2</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>1</td>
</tr>
<tr>
<td>European History</td>
<td>1</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>1</td>
</tr>
<tr>
<td>Local History</td>
<td>1</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>1</td>
</tr>
<tr>
<td>Problems in Public Affairs</td>
<td>1</td>
</tr>
<tr>
<td>Social Legislation and Labor Relations</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
</tr>
<tr>
<td>World Problems</td>
<td>1</td>
</tr>
</tbody>
</table>

Grade 11

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States History</td>
<td>35</td>
</tr>
<tr>
<td>Social Legislation</td>
<td>8</td>
</tr>
<tr>
<td>Economics</td>
<td>6</td>
</tr>
<tr>
<td>Social Legislation and Labor Relations</td>
<td>6</td>
</tr>
<tr>
<td>Civics</td>
<td>3</td>
</tr>
<tr>
<td>Family and Social Relations</td>
<td>3</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>3</td>
</tr>
<tr>
<td>Economic History of the United States</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE VI (concluded)

Grade 12

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems of Democracy</td>
<td>25</td>
</tr>
<tr>
<td>Social Legislation and Labor Relations</td>
<td>8</td>
</tr>
<tr>
<td>United States History</td>
<td>8</td>
</tr>
<tr>
<td>Civics</td>
<td>6</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>State History</td>
<td>2</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>History of Labor Management in the United States</td>
<td>1</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>1</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>United States Government</td>
<td>1</td>
</tr>
<tr>
<td>World Affairs</td>
<td>1</td>
</tr>
<tr>
<td>World Problems</td>
<td>1</td>
</tr>
</tbody>
</table>

Forty-three or 79.8% of the fifty-four schools offered social studies in the tenth grade. Eleven schools or 20.2% provided no social studies instruction in this grade. There is no significant pattern here. Table VI shows a wide range of subjects. United States History is the most common offering, but it occurs in only eleven or 25.6% of the schools reporting. United States History is closely followed by World History which is given in ten or 23.3% of the schools. One school required five social studies in this grade; Civics, a one year course, and Sociology, Family and Social Relations, Local History and State History as one-fourth year courses each. Two other schools offered three year courses. One
school had Geography required for one half year, Civics required for one year with European History as an elective for one year. The other school had Social Legislation and Labor Relations, World History, and State History each required for one-half year. Six other schools required two courses. One had World History and Consumer Economics, one year courses; the next had Social Legislation and Labor Relations, and Family and Social Relations, one year courses. Three provided Learning to Live With Others and United States Government, one half-year courses. Thirty-four schools or 62.9% of the fifty-four reporting required at least a one year course in the tenth grade.

In the eleventh grade, forty-nine or 90.7% of the eleventh grades provided social studies courses. Five schools or 9.3% had no social studies in the eleventh grade. Three schools required three social studies in this grade. Social Legislation and Labor Relations, Consumer Economics, and United States History, each one half year courses, occurred in two schools. In the other school, Civics, a one year course, Social Legislation, and Problems of Democracy, each one-fourth year courses were required. Eight eleventh grades offered two courses; three required Social Legislation and Labor Relations and Family and Social Relations, each a one year course; one school had a combination of Civics and United States History, each a one year course; another re-
quired United States History and Social Legislation and Labor Relations, each a one year course; the sixth required United States History and Economics, each a one year course; the seventh had United States History and Sociology, each a one year course; the eighth required Economics for one-half year and offered Geography as an elective course for one-half year. Thirty-three remaining eleventh grades required at least one year of social studies instruction. United States History again emerges as the most popular offering, occurring in thirty-five or 71.4% of the schools reporting. After this no distinct pattern prevailed.

Fifty or 94.4% of the twelfth grades report a program of social studies. One school reported six courses available in this grade. Civics and United States History were required for a full year, Economics and Problems of Democracy were required for one-half year each, and Psychology and World Affairs were offered as electives for a half-year each. Fourteen offered two courses; two required Social Legislation and Problems of Democracy, one half year each; two required State History and Problems of Democracy, each a one-half year course; one required Economics and Problems of Democracy each a one-year course; one required Social Legislation and Economics, each a one-year course; one required Economics and World Problems, each a half-year course; one, Sociology and United States Government, each a one-half year course; one,
Consumer Economics and Geography, each a one half-year course; one, United States History and Problems of Democracy, each a one year course; one, State History and Problems of Democracy, both elective half-year courses; one Civics and United States History, each a one half-year course; one, Problems of Democracy and Law, each a one half-year course; and one, United States History and Sociology, each a one-year course. Problems of Democracy emerged as the leader in the twelfth grade with the course offered in twenty-five or 50% of the twelfth grades. Again there is no distinct pattern following Problems of Democracy.

Of the fifty-four schools which reported, thirty-two or 59.3% reported that the social studies were designed particularly for vocational school students and differed from those provided in the general high school. In no school did the college entrance requirements influence the contents of the social studies offerings in the program.

Areas of Instruction in the Social Studies

Table VII shows areas of information which were covered in the social studies offerings in fifty-four vocational schools. Forty-five or 83.3% reported instruction on contemporary problems of the individual, the community and the world. Forty-four or 81.5% presented vocational information, such as, kinds of jobs, wages, job-qualifications, and
security. Controversial issues of labor and management were dealt with in forty-one or 77.6% of the courses. Eighteen or 33.3% included safety education concerning the trade in the content of the social studies. Thirteen other schools reported that the safety instruction concerning the trade was part of the content of the shop courses or the related shop courses. An average of thirty-four schools provided instruction in the following areas of information: vocational information, leadership and fellowship in trade unions, safety instruction concerning the trade, contemporary problems of the individual, the community, and the world, industrial problems of war and peace, utilization and conservation of natural resources, controversial issues of labor and management, alternate economic roads for American economy, and propaganda analysis and the formation of public opinion. Although the titles of the courses vary, the course contents show a similarity.
TABLE VII

Selected Areas of Information Included in the Social Studies
in Fifty-four Vocational Schools

<table>
<thead>
<tr>
<th>Areas</th>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary problems of the individual, the community and the world</td>
<td>45</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Vocational information</td>
<td>44</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Controversial issues of labor and management</td>
<td>41</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Industrial problems of war and peace</td>
<td>38</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Utilization and conservation of natural resources</td>
<td>32</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Propaganda analysis and formation of public opinion</td>
<td>32</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Leadership and fellowship in trade unions</td>
<td>30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Alternate economic roads for American economy</td>
<td>24</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety education concerning the trade</td>
<td>18</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Orientation to the School

Orientation to the school was very definitely a part of the social studies instruction in the fifty-four schools dealt with in this study. Thirty-eight or 70.4% of the schools included instruction in this area in the course contents. Table VIII shows that 90.4% of the instruction was given in the social studies courses. In only four schools was orientation given outside the social studies. It was reported
as part of such courses as, Occupational Information, English, the General Assembly, and Guidance. One school required that it be covered in all courses. Sixteen schools or 29.6% of the fifty-four schools studied reported no instruction in this area.

TABLE VIII
Orientation in Fifty-four Vocational Schools

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included in School curriculum</td>
<td>38</td>
</tr>
<tr>
<td>Not in the curriculum</td>
<td>16</td>
</tr>
<tr>
<td>Included in the social studies</td>
<td>34</td>
</tr>
<tr>
<td>Included in other subjects</td>
<td>4</td>
</tr>
</tbody>
</table>

Persons Teaching Social Studies

Most of the social studies teachers in fifty-four vocational schools are required to teach subjects other than the social studies. Only eighteen or 33.3% of these schools have teachers who teach only the social studies. In thirty-six schools, the persons, whose primary responsibility is social studies, were found to be teaching other subjects as well as the social studies, the most outstanding being Mathematics. Table IX lists the subjects taught and the number of teachers.
TABLE IX

Subjects Other Than Social Studies Taught by Social Studies Teachers in Fifty-four Vocational Schools

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Health Education</td>
<td>3</td>
</tr>
<tr>
<td>Guidance</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Driver Education</td>
<td>1</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Table X discloses that there are persons, whose primary responsibility is outside the social studies, who are teaching social studies in fifty-four vocational schools. In thirteen, or 24.1% of the schools teachers, other than social studies teachers, were teaching social studies. Ten of these teachers were regular academic teachers, two were related teachers, that is, they regularly teach related electricity and related automobile, which cover the theory involved in those trades. One shop teacher, a graphic arts instructor, taught problems of democracy.
TABLE X
Social Studies Taught by Teachers Whose Primary Responsibility is Outside the Social Studies in Fifty-four Vocational Schools

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Teachers</th>
<th>Field of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States History</td>
<td>2</td>
<td>Mathematics</td>
</tr>
<tr>
<td>World History</td>
<td>2</td>
<td>Athletic Coach</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
<td>Electricity (Related)</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
<td>Automobile (Related)</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>1</td>
<td>English</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>1</td>
<td>Graphic Arts</td>
</tr>
<tr>
<td>Social Legislation</td>
<td>1</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>United States Government</td>
<td>1</td>
<td>English - Mathematics</td>
</tr>
</tbody>
</table>

Student Government

Table XI shows that student government is in effect in forty-three, or 79.8% of the fifty-four vocational schools in this study. It is surprising to find that it is under the supervision of the social studies departments in only seventeen, or 30.2% of the schools reporting. Eleven schools reported that no student government is in effect.
TABLE XI

Student Government in Fifty-four Vocational Schools

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools reporting Student Government</td>
<td>43</td>
</tr>
<tr>
<td>Number of schools reporting No Student Government</td>
<td>11</td>
</tr>
<tr>
<td>Student Government under the Social Studies Department</td>
<td>17</td>
</tr>
<tr>
<td>Student Government under other departments</td>
<td>26</td>
</tr>
</tbody>
</table>

Opportunities for Social Competence and Citizenship Responsibility

Eighteen, or 33.4% of the fifty-four schools reported that their schools did not provide their pupils with the opportunity to broaden their social knowledge through teas, parties and dances. Thirty-six, or 66.6% sponsored dances, teas and parties. Thirty schools, or 55.5% of the schools provided the pupils with opportunities for participation in such activities as Junior Red Cross and 4H Clubs. Table XII shows the number and percent of those schools providing such opportunities.

TABLE XII

The Number and Percent of Fifty-four Schools Which Report Opportunities For Social Knowledge and Competence

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social knowledge - Teas, Dances, Parties</td>
<td>36</td>
<td>66.6</td>
</tr>
<tr>
<td>Competence in citizenship - Junior Red Cross, 4H Clubs</td>
<td>30</td>
<td>55.5</td>
</tr>
</tbody>
</table>
Field Trips

Thirty-seven, or 68.5% of the fifty-four schools reported that field trips to nearby industrial plants were provided. Nineteen of the schools reported that these field trips were under the supervision of the social studies instructors, while eighteen reported them under the supervision of other departments than the social studies. Eleven reported such trips under the supervision of shop teachers while one school reported the trips under the guidance teacher. Six schools reported that they were not under the supervision of the social studies department. The mean number of trips that each student participated in during his vocational school career was eight.

TABLE XIII

<table>
<thead>
<tr>
<th>Number of Schools Reporting Field Trips and the Mean Number of Trips per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools reporting field trips</td>
</tr>
<tr>
<td>Number of schools reporting no field trips required</td>
</tr>
<tr>
<td>Field trips under social studies instructors</td>
</tr>
<tr>
<td>Field trips under other departments</td>
</tr>
<tr>
<td>Mean number of field trips per student</td>
</tr>
</tbody>
</table>

Library Materials

Fifty-four schools reported on the adequacy of the library materials on occupations, labor management, labor relations and social legislation. Table XIV discloses that
38.7% of the schools reporting had found the library facilities to be inadequate, 29.8% declared them to be satisfactory, while 31.5% of the schools reporting, provided their students with an excellent library in the above-mentioned areas.

TABLE XIV

Library Materials for Vocational Social Studies
as Reported by Fifty-four Vocational Schools

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>17</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>16</td>
</tr>
<tr>
<td>Inadequate</td>
<td>21</td>
</tr>
</tbody>
</table>

Audio-Visual Aids

Table XV reports the adequacy of the audio-visual aids for social studies as reported by fifty-three vocational schools. Of those schools reporting, 41.4% found them satisfactory. This is a higher percentage than the writer expected. Of the schools reporting, 32.1% found them excellent, while 26.5% declared them inadequate.

TABLE XV

Adequacy of Audio-Visual Aids for Social Studies
as Reported by Fifty-three Vocational Schools

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>17</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>22</td>
</tr>
<tr>
<td>Inadequate</td>
<td>14</td>
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</tbody>
</table>
The Social Studies Curriculum Construction Committee of the Department of Vocational Education in the state of Connecticut has established an excellent program for the social studies in the vocational schools of Connecticut. A four year program has been outlined.

Ninth grade - Citizenship
Tenth grade - World History Through Current Events
Eleventh grade - United States History
Twelfth grade - Social Legislation

This program calls for an average of three periods a week for the ninth and tenth grades and four periods a week for the eleventh and twelfth grades. This program has not been achieved in all the Connecticut vocational schools as yet. There is a general revision of vocational education and the schools are just going into a fifty-fifty program giving fifty percent of the time to vocational training and fifty percent of the time to general education and related subjects. Prior to the revision, the schools were operating on a sixty-forty plan and thus in the schools where facilities have not permitted the change-over the program has not yet reached its fullest capacity.

The ninth grade course in Citizenship covers the following areas:

1. Orientation to the school
   A. Physical organization of the school
      1. Administration
      2. Shops
      3. Classrooms
      4. Library
Orientation (continued)

A. 5. Auditorium
   6. Gymnasium
   7. Officers
   8. Lunchroom
   9. Lavatories
  10. Parking facilities
  11. Nurse - doctor

B. Rules and Regulations
   1. Why rules are necessary
   2. Who makes them
   3. Importance of rules in the school
   4. Attitude toward rules
   5. Specific rules

2. School Citizenship

A. Extra-curricular activities
   1. Student Council
   2. Clubs
   3. Publications
   4. Athletics
   5. Class organizations
   6. Others

B. Curriculum
   1. Required subjects
   2. Report cards
   3. Receiving additional individual help from teachers

Our Community Life

1. How we are related to Group Life

   A. The origin and development of group life.
   B. The increasing interdependence of group life.
   C. Contributions of the group to the individual.
   d. Control by the groups.
2. The Contributions of Social Institutions to the Community.
   A. The home.
   B. The school.
   C. The church.

3. How the Community Serves its Citizens
   A. Protection to persons and property.
   B. Public and Private utility companies.
   C. Health services in the community.
   D. Recreational facilities in the community.
   E. Employment service in the community.
   F. Public relief and welfare in the community.
   G. Community planning and housing.

   A. Early development.
   B. Relations with Indians, English, and Dutch.
   C. Connecticut during the Revolutionary Period.
   D. Connecticut as a state.

5. Connecticut Government
   A. Legislative Department.
   B. Executive Department.
   C. Judicial Department.
   D. Financial needs of Connecticut.

6. Local Government in Connecticut
   A. The County.
   B. Township.
   C. City

7. How Local Government Developed in City Where School is Located.
   A. The city charter.
   B. How citizens vote.
   C. Political Parties.
8. United States Government
   A. General purpose and plan of national government.
   B. Legislative Department.
   C. Enforcement of National Laws.
   D. Judicial Department.

The tenth-grade course in Contemporary World History covers the following areas:

1. United Nations
   A. Purpose.
   B. Organization - When? Why? How?
   C. Accomplishments.
   D. Appraisal.

2. Big Five
   A. United States
      1. Geography, economy, type of government.
      2. Leaders
   B. U.S.S.R. - Background - 1917 on
      1. Geography, economy, type of government.
      2. Leaders.
      3. Place of communist party.
      4. Education of youth.
      5. Place of the Republics.
      6. Effect of totalitarianism on the individual.
   C. England
      1. Geography, economy, type of government.
      2. Leaders.
   D. France
      1. Geography, economy, type of government.
      2. Leaders.
      3. Effect of unrest on democratic thought.
   E. China - Background - 1911 on
      1. Geography, economy, type of governments.
      2. Internal strife, Chiang vs. Mao.
      3. Future?
3. East-West Split
   A. Basic difference in philosophy of government.
   C. U.S. Policy of "containment"
   D. European Recovery Program.
   E. Atomic Control.
   F. Peace Treaties.
   G. German Problem.

4. Regional Alignments
   B. Solidarity of Western Hemisphere.
   C. North Atlantic Alliance.
   D. Western European Union.

5. Appraisal of World Situation
   A. Far East: Japan, Korea, China, Indonesia, India, Phillipines.
   B. Middle East: Israel, Arab League, Iran.
   C. Europe
   D. Others

In the eleventh grade United States History is divided into the following units with a suggested time schedule:

1. Europe finds America Two weeks.
2. The New Nation Two weeks.
3. The Young Republic One week.
4. Effect of the Industrial Revolution on the Pattern of Living Two weeks.
5. Union Threatened Two weeks.
6. The Nation Turns to Business Four weeks.
7. The Nation becomes a World Power Three weeks.
8. The Nation Advances into the Atomic Age Four weeks.
In the twelfth grade the course in Social Legislation deals with these topics:

1. Historical Background of Social Legislation

   A. Labor in Colonial America.
      Demand greater than the supply.
      Majority of citizens owned businesses.
      Not much need for Social Legislation

   B. Advent of Industrial Revolution in America
      European wars forced United States into industry.
      American mechanical and inventive genius.
      Natural resources.
      Social problems develop.

   C. Mass Production and Big Business Intensify Social Problems
      Competition and corporate organization.
      Machine and Assembly line bring mass production.
      Unions.
      Business Cycles.
      Entrepreneurial Revolutions.
      Government recognizes great need for Social Legislation

2. The Worker and Social Legislation

   A. The worker can influence the making of social laws.
   B. The worker can help to improve the administration of social laws.
   C. The worker can do much to make his job more secure.

3. Labor Legislation (General)

   A. Right to organize and to bargain collectively.
   B. Limitations on worker and labor unions.
   C. Government intervention in labor disputes.
4. Labor Legislation (Specific)
   A. Regulations protecting workers (Federal and State).
   B. Wages and hours.
   C. Safety and Health measures (Federal and State).

5. Social Security Legislation
   A. Conditions which brought social security.
   B. Purpose of Social Security.
   C. Meeting the cost of Social Security.
   D. Old Age and Survivor Insurance.
   E. Public assistance.
   F. Children's services.
   G. Unemployment Compensation.

The subcommittee of the State Advisory Committee for Trade and Industrial Training in Michigan is working on the problem of socio-economic problems and employer-employee relations. An outline has been developed covering the areas which the subcommittee believes should be required. It intends to compile the information concerning these various areas. The proposed publication is not completed but the following is a tentative outline:

Interpretations of State and Federal Laws and Services of Particular Interest to Workers and Future Workers

1. Workmen's Compensation.
4. The Fair Labor Standards Act (Wages and Hours Sections) and the Walsh-Healy Act.

8. Labor Unions and Employer Associations.

Craft unions.
Industrial unions.
National unions.
CIO
AFL
Trade Associations.
Manufacturers Associations.

In the Territory of Hawaii, trade and industrial training is conducted in vocational schools but vocational agriculture and vocational home economics are offered in the high school where the regular social studies are included in the curriculum.

The length of the vocational school program is two years and a student must attend not less than 2,400 clock hours of instruction. A student spends seven hours a day, thirty-five hours a week in school and one-third of his time is devoted to the related subjects program which comprises four specific areas of instruction as follows:

1. Drafting and Blueprint Reading.
2. Instructional Mathematics.
3. Industrial Science.
4. Industrial Economics.

The industrial economics course includes the following units:

1. The Labor Movement.
2. The Workmen’s Compensation Acts and how they affect the worker.
5. Insurance and Taxes.
6. Trade English and Trade Terms.
7. A few other units which the school feels should be touched upon before a student goes out to take a job.

Course outlines for this course are in the process of being printed and will be available in September, 1951.

It is interesting to note that English instruction is a part of the social-studies curriculum.

Vocational education activities were started in the Territory of Puerto Rico in the school year, 1931-32 in the field of agriculture, trades and industry and home economics under the benefit of the Smith-Hughes vocational educational law. The social studies in all the vocational schools in Puerto Rico are conducted according to the following outline. The outline, Vocational Civics, is not exactly rigid and allows for amendment as the method of preparation of instructional material progresses. The units have been broken up into short lessons as the short lesson technique is the recommended procedure:

Unit I. Getting Along With Others

Lesson 1. The student in the school.

Lesson 2. The student outside the school.
Lesson 3. Study: The key to scholarship.
Lesson 4. The student at work.
Lesson 5. Human traits necessary for success.
Lesson 6. Study of occupations.
Lesson 7. Preparing to get a job.
Lesson 8. Getting a job.
Lesson 9. Holding a job.

Unit II. The Structure of Our Government
Lesson 1. The political organization of our society.
Lesson 2. Origin of our government groups - local or municipal.
Lesson 3. Classification of municipalities.
Lesson 4. Structure of our municipal government.
Lesson 5. Municipal finances.
Lesson 6. Ordinances.
Lesson 7. The municipal school district.
Lesson 8. Insular Government - The Organic Law.
Lesson 9. The legislative power.
Lesson 10. How laws are made.
Lesson 11. Insular representation in the federal government.
Lesson 12. The executive power.
Lesson 13. The executive departments.
Lesson 15. Other executive departments.
Lesson 16. Other executive departments.
Lesson 17. The judicial power.
Lesson 18. Insular organizations.
Lesson 19. Other Insular organizations.
Lesson 20. The Congress of the United States.

Unit III. Health and Safety
Lesson 1. Personal hygiene.
Lesson 2. Health in the community.
Lesson 3. How diseases are propagated.
Lesson 4. Tropical diseases.
Lesson 5. Venereal diseases.
Lesson 6. Occupational diseases.
Lesson 7. Hygiene and nutrition.
Lesson 8. Home hazards.
Lesson 9. Accidents in the home.
Lesson 10. Other accidents.
Lesson 11. Accident prevention in industry.
Lesson 13. Introduction to First Aid.
Lesson 15. Shock or unconsciousness.
Lesson 16. Artificial respiration.
Lesson 17. Injuries to the bones.
Lesson 18. Injuries to joints and muscles.

Unit IV. The Legal Rights and Obligations of Workers

Lesson 1. Labor legislation in the United States and Puerto Rico.
Lesson 2. Implications of labor laws.
Lesson 3. Workmen's Compensation Law.
Lesson 4. The Workmen's Compensation Law in various states.
Lesson 5. The Insular Workmen's Compensation Act.
Lesson 6. Organization of Service for Compensation of Workers and Employers.
Lesson 7. The Federal Wage and Hour Law.
Lesson 12. The Insular Minimum Wage Law.
Lesson 15. Laws affecting labor unions.
Lesson 16. Agencies affecting labor unions.
Lesson 19. Other laws affecting labor.
Lesson 20. Existing rules and regulations pertaining to the trade or occupation.

There is a good bibliography following each lesson in both English and Spanish.

The following list of subjects gives a fairly accurate picture of the social studies offerings in the five vocational schools in the District of Columbia:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth Grade Community Civics</td>
<td>World Geography</td>
</tr>
<tr>
<td>Tenth Grade Sociology (Emphasis on Labor Relations) or World History</td>
<td>Sociology (Emphasis on Labor Relations) or World History</td>
</tr>
<tr>
<td>Eleventh Grade United States History</td>
<td>Eleventh Grade United States History</td>
</tr>
<tr>
<td>Twelfth Grade World Problems or Sociology</td>
<td>Twelfth Grade World Problems or Sociology</td>
</tr>
</tbody>
</table>

The social studies are required subjects in grades nine through twelve and are taught four periods a week in these five schools.

In California there are one or two technical high schools that emphasize vocational work but the social studies curriculum is the same as it would be in a regular high school. As has been previously stated, most of the vocational schools are post high schools and, in almost every instance, are part of the junior college program.
In the state of Washington the vocational schools do not offer social studies in the curriculum. Any social studies instruction which is given is given incidentally by the shop teachers as part of the trade training. There are nine junior colleges in Washington which offer vocational training. Social studies are offered in these colleges but on an elective basis.

In the states of New Mexico and Utah, there are no social studies programs offered in vocational schools.
CHAPTER V
SUMMARY AND CONCLUSIONS

The results of this study indicate the following facts concerning the forty-four vocational schools surveyed:

1. The State Departments of Vocational Education were 100% cooperative in responding to requests for information. Many of the state Directors were most cooperative in giving additional information about the set-up of vocational schools in their states. Outlines, tentative outlines, courses of study, reports of individual teachers were supplied without request. All of them welcomed the opportunity to participate. Several requested a report of the survey. The fact that 100% of the letters were answered is, in itself, sufficient evidence of their willingness to cooperate.

2. The American Vocational Association was prompt and efficient in responding to requests for information. The information it supplies is accurate and up-to-date.

3. Directors and teachers of vocational schools, for the most part, were cooperative in filling out and returning inquiry forms. Many of them supplied
additional information. Of the one hundred three schools which were contacted, 79.6% replied, showing their willingness to cooperate.

4. In several states outstanding progress is being made in revising the social studies courses under curriculum construction committees and by individual teachers.

5. Only three states have no social studies programs in the vocational schools. Here the State Directors report that social studies instruction is given incidentally by the shop instructors.

6. All of the fifty-four schools included in this study report social studies as a required course in their curriculum. Not all of them report required social studies in each grade.

7. United States History, Civics, and Problems of Democracy are the most frequently offered social studies. Of the schools reporting, 90.6% teach United States History, 55.5% of the schools teach Civics, and 50% teach Problems of Democracy.

8. There is a variety of titles for the social studies offered in the fifty-four vocational schools.

9. The social studies in the fifty-four vocational schools, for the most part are required. In only four schools are elective social studies offered. The elective courses are European History,

10. The schools which have elective courses also have required courses.

11. The social studies courses vary in length from one-fourth year to three years.

12. Twenty-six, or 48.2% of the fifty-four schools provide an average of 2.8 periods of approximately forty-five minutes per period for social studies instruction. The fifty-four schools provide an average of 3.5 periods of approximately 53.4 minutes of instruction. The number and length of periods vary from school to school.

13. The areas of information included in the social studies offerings have a marked similarity, even though there is a wide variance in the course titles.

14. No uniform pattern of grade placement emerges, but the most common social studies offerings in grades nine to twelve are as follows:

   Grade 9 - Civics
   Grade 10 - United States History
   or World History
   Grade 11 - United States History
   Grade 12 - Problems of Democracy

15. Orientation to the school is included in the social studies instruction. Of the instruction in this area, 90.4% is given in social studies.
16. All of the fifty-four vocational schools in this study have at least one social studies teacher on the faculty. Eighteen, or 33.3% of the schools have social studies teachers teaching social studies exclusively. In 66.7% of the schools, the social studies teachers teach other subjects, the most common being, Mathematics, in eight schools.

17. In thirteen, or 21.4% of the fifty-four vocational schools, other teachers than social studies teachers teach social studies.

18. Only one school reports a shop teacher teaching social studies.

19. Student Government is thriving in forty-three, or 79.8% of the fifty-four schools reporting. Seventeen, or 30.2% of the schools place it under the supervision of the social studies department.

20. Thirty-six, or 66.6% of the fifty-four vocational schools reporting, provide opportunities for social knowledge. Fifty-seven, or 55.5% report activities for training in citizenship responsibilities.

21. Of the fifty-four schools reporting, 68.5% report field trips to industrial plants. Of the schools reporting field trips, 51.3% conduct the trips under the supervision of the social studies instructors.
22. Twenty-one, or 38.7% of fifty-four schools reporting, report inadequate library materials.

23. Twenty-two, or 41.4% of fifty-three schools reporting, report audio-visual aids for the social studies as satisfactory.
Mr. Emmett O'Brien
State Director of
Vocational Education
State Department of Education
Hartford, Connecticut

My dear Mr. O'Brien:

Under the direction of Professor William H. Cartwright of Boston University School of Education, I, a teacher in the Lowell Vocational Schools, am conducting a survey of the social studies programs offered in the vocational schools for 1950-1951. This survey is in partial fulfillment of the requirements for the degree of Master of Education at Boston University School of Education.

Only through surveys of this type can our social studies programs be revised and improved. With your interest and cooperation, a complete and worthwhile survey can be made. May I have the following information concerning the social studies in the vocational schools under your direction? Are the social studies organized particularly for vocational schools? Are there state-wide requirements for social studies in vocational schools?

May I have permission to conduct this survey in the vocational schools in your state? The results from each school will remain confidential, and will appear in tabulated form only.

Thank you for your help in the completion of this survey.

Sincerely yours,
Lowell Vocational Schools
Lowell, Massachusetts
May 1, 1951

Mr. John Doe, Director
Blank Vocational School
Hartford, Connecticut

My dear Mr. Doe:

Under the direction of Professor William H. Cartwright of Boston University School of Education, I, a teacher in the Lowell Vocational Schools, am conducting a survey of the social studies programs offered in the vocational schools for 1950-1951. This survey is in partial fulfillment of the requirements for the degree of Master of Education at Boston University School of Education.

The work is being carried on with the permission of the State Director of Vocational Education in your state. Only through surveys of this type can our social studies programs be revised and improved. With your interest and cooperation, this survey can be made complete and worthwhile.

Enclosed you will find an Inquiry Form, constructed for easy checking. Accurate completion and immediate return of the Inquiry Form will be greatly appreciated. Please return the Inquiry Form in the enclosed stamped, self-addressed envelope. The results from each school will remain confidential, and will appear in tabulated form only.

Thank you for your help in the completion of this survey.

Sincerely yours,
AN INQUIRY CONCERNING THE SOCIAL STUDIES
IN VOCATIONAL SCHOOLS

TO BE FILLED IN BY THE SOCIAL STUDIES DEPARTMENT HEAD OR
OTHER REPRESENTATIVE OF THE DEPARTMENT

1. Name of School ____________________________________________

2. Address __________________________________________________

3. Name of Social Studies Teacher ______________________________

4. Total Vocational School Enrollment - Male ___ Female ___

5. Number of Social Studies Teachers __________________________

6. Total Number of Teachers in the School ______________________

7. Number of Years Required for Diploma ________________________

8. Does any teacher whose primary responsibility is social
   studies, teach other subjects than the social studies? Yes ___
   No ______

   A. If yes, list subjects:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

9. Do teachers whose responsibility is outside the social
   studies, teach any social studies? Yes ___ No ______

   A. If yes, list:

   Social Studies Taught Field of Specialization
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
10. Do any shop teachers teach social studies?
   Yes ____  No _____

   A. If yes, list:
      Social Studies Taught  Shop Subjects Taught
      ______________________  ______________________
      ______________________  ______________________
      ______________________  ______________________

11. Are social studies required of all students in each grade?  
    Yes ____  No _____

12. Are social studies courses available in all grades?  
    Yes ____  No _____
13. Social Studies Organization
Please check and fill in the following points as they relate to your school:

<table>
<thead>
<tr>
<th>Social Studies Taught</th>
<th>Number of Students Enrolled</th>
<th>Grade Level</th>
<th>Periods Taught Per Week</th>
<th>Length of Period</th>
<th>Length of Course</th>
<th>Required Course</th>
<th>Elective Course</th>
</tr>
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<tbody>
<tr>
<td>Civics</td>
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<td>Problems of Democracy</td>
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<tr>
<td>Other Social Studies Courses</td>
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</tbody>
</table>


Please check those of the following items which are appropriate to, and descriptive of, your school's social studies program. After those items which you check, indicate in the proper space whether the item applies to the required offerings, elective offerings, or both.

14. ( ) The social studies offerings are designed particularly for vocational students and differ from those provided in the general high school program.

15. ( ) A few major problems are covered rather than a survey of many problems.

16. ( ) College entrance requirements influence the content of the social studies offerings in the program.

17. ( ) Emphasis is placed on vocational information, such as, kinds of jobs, wages, qualifications, security, etc.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>

18. ( ) Training for leadership and fellowship in trade unions, workers clubs, etc. is provided.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>

19. ( ) Instruction in safety education concerning the trade is included in the social studies.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>

20. ( ) Orientation to the school is part of the social studies.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>
21. ( ) Student Government is in effect.

22. ( ) Student Government is under the direction of the social studies.

23. ( ) Pupils are provided with the opportunity to broaden their social knowledge through teas, dances, parties, etc.

24. ( ) Opportunities for social competence are offered through participation in organizations which offer pupils citizenship responsibilities, such as, Junior Red Cross, 4H Clubs, etc.

25. ( ) Contemporary problems of the individual, the community and the world are emphasized.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>

26. ( ) Opportunity is provided for students to study industrial problems which are relative to peace and war.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>

27. ( ) There is an emphasis on the utilization and conservation of natural resources which have a bearing on present socioeconomic problems.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>

28. ( ) Controversial problems of labor and management have a place in the program.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>
29. ( ) Attention is given to alternate economic roads for our American economy, (Laissez-faire, mixed economy, planned economy, etc.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>

30. ( ) Opportunities are provided for propaganda analysis and a study of the formation of public opinion.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
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</table>

31. ( ) Field Trips to nearby industrial plants are provided under the supervision of the social studies teacher.

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
<th>Both</th>
</tr>
</thead>
</table>

A. Estimate the average number of such trips a student participates in during his vocational career. 

32. Estimate the adequacy of the library materials on occupation, labor management relations, social legislation.

Excellent ____ Satisfactory ____ Inadequate ____

33. Estimate the adequacy of the audio-visual aids which are available for social studies.

Excellent ____ Satisfactory ____ Inadequate ____
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