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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE EXTENT TO WHICH DESIRABLE SOCIOLOGICAL CONCEPTS ARE INCLUDED IN THE SOCIAL STUDIES CURRICULUM OF SELECTED SECONDARY SCHOOLS

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THE EXTENT TO WHICH DESIRABLE SOCIOLOGICAL CONCEPTS ARE INCLUDED IN THE SOCIAL STUDIES CURRICULUM OF SELECTED SECONDARY SCHOOLS

APPROVED BY

DISSERTATION COMMITTEE

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CHAPTER I

INTRODUCTION

Background and Introduction

The social studies became a firmly established part of the secondary school curriculum many years before the present decade. Their importance as a part of the general educational experience of the student seemed equally well established and accepted; two subdivisions of the social studies, history and government, were educational experiences which nearly everyone who aspired to become a high school graduate completed to acquire the diploma. The fact that many secondary schools required the student to have contact with the social studies for at least five of his second six years in school was further evidence of its assessed value. In addition to the amount required, the student was often permitted to elect still another year of contact with the area during his last year in high school.

Although the present study was concerned with the social studies area in general, the specific concern was for the subject matter of only one subdivision of the area--sociology. Sociology as a separate subject in the curriculum appeared infrequently until 1965. Some elements of it were sometimes included as part of the social studies curriculum in an integrated social studies subject, such as a problems of democracy class, but the number of schools with elements of sociology in any type of class was a relatively small percentage of the total number of schools. Some sociological materials were included in the curriculum of secondary schools in what might best be termed "practical" form in family living, civics, and other social studies classes. Those materials usually were put in the form of advisements (e.g., a kind of idealized family life) or value admonitions that had been interpreted from sociological research.

Of course, there was also a body of subject matter that was shared by the several subdivisions of the social studies. Those materials were most appropriately called generalized social studies subject matter. Although they were usually taught within the framework of one or another of the various subdivisions of the social studies, the student was probably not aware that he was studying general social studies subject matter when he was studying a particular subdivision of the broader area. Thus, it

could be said also that a part of the subject matter of sociology was in the high school curriculum, even though it was not frequently taught in name or as a separate subject, by the very presence of some other social studies subjects.[1]

The incidence of the teaching of sociology as a separate subject in secondary schools did not change significantly after the first years when it was being introduced into the curriculum. Sociology first became a part of the secondary school curriculum in 1911, and by 1928, it was being offered in 18 per cent of the secondary schools throughout the country.[2] The percentage of students taking sociology in the nearly one-fifth of the schools offering it in 1928, was a mere 3 per cent, and that had only increased to less than 5 per cent by 1958.[3] The percentage of schools teaching sociology in 1958, was still approximately 18 per cent.

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[1]Kenneth Hovel, "What Are the High Schools Teaching?," What Shall the High Schools Teach? Yearbook of the Association for Supervision and Curriculum Development (Washington: Association for Supervision and Curriculum Development, National Education Association, 1956), pp. 79-80.

[2]Richard E. Gross and A. Norman Cruickshanks, "Development of the Social Studies Curriculum," Educating Citizens for Democracy: Curriculum and Instruction in Secondary Social Studies, ed. Richard E. Gross and Leslie Zeleny (New York: Oxford University Press, 1958), p. 68.

[3]Ibid.

A study of trends in the social studies offerings in secondary schools in 1934, to 1947, showed that the number of sociology courses had diminished by .5 per cent during the period of time covered by the study.[4] Another study, published in 1950, revealed that sociology was being taught either as a separate subject or as a part of an integrated social studies class in 26 per cent of the schools in a survey of 1100 high schools in 39 states.[5] The latter study tended to confirm the relatively static nature of sociology in the curriculum from 1928, to 1950, with one minor change noted for one interval within that time period, by the inclusion of two ways which sociology could be taught (separated or integrated) under one heading.

More recent research indicated that there was some change in the incidence of teaching sociological subject matter in the secondary schools during the decade preceding the present study. A study which illustrated this was one which indicated that there had been an increase in the teaching of sociology from 1958, to 1963.[6] The increase

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[4]Howard R. Anderson, "Offerings and Registrations in Social Studies," Social Education, XIV (Feb., 1950), p. 73.

[5]T. Earl Sullenger, Mildred Surface, and Rita Corcoran, "Sociology in Secondary Schools," Journal of Educational Sociology, XXIII (April, 1950), p. 488.

[6]Scarvia B. Anderson, Delores F. Ahrens, Rosemary Russell, and Donald A. Trismen, Social Studies in Secondary Schools: A Survey of Courses and Practices, A Report prepared by the Cooperative Test Division, (Princeton, N.J.: Educational Testing Service, 1964), p. 12.

reported was greater for teaching sociology in combination with other subject matter than for teaching it as a separate course, but the small increase would seem encouraging to those who believe that there should be more of the subject matter of sociology taught in the secondary schools. In that same study it was found that in 1963, sociology was being taught as a separate subject in 20 per cent of the small high schools, 26 per cent of the medium-sized high schools, and 39 per cent of the large high schools. Although those figures are for public high schools, one could infer from other data in the study that similar figures would have been obtained from Catholic high schools, and the figures would probably have been about one-half as large for schools in all other categories. The percentage of schools teaching sociology in combination with other subject matter was approximately twice as large as the number teaching it as a separate subject.[7] The study by Anderson and others was national in scope and the most useful one from which data are available, with reference to the present study, in that it covered most social studies subjects taught in secondary schools, and thereby made inferences from other subject titles possible that could not have otherwise been made.

A study that was somewhat less inclusive regionally than the one mentioned above offered an interesting contrast

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[7] Ibid., pp. 12-13.

in some of the data with that cited in the previous paragraph. That was a study conducted under the auspices of the North Central Association Foreign Relations Project.[8] It reported that among a sample of the secondary schools accredited by the North Central Association in the 19 states where it functioned as the regional accreditation agency only 16 per cent of the schools surveyed offered sociology as a separate course in the social studies curriculum.[9] There was a rather dramatic difference between the areas surveyed and the samples used in the respective studies, so it was impossible to draw any valid conclusions from the data difference, or to subject the differences in findings to any sort of meaningful analysis.

The studies mentioned in the preceding paragraphs also surveyed the incidence of teaching such subjects as social or family living and problems of democracy in secondary schools. Those were subjects which probably contained some sociological subject matter, but it was not possible to estimate the amount that might have been included in such subjects as there was a broader range of social, economic and political topics and problems identifiable than could possibly have been included in such

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[8]Bertram A. Masia, "Profile of the Current Secondary Social Studies Curriculum in North Central Association Schools," The North Central Association Quarterly, XXXVIII (Fall, 1963), pp. 205-213.

[9]Ibid., p. 211.

classes in a two-semester period of study. Differences in textbooks and in the preparation and interests of teachers would have caused a great deal of variation in what was included in the problems of democracy class also.

In addition to those reasons for variation just cited, the social or family living subjects probably were so advice-oriented that one would have found even greater variation in those subjects than might have been expected from other causes. There was a much greater frequency of appearance of those subjects in the secondary social studies curriculum than there was of sociology classes. The study by Anderson and others found that over one-half of the schools included in the study offered subjects or segments of subjects in problems of democracy and social or family living.[10] Although the study by Masia did not give a similar organization of data, it did include the finding that approximately 55 per cent of the schools from which data were gathered included the subject of problems of democracy in the curriculum.[11] The difference in reporting data in those studies made it impossible to compare findings, as was stated above, but both studies reported the presence of subjects which offered an opportunity to present some of the subject matter of sociology in the classroom other than through sociology classes themselves.

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[10]Anderson and others, op. cit., p. 15.

[11]Masia, op. cit., p. 210.

The organization and reporting of data by Anderson and others[12] was also rather useful with regard to the present study because the frequency of inclusion in the secondary curriculum of a wide spectrum of social studies subjects and segments of subjects was reported from geographical regions of the United States. Those data indicated that the Midwest region of the United States was the area where sociology was most frequently taught as a part of the secondary social studies curriculum, with 35 per cent of the schools surveyed teaching it as a separate subject and an additional 30 per cent teaching it as a part of another subject. In the geographical region designated as the West, 26 per cent of the schools included in the study taught sociology as a separate subject, and 34 per cent taught it in combination with other subject matter. In the South, 20 per cent of the sample surveyed taught sociology separately, and 17 per cent of the remainder of the sample taught it in subjects which also included other materials. In the East, only 16 per cent of the schools surveyed in the study included sociology in the curriculum as a separate subject, but an additional 30 per cent taught it as part of another subject.[13] A similar organization of data was given for the subjects of

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[12] Anderson and others, op. cit.

[13] Ibid.

social or family living and problems of democracy, but it seems unnecessary to say any more than that figures for those subjects approximated or exceeded those given for sociology in every region, and that the percentages were similarly distributed.

In the preceding paragraphs, the status in the secondary curriculum of sociology and subjects which include some of the subject matter of sociology has been described. It is quite apparent that there was, by 1965, a rather limited opportunity for sociological subject matter to be taught in the secondary schools, and it appeared that there would be no significant change in that status for some time. That was, in part, due to the fact that the secondary school social studies curriculum itself was so firmly set -- and had been for approximately 50 years.[14] In reporting curricular trends in the United States early in the 1960's, Moreland concluded that a re-examination of the social studies sequence was immediately necessary because it so strongly reflected national committee recommendations made in 1916.[15] It was also reported by Moreland that sociology was, at that time, the second most common elective in the eleventh and twelfth

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[14]Franklin Patterson, "Social Science and the New Curriculum," American Behavioral Scientist, VI (November, 1962), p. 28.

[15]Willis D. Moreland, "Curriculum Trends in the Social Studies," Social Education, XXVI (February, 1962), p. 102.

grades.[16] That seemed to suggest that sociology could have been, if it had had the opportunity to become so, a rather popular subject with students in any secondary school.

The question of a rationale for the inclusion of sociological subject matter in the social studies curriculum was rather easily answered. There was no disagreement in 1965, that the primary function of the school was the formal socialization of youth. In 1938, the Educational Policies Commission drafted a statement of educational purposes which specifically stated four broad purpose-areas that were to serve as the framework through which maximum formal socialization might occur. The purpose-areas identified by that commission included: (1) self-realization, (2) human relationships, (3) economic efficiency, and (4) civic responsibility.[17] The second purpose-area, human relationships, was the essence of the subject matter of the discipline of sociology. Furthermore, self-realization and civic responsibility were recognized to be attained in the context of group living, so that they too would be subserved through sociological subject matter.

In a recent publication bearing upon those relationships, William E. Cole specifically stated the need

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[16] Ibid., p. 76.

[17] Educational Policies Commission, The Purposes of Education in American Democracy. (Washington, D.C.: National Education Association, 1938), pp. 51-123.

for sociology as a foundation of the social studies because it made the following contributions:

1. A knowledge of sociology should help a person understand his place in society, and his own roles, motivations, and responses.

2. Sociological knowledge, like psychological knowledge, helps one to understand the behavior of others.

3. Sociological knowledge should lead to an understanding of the social systems into which people are born and in which they live.

4. While sociology is first of all a normative social science, concerned with nondeviant conditions and behaviors, individual and group deviation is a fact; and sociology does aid in the understanding of deviation.

5. To many people working at professional and lower levels in sociology and in related fields, sociology serves a useful vocational purpose.[18]

Obviously, Cole did not limit himself to the secondary school social studies curriculum in listing those contributions of sociology, but it was clear in his discussion that contributions to the secondary curriculum were within his frame of reference.[19]

Two notable efforts to revise the social studies curriculum throughout entire states occurred during recent

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[18]William E. Cole, "Sociology," The Social Sciences: Foundations of the Social Studies, ed. John U. Michaelis and A. Montgomery Johnston (Boston: Allyn and Bacon, Inc., 1965), pp. 191-192.

[19]Ibid., pp. 215-218.

years. In both cases, sociological subject matter was given a significant place in the curriculum because it apparently offered knowledges and understandings that were important to the achievement of objectives of education that could not be derived from other subject matter. The states involved in those projects were Wisconsin[20] and California.[21] The publications emanating from those projects clearly emphasized that there was a need for the utilization of subject matter from all disciplines within the social sciences.

It seemed to make little difference by 1965, where one looked in recent literature concerned with the social studies; implicit in every source was the belief that the social studies bore a major responsibility in the adequate socialization of youth. Therefore, it was deemed vital that the social studies curriculum be revised if the responsibilities of socialization which fell to the social studies were to be more adequately met. Such a revision should include, among other things, it was believed, subject matter from the discipline of sociology.

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[20]Wisconsin Social Studies Committee, A Conceptual Framework for the Social Studies in Wisconsin Schools, "Social Studies Bulletin" No. 4; "Curriculum Bulletin" No. 14 (Madison: State Superintendent of Public Instruction, 1964), p. 7.

[21]California Committee on Social Studies. Report of the State Central Committee on Social Studies. (Sacramento: California State Department of Education, 1959), pp. 64-70. (Mimeographed.)

The justification for the inclusion of sociological subject matter in the curriculum and, therefore, for a study which would, in effect, propose it, was that it had an important place in the achievement of socialization through the purpose-areas of education, especially with regard to human relationships. Its importance was acknowledged in the curricular revisions undertaken in two states, and in a number of other revision projects under way during the 1960's.[22] There appeared to be widespread agreement with one sociologist's assertion that to be a good citizen in modern society required that one also be a good social scientist.[23] The general agreement in the matter was most noticeable in the trend toward the inclusion of materials from all of the social sciences in the social studies curriculum at the secondary level.

An attempt to defend the inclusion of the subject matter of a subdivision of the social sciences in the social studies curriculum of the secondary schools -- or any other level -- on even the firmest of foundations

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[22]Willis D. Moreland (ed.), Social Studies in the Senior High School: Programs for Grades Ten, Eleven, and Twelve, "Curriculum Series" Number Seven (rev. ed: Washington: National Council for the Social Studies, 1965), pp. 41-94.

[23]Robert A. Feldmesser, "Sociology and the Social Studies Curriculum of the American High School," Paper prepared for delivery at the annual meeting of the American Sociological Association, Washington, D.C., August 31, 1962. (Processed.)

would not assure that it could be: an already-filled curriculum made such additions virtually impossible long before 1960. Also, the fact that curricular change occurred at a rather slow rate at the time of the present study was widely acknowledged, and that, too, added to the improbability of adding subject matter to the curriculum. That was especially true with respect to changes that would have required extensive alterations in the curriculum, such as revising all of the subject matter of a particular area or eliminating subjects to add others. However, for purposes of the present study it was necessary to raise the possibility of a change of a rather oblique nature if the most desirable of the subject matter of sociology was to be realistically considered for inclusion in the secondary social studies curriculum. The change proposed in the present study involved a change in the form in which sociological subject matter was to be presented, but such a suggestion was not without implications for other subdivisions of the social studies. The change proposed was that sociological subject matter be organized and presented at appropriate places in the social studies curriculum in conceptual form.

The idea of changing subject matter into conceptual form was already being implemented in some disciplines by 1965, such as mathematics and natural science, but it had not been too widely adopted by the social sciences and

social studies by that time. The idea seemed to have won approval for applicability to all disciplines at the Woods Hole Conference in 1959.[24] Although it appeared at the time the present study was under way that the successes of other disciplines in organizing subject matter into conceptualized form had not yet had a significant impact upon the social sciences and social studies, it probably would eventually cause them to at least seriously consider the reorganization of subject matter in a similar manner.

The change in subject matter to conceptualized form required the reorganization of subject matter from the traditionally used principle-form of abstraction and admonition to the revised form. With subject matter organized in conceptual form, the student was said to be able to "experience" the properties of processes, structures, or qualities by learning, through sensory contact whenever possible, the basic essentials of material (knowledges) to be learned without becoming overwhelmed by a maize of unrelated facts, or awed by abstract principles which he could not comprehend. In other words, materials to be presented to the student were put into a rather "condensed" conceptual form by simply eliminating the experiences and materials that were not essential for understanding the concept. Thus the student would learn

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[24]Jerome S. Bruner, The Process of Education (New York: Random House, 1960), pp. vii-xvi.

only the concept and material relevant to it. Students learning under those conditions would be able to make higher-order abstractions and to formulate their own -- with some guidance -- principles and conclusions through the combination of inductive-analytic and intuitive thinking. That procedure was perceived as an escalating process; that is, the abstractions formed by experience with one set of materials became, in turn, a part of another set of materials to be abstracted at a level above that previously attained.

It was difficult to even consider an attempt to simplify an explanation of the nature and functions of conceptualized subject matter because to do so posed the problem of oversimplification. A concise, thorough discussion of the educational uses of concepts, which was most useful for purposes of the present study, was authored by Asahel D. Woodruff.[25] The purposes of the present study did not require a more complete explanation since it involved a somewhat secondary aspect of the study.

The successful implementation of conceptualized subject matter in the curriculum was the best defense to be employed for the proposal contained in the present

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[25]Asahel D. Woodruff, "The Use of Concepts in Teaching and Learning," Journal of Teacher Education, XV (March, 1964), pp. 81-99.

study. In the field of mathematics, conceptualized subject matter was being used with considerable effectiveness by 1965. Natural science programs of a similar nature were being developed and put to use at that same time. Also, teaching devices utilized conceptualized subject matter, and there had been numerous programs developed for a wide variety of subject matter areas which were being used quite successfully at all levels of complexity. The proliferation of subject matter programs in many different areas was also excellent evidence of the utility and flexibility of materials in conceptual form.

The flexibility of subject matter in conceptual form was a special concern in the present study since much of the social studies curriculum content was sequentially organized. However, the sequencing of material in conceptual form was not absolutely essential to the learning process, as was illustrated in a research project designed to discover the significance of sequencing.[26] The implication of the combination of factors just mentioned was that advantage could be taken of the sequencing in the existing social studies curriculum, and sociological subject matter that would be identified in the present study as important to the achievement of the purposes of education

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[26]K. Vlachouli Roe, W. W. Case, and Anne Roe, "Scrambled Versus Ordered Sequence in Auto-instructional Programs," Journal of Educational Psychology, LIII (April, 1962), pp. 101-104.

could be organized into conceptual form and included at appropriate places in the curriculum. Their effectiveness presumably would not be diminished because of the flexibility and non-dependence on sequencing characteristic of subject matter in conceptual form.

Since some of the materials relevant to the sociological concepts that could probably be included in conceptual form were already being taught, the problem of where to introduce the concepts to be included was not considered so great as it might have appeared to be. In other words, the secondary social studies curriculum, as it existed, was not considered to be a hindrance to the proposal for the way of including sociological subject matter made in the present study.

It should be emphasized that the present study was concerned more with the feasibility of including in the secondary social studies curriculum the most desirable concepts of sociology in the manner proposed than with the actual implementation of such a program. The primary purpose of the proposal contained in the present study was to suggest that there appeared to be a way to include sociological subject matter in the curriculum without resorting to the addition of a separate subject or seriously disrupting the curriculum. It was somewhat similar to the program that was being proposed for the teaching of economics in secondary schools at about the

same time the present study was being conducted.[27]

Need for the Study

The need for the present study was evident in the literature related to the status of sociology in the secondary curriculum. Although it was shown that sociological subject matter was included in the curriculum, no attempt had been made to determine what subject matter was included, nor had there been any attempt to determine the desirability of subject matter that was included. The need to know the nature of social studies subject matter in the curriculum was suggested in a statement made by a panel at a White House conference in 1962.[28] That statement asserted that the impact of the behavioral sciences had been so profound as to change some of the fundamental ideas about human desires and possibilities that the people in American society held, even to the extent that unproved hypotheses found rather wide-spread acceptance in the society. The statement seemed to suggest an urgent need to discover and evaluate the sociological subject matter that was being disseminated through the schools.

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[27]Howard H. Cummings, "As the Teacher Sees It," Education for the Economic Challenges of Tomorrow (New York: Joint Council on Economic Education, n.d.), pp. 41-43.

[28]President's Science Advisory Committee, Strengthening the Behavioral Sciences, A Statement to the White House, April 20, 1962. Prepared by the Behavioral Science Subpanel of the Life Sciences Panel (Washington: U.S. Government Printing Office, 1962), p. 2.

The need for the present study also existed in that the various areas of the social studies were encountering, in 1965, some of the same problems encountered by mathematics and science relative to the continually growing amounts of material to be included in each subject matter area. The present study would call attention to the feasibility of reorganizing any type of social studies material along conceptual lines while attempting to assess the possibility of organizing sociological subject matter into conceptual form.

Statement of the Problem

The problem of this study was to identify, analyze, and determine the extent to which desirable sociological concepts were included in the social studies curriculum of selected secondary schools.

Hypothesis

The null hypothesis was the one major hypothesis to be tested in the present study. It was hypothesized that there would be no homology in the desirability for inclusion and the extent of inclusion of sociological concepts in the social studies curriculum of secondary schools.

Method of Research

The purpose of the present study was to determine an existing state of affairs. Research specialists indicate that surveys are designed for that purpose. Therefore, the survey method of research was chosen to be used. The instrument used to secure the necessary data was the questionnaire. The questionnaire was prepared in accordance with techniques suggested by Sellitz and others.[29]

Plan of the Study

The data for the present study were gathered through the following procedures. The first was to make an extensive search of the literature from the past 30 years to develop a list of sociological concepts and terms relating to concepts that were related to subject matter that had been recommended as desirable for inclusion in the secondary social studies curriculum. Approximately one-half of the terms and concepts identified from subject matter that had been recommended in the literature were organized into conceptual form and were used with the remaining terms related to concepts in the development of a questionnaire.

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[29]Claire Sellitz, Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations. (rev. ed.; New York: Holt, Rinehart and Winston, 1964), pp. 546-574.

The second was to develop nearly-identical forms of a questionnaire which were submitted to (1) sociologists who served as a panel of judges to identify the concepts and terms which should be included in the secondary social studies curriculum, and (2) a random sample of secondary schools to determine the extent to which sociological concepts and terms were actually included in secondary social studies curriculum. Both groups of respondents were also asked to respond to a proposal that would permit the inclusion of sociological subject matter in the curriculum in conceptual form. The questionnaires consisted of a check-list of the terms and concepts, each of which was to be checked on the basis of desirability for inclusion or extent of inclusion in the secondary curriculum, and the proposed method for the inclusion of sociological subject matter in the curriculum. The questionnaires are located in Appendix A, which is complete, and Appendix B, from which selected parts have been deleted.

The third and final procedure was to tabulate and analyze the questionnaires returned. Those procedures are described fully in Chapter III. However, the basic procedure used in the analysis of the findings was to compute least squares correlation coefficients for calculated values obtained from the questionnaires and to determine their significance at the .05 level of confidence.

Procedure for Selection of Panel of Judges

The panel of judges was selected by contacting, through written communications, the presidents of the several regional and national sociological societies of the United States, and the editor of the one sociological journal which had rather frequently -- in comparison with other sociological journals -- published articles during the three decades preceding the present study concerned with the teaching of sociology in secondary schools. Those persons were asked to recommend sociologists that were known to be interested in the teaching of sociology in secondary schools and would be qualified to serve on a panel of judges to identify sociological subject matter which should be included in the secondary social studies curriculum. That approach was used because there was no complete list of sociologists available from which a random sample could be drawn and it was impossible to formulate such a list.

The responses to the requests for recommendations yielded a list of names and addresses of 89 sociologists. The recommended persons were then contacted and invited to participate in the study and respond to the questionnaire. The individuals who returned completed questionnaires constituted the panel of judges in the present study.

Procedure for Selection of Sample of Schools

The sample of schools used in the present study was selected from among large secondary schools in the midwestern geographical region of the United States. A master-list of 603 secondary schools in the region with senior classes of 200 or more was drawn from the most recent and comprehensive listings available.[30] The name and location of each secondary school in the region having a senior class of 200 or more was written on a card. The cards were deposited in a container and thoroughly shuffled. A 10 per cent sample, or 60 cards, was then randomly drawn from the container. The 60 schools selected thusly constituted the sample of schools used in the present study.

Delimitations of the Study

The delimitations of the present study were suggested in the findings of the study by Anderson and others.[31] That study found that sociology and subjects containing some of the subject matter of sociology were most frequently taught in schools with a senior class exceeding

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[30] U.S. Department of Health, Education, and Welfare, Directory of Public Secondary Day Schools, 1958-59, prepared by Leah W. Ramsey (Washington: U.S. Government Printing Office, 1961); and U.S. Department of Health, Education, and Welfare, Non-public Secondary Schools Directory, 1960-61, prepared by Diane B. Gertler and Leah W. Ramsey (Washington: U.S. Government Printing Office, 1963).

[31] Anderson and others, op. cit., pp. 13-15.

200 students,[32] and that such subjects were taught more frequently in secondary schools in the midwestern region of the United States than in any other geographical region.[33] Therefore, the present study was delimited to secondary schools with senior classes of 200 or more in the geographical region traditionally designated as the Midwest. That geographical region consists of the states of Kansas, Nebraska, South Dakota, North Dakota, Minnesota, Iowa, Missouri, Illinois, Wisconsin, Michigan, Indiana, and Ohio.

Limitations of the Study

The limitations of the present study were somewhat difficult to assess. Probably the greatest limitation was that the length of the questionnaire probably decreased the number of returns obtained. It was necessary to contact some of the schools in the sample five times to get a sufficient number of completed questionnaires returned. Several persons responding made comments regarding the long period of time required to complete the questionnaire.

Another limitation of the study was that there never has been complete agreement among all sociologists regarding precise definitions of terms. Therefore,

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[32] Ibid., p. 13.

[33] Ibid., p. 15.

definitions contained within the stated concepts in the present study probably were not always completely acceptable to those responding to the questionnaire. Such differences no doubt affected the responses made by the judges to the stated concepts (and perhaps the terms), but it was not possible to make allowances for all such differences on the questionnaire sent to the panel of judges and to retain the same meaning in each concept. The questionnaire to the schools may have been affected in a similar way.

Finally, the questionnaires sent to the schools were addressed to the "Chairman of the Social Studies Division" on the assumption that large schools would be likely to have an individual to supervise and coordinate the social studies curriculum, and would either be qualified to respond to the questionnaire personally or to forward it to the person best qualified. Although that assumption was supported in some of the responses, there were indications that several of the questionnaires were completed by social studies teachers who were uncertain about what subject matter was included in some of the social studies classes which they themselves did not teach.

Definition of Terms

There were terms used in phrases in the present study which require definition. Those were the terms

contained within the phrases (1) desirable sociological concepts, and (2) sociological terms relating to concepts.

The term "desirable" meant that a concept or term relating to a concept was recommended for inclusion in the social studies curriculum because it would make a positive contribution to the achievement of the purposes of education.

The term "sociological" referred to concepts and terms related to concepts that were routinely included as a part of the subject matter of sociology (and would very likely be encountered by a student in an introductory course in sociology at the secondary or college level).

The term "concept" referred to a relatively complete and meaningful statement of an idea based upon synthesized, empirical data. As used in the present study, a "sociological concept" was a relatively complete and meaningful statement of synthesized, basic, conceptual elements of the subject matter of sociology.

A "term relating to a concept" was merely a word or combination of words which referred to an unstated concept, about which there would be a general understanding regarding its meaning among persons familiar with the subject matter of sociology.

The first step toward the realization of the purpose of the present study was to conduct an extensive survey of literature which was concerned with the inclusion

of sociological subject matter in the secondary curriculum. A great deal of time was spent in the examination of a large number of sources which were suspected to contain material relating to sociology in the curriculum. Generally, most literature proved to be of little or no use in the present study. Those sources which did prove to be useful are reviewed in the following chapter.

CHAPTER II

SOCIOLOGICAL CONCEPTS AND TERMS RECOMMENDED IN THE LITERATURE

Introduction

During the past several years periodic recommendations have been made in the literature regarding what should be included in the secondary social studies curriculum in the way of sociological subject matter. The paucity of such recommendations was probably a result of general disinterest on the part of sociologists -- an inference drawn from the rather limited contribution by sociologists to the literature related to the present study -- regarding what was or should be included in the social studies curriculum of schools below the college level. There were, however, a few persons -- sociologists and others -- who steadfastly maintained that the social studies curriculum should consist of subject matter from all social science divisions if it was to be a complete social studies program and participate fully in a total curriculum which would lead to the achievement of the purposes of education. In accordance with that position,

some of those individuals recommended various elements of sociological subject matter for inclusion in the secondary social studies curriculum. The purpose of this chapter is to survey those recommendations.

Generalized Recommendations

One of the ways which has been suggested for including sociological and other social science subject matter in the curriculum is by reorganizing the social studies curriculum in terms of universal social processes rather than in the traditional subject divisions. In fact, one such proposal advocated the organization of the social studies in a manner that would make sociology central to the entire social studies curriculum.[1] The universal social processes proposed by Johnson, about which the social studies would be organized, included:

> (1) Man and nature interact; (2) Man adjusts resources to his needs; (3) Man makes a spatial pattern; (4) Man lives and conserves his life; (5) Man establishes value standards; (6) Man works to secure adherence to values; (7) Man organizes his efforts to secure adherence to values; (8) Man faces the problems of change and continuance; (9) Man molds his character.[2]

Implicit in those processes to be analyzed in the social

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[1]Earl S. Johnson, Theory and Practice of the Social Studies (New York: The Macmillan Company, 1956), p. xi.

[2]Ibid., p. 314.

studies curriculum were such sociological concepts as environment, culture, community, values, social control, social change, and personality, to name but a few. The writer did not specifically state what was to be included in the way of concepts from any area of the social sciences, but it was very clear that all areas were to be represented in the curriculum and that the study of the problems encountered universally by man should be approached in a sociological frame of reference.

Another proposal was made by the Committee on the Teaching of Sociology in the Public Schools at the annual meeting of the American Sociological Association in 1947.[3] The committee proposal recommended a social studies curriculum that would be a sequential expansion of the study of the concept of community for the elementary social studies curriculum, i.e., from the study of the neighborhood to the study of world community; then the secondary social studies curriculum would concentrate on analysis in depth of such topics as the local community, American life and institutions, and family and social relationships.[4] However, the committee did not suggest specific sociological

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[3]Committee on the Teaching of Sociology in the Public Schools, "Proceedings of the Annual Meeting," American Sociological Review, XIII (April, 1948), pp. 212-213. A Report to the Annual Meeting of the American Sociological Association, New York, December 28-30, 1947.

[4]Ibid., p. 213.

concepts to be included in the curriculum, but it would seem essential that a number of concepts would necessarily be a part of social studies materials organized in that manner. For example, such concepts as institution, family, community, and social interaction would presumably need to be included if effective communication were to occur in the proposed sociologically-oriented social studies curriculum.

Other recommendations for social studies curriculum organization that would include more of the subject matter of sociology emanated from sources which suggested that the social studies program should give more attention to specific topics that were not typically taught. One such recommendation was found in a Western Illinois State College publication.[5] In that publication such topics or areas as family living, the relationship of pupils to mass communications, social relationships with others, community living, and self understanding were recommended for more attention in the secondary social studies curriculum.[6]

Those topics appeared to have a sociological orientation to some degree, but the inference of practicality was clearly evident in the suggested areas of

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[5]Western Illinois State College, Curriculum Revision for More Effective Living ("Western Illinois State College Bulletin," Vol. XXIX, No. 3; Macomb, Ill.: Western Illinois State College, 1950), pp. 51-52.

[6]Ibid.

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[6]Ibid.

"developing a philosophy and attitudes of life, and effective consumer education,"[7] and in some of the sub-topics which were suggested under the other areas mentioned. The practical orientation of sociological subject matter recommended in the Western Illinois publication for inclusion in the secondary social studies curriculum was not uncommon in the publications which advocated its inclusion, but such an orientation was seldom associated with the writings of sociologists.

Generalized recommendations such as those mentioned in the preceding paragraphs were not too common, but those mentioned were by no means exhaustive of the total number of them. They were, however, quite representative of all of that type of recommendation and seem to have been proposed most commonly during the decade which immediately followed the end of World War II. It was quite typical of that type of recommendation not to be specific in the mention of subject matter which should be included in the social studies curriculum. Therefore, it was virtually impossible to extract from those writings anything specific enough to include in the present study.

Specific Concepts Recommended

It was possible to make a differentiation between recommendations in the literature which constituted

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[7] Ibid., p. 52.

concepts and those which were simply terms related to concepts. Those which were labeled concepts were stated in such a way that one knew fairly precisely what subject matter was being recommended for inclusion in the secondary social studies curriculum. In the case of terms related to concepts it was not possible to determine the precise meaning that was given to a term, nor what subject matter was actually being recommended for inclusion in the curriculum. In this section of the chapter, the subject matter which was recommended in a reasonably adequate form of statement, or with some sort of statement of explanation, is surveyed.

In the period beginning around 1957, there was more interest shown in the secondary social studies curriculum by social scientists than there was during the previous two decades or more. That interest was no doubt stimulated by many factors, but it resulted in new thinking about what the schools should be teaching, and it produced some rather precise statements of recommendation in the literature. Some of those statements of recommendations were concerned with the subject matter of sociology, and the authors usually left no doubt as to what they believed should be included in the curriculum.

One such statement of recommendation was offered by Meyer F. Nimkoff,[8] a widely known co-author of a successful introductory textbook in sociology which has been used

in high schools and colleges. In his recommendation, Nimkoff did not confine himself to purely sociological concepts. Rather, he combined the disciplines of anthropology, sociology, and social psychology into a behavioral science area and wrote within that frame of reference. Nevertheless, the concepts that he recommended were generally included in the subject matter of sociology and were, in most cases, considered to be that in the present study. Nimkoff recommended that the following concepts be included in the secondary social studies curriculum: culture, heredity, race prejudice, culture variability, conformity, cultural lag, and cultural change, group interaction, primary and secondary relations, in-group-out-group relations, role and status, personality, self, significant others, reference groups and relative deprivation, learning theory, psychoanalytic theory, and culture and personality.[9] There were items in that list which would be more clearly psychological than sociological -- especially learning theory and psychoanalytic theory. Where there was some question, as in those examples cited, the concepts were not used in the present study. It is important to note that Nimkoff quite clearly explained

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[8]Meyer F. Nimkoff, "Anthropology, Sociology, and Social Psychology," High School Social Studies Perspectives (Boston: Houghton Mifflin Company, 1962), pp. 29-51.

[9]Ibid.

what relevant subject matter related to the above terms should be included in the secondary social studies curriculum. The explanations offered by him, although not summarized in the foregoing discussion, were utilized in the present study.

Another statement of sociological concepts recommended for inclusion in the secondary curriculum was offered by sociologist Gresham M. Sykes in a publication co-sponsored by the American Council of Learned Societies and the National Council for the Social Studies.[10] Taking the position that the high school student "should have an integrated view of society, of social processes,"[11] Sykes developed a list of rather broad concepts which centered about activities essential to the survival of men everywhere, which he calls "functional requisites, i.e., the activities that function to insure the survival of society or that are requisite for the survival of society."[12] The broad concepts recommended by Sykes included: physiological needs, reproduction, socialization, production and distribution of goods and services, social control, and meaning and motivation.[13] Mentioned within those

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[10]Gresham M. Sykes, "Sociology," The Social Studies and the Social Sciences (New York: Harcourt, Brace, and World, Inc., 1962), pp. 156-170.

[11]Ibid., p. 160.

[12]Ibid., p. 161.

[13]Ibid., pp. 162-165.

broad concepts, however, were a number of other concepts which included, to cite some of them, social class, demography, family, cultural variation, and occupational distribution.[14] Those, too, were quite fully explained -- at least they were explained fully enough that there was not much difficulty in understanding what sociological subject matter he believed should be included in the curriculum. Sykes also believed that the secondary social studies curriculum should contain materials and experiences related to research techniques used by sociologists to collect and analyze data.[15] It was also noted that by the very nature of his recommendation, Sykes appeared to be urging that the concept of function be included in the curriculum in addition to those mentioned specifically.[16]

One of the most precise statements recommending sociological concepts for inclusion in the secondary social studies curriculum was published by Eldon E. Snyder.[17] The recommendations made by Snyder were in the nature of broad concepts which contained a number of more specific concepts and terms related to concepts, all of which he

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[14] Ibid.

[15] Ibid., p. 167.

[16] Ibid.

[17] Eldon E. Snyder, "The Behavioral Social Sciences and the Social Science Curriculum of the American High School," The Social Studies, LVI (January, 1965), pp. 5-9.

maintained were vital "for a real understanding of man's social behavior and critical citizenship."[18] The broad concepts -- and the more specific concepts and terms associated with them enclosed in parentheses -- recommended by Snyder included: personality, group structure (group norms, in-groups, out-groups, primary and secondary groups, social status, social roles, social institutions, function, and dysfunction), culture (culture change, social problems, and ethnocentrism), prejudice, scapegoating, discrimination, social stratification, population and human ecology (crowds, publics, public opinion, emotional contagion, propaganda, mass behavior, and social movement), power (community structure, racial and ethnic groups), family, and social change.[19] In addition to those mentioned specifically, there were others which were implied. Snyder also suggested that subject matter which he recommended could be incorporated into the existing subject matter of the secondary social studies curriculum, but he did not indicate how that might be accomplished.[20]

The recommendations for the inclusion of certain types of subject matter in the curriculum were sometimes organized in a rather ideal form, so far as the present

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[18] Ibid., p. 6.

[19] Ibid., pp. 7-8.

[20] Ibid., p. 8.

study was concerned. For example, recommended concepts were proposed to serve as a framework for the social studies curriculum in the schools of Wisconsin.[21] They contained specifically stated concepts from all major divisions of the social sciences. The proposed framework included sociological concepts (which were combined with anthropological concepts) as well as concepts from political science, geography, economics, and history, and all of the concepts were sequenced and articulated for all grades from kindergarten through grade twelve.

The manner in which the anthropological-sociological concepts were stated by the Wisconsin Social Studies Committee made it advisable to quote some of them fully in the present study. The major concepts recommended, which applied generally to all 13 years of the social studies curriculum, were as follows:

I. Human beings are more alike than different. They have similar physical characteristics and basic needs and wants.

II. Human beings live in groups.

III. People living in groups develop a culture. This includes their particular patterns of behavior and the resulting material products.

IV. Human beings are in part a product of their culture.

V. Every group tends to develop various social processes and institutions to give order and stability to relationships among people.

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[21]Wisconsin Social Studies Committee, op. cit., pp. 4-9.

VI. Cultural change occurs continuously and at an accelerating rate.[22]

The specific concepts stated for each grade-level by the Wisconsin committee would consume considerable space if cited for all six of the upper grades. Therefore, only those for grades ten and twelve shall be quoted on these pages. The anthropological-sociological concepts for grade ten were:

> Although composed of various racial and ethnic strains, the American people have similar basic needs, values, and desires.
>
> Our society is pluralistic, that is, it is composed of many groups based on political, economic, social, religious, recreational, and other interests.
>
> The interaction between people of European origin, with various cultural patterns, and the American government, has produced a distinctively American culture.
>
> Our educational system has been a major factor in bringing about the "Americanization" of adults and children of foreign birth or extraction.
>
> Compromise is the normal process for resolving group conflicts in a democracy. If compromises cannot be reached, revolution or civil war may result.
>
> Inventions and discoveries in one field usually trigger developments and advances in related fields.[23]

The anthropological-sociological concepts for grade twelve were somewhat more complex than those for grade ten. They were as follows:

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[22] Ibid., printed on fold-out of front cover.

[23] Ibid., p. 30.

> People the world over are demanding a fairer share of the world's goods so they can raise their standard of living. This is often referred to as the "revolution of rising expectations."
>
> The family is a major instrument for molding one's viewpoint on practically all important issues of everyday life.
>
> Societies with advanced technological cultures have a responsibility to help less developed areas achieve a greater degree of modernity and prosperity, but they should remember that underdeveloped areas do not necessarily wish to copy all aspects of their culture.
>
> Human nature is basically similar throughout the world. But humans take on the characteristics of their culture -- indeed they become "human" -- as they acquire its values, knowledge, and skills. They in turn modify that culture through their contributions in technology, the arts, etc.
>
> In all societies informal controls of behavior, such as customs and mores, are reinforced by more formal controls, such as laws and institutions.
>
> People tend to accept technological changes more readily than changes in nonmaterial aspects of their culture. This creates social problems and even crises that can be overcome by cooperative effort.[24]

The form the quoted statements were in should be noticed; there was little or no question as to what specific subject matter was being recommended for inclusion in the curriculum. There was, however, no specific suggestion in the Wisconsin publication regarding techniques and methods for including the recommended concepts in the curriculum, although it seemed that there was the

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[24] Ibid., p. 34.

rather oblique suggestion of curriculum organization along lines that would better unify the usual subject matter divisions.

The introductory statement in the Wisconsin publication contained statements to the effect that the social studies should be taught with the view of developing concepts through the teaching of relevant materials rather than to teach them directly. In other words, the suggestion was made that the concepts should be the ultimate goal to be achieved through the teaching of other materials; then they should be reinforced by applying them to new information and new situations.[25]

A recommendation somewhat like the Wisconsin committee's was offered approximately two years earlier through a similar effort by a curriculum commission in California.[26] The recommendations of sociological subject matter to be included in the social studies curriculum were, in contrast to the Wisconsin recommendations, couched in terms of generalizations rather than concepts.[27] The California recommendations of generalizations contained

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[25] Ibid., p. 4.

[26] California State Curriculum Commission, Social Studies Framework for the Public Schools of California (Sacramento: California State Department of Education, 1962), pp. 89-109.

[27] It is generally agreed that generalizations are broader and more inclusive than concepts, i.e., consisting of two or more concepts.

concepts related to groups, society, communication, personality, socialization, social relations, culture, demography, human ecology, social processes, and social control, as well as more specific concepts that were relevant to the broader concepts, such as social interaction, stratification, cooperation, competition, conflict, accommodation, and assimilation.[28] Although the statements of generalizations were stated in broad form, they appeared to include all of the more specifically stated concepts of the Wisconsin recommendations, and certainly they contained more of the specific terminology of sociology than did the other source. Also, as in the Wisconsin publication, there was in the California publication the suggestion that the generalizations should be outcomes of the social studies curriculum and, therefore, should not themselves be taught as subject matter.[29]

The literature which made explicit the concepts and subject matter of sociology that were recommended for inclusion in the secondary social studies curriculum was not abundant. It is quite possible that there were additional sources which were not included in the present study, but they were not discovered in a rather extensive search of the literature. There were, however, more which

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[28]California State Curriculum Commission, op.cit., pp. 105-108.

[29]Ibid., pp. 89-90.

were forthcoming from a number of social studies curriculum development projects, but those were not yet available when the present study was conducted.[30]

Other recommendations of sociological subject matter to be included in the curriculum have been made. However, they usually were in the form of topics or terms related to sociological concepts, so it was difficult in such cases to determine precisely what subject matter was being recommended. A number of such recommendations are cited in the following paragraphs.

Recommended Terms Related to Concepts

One of the developments in the field of sociology during the 1960's was the organization of a curriculum development project which was to develop sociological materials to be used in secondary schools. The project was officially sponsored by the American Sociological Association and was supported by a grant from the National Science Foundation. The project was developing materials related to certain sociological topics, but it seemed from the wording of the topics that it was quite appropriate

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[30]Franklin Patterson, "Social Science and the New Curriculum," American Behavioral Scientist, VI (November, 1962), pp. 28-32. Also, personal correspondence by the writer with individuals participating in curriculum projects indicated that some materials will first become available in 1967, but there was no indication in the responses to the writer's queries that the new materials being prepared will be organized along conceptual lines.

to accept the topics as terms related to concepts. In one of the periodic releases concerning the project it was announced that:

> Those topics on which work has been started are: (1) communications and public opinion, (2) education, (3) family, (4) occupations and work, (5) organizations (large-scale organizations), (6) population, (7) racial and ethnic groups, (8) religion, (9) science and technology (their impact on social patterns), (10) stratification and mobility, and (11) urbanism.[31]

In addition to the topics that were being worked on, there were several others "on which work will be undertaken."[32] Those topics included: consumer behavior, corporations, crime and delinquency, fashions, fads, and riots, morale, political behavior, propaganda and mass persuasion, rural life, slums and the culture of poverty, social movements, transportation and mobility.[33]

It was clear that the topics listed above were intended to be more than terms related to concepts. However, some of the topics were utilized as terms related to concepts in the present study. Certainly the terms in the topics would require definition in the prepared

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[31]Letter from Paul E. Kelly, Associate Director, Sociological Resources for Secondary Schools, Dartmouth College, Hanover, N.H., July 19, 1965. Actually, the quotation is from an untitled, mimeographed page that was enclosed with the letter.

[32]Ibid.

[33]Ibid.

materials, and it would seem that the persons responsible for the topics would believe them to be of greater importance than others that could have been selected. Therefore, it seemed justifiable to assume that the selection of certain topics was equivalent to recommendation, so far as their addition to the secondary social studies curriculum was concerned.

In writing of the elements of sociology to be emphasized in the social studies curriculum nearly 3 decades ago, several sociological terms related to concepts were recommended by Ruth Wood Gavian.[34] Such broad headings as basic institutions, the nature of culture, and the process of social change, were explained with respect to what should be emphasized about them. For example, of "basic institutions, their cultural history and present trends, their limitations and special values,"[35] Gavian recommended for inclusion in the curriculum the following terms related to sociological concepts:

> invention, diffusion, custom, social heritage, culture pattern, material and non-material culture, morality, conscience, law, public opinion, leadership, the crowd, suggestion imitation, vested interest, cultural lag, social control.[36]

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[34]Ruth Wood Gavian, "Sociology in the Social Studies Program," Elements of the Social Studies Program, Sixth Yearbook of the National Council for the Social Studies (Philadelphia: McKinley Publishing Co., National Education Association, 1936), pp. 115-125.

[35]Ibid., p. 117.

[36]Ibid.

Further, Gavian asserted that students should learn the relationship between certain physical and social phenomena, and listed a number of sociological terms in connection with that position. For example, she stated that students should:

> acquire an idea of the relationship between physical geography and the racial character, cultural development, population movement and density, health occupations, distribution of wealth, home life, education, religion and government of a people.[37]

In another instance, Gavian suggested biological considerations which were sociologically significant, such as human genetics, eugenics, and euthenics, and which she believed needed to be emphasized in the secondary curriculum.[38]

Psychological and cultural considerations discussed by Gavian also contained sociological terms which she believed should be emphasized. Those included: habits, attitudes, personality, mental health, social inadequacy, and social heritage, as well as others cited above which were mentioned in another context.[39] For purposes of the present study all of the sociological terms cited by Gavian were understood to be recommended for inclusion in

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[37] Ibid., p. 120

[38] Ibid., pp. 120-121.

[39] Ibid., pp. 121-122.

the secondary social studies curriculum. The terms mentioned under psychological and cultural considerations, which were sociologically oriented, were not specifically recommended for emphasis, but the inference that they should also be emphasized was clear enough to include them in the present study.

It should also be noted that Gavian asserted that sociological subject matter should be taught in a separate course, and that the course should be one which all students should take as a part of the social studies sequence.[40] A position such as that was not frequently encountered in the literature. Most writers who proposed a separate course in sociology did not maintain that it should be a required part of the social studies curriculum.

Another recommendation for the inclusion of sociology in the secondary social studies curriculum through a separate course -- though not a required course -- was issued as a challenge to sociologists to take more interest in the teaching of sociology in the secondary schools and to develop materials for use at that level.[41] Sociologist Stanley Grupp, in using that rather novel approach to recommend the inclusion of sociology in the curriculum,

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[40] Ibid., p. 115.

[41] Stanley Grupp, "High School Sociology: A Challenge," High School Journal, XLVI (February, 1963), pp. 170-174.

recommended the following terms related to concepts for inclusion in the curriculum through a separate sociology course: society, culture, group, role, social processes, socialization, personality, and institutions.[42] In addition to those, he cited some topics which should possibly be included in such a course, but his primary concern in making those suggestions seemed to be with supporting his position that a substantive sociology course -- equivalent to an introductory sociology course at the college level -- could be developed for the secondary curriculum.

A recommendation for the inclusion of sociological subject matter in the secondary curriculum through units and subtopics was offered by Arthur Repke.[43] Although not specifically stated, it appeared that Repke was recommending that all high school students study sociology. Contained within the units and subtopics which he recommended were several terms related to sociological concepts. The terms recommended were: primary and secondary contacts, association, interaction, rivalry, conflict, adjustment, assimilation, accommodation, the scientific mood, culture, geography, biological heritage, race, population, immigration, mores, folkways, ceremony, advertising,

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[42] Ibid., pp. 171-172.

[43] Arthur Repke, "Sociology for High Schools," Sociology and Social Research, XLIV (September-October, 1959), pp. 37-41.

propaganda, arbitration, laws, institutions, gossip, social roles, status, in and out groups, simple and complex cultures, citizenship, mental health, marriage, family, industry, commerce, agriculture, war, government, international relations, education, social welfare, and religions.[44] There was, of course, some repition of terms in the list, and some of the broader terms would encompass terms of a more specific nature. Several terms recommended by Repke were not included in the present study because they were not specifically sociological in nature.

One other source which recommended specific sociological terms related to concepts for inclusion in the secondary social studies curriculum was authored by George W. Strong.[45] In his recommendation, Strong proposed a sequence of sociological subject matter which could either be taught as a separate subject or as part of the general social studies curriculum in the high school. Terms included in Strong's recommendation were: adjustment, social origins and elements, social change, social processes, contact, integration, conflict, competition, cooperation, social functions, social organization, structure, type, and social control.[46] Another feature

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[44] Ibid., p. 40.

[45] George W. Strong, "A Suggested Plan for High School Sociology," Social Forces, XIX (October, 1940, pp. 44-48.

[46] Ibid., pp. 47-48.

of Strong's recommendation which had special relevance to the present study was that he maintained that there was need for "a general consensus as to what content should be taught and possibly how it should be taught."[47] That statement was made in 1940, but there was little evidence that sociologists were any nearer to rectifying that state of affairs in 1965, than they were when the statement was made.

There were other recommendations pertaining to sociological subject matter to be included in the secondary social studies curriculum. However, they were typically of a generalized type which proposed that sociology be included in the curriculum, but they did not make specific recommendations concerning the subject matter to be included. A few examples of such articles are illustrative.

In "Teaching Sociology in a Changing World," for example, the author expressed a need for a greater understanding of the society in which one lived. That could be accomplished through a real-experience understanding of sociology.[48] In another publication, John A. Kinneman suggested that the social studies curriculum he based upon

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[47] Ibid., p. 45.

[48] J. Roy Leevy, "Teaching Sociology in a Changing World," Social Education, IX (November, 1945), pp. 310-312.

the study of institutions.[49] A volume replete with rather subtle recommendations of sociological subject matter to be included in the curriculum contained a series of essays, one of which emphasized the need for programs to improve intergroup relations in the United States.[50] In a similar recommendation, "The Good Citizen as an Expert in Human Relations,"[51] co-authors William Van Til and George W. Denemark emphasized the need for the inclusion in the social studies curriculum of "the provision of sociological and anthropological data disproving many assumed differences between groups."[52] Such sources were not sufficiently definitive for use in the present study.

Reports of Sociological Courses in the Curriculum

It was considered necessary to make some mention of one other type of literature which pertained to sociological subject matter in the secondary social studies

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[49]John A. Kinneman, "Institutions in the Curriculum," Social Education, IV (March, 1940), pp. 165-167.

[50]William E. Vickery and Joseph B. Gittler, "Intergroup Relations in the United States, " Citizenship and a Free Society: Education for the Future, Thirtieth Yearbook of the National Council for the Social Studies, ed. Franklin Patterson (Washington: National Education Association, 1960), pp. 140-162.

[51]William Van Til and George W. Denemark, "The Good Citizen as an Expert in Human Relations," Education for Democratic Citizenship, Twenty-second Yearbook of the National Council for the Social Studies (Washington: National Education Association, 1951), pp. 15-26.

[52]Ibid., p. 22.

curriculum simply because of its presence. That type included sources which reported some of the kinds of things which were being taught as sociology at various schools in the United States. A few of them are mentioned in the following paragraphs to indicate the range of reports that were encountered in the literature. They were not used in the present study.

In one such publication, a work dealing with many aspects of the secondary social studies curriculum, a section dealing with sociology in the curriculum contained what the author maintained was a representative one-semester high school sociology course. That description, offered in outline form, was as follows:

1. The viewpoint of sociology (definition, method, steps in approaching social problems, basic consideration, value of studying)
2. Culture (what it is, relation to biological factors, elements in, cultural change, cultural values and social norms)
3. Personality (definition, biological factors, psychological factors, relation to socialization and roles and culture, organization, disorganization, reorganization)
4. Social Stratification (bases for differentiation, social categories, social class and status and inequality in America)
5. The Family (classification of, functions of, social and other trends in American family characteristics, forces creating breakdown, forces supporting family organization)

6. Deviant Behavior and Social Problems (nature of social problems, delinquency and crime, minority problems, war, others)
7. Crowd Behavior (nature of, processes in, development of)
8. Population Problems (population differentials as determinants and rates and other characteristics, population problems)
9. Formation of public opinion and propaganda (communication, public opinion, propaganda and social contagion)
10. Religion and ethical ideals (need for, functions of, religious structure and trends and problems in U.S., major religions of the world)[53]

Another report of sociology in the secondary curriculum concerned high school courses which dealt with applied sociological subject matter. The courses discussed, social behavior and family relationships, were described as courses to teach social adjustment by introducing "the students to the problems they will face as married adults."[54] Topics which were reportedly included in the social adjustment courses ranged from social adjustment in normal teen-age experiences, to marriage, parenthood, and family life.[55]

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[53]Jonathan C. McLendon, Social Studies in Secondary Education (New York, 1965), pp. 183-184.

[54]Nelson B. Henry, "Courses to Teach Social Adjustment: Tom River N. J. Public Schools," School Review, LVI (November, 1948), p. 507.

[55]Ibid., p. 508.

One other example of a description of sociological subject matter in the curriculum listed sociological concepts around which a part of the Dearborn, Michigan, social studies curriculum was built.[56] Although several concepts were stated in the publication, it would seem sufficient for purposes of the present study to quote only the following as an example:

> Changes from increasing urbanization result in the decline in the importance of primary contacts and increasing influence from secondary contacts, placing greater responsibility on the individual for his social behavior.[57]

The author who listed the concepts indicated that they were historical in nature and were best embodied in the content of history courses.[58]

The literature cited in the paragraphs above was representative rather than exhaustive. They were representative of the most common type of literature pertaining to the teaching of sociology in secondary schools.

A Recurring Theme in the Literature

There was one common theme in much of the literature dealing with recommendations for the inclusion of

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[56] H.B. Hoffenbacher, "American Society and Social Problems," Educating Citizens for Democracy: Curriculum and Instruction in Secondary Social Studies, ed. Richard E. Gross and Leslie D. Zeleny (New York: Oxford University Press, 1958), pp. 215-246.

[57] Ibid., p. 228.

[58] Ibid.

sociology in the secondary curriculum; its recurrence required some mention. Nearly every writer or committee associated with the literature cited in the previous paragraphs included a statement to the effect that the social phenomena or concepts studied were equalled in importance by the way in which they were studied. That was to say, the student should not only learn the subject matter of sociology, he should also learn to think sociologically. In other words, the student should develop a sociological point of view, or a sociological frame of reference, as it was variously expressed, in the course of learning the subject matter of sociology.

It was no easy matter, of course, to attempt to express that recommendation in the form of a concept or a term. As a matter of fact, it perhaps would better be expressed in terms of a rather specialized kind of deutero-learning, in which one would learn to make unbiased, rational judgments and decisions regarding all sorts of social phenomena as the sociologist would attempt to do.

Related Studies

The studies related to the present one pertained to the teaching of sociology at the college or university level. Those studies were surveys which attempted to determine the extent to which sociological concepts were recommended, used, taught, or in some way included in college sociology courses. In a sense, those studies

attempted to identify, through quantification and ranking, the most important or popular sociological terms related to concepts at the time each survey was conducted.

The results of the earliest of the studies were published in Social Forces in 1938.[59] In that study, a list of 144 terms was submitted to sociologists -- which were divided into 3 different categories -- to be rated as to their importance to the introductory course in sociology. A list of 46 terms was identified as most significant (rated as important or mandatory for inclusion in the introductory course) to all categories of sociologists, and differences were noted among the responses of the sociologists in the different categories. There were 2 categories which consisted of sociologists in specific geographical regions, whereas the third group consisted of sociologists associated with institutions granting graduate degrees in sociology. The findings showed that sociologists at institutions granting graduate degrees in sociology considered more terms essential to the introductory course than did either of the other categories of sociologists, and that sociologists in one of the geographical categories considered more terms essential to the introductory course than did those sociologists in the other geographical

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[59]Paul B. Foreman, "An Analysis of Content in Introductory Sociology Courses," Social Forces, XVII (December, 1938), pp. 211-219.

category.[60] Other aspects of the study were not pertinent to the present study. However, it was noted that most of the terms related to concepts identified by all categories of sociologists were also mentioned in the literature cited earlier in the present chapter.

Another study related to the present study followed a design somewhat similar to the present study. In a study of "Concepts in Sociology,"[61] Emory S. Bogardus sought to have sociologists identify sociological terms related to concepts which they regularly included in their teaching, and those which they believed to be indispensable.[62] Bogardus surveyed the literature and developed a list of 500 terms related to concepts which he then submitted to sociologists to be responded to as either regularly included in their teaching, indispensable to their teaching, or both. He then weighted the tabulated responses and developed a rank-order of terms based upon calculated values. The terms with the highest calculated values were listed -- the top one-fifth -- but no further analysis was made.[63] It was noted in the Bogardus study

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[60] Ibid., pp. 213-214.

[61] Emory S. Bogardus, "Concepts in Sociology," Sociology and Social Research, XXX (January-February, 1946), pp. 217-226.

[62] Ibid.

[63] Ibid., pp. 223-224.

that many of the 100 terms identified were also recommended in the literature cited previously in the present chapter.

A third study related to the present one was conducted by Riley H. Pittman.[64] The study by Pittman was quite similar to the study by Bogardus, as was stated in the abstract of the research report:

> A list of concepts in sociology obtained from 116 sociologists in 1959 contains 39 concepts in the highest 50 that are given in a list of the highest 50 concepts in a list somewhat similarly obtained by Bogardus 14 years earlier. The highest concepts in the 1959 list are culture, group, institution, status, social interchange, and mores.[65]

Pittman utilized the findings and format of the Bogardus study, but he made provisions for making additions to the Bogardus list or eliminating terms from that list. As a result of the provision for alterations in the Bogardus list, Pittman was able to construct a new list of 100 terms which represented a considerable variation of the earlier list. Most of the changes, however, involved terms that occupied positions of the lower one-half of the Bogardus list. As a result of a generally lower calculated value for all terms, Pittman concluded that all of the terms were less popular in 1959 than they had been

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[64] Riley H. Pittman, "Changes in Concepts of Sociology," Sociology and Social Research, XLV (October, 1960), pp. 34-40.

[65] Ibid., p. 34.

14 years earlier.[65] As was the case in the previously mentioned studies, many of the terms related to concepts included in the new list which Pittman was able to construct were among those recommended for inclusion in the social studies curriculum of secondary schools.

As was stated earlier, the studies related to the present study were concerned only with sociology as a college or university subject of study. No mention was made of the teaching of sociological subject matter in secondary schools. Furthermore, there was no attempt in any of the studies cited to investigate the specific meanings given to the various terms, nor was there any attempt to investigate any aspect of the processes and techniques involved in teaching them. In those respects, there was a significant difference between the present study and those related to it.

The sociological subject matter which was specifically recommended in the literature for inclusion in the secondary social studies curriculum was used on the questionnaire developed for use in the present study. The procedures followed in the development of the questionnaire are described in Chapter III.

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[66] Ibid., pp. 35-38.

CHAPTER III

RESEARCH PROCEDURE

Introduction

Since the purpose of the present study was to identify, analyze, and determine the extent to which sociological subject matter was included in the curriculum of a sample of secondary schools in the Midwest, the literature surveyed in the preceding chapter served to identify the subject matter which was considered generally desirable for inclusion in the curriculum by various sources. Although the literature recommending sociological subject matter for inclusion in the social studies curriculum was not abundant, the subject matter recommended represented a rather broad array of topics. A large percentage of the individual elements of subject matter were mentioned only once in the literature; the number of those which were mentioned more than a few times was very small. The combination of breadth of subject matter and sparse literature did not allow a tabulation of the elements of subject matter recommended that would have any significance.

It was necessary, therefore, to utilize the elements of subject matter recommended in the literature simply to accumulate a list of terms related to subject matter. All of the subject matter elements which were recommended in the literature were reduced to terms related to subject matter. The total list of terms numbered 134. To be certain that no errors were made in the conversion of recommended subject matter to terms, a number of widely-known sources were used as references when questions arose.[1] Many of the recommendations, as was indicated in Chapter II, were already in the form of sociological terms.

The accumulated list of recommended subject matter terms was as follows: (1) accommodation, (2) acculturation, (3) assimilation, (4) attitude, (5) collective behavior, (6) deviant behavior, (7) bureaucratization, (8) caste, (9) change, (10) social class, (11) communication, (12) community, (13) social conflict, (14) social control, (15) culture, (16) custom, (17) folkway, (18) discrimination, (19) social disorganization, (20) social distance,

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[1]John F. Cuber, Sociology: A Synopsis of Principles (5th ed.; New York: Appleton-Century-Crofts, 1963); Arnold W. Green, Sociology: An Analysis of Life in Modern Society (4th ed.; New York: McGraw-Hill, 1964); Arnold M. Rose, Sociology: The Study of Human Relations (2nd ed. rev.; New York: Alfred A. Knopf, 1965); George A. Lundberg, Clarence C. Shrag, and Otto N. Larsen, Sociology (3rd ed.; New York: Harper and Row, 1963); and Henry Pratt Fairchild (ed.), Dictionary of Sociology (Patterson, N.J.: Littlefield, Adams and Co., 1961).

(21) dysfunction, (22) ethnocentrism, (23) family, (24) function, (25) minority group, (26) group, (27) reference group, (28) primary group, (29) secondary group, (30) institution, (31) interaction, (32) cultural lag, (33) marriage, (34) sociological research, (35) migration, (36) social mobility, (37) mores, (38) competition, (39) social movement, (40) social norms, (41) public opinion, (42) culture pattern, (43) personality, (44) prejudice, (45) power, (46) propaganda, (47) public, (48) race, (49) religion, (50) social role, (51) sanction, (52) segregation, (53) socialization, (54) society, (55) sociology, (56) status, (57) stereotype, (58) stratification, (59) structure, (60) subculture, (61) universals, (62) urbanization, (63) centralization, (64) values, (65) social theory, (66) cooperation, (67) social problem, (68) adjustment, (69) mass behavior, (70) urban community, (71) rural community, (72) industrialization, (73) in-group, (74) integration, (75) vested interest, (76) invention, (77) law, (78) leadership, (79) maladjustment, (80) mass media, (81) morality, (82) conscience, (83) secondary contact, (84) social contact, (85) emotional contagion, (86) crime, (87) crowd, (88) material culture, (89) non-material culture, (90) delinquency, (91) demography, (92) population density, (93) desegregation, (94) cultural development, (95) deviation, (96) cultural diffusion, (97) occupational distribution, (98) drive, (99) group dynamics, (100) ecology

(101) education, (102) enculturation, (103) eugenics, (104) euthenics, (105) social evolution, (106) personal needs, (107) social needs, (108) occupation, (109) community organization, (110) large-scale organization, (111) out-group, (112) social organization, (113) social planning, (114) population, (115) social process, (116) social progress, (117) social revolution, (118) scapegoating, (119) social situation, (120) mass society, (121) social forces, (122) human genetics, (123) small group, (124) mental health, (125) cultural heritage, (126) social heritage, (127) imitation, (128) social inadequacy, (129) ecological succession, (130) succession, (131) social type, (132) conformity, (133) distribution of wealth, and (134) self.

The above list of sociological terms was used as a basis for the development of 2 questionnaires which would permit the attainment of the purposes of the present study. The questionnaires, which were very similar in form, were designed to discover (1) the degree of support by a panel of judges for the sociological subject matter recommended in the literature for inclusion in the curriculum, (2) the extent to which the sociological subject matter recommended in the literature was included in the social studies curriculum of a sample of schools, and (3) the reaction of the panel of judges and the sample of schools to the proposal (described in Chapter I) for

a way to include sociological subject matter in the existing social studies curriculum of secondary schools. The purposes of the questionnaires required that at least part of the terms listed above be stated in substantive form, i.e., in a form that had a rather specific meaning associated with it, and that the substantive statements be put in a particular kind of conceptual form. It was not necessary to put all 134 terms into conceptual form because, despite the fact that there was not complete agreement regarding the precise meaning of terms, there was agreement regarding the general meaning associated with them. Therefore, only one-half of the terms listed above were stated in conceptual form.

Since the organization of subject matter into conceptual form was necessary before the questionnaires could be developed, an explanation of that procedure must precede any description of other procedures involved in the present study.

Putting Subject Matter into Conceptual Form

As was stated previously, one-half of the 134 terms recommended in the literature were put into conceptual form. The terms selected were chosen as representative of the total list and were rather randomly selected. Some selections were made specifically to ascertain that the full range of complexity (e.g., dysfunction to interaction) and diversity was represented among those which

were put into conceptual form. No other significance was attached to those terms which were put into conceptual form. For purposes of convenience, those terms which were put into conceptual form were included in the first one-half of the complete list given above. There were 2 terms, folkways and custom, which were included in the same conceptual statement, so the total list of statements numbered 66. That was done because of the similarity in meaning of the terms.

The task of putting subject matter into conceptual form was made less difficult by material which served as a guide for the procedure. Professor Asahel D. Woodruff of the University of Utah, made available a brief, simple guide which proved invaluable in the present study.[2] Woodruff stated that there were 3 kinds of concepts: (1) concepts of processes, (2) concepts of structures, and (3) concepts of qualities.[3] He explained that the first kind was "a concept of a process, event, or behavior, and the consequences it produces when it occurs."[4] Several examples of concepts of processes were given, but the general form followed the pattern, "When this behavior

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[2]Asahel D. Woodruff, "Putting Subject Matter into Conceptual Form" (Salt Lake City, Utah: February, 1964), pp. 2-5. (Mimeographed.)

[3]Ibid., p. 1.

[4]Ibid., p. 2.

occurs, it will tend to produce this result."[5]

The second kind of conceptual statement identified by Woodruff, the structural concept, was defined as, "a concept of an object or a structure of some kind."[6] Several examples of structural concepts were offered, but they took the general form, "This condition has these elements in this form."[7]

Concerning the third kind of concept, Woodruff explained:

> A quality is a property of an object or process and has no independent existence. Nevertheless, we speak of qualities as if they had independent existence, by abstracting them, or taking them out of the objects or processes in which they are found and treating them in the abstract.
>
> However, qualities operate in our thinking in the same way as structures and processes. We see them as structural entities, or we see them as processes having certain effects. "Square" is an abstract structural concept. "Kind" is an abstract process concept.
>
> A concept of a quality will therefore take the same form as any structural or process concept.[8]

Regardless of the kind of concept developed, the most significant characteristic of any concept, according to Woodruff, was that it must provide the data upon which

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[5] Ibid.

[6] Ibid.

[7] Ibid., p. 3.

[8] Ibid.

a conclusion is based, thereby permitting an individual to examine evidence for himself. Anything short of that, even subject matter which was considered to be established fact, or did not take the form which would permit the individual to examine data himself, would not adequately fit the criteria of a concept. Statements containing admonitions and conclusions were simply regarded as quasi-concepts or statements.[9]

The directions for putting subject matter into conceptual form stated by Woodruff were:

> a. Be sure the author's conclusion or admonition is stated concisely and clearly so his intent and meaning are clear.
>
> b. Find the events, of which the writer was aware, that led him to reach the conclusion. Cite the events, and the consequences. Put them into an if... then form, as a process concept.
>
> c. If the subject matter consists of information, that is, data in verbal or symbolic form, three possibilities exist:
> (1) Have the student memorize it.
> (2) Recast it in conceptual form, as a concept of structure, or process, or quality.[10]
> (3) Ignore it.

With those directions and the numerous examples given in the material provided by Woodruff, 66 concepts were developed by the present writer for use in the development of the questionnaires.

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[9] Ibid., p. 4.

[10] Ibid.

There were, however, some qualifications which should be noted regarding the development of the conceptual statements in the present study. First, an effort was made to keep the conceptual statements as brief as possible. They could have been considerably longer in some cases. Secondly, the concepts were designed to be as free of sociological terminology as was possible. The elimination of sociological terminology was necessary because the concepts were directed to the comprehension level and range of experiences of high school students. Furthermore, they were designed to be independent units that could be included in the curriculum.

The third qualification was that the conceptual statements were primarily the work of the present writer. Although some of the literature specifically stated what subject matter was being recommended for inclusion in the curriculum, those sources did not supply the kinds of data necessary to satisfy the guidelines stated by Woodruff. The sources which were consulted in the process of developing the concepts were those which were used in converting subject matter to terms.[11] The present writer did not develop the concepts directly from those sources, but the kinds of generalized data used in those sources were utilized in developing them.

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[11]Cuber, op.cit.; Green, op.cit.; Rose, op.cit.; Lundberg and others, op.cit.; and Fairchild, op.cit.

The fourth qualification regarding the concepts developed for the present study was that a majority of them were concepts of processes and structures. Those kinds were emphasized because the proposal for a way to include sociological subject matter in the existing social studies curriculum required that they be as independent as possible of subject matter already included. The concepts of qualities that were developed were stated in such a way that they would not necessarily be easily introduced into the curriculum as independent subject matter. It should also be stated that the format suggested by Woodruff was varied occasionally so that the concepts would not have too much "sameness" about them. Varying the format was simply a matter of varying the order of words and phrases in the statements.

An example of the kind and complexity of materials that was put into conceptual form is illustrative of the process. If the data relating to the role of social norms -- a term which was put into conceptual form in the present study -- in human behavior was collected and synthesized, it could be generalized as in the following case.

As human groups form, a set of behavioral regulations or expectations emerges which controls the behavior of the individual members and helps to insure the preservation and continuation of the group. The expectations

and the means to control behavior are usually informally derived, at least so long as the group remains relatively small in size, and each individual in the group participates in the activities associated with the control of behavior in the group. Since the preservation and continuation of the group are enhanced by the presence of expectations and controls, and since the individual must adhere to the expectations if he is to remain a member, there is developed in each individual a high level of consciousness of the regulations. When the individual member becomes well enough acquainted with the expectations of the group that he can engage in various routine behaviors without stopping to consider the consequences of them, he has become fully habituated to the expectations of the group. A high level of consciousness and habituation are thus observed to influence the routine daily activities of the members of the group, and all members of a group are observed to follow somewhat similar patterns of daily activities.

Although the above synthesis is considerably simplified, it illustrates a rather complex process which culminated in a process concept in the form, "Social norms are the expected behaviors that tend to establish a pattern of daily activities for the members of a group." The concept in that form could be taught by using appropriate materials and activities that would lead to the

emergence of that understanding of the influence of social norms on behavior.

Many of the conceptual statements developed for the present study were designed primarily to impart general information concerning human social behavior. It was believed that the proposal for including sociological subject matter in the curriculum would be more realistic if that approach were taken. The time required to include that kind of material would not be so great as would be the time required to thoroughly study the materials pertinent to more specific and complex concepts. With time being a factor to be considered, such an approach seemed quite justifiable. Woodruff indicated that imparting information in conceptual form is quite acceptable.[12]

Of the 66 concepts developed for the present study, 24 were in the form of concepts of processes. The terms used in the development of them were best suited for development in that form because they were related to processes involved in social interaction. In the listing of them that follows, the term related to each concept is shown in parentheses. The concepts of processes developed for the present study were: (1) In a competitive situation, behaviors are changed when it is concluded that attaining the goal is less important than preventing

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[12]Woodruff, loc. cit.

undesirable consequences of the activity (accommodation); (2) When persons adopt the behaviors of another group to the extent that identification with former groups ceases, they tend to be regarded as members of the new group (assimilation); (3) When a number of people are commonly stimulated by a situation they tend to respond by organizing themselves and engaging in whatever coordinated activity they think appropriate (collective behavior); (4) As organizations become large they attempt to maintain efficiency by organizing into divisions having graded levels of authority and specific duties relating to the general tasks of the organization (bureaucratization); (5) Behaviors which have special meaning to a group tend to be perpetuated and informally required through successive generations of the group (custom and folkway); (6) When individuals or groups regard certain others as inferior persons they tend to subject them to unequal treatment (discrimination); (7) A disruption in the commonly accepted behavioral habits or special meanings of a group will tend to cause a disturbance in the organization of individuals, subgroups, or the entire group (social disorganization); (8) A degree of reserve tends to be maintained in the social relationships between people when differences between them seem significant to one or both parties (social distance); (9) The organized activities carried on by a group to assure individual and group

survival will tend also to have undesirable consequences which cannot be prevented (dysfunction); (10) People tend to accept so unquestioningly the ways of behaving in their own surroundings that they believe other ways of behaving are unnatural or wrong (ethnocentrism); (11) The total way of life of a group tends to become disrupted when change occurs because some aspects do not adjust to the change as rapidly as others do (cultural lag); (12) The study of human group behavior is carried on by persons trained in methods developed for all sciences to acquire knowledges which will contribute to a better understanding of all human behavior (sociological research); (13) People tend to move from one place to another when they are dissatisfied with their physical or social surroundings, and when they are attracted to other surroundings (migration); (14) Social mobility is the change in affiliation of a person from one social group to another which sometimes brings about an increase or decrease in the person's position or rank (social mobility); (15) Competition is the struggle to possess unsharable goals, and it tends to be impersonal to the degree that competing parties may not know the identity of their opponents (competition); (16) When a number of individuals want to attain a common goal they will tend to become informally organized and engage in special activities to reach the goal (social movement); (17) Social norms are the expected behaviors

that tend to establish a pattern of daily activities for the members of a group (social norms); (18) A culture pattern is the distinctive arrangement of all the traits that make up the way of life or culture of a group of people (culture pattern); (19) When the members of a group believe that differences existing among them have some special meaning they tend to separate themselves, voluntarily or forcibly, into subgroups with similar characteristics (segregation); (20) A stereotype is an exaggerated or inaccurate generalization of a group of people which tends to place all members of the group under that generalization, regardless of individual differences (stereotype); (21) When a group awards different amounts of respect, importance, and influence to individuals on the basis of various characteristics, an arrangement of ranked subdivisions will tend to form in the group (stratification); (22) Urbanization is a process where people and activities tend to become concentrated in small areas as technological advancements are made (urbanization); (23) Values are feelings held by individuals or groups toward objects or ideas that give them great worth, thereby causing them to become influencing factors in behavior (values); and (24) Individuals or groups will tend to work together in an activity when they believe a commonly desired goal can be attained more easily through mutual effort than through individual exertion (cooperation).

There were 27 concepts of structures developed for the present study. The terms used in the development of concepts in that form dealt primarily with organizational aspects of society or were for some other reason best suited for development in that form. The terms related to the conceptual statement are given in parentheses. The concepts of structures developed for the present study were: (1) Castes are subdivisions of a group to which one is permanently assigned and whose members are restricted in their religious, occupational, and other behaviors (caste); (2) Social classes are subdivisions of a group whose members tend to possess similarities in religious, political, educational, occupational, and other characteristics, and who tend to voluntarily associate with others in their subdivision (social class); (3) A group of people who constitute a community occupy a given geographical territory, have a common and unique way of life, and tend to regard only selected individuals as members (community); (4) Social conflict is personal, antagonistic behavior in which individuals or groups intend to inflict physical or mental injury on others, or to deprive others of something valued (social conflict); (5) Culture is all of the things that any given group of people do, make, know, believe, and enjoy that are coordinated and organized as an established way of life for all members of the group (culture); (6) A family

is at least one man and one woman, and possibly children and other adults, that are permitted to live together and who have certain responsibilities and obligations to one another (family); (7) An ethnic group is a subgroup whose members share a common characteristic which contrasts notably with a comparable characteristic shared by a larger number of persons in the group (minority group); (8) A group is two or more people who are engaging in a sustained relationship where each person is simultaneously causing and reacting to the actions of others (group); (9) A primary group is one which is characterized by close, intimate relations between its members and which permits individuals to know one another very well (primary group); (10) A secondary group is one which is characterized by impersonal, reserved relations between its members, and which only becomes a group for some specific reason (secondary group); (11) Institutions are coordinated arrangements of specific behaviors, people, and tools that are developed to fulfill the requirements of vital aspects of the way of life of a group (institution); (12) Mores are those behaviors which a group requires of its individual members because they are believed to be vital to the welfare of the group (mores); (13) Public opinion is a group's overt expression of a rationally developed consensus of feelings on important issues (public opinion); (14) Personality is the consistent behavior traits of an

individual, and it has both biological and psycho-social aspects, the latter being greatly influenced by social contacts with other persons (personality); (15) A prejudice is a positive or negative feeling about something that is based either on inadequate information or on arbitrarily selected evidence (prejudice); (16) A social problem is an unsatisfactory social condition which affects a relatively large portion of a group and is believed by the group to need correction (social problem); (17) The presentation by individuals or groups of biased and sometimes distorted information as factual and objective is done to attempt to change or influence the ideas and opinions of others (propaganda); (18) Anything public is that which is available for discussion and participation to all persons within certain categories, such as those occupying a geographical area, or those interested in a particular social activity (public); (19) A race is a biological group within the human species that has physical traits that tend to persist through succeeding generations, but which have no known relationship to behavioral traits (race); (20) A religion is a coordinated set of beliefs, objectives, and behaviors pertaining to the origin and purpose of the world and mankind's relationship to it (religion); (21) Social sanctions are group approvals of various forms of behavior, including the regulatory provisions and means of enforcement to gain

conformity to the approved behaviors (sanction); (22) Socialization is the process of teaching the common way of life of a group to children so they will learn to function efficiently as adult members of the group (socialization); (23) Society is a group of people who adhere to and are guided by a way of life which is different from that followed by any other group (society); (24) Sociology is the study of phenomena that result from uniformities in human group behavior which utilizes methods used commonly in all scientific efforts (sociology); (25) Social structure is the arrangement of behaviors and the defined relationships between them that is characteristic of the highly organized aspects of group life (structure); (26) Human groups tend to develop similar groupings of general behavior complexes, such as language and religion, but the specific form the behavior takes is unique to the group (universals); and (27) Social theories are tentative explanations of social phenomena that have been interpreted from supporting scientifically-derived data (social theory).

The 15 concepts of qualities developed for the present study were put in that form for various reasons. One reason was simply to include some concepts in that form. They could have been cast in either of the other forms. Another reason was that subject matter in that form can be varied somewhat more than when it is cast in

the other forms. Those developed for the present study were designed to be somewhat dependent upon subject matter already in the curriculum or on that which might be included. In other words, they were designed to be different from the other types of concepts in form and character. They did, however, contain the essential meaning of the terms as they are generally understood. The concepts of qualities developed for the present study were: (1) Acculturation is the learning and adoption by individuals or groups of the behaviors of another group (acculturation); (2) An attitude is a feeling or opinion one has about a given object or activity (attitude); (3) Deviant behavior is any activity which is not within the behavioral limitations of a controlling group (deviant behavior); (4) A social or cultural change is a modification in any aspect of the way of life of a group of people which may or may not be planned, permanent, or desirable (change); (5) Communication is the visual or verbal transfer of ideas and feelings from one animal, person, or group to another (communication); (6) Groups tend to develop various means by which they can control the behavior of their individual members (social control); (7) A social function is a necessary service activity which is accomplished by an organized segment of a group (function); (8) Reference groups are those whose behavior standards individuals adopt to guide their own behavior

(reference group); (9) Interaction is a reciprocal relation between persons or groups (interaction); (10) Marriage is a set of behaviors which provides for the accepted establishment of family units (marriage); (11) Power is the ability of a person or group to control to some degree the behavior of other persons or groups (power); (12) A social role is a set of behaviors that a specific group expects of an individual in a given situation (social role); (13) A person's social standing or status in a group is determined by the extent to which he possesses characteristics that are highly valued by the group (status); (14) Segments of a large group will sometimes adhere to habits, practices, or other behavior traits that are distinctly different from those of the larger group (subculture); and (15) Centralization is a situation characterized by the tendency for controls to become concentrated in and dispersed from central points in large, organized groups (centralization).

After the conceptual statements had been developed, the preparation of the questionnaires was begun. The various features of the questionnaires and their administration are described below.

Development of the Questionnaires

There were 2 questionnaires used in the present study, but they were so similar that they were more appropriately regarded as 2 forms of the same questionnaire.

Each questionnaire followed the same format and each was in part designed to elicit the same kind of data. The title on both forms was "Sociological Concepts for Secondary Schools." One form of the questionnaire, designated as "Questionnaire A,"[14] was administered to the panel of judges. The other form, designated as "Questionnaire B,"[15] was administered to the sample of schools. The features of the former are described first.

The questionnaire administered to the panel of judges (Questionnaire A) consisted of a statement of explanation of the instrument, an example of the proposal for including more sociology in the curriculum, directions for responding, and the list of 66 statements in conceptual form. The last part of the questionnaire consisted of 67 sociological terms related to concepts and directions for responding to that portion of the instrument. The final item on the questionnaire was a request for the respondent's name. To the right of the concepts and terms were the check-list columns in which responses were to be made.

The questionnaire administered to the panel of judges was designed to (1) discover the differential desirability of sociological concepts and terms for inclusion in the social studies curriculum of secondary schools,

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[14] See Appendix A.

[15] See Appendix B.

and (2) obtain a response to the proposed way to include more sociological subject matter in the curriculum. To accomplish the former a check-list consisting of 4 rating categories was used. The rating categories for determining the "Desirability for inclusion in the curriculum" column were: (1) Agree: concept should be included in the curriculum, (2) Strongly agree: concept is very essential to the curriculum, (3) Disagree: concept should not be in the curriculum, and (4) Uncertain whether or not concept should be included in the curriculum. On the part of the questionnaire which consisted of terms related to concepts the second rating category was deleted. That was done upon the suggestion of persons who participated in a pre-test of the instrument because the nature of the material to be rated could not be explicitly rated without some indication of specific meaning associated with the terms.

A second check-list of rating categories was used to obtain the responses to the proposal for including sociological subject matter in the curriculum. The second rating column, "Possibility for teaching concepts as outlined in the proposal," consisted of 3 rating categories. The rating categories were: (1) Agree: concept could be taught successfully in the manner proposed, (2) Disagree: concept could not be taught successfully in the manner proposed, and (3) Uncertain whether or not concept could be taught successfully in the manner proposed. The rating

columns were juxtaposed on the questionnaire so that the concept could be rated in each category after a single reading. The sociological terms related to concepts were not rated in the category involving the proposal since they had not been put into conceptual form.

The questionnaire was submitted to 4 sociologists to be pre-tested. After the pre-test, a few changes in the wording of the concepts that had been suggested were made, in addition to the change mentioned above (i.e., the elimination of a rating category in the part of the questionnaire consisting of terms related to concepts).

The questionnaire administered to the sample of schools was nearly identical in form to the one administered to the panel of judges. It consisted of a statement of explanation, an example of the proposed way of including more sociology in the curriculum, directions for responding, and the list of 66 statements in conceptual form. The last part consisted of the list of 67 terms related to concepts and directions for responding. The final item on the questionnaire was a request for the name and location of the school where the questionnaire was completed. To the right of the concepts and terms were the check-list columns in which responses were to be made.

The questionnaire administered to the sample of schools was designed to (1) discover the extent to which the sociological concepts and terms that had been

recommended in the literature were included in the social studies curriculum of the sample of schools, and (2) obtain a response to the proposal for a way to include more sociological subject matter in the curriculum. To accomplish the former, a check-list consisting of 4 categories was used. The categories to indicate the "Extent to which the concept is included in the curriculum" were: (1) Concept is included in a course or courses taken by most students, (2) Concept is included in a course or courses taken by some students, (3) Concept is not included in the curriculum, and (4) Uncertain whether or not concept is included in the curriculum. The check-list categories used on the part of the questionnaire consisting of terms related to concepts were the same in form and number except that term was substituted for concept in the wording.

A second check-list column of rating categories was used to obtain the responses to the proposed way of including sociological subject matter in the curriculum. Those rating categories were identical to those used on the questionnaire administered to the panel of judges.

The questionnaire administered to the sample of schools was not pre-tested. The changes in wording that had been made after the pre-test of the other questionnaire were made on the second instrument. There were 4 check-list categories used on the part of the questionnaire consisting of terms related to concepts because it was

thought that all 4 would be needed by any school in the sample which might require sociology for graduation.

After the questionnaires had been developed they were prepared for mailing. The questionnaires were enclosed with a letter explaining how respondents had been selected, and an addressed, stamped envelope in which the questionnaire could be returned. Both forms of the questionnaire were mailed at the same time.

Return of the Questionnaires

The rate of return of the questionnaires was prolonged and somewhat limited. Several months elapsed before a number sufficient to complete the present study was returned. Several of them were returned that had not been completed; they were usually accompanied by comments to the effect that the respondents did not have time or did not feel qualified to complete them.

Of the 89 questionnaires sent to the panel of judges, 54 were completed and returned. Although that represented only a fraction more than a 60 per cent return, it was believed to be sufficient because it was over twice the number that had initially been considered to be a minimal size for the panel of judges. There were 11 questionnaires returned that had not been completed.

The 60 questionnaires sent to the sample of schools were returned at a somewhat better rate. There were 45 of them completed, which represented a 75 per cent

return. However, some schools were contacted several times in order to elicit that rate of response. There were 9 questionnaires that had not been completed returned by the schools.

The results of the administration of the questionnaires are presented and analyzed in the following chapter.

CHAPTER IV

THE ANALYSIS OF DATA AND FINDINGS

Introduction

The completed questionnaires returned by the panel of judges and the sample of schools were first tabulated to determine the number of responses made in each category in the check-list columns. Since each column consisted of either 3 or 4 categories, it was then necessary to convert the enumeration data to calculated values. That was done by giving each category a different weight and converting the enumeration data to quantified values.

The check-list categories of the questionnaires returned by the panel of judges, Questionnaire A, were given the following weighted values. The weights given to the rating categories under "Desirability for inclusion in the curriculum" on the part of the questionnaire which consisted of the substantive statements in conceptual form were: (1) Agree -- plus 1, (2) Strongly agree -- plus 2, (3) Disagree -- minus 1, and (4) Uncertain -- a weight of 0. The weights given to the check-list categories under "Possibility for teaching concepts as outlined

in the proposal" were: (1) Agree -- plus 1, (2) Disagree -- minus 1, and (3) Uncertain -- a weight of 0.

On the part of the questionnaire which consisted of sociological terms related to concepts there were 3 check-list categories. The weights given to those categories were: (1) Agree -- plus 1, (2) Disagree -- minus 1, and (3) Uncertain -- a weight of 0.

Similar weights were given to the check-list categories on the questionnaire returned by the sample of schools -- Questionnaire B. The weights given to the categories under "Extent to which concept is included in the curriculum" on the part of the questionnaire which consisted of substantive statements in conceptual form were: (1) Concept is included in a course or courses taken by most students -- plus 2, (2) Concept is included in a course or courses taken by some students -- plus 1, (3) Concept is not included in the curriculum -- minus 1, and (4) Uncertain whether or not concept is included in the curriculum -- a weight of 0. The weights given to the check-list categories under "Possibility for teaching concepts as outlined in the proposal" were: (1) Agree -- plus 1, (2) Disagree -- minus 1, and (3) Uncertain -- a weight of 0.

There were 4 check-list categories on the part of Questionnaire B which consisted of sociological terms related to concepts. The weights given to those categories

were identical to those under "Extent to which concept is included in the curriculum" because the categories were identical.

The different weights permitted the calculation of a single value for each item by multiplying the category weight by the number of responses made in each category and summing the values of the category-columns in the row. On Questionnaire A, the greatest calculated value any concept could attain under "Desirability for inclusion in the curriculum" was plus 108, whereas the lowest value possible was minus 54. On the comparable part of Questionnaire B, the greatest value any concept could have was plus 90, and the lowest possible value was minus 45. The same maximum and minimum values were possible on the part of the questionnaire which consisted of terms related to concepts. However, since only 3 rating categories were used on the second part of Questionnaire A, the maximum value any term could attain was plus 54, while the lowest value attainable was minus 54.

The calculated values for the concepts under "Possibility for teaching concepts as outlined in the proposal" were similarly determined. The highest value attainable in that category on Questionnaire A was plus 54; the lowest value attainable was minus 54. The highest value which an item could attain in that category on Questionnaire B was plus 45. The lowest value attainable was minus 45.

When the values for the items in each category had been calculated, various ways of presenting the findings were considered. It was decided that the most meaningful way to present the findings was to order the items according to rank based on calculated values, since one of the concerns of the present study was to compare the responses of the groups surveyed.

The findings of the present study were dealt with as rather independent elements of the study. The findings first presented involve a comparison of the desirability of sociological concepts for inclusion in the curriculum with the extent to which concepts were reportedly included in the curriculum of the sample of schools. That is followed by a similar comparison of the terms related to concepts. The findings relative to the proposal of a way to include sociological subject matter in the curriculum are presented last. A statistical analysis of the findings concludes the chapter.

Comparison of Desirability for and Extent of Inclusion of Concepts in the Curriculum

Desirability of Concepts for Inclusion

The responses of the panel of judges to the rating category pertaining to the desirability of the sociological concepts for inclusion in the curriculum did not indicate marked enthusiasm for any of the concepts. The highest

calculated value obtained by a concept was plus 75, which represented only 69.4 per cent of the maximum value possible. The values obtained by the remaining concepts decreased rather steadily from the high of plus 75, down to the low value of plus 9. The fact that 56 of the concepts obtained a calculated value that exceeded one-half of the maximum value possible seemed to suggest rather general -- though somewhat cautious -- support for the inclusion of a majority of the concepts. There was no discernable pattern distinguishing those concepts included among the 56 which obtained a calculated value greater than one-half of the maximum attainable from those which did not. There were 59 concepts recommended for inclusion by one-half or more of the panel of judges.

Extent of Inclusion of Concepts

The responses of the sample of schools to the category indicating the extent to which concepts were included in the social studies curriculum yielded calculated values similar to those calculated from the responses made by the panel of judges despite the difference in group size. The highest calculated value obtained by a concept on Questionnaire B was plus 72. The lowest value obtained was plus 11. The highest value obtained represented 80 per cent of the maximum value attainable. That relatively high starting point was reflected in calculated values obtained by the remainder of the concepts. Only 2 concepts

did not obtain a calculated value of at least one-half of the maximum value attainable and were not reported to be included in the social studies curriculum of one-half or more of the sample of schools. A comparison of the ranks and calculated values based upon the desirability of the concepts for inclusion in the curriculum with the ranks and calculated values based upon the extent to which the concepts were reportedly included in the curriculum of the sample of schools is shown in Table 1.

TABLE 1.--Ranks of the sociological concepts based upon their desirability for inclusion in the curriculum compared with the ranks based upon the extent to which they were included

Concept[a]	Rank based upon desirability for inclusion		Rank based upon extent of inclusion	
	Rank[b]	Calculated value	Rank[b]	Calculated value
Secondary group (28).....	1	75	39	45
Primary group (27).....	2	72	39	45
Social norms (39).....	2	72	19	53
Reference group (26).....	4	69	66	11
Mores (36).....	4	69	13	56
Acculturation (2).....	4	69	23	52
Social Control (14).....	7	67	19	53
Social Role (50).....	7	67	37	46
Ethnocentrism (21).....	9	65	33	48
Interaction (30).....	10	64	27	50
Race (48).....	10	64	5	64
Social Class (10).....	10	64	7	62
Institution (29).....	13	62	33	48
Culture (15).....	13	62	5	64
Stereotype (57).....	13	62	15	55
Discrimination (17).....	16	61	12	57
Power (45).....	17	60	18	54

TABLE 1--Continued

Concept	Rank based upon desirability for inclusion		Rank based upon extent of inclusion	
	Rank	Calculated value	Rank	Calculated value
Prejudice (43).....	17	60	2	69
Bureaucratization (7).....	19	59	39	45
Socialization (53).....	20	58	30	49
Sanction (51).....	20	58	39	45
Status (56).....	22	57	23	52
Values (64).....	22	57	19	53
Personality (42).....	24	56	15	55
Social Mobility (35).....	24	56	30	49
Structure (59).....	26	54	55	36
Group (25).....	26	54	53	37
Culture Pattern (41).....	28	53	13	56
Competition (37).....	28	53	39	45
Social Theory (65).....	28	53	52	38
Communication (11).....	31	52	3	67
Sociological Research (33).	32	50	47	43
Social Problem (44).....	33	49	19	53
Custom and folkway (16)....	34	47	33	48
Community (12).....	34	47	46	44
Deviant Behavior (6).....	36	46	58	35
Stratification (58).....	37	45	60	32
Sociology (55).....	37	45	53	37
Caste (8).....	37	45	7	62
Marriage (32).....	37	45	25	51
Attitude (4).....	41	44	1	72
Sociocultural change (9)...	42	43	30	49
Urbanization (62).....	43	42	9	61
Subculture (60).....	44	40	55	36
Conflict (13).....	45	38	47	43
Ethnic or minority group (24).	45	38	25	51
Public Opinion (40).....	47	36	27	50
Family (22).....	48	35	4	65
Religion (49).....	49	34	9	61
Segregation (52).....	49	34	64	23
Social movement (38).....	51	33	47	43
Cooperation (66).....	51	33	11	58
Society (54).....	53	32	51	42
Centralization (63).....	54	31	39	45

TABLE 1--Continued

Concept	Rank based upon desirability for inclusion		Rank based upon extent of inclusion	
	Rank	Calculated value	Rank	Calculated value
Universals (61).....	54	31	55	36
Propaganda (46).....	56	30	27	50
Social distance (19).....	57	27	61	31
Social disorganization (18)	58	24	59	34
Assimilation (3).....	58	24	47	43
Cultural lag (31).....	60	17	37	46
Public (47).....	61	14	61	31
Function (23).....	61	14	36	47
Migration (34).....	63	13	15	55
Accommodation (1).....	64	11	63	28
Dysfunction (20).....	64	11	65	15
Collective behavior (5)....	66	9	39	45

[a]The number of the item on the questionnaire is indicated in parentheses. See Appendix A for the conceptual statement corresponding to the term.

[b]The bracket method was used in the rankings.

One rather curious phenomenon occurred in the responses of the sample of schools to the conceptual statements. There were 19 statements which did not have incorporated in them a sociological term related to the concept; 13 of those 19 obtained rather low calculated values, whereas the remaining 6 obtained relatively high calculated values. That seemed to indicate that the inclusion of a term in the conceptual statement had some importance in developing a communication link with the

respondent. The omission of the term may have made it difficult for respondents to determine precisely what subject matter was being rated. The phenomenon was also noted in the responses of the panel of judges.

The general pattern of responses of the sample of schools indicated that most of the concepts were included in courses taken by some rather than most students. However, there were 9 exceptions to the general pattern, but the concepts involved, such as those related to attitude, race, marriage, migration, communication, and caste, were of such a nature that they were probably included in the curriculum as generalized social studies subject matter. There were 5 of those concepts among the 9 attaining the highest calculated values. The other 4 were, however, relatively high in the rank-order.

Among the questionnaires returned by the sample of schools were 5 which indicated that every concept was included in courses taken by most students. There were 2 schools which stated on the questionnaire that a course in sociology was required for graduation. From that, it did not seem unreasonable to assume that perhaps the other 3 schools also required a course in sociology. Parenthetically, the 2 schools which indicated that sociology was required also indicated that nearly all of the terms related to concepts listed on the latter part of the questionnaire were included in courses taken by most

students. The other 3 did not indicate that as large a number of the terms were included in courses taken by most students, but a large percentage of them were.

There were 3 questionnaires returned by non-public secondary schools. The responses made on them were rather typical of those made by public secondary schools. That is, most of the concepts were included in courses taken by some students, a few were included in courses taken by most students, and some were not included in the curriculum or the respondent was uncertain about their inclusion.

A comparison similar to that described above was made of responses to the parts of the questionnaires which consisted of sociological terms related to concepts. Since there were 3 check-list categories used on that part of Questionnaire A and 4 on Questionnaire B, differences in calculated values were not as meaningful as they might appear to be.

Desirability of Terms for Inclusion

The responses of the panel of judges regarding the desirability of terms related to concepts for inclusion in the secondary social studies curriculum were somewhat different than for those in conceptual form. The range of calculated values, for example, was somewhat greater, and there was considerably greater use of the uncertain category on the check-list. Although the latter may have been induced in part by the reduction in the number of rating

categories, it seemed more likely that the reason may have been that there was no statement of precise meaning for the term. Thus, such terms as euthenics, social contact, and social revolution, which could be used rather differently in various contexts, some of which might not be considered desirable, received a large number of uncertain ratings. On the other hand, the omission of a statement of meaning may also have been less restrictive to the respondents, thereby permitting them to perceive meanings in more or less favorable frames of reference than might have been implied in statements in conceptual form. The range of calculated values was from a high of plus 51, representing 94.4 per cent of the maximum high value possible, to a low of minus 11, which represented 20.4 per cent of the maximum low value that could have been attained.

The range of calculated values indicated that most of the list of terms was generally desirable for inclusion in the curriculum of secondary schools. More specifically, 49 of the 67 terms were rated as desirable for inclusion in the curriculum according to responses made by one-half or more of the judges. No term was rated as undesirable by a majority of the judges, although there were several that were rated as equally desirable or undesirable by comparable numbers of judges. They constituted the terms which obtained low calculated values.

Extent of Inclusion of the Terms

The extent to which the terms related to concepts were included in the curriculum of the sample of schools was similar to the extent to which the concepts were included. The range of calculated values was from a high of plus 77, which represented 85.5 per cent of the highest value attainable, to a low of 0. There were no negative calculated values.

All except 2 of the terms were reported to be included in courses taken by some or most students in one-half or more of the schools. That indicated that most of the terms related to concepts were included in the curriculum of a majority of the schools. It was rather a surprise, however, to discover that 23 of the terms were more often reported to be included in courses taken by most students (compared with only 9 of those in conceptual form) than by only some students. There were 21 of the 23 obtaining the highest calculated value which were in that category.

The absence of any type of definitional statement did not appear to inhibit the responses to the terms by the sample of schools. There was no marked increase in the use of the uncertain check-list category over responses involving the concepts. In fact, the increase in the number of checks in the category indicating that the terms were included in courses taken by most students rather

than some students seemed to indicate that the responses involving the terms were made with more confidence than responses involving the conceptual statements. A comparison of the ranks and calculated values indicating the degrees of desirability of the term related to concepts with the ranks and calculated values indicating the extent to which the terms were reportedly included in the social studies curriculum of the sample of schools is shown in Table 2.

TABLE 2.--Ranks of the sociological terms related to concepts based upon their desirability for inclusion in the curriculum compared with the ranks based upon the extent to which they were included

Term[a]	Rank based upon desirability for inclusion		Rank based upon extent of inclusion	
	Rank[b]	Calculated value[c]	Rank[b]	Calculated value[c]
Urban community (3).....	1	51	12	67
Population (47).....	1	51	7	73
Industrialization (5).....	3	46	2	76
Crime (19).....	4	45	7	73
Social process (48).....	4	45	46	44
Conformity (66).....	4	45	19	64
Mass media (13).....	7	44	19	64
Self (67).....	7	44	35	52
Rural Community (4).....	9	43	23	61
In-group (6).....	10	42	43	46
Out-group (44).....	11	41	52	42
Occupation (41).....	12	40	9	72
Community organization (42)	13	39	35	52
Mass society (53).....	14	38	54	39
Cultural diffusion (29)....	14	38	55	36
Leadership (11).....	14	38	2	76
Desegregation (26).....	17	37	9	72

TABLE 2--Continued

Term	Rank based upon desirability for inclusion		Rank based upon extent of inclusion	
	Rank	Calculated value	Rank	Calculated value
Crowd (20).....	18	36	17	65
Deviation (28).....	18	36	41	47
Large-scale organization (43)	18	36	46	44
Population density (25)....	18	36	23	61
Social organization (45)...	18	36	28	58
Integration (7).....	23	35	2	76
Delinquency (23).....	23	35	11	70
Cultural heritage (58).....	25	33	12	67
Law (10).....	26	30	2	76
Vested interest (8).....	27	29	26	59
Scapegoating (51).....	27	29	28	58
Demography (24).....	27	29	63	20
Social situation (52).....	30	28	45	45
Small group (56).....	31	27	53	41
Social planning (46).....	31	27	41	47
Social heritage (59).....	33	26	32	55
Non-material culture (22)..	33	26	35	52
Secondary contact (16).....	33	26	60	27
Education (34).....	36	25	1	77
Material culture (21).....	37	24	31	56
Mass behavior (2).....	37	24	50	43
Ecology (33).....	37	24	62	21
Invention (9).....	37	24	6	74
Social forces (54).....	41	23	39	48
Occupational distribution (30)	42	22	57	34
Mental health (57).....	42	22	16	66
Social revolution (50).....	44	21	33	54
Distribution of wealth (65)	45	19	17	65
Social needs (40).....	46	18	25	60
Social evolution (38).....	47	16	39	48
Cultural development (27)..	48	15	28	58
Conscience (15).....	49	14	12	67
Social contact (17).....	50	13	50	43
Social type (64).....	51	10	59	31
Ecological succession (62).	51	10	67	0
Group dynamics (32).....	53	9	58	33
Morality (14).....	53	9	12	67
Emotional contagion (18)...	53	9	64	15
Adjustment (1).....	56	8	21	63

TABLE 2--Continued

Term	Rank based upon desirability for inclusion		Rank based upon extent of inclusion	
	Rank	Calculated value	Rank	Calculated value
Imitation (60).....	57	6	34	53
Social progress (49).....	57	6	35	52
Eugenics (36).....	57	6	46	44
Personal needs (39).....	60	4	21	63
Maladjustment (12).....	61	3	26	59
Human genetics (55).....	62	2	46	44
Succession (63).....	62	2	66	12
Drive (31).....	64	0	43	46
Enculturation (35).....	65	-5	64	15
Euthenics (37).....	66	-7	61	23
Social inadequacy (61).....	67	-11	55	36

[a]The number of the item on the questionnaire is indicated in parentheses.

[b]The bracket method was used in the rankings.

[c]All calculated values are positive values unless otherwise indicated.

Extent of Inclusion of Most Desirable Concepts and Terms

A rather precise indication of the extent to which the most desirable of the sociological concepts and terms were included in the social studies curriculum of the sample of schools was obtained in a rather simple procedure. That was done by listing the concepts and terms which had obtained a calculated value greater than 50 per cent of the maximum calculated value which could be obtained

from ratings of the panel of judges and comparing it with one similarly developed from the responses of the sample of schools. By labeling the list which was developed from responses made by the panel of judges as "most desirable for inclusion in the curriculum" and labeling the other list as "most often included in the curriculum," and disregarding the calculated values and ranks, a more specific comparison of the lists was made. The "most often included" items consisted primarily of those which were included most frequently in courses taken by most students.

Extent of Inclusion of the Most Desirable Concepts

There were 25 concepts which obtained a calculated value greater than 50 per cent of the maximum obtainable on Questionnaire A. They were labeled "most desirable for inclusion in the curriculum." There were 38 concepts which obtained a calculated value greater than 50 per cent of the maximum obtainable on Questionnaire B. They were labeled "most often included in the curriculum." In comparing those lists it was found that 20 of the "most desirable" concepts were among those appearing on the "most often included" list. That meant that 80 per cent of the "most desirable" concepts were included in the secondary social studies curriculum of the majority of the schools in the sample. However, those

20 concepts constituted only slightly more than one-half -- 52.6 per cent -- of the concepts making up the list of 38 "most often included" in the curriculum of the sample of schools.

Extent of Inclusion of the Most *Desirable Terms*

The terms related to concepts were similarly compared. There were 30 terms which obtained a calculated value greater than 50 per cent of the maximum value obtainable on Questionnaire A. They were labeled "most desirable for inclusion in the curriculum." There were 44 terms which obtained a calculated value greater than 50 per cent of the maximum obtainable on Questionnaire B. They were labeled "most often included in the curriculum." A comparison of those lists of terms indicated that 23 of the 30 "most desirable" terms, or 76.7 per cent, were listed among those identified as "most often included." That indicated that a rather high percentage of the "most desirable" terms were "most often included" in the social studies curriculum of the sample of schools, but it represented only slightly more than one-half, or 52.3 per cent, of the list of 44 terms which were "most often included."

Extent of Inclusion of All Concepts and Terms

The subject matter of sociology recommended in the literature for inclusion in the social studies curriculum was supported by the panel of judges used in the present study. Furthermore, no concept or term was rated by the judges as substantially undesirable for inclusion in the curriculum. Therefore, although some concepts and terms were rated by the panel of judges as more desirable for inclusion than others, it did not seem unreasonable to declare all of the subject matter concepts and terms recommended in the literature desirable for inclusion in the curriculum.

It was apparent in the findings reported thus far that the terms and concepts identified by the literature and the panel of judges as desirable for inclusion in the curriculum were included in the curriculum of the sample of schools used in the present study. However, a precise statement of the extent of inclusion of all concepts and terms would seem to be required.

The check-list categories on Questionnaire B provided an opportunity to indicate that concepts and terms were included in a course or courses taken by either most or some students. The former category was intended to mean that a substantial majority of the students in a school would have an opportunity to develop an understanding of the concept or term. The latter

category was intended to mean that something less than a substantial majority of students would have such an opportunity. The difference between the categories was tantamount to that between a required and an elective course. Obviously, it would make a difference in the percentage of students that had an opportunity to develop an understanding of sociological terms and concepts if courses in which they were included were required rather than elective. However, the present study was concerned primarily with determining the extent of opportunity to develop an understanding of sociological concepts and terms by their presence in the social studies curriculum of the schools. Therefore, the findings are expressed below in terms of the availability of concepts and terms to the student by their reported extent of inclusion in the curriculum of the sample of schools.

There were 3 concepts and 20 terms which were reported by one-half or more of the schools as included in courses taken by most students. The concepts were those which were related to the terms attitude, communication, and prejudice. The terms involved were urban community, industrialization, integration, invention, law, leadership, morality, conscience, crime, crowd, delinquency, desegregation, education, personal needs, occupation, population, mental health, cultural heritage, distribution of wealth, and conformity. One can readily

see that those involved are not exclusively sociological. They are terms which might as easily be included in the study of current events as in sociology classes and are, therefore, properly regarded as generalized social studies subject matter.

The best expression of the extent to which all concepts and terms were included in the curriculum of the sample of schools in the present study is in terms of the percentage of schools reporting the inclusion -- disregarding whether in courses taken by most students rather than some -- of each concept and term. For instance, 90 per cent or more of the schools indicated that 17 of the concepts and 31 of the terms were included in their respective curriculums. The combined total of concepts and terms represented 36.1 per cent of the total number[1] identified as desirable in the literature, as shown in Table 3.

The real significance regarding the extent to which concepts and terms were included in the curriculum of the schools sampled when expressed in that manner is seen in the cumulative per cent of inclusion of concepts and terms at the lower limit of each percentage category. Thus, 70.7 per cent of the concepts and terms were included in the curriculum of 80 per cent or more of the sample of

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[1]The total number was reduced from 134 to 133 by combining two terms in formulating the concepts.

schools, 86.5 per cent were included in over 70 per cent of the schools, 93.2 per cent were included in over 60 per cent of the schools, and 97.0 per cent in over 50 per cent of the schools. All of the concepts and terms were included in the curriculum of over 40 per cent of the schools sampled.

Table 3.--Extent of inclusion of sociological concepts and terms in the sample of large Midwestern secondary schools

Percentage Category of Schools Reporting Inclusion	Number of Concepts in Category	Number of Terms in Category	Cumulative Sum of Concepts and Terms in Categories	Cumulative Per cent of Inclusion of Concepts and Terms in Category
90-100	17	31	48	36.1
80-89	24	22	94	70.7
70-79	16	5	115	86.5
60-69	7	2	124	93.2
50-59	0	5	129	97.0
40-49	2	2	133	100.0

It was quite obvious from the above findings that the sociological concepts and terms recommended in the literature and by the panel of judges were included in the curriculum of the sample of schools. With nearly seven-eighths of all concepts and terms included in the curriculum of over 70 per cent of the schools sampled, it would seem that sociological subject matter was included to a rather significant extent. However, it remains to

be shown statistically that there was not a very significant relationship between what concepts and terms were considered by the judges to be desirable for inclusion to aid in the achievement of the purposes of education and the frequency of inclusion of the concepts and terms.

Response to the Proposed Way to Include Sociology

The reaction to the proposed way to include more of the sociological subject matter in the secondary social studies curriculum was basically favorable. Although the panel of judges indicated some reservation about it in the pattern of responses made, the sample of schools responded in a rather strongly favorable manner. However, for reasons which shall be clarified in the analysis of the findings, the findings reported in the following paragraphs are presented rather cursorily.

The response to the proposal for a way to include more of the subject matter of sociology in the secondary curriculum was obtained for each separate conceptual statement. It was believed that obtaining the response in that manner would provide a more meaningful appraisal of the proposal than if it was obtained in some other manner. It also permitted an examination of responses to the different kinds of concepts.

Generally speaking, the responses to the proposal by the two groups were rather similar. The panel of judges evinced some reserve about including some of the

concepts in the manner proposed by making somewhat frequent use of the check-list categories of disagree and uncertain. A majority of the panel indicated that 61 of the concepts could be included in the curriculum in accordance with the proposal. There was no concept which a majority of the judges indicated could not be included in the manner proposed. The lowest calculated value obtained by a concept was plus 9, which meant that whereas 20 of the judges agreed that the concept could be included, 11 disagreed, and 23 were uncertain. There were 39 concepts which obtained a calculated value which exceeded 50 per cent of the maximum value obtainable.

The responses of the sample of schools indicated a less reserved approval of the proposed way of including subject matter in the curriculum. Every concept obtained a calculated value that exceeded 55 per cent of the maximum value attainable. There was infrequent use of the disagree check-list category (a maximum of 4 checks for any one concept), and less frequent use of the uncertain category than had been the case with the panel of judges. The range of calculated values from plus 43 to plus 25 was a rather clear indication of agreement by the schools with the proposal.

There was a questionnaire returned by one of the schools which was particularly pertinent to this aspect of the present study. The school involved indicated that

something very similar to the outlined proposal had already been implemented in the school, and every concept on the questionnaire was checked in the agree column.

The responses of both groups to the three kinds of concepts followed a somewhat similar pattern. Since the over-all response to the proposal was rather favorable, it seemed that every kind of concept could be considered acceptable. However, by tabulating the number of each kind that was rated above or below the mean of the respective groups a slight difference was discernable.

The 24 concepts of processes were similarly distributed above and below the mean in both groups. There were 11 concepts above the mean and 13 below. It was probably significant, however, that 11 of the 13 that were below the mean of both groups had no specific sociological term related to the concept incorporated in the conceptual statement. It should be mentioned parenthetically that the concepts which contained no specific term related to the concepts were also rated low on the basis of their desirability for inclusion in the secondary curriculum and the extent to which they were reported to be included in the curriculum. There were 6 concepts which had no term incorporated in them that were rated above the mean by each group.

The distribution of the 27 concepts of structures above and below the means was somewhat different in each

group. The panel of judges rated 12 above the mean, and 15 below the mean. That distribution was reversed by the sample of schools. Only 2 concepts of structures did not contain a specific sociological term related to the conceptual statement; both were rated below the mean by each group. The distribution of the concepts above and below the means is shown in Table 4.

TABLE 4.--A comparison of the distributions of the kinds of concepts

Kinds of Concepts	No. of each kind	Distribution of responses of judges		Distribution of responses of schools	
		No. above mean[a]	No. below mean	No. above mean[a]	No. below mean
Concepts of processes.....	24	11	13	11	13
Concepts of structures.....	27	12	15	15	12
Concepts of qualities.....	15	8	7	9	6

[a]The means of the distributions of calculated values were 30.5 for the panel of judges, and 36.2 for the sample of schools.

The 15 concepts of qualities were apparently the most attractive to each group. There were 8 rated above the mean and 7 below by the panel of judges. The sample of schools rated 9 above and 6 below the mean. All of the concepts of qualities had a specific sociological term incorporated in them.

It was interesting to note that the concepts of qualities were rated somewhat higher by the groups in combination in view of the general agreement with the proposal. As was indicated in the discussion of the development of the conceptual statements, the concepts of qualities were somewhat oriented toward a dependence upon other subject matter in the curriculum and would therefore not necessarily have the relatively independent existence that concepts of processes and structures would have. Although no conscious effort was made by the present writer to select sociological terms to be put into the form of concepts of qualities which might be considered of greater value to the student by the schools and judges, it would appear that this may have occurred. The relative brevity and simplicity of them could have had some effect upon the ratings because they also differed in that respect from the other kinds of concepts. A thorough examination of all possible factors, including the location of the concepts in association with others on the questionnaires, yielded no clues as to why they seemed to be slightly more appealing to both groups than were the other kinds of concepts.

Some further discussion of this aspect of the present study occurs as a part of the analysis of the findings. The analysis of the findings is presented below.

Analysis of the Findings

Although the one major hypothesis to be tested in the present study was not particularly unique, the various elements of the instruments with which the data were gathered offered the rather unusual opportunity to make 3 independent tests of it. The hypothesis to be tested was that there would be no homology in the desirability for inclusion and the extent of inclusion of sociological concepts in the social studies curriculum of secondary schools. Although not specifically stated in the hypothesis, the principle relationship to be analyzed was that between the degree of desirability for and the frequency of inclusion of the concepts and terms as determined by the panel of judges and the sample of schools respectively.

The problem of selecting the best statistical measure to test the hypothesis was not easily solved. The first step was to make a scatter diagram of the calculated values for each of the 3 corresponding elements of the questionnaires. All of the scatter diagrams were suggestive of a trend toward a positive linear relationship. The evidence suggested in the scatter diagrams initiated an examination of the advantages, disadvantages, and requirements for use of the various statistical measures of relationship between variables.

The statistical measure which Young and Veldman[2] identify as the traditional approach to the problem of determining the degree of relationship between two variables, the method of least squares, was the statistical measure selected to test the hypothesis. The reasons for selecting the least squares method were (1) that its rather frequent use makes it a rather widely understood measure of relationships, (2) it has greater reliability than other measures of correlation, and (3) the data obtained in the present study best met the requirements and conditions for its use as stated by such authorities as Young and Veldman,[3] Hoel,[4] Ferguson,[5] and Arkin and Colton.[6]

In testing the hypothesis, the .05 level of confidence was selected as the basis for accepting or rejecting the hypothesis.

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[2]Robert K. Young and Donald J. Veldman, Introductory Statistics for the Behavioral Sciences (New York: Holt, Rinehart and Winston, 1965), p. 355.

[3]Ibid., pp. 353-373.

[4]Paul G. Hoel, Elementary Statistics (New York: John Wiley and Sons, 1960), pp. 141-153.

[5]George A. Ferguson, Statistical Analysis in Psychology and Education (2nd ed.; New York: McGraw-Hill, 1966), pp. 117-131.

[6]Herbert Arkin and Raymond R. Colton, Statistical Methods (4th ed. rev.; New York: Barnes and Noble, 1956), pp. 50-61.

Using the standard formula, Y=a+bX, to establish the line of best fit, the tests of the hypothesis were made.[7] The first test involved the computation of the least squares correlation coefficient to measure the extent of relationship between the extent to which the sociological concepts were included in the curriculum of the sample of schools and the degree of support for the inclusion of the concepts by the panel of judges. More specifically, the first test was the measurement of the interrelatedness of the calculated values of the conceptual statements as obtained from the responses of the panel of judges and the sample of schools. The least squares correlation coefficient thus derived was plus .311. That measure was then applied, using 65 degrees of freedom, to a table of critical values of the least squares correlation coefficient.[8] It was significant at the .05 level of confidence.

The second test of the hypothesis was identical to the first except that it was concerned with the sociological terms related to concepts. That is, it was the measurement of the interrelatedness of the calculated values of the terms related to concepts as obtained from

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[7]Statistical measures were computed by the Data Processing Center, Kansas State College, Pittsburg, Kansas.

[8]Werner Z. Hirsch, Introduction to Modern Statistics (New York: Macmillan, 1957), p. 400.

the responses of the panel of judges and the sample of schools. The least squares correlation coefficient obtained from the second computation was plus .375. Application of the second coefficient to the table of critical values[9] indicated that the measurement was significant at the .05 and the .01 levels of confidence.

The third test of the hypothesis served more to support the other two than anything else. It involved the computation of the least squares correlation coefficient for responses of the panel of judges and the sample of schools to the proposed way to include the subject matter of sociology in the secondary social studies curriculum. The computation of the third least squares correlation coefficient yielded a measurement of plus .458, which was significant at the .05 and .01 levels of confidence.

Having computed the 3 correlation coefficients and finding that they were significant at the .05 level -- and in 2 cases the .01 level -- of confidence, the temptation to reject the hypothesis was at that point rather great. However, it was decided that a computation of the F ratio (using the variance formula $F = s_x^2/s_y^2$) for each of the 3 elements should be made before reaching a final decision regarding the rejection of the hypothesis. The

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[9] Ibid.

computation of the F ratios, in the same order as the tests of the hypothesis yielded values of plus 6.83, plus 17.00, and plus 10.47. Since high F ratios are said to reduce the chance of accepting a false hypothesis when it should have been rejected (i.e., committing a Beta error),[10] it was believed that by computing them there would be greater confidence in the decision to reject the hypothesis if the F ratios supported the results of the previous analysis. The F ratios indicated that there was little chance -- less than a 32 per cent chance -- of making an error in rejecting the hypothesis.

It was with some confidence, in light of the analysis discussed above, that the hypothesis was rejected. Contrary to the hypothesis, there was some homology in the desirability for inclusion and the extent of inclusion of sociological concepts in the social studies curriculum of secondary schools. It was clear from the analysis of the data that there was a definite -- although rather low -- positive relationship present in the data. The least squares correlation coefficients were too high to permit acceptance of the hypothesis at the .05 level of confidence. The F ratios confirmed the decision to reject the hypothesis.

Although the least squares method for the measurement of the interrelatedness of variables is frequently

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[10] Young and Veldman, op. cit., pp. 217-223.

used for purposes of prediction, the correlation coefficients cited above indicate that any attempt to predict one variable from the other in the present study would be quite unreliable. The concern was not with prediction in the present study, but rather with a measure of the relationship between variables. Therefore, no discussion of the predictive qualities of the present study seems warranted.

An additional statistical computation was made which raised some doubt regarding the value of the response to the proposed way of including sociology in the curriculum. In the examination of the responses of the panel of judges to the proposal it was apparent that there had been a tendency for the group as a whole to rate individual conceptual statements similarly in the categories of "Desirability for inclusion in the curriculum" and "Possibility for teaching concepts as outlined in the proposal." That is, a negative rating in one category tended to correspond to a negative rating in the other, and so on. An examination of questionnaires completed by the sample of schools revealed a similar pattern in the categories of "Extent to which concept is included in the curriculum" and "Possibility for teaching concepts as outlined in the proposal." It was then decided that the degree of relationship between the responses to these categories should also be measured statistically, so least squares

correlation coefficients were computed for the 2 categories on each questionnaire.

The suspicion of a rather high degree of relationship was confirmed on the basis of those computations. The least squares correlation coefficient for the "Desirability" and "Possibility" categories on Questionnaire A (panel of judges) was plus .777. The least squares correlation coefficient for the "Extent" and "Possibility" categories on Questionnaire B was plus .709. Thus, it would seem that the ratings concerning the proposal were not necessarily independent of the other rating in either group, thereby reducing somewhat the significance of the reactions to the proposal. Although it is not possible to say the rating in one column caused a similar rating in the other column, such a possibility could not be disregarded. Although a statement in the discussion of the findings noted that the general reaction of the panel of judges to the proposal was basically one of cautious agreement and that of the sample of schools was one of rather unquestionable agreement, that finding would seem to be even more conditional than might ordinarily be expected.

For the most part, the measures that have been presented in the analysis of the findings were of the magnitude suggested in the general description of the findings. The analysis presented in this section has

served to corroborate those findings, and it yielded specific measures upon which to base the rejection of the hypothesis.

A summary of the findings, the conclusions drawn from the findings, and recommendations regarding future research are presented in the following chapter.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the study was to identify desirable sociological concepts. They were included in the social studies curriculum of selected secondary schools. An additional purpose was to obtain a response to a proposed way to include more of the subject matter of sociology in the secondary social studies curriculum without adding another course to the curriculum.

The study indicated that sociology has not occupied a prominent place in the social studies curriculum of American secondary schools. It was first introduced into the curriculum approximately 50 years ago and reached its most extensive inclusion in the large secondary schools of the Midwest. However, it was more often included in subjects consisting of subject matter from a variety of areas than as a separate subject. When it was included in the curriculum as a separate subject, it was usually as an elective.

The social studies curriculum has remained essentially unchanged for several decades. When that is coupled

with the fact that the secondary curriculum is filled to capacity, there is little chance that sociology or any subject could be added to the curriculum as a separate subject. Therefore, a proposal was outlined in the study which would permit sociological subject matter to be included in the existing curriculum in somewhat independent segments. The basic idea was to put subject matter into conceptual form and introduce it into the curriculum with other social studies subject matter. The proposal was comparable to programs that had been prepared to teach mathematics, natural science, and other subjects. The major difference from those programs in the proposal concerning sociology was that the subject matter involved would be somewhat scattered through the existing social studies curriculum rather than being presented as a single block of subject matter.

Questionnaires were used to gather data for the study. They consisted of statements of sociological subject matter in conceptual form and terms related to concepts. The statements of subject matter in conceptual form were organized as concepts of processes, structures and qualities. The concepts were rated on the basis of their desirability for inclusion in the curriculum, the extent of their inclusion in a sample of schools and in accordance with the proposed way to include sociology in the curriculum. The terms were rated only in the first 2 categories.

The study included a survey of the literature which had recommended various elements of sociological subject matter for inclusion in the secondary social studies curriculum. Specific sociological subject matter was initially identified as desirable for inclusion in the secondary curriculum in that manner. A total of 134 terms related to sociological subject matter was obtained from the literature. A large number of sources spanning three decades was examined, but there were relatively few which cited specific sociological subject matter that the various authors believed would contribute to the achievement of the purposes of education.

The subject matter identified in the literature as desirable for inclusion in the curriculum was submitted to a panel of judges to determine differences in desirability. Although differences in desirability were established, no subject matter was clearly identified as undesirable. Subject matter which tended to be rated low in desirability for inclusion in the curriculum was that which would most properly be called generalized social studies subject matter.

The subject matter identified in the literature as desirable for inclusion was also submitted to a sample of schools to determine the extent to which it was included in the curriculum. The sample was drawn from among large midwestern secondary schools. It was those schools, as

was shown in Chapter I, that most frequently included sociological subject matter in the curriculum. It was found that the subject matter which was included in the curriculum to the greatest extent was generalized social studies subject matter.

The extent to which all of the subject matter identified in the literature was included in the curriculum of the sample of schools was found to be rather large. All of the individual terms related to sociological subject matter were included in the curriculum of over 40 per cent of the sample of schools. Over one-third of the subject matter was found to be included in 90 per cent of the sample of schools, over two-thirds of it was included in the curriculum of 80 per cent of the sample, and nearly seven-eighths of it was included in 70 per cent of the sample.

The response of the panel of judges and the sample of schools to the proposed way to include sociological subject matter in the secondary social studies curriculum was quite favorable. Concepts of qualities seemed to be favored slightly more than concepts of structures and processes. However, many of the concepts of processes did not have incorporated in them a sociological term related to the concept, and tended to be rated low for reasons which may have been related to that omission. Although the panel of judges evinced some reserve regarding

the proposal, the sample of schools gave majority support to all conceptual statements.

The statistical analysis of the findings of the study involved the measurement of the relationship between the desirability of sociological subject matter for inclusion in the secondary social studies curriculum and the extent to which it was included in the curriculum of a sample of schools. Least squares correlation coefficients were computed, and it was found that there was a rather low positive correlation between the desirability for inclusion and the extent of inclusion of subject matter.

The statistical analysis of the findings showed that part of the subject matter which had the greatest desirability for inclusion in the curriculum was among that which was most frequently included. The reverse was also true to some extent. However, there was little relationship between the desirability of individual concepts and terms and the extent of their inclusion.

There was a moderate positive correlation in the responses of the groups to the possibility for teaching sociology in accordance with the proposal outlined in the study. Further statistical analysis of the findings revealed that there was a rather high positive correlation between the rating categories on each questionnaire. That is, there was a rather high positive correlation between check-list categories involving desirability for or extent

of inclusion in the curriculum and the category involving the possibility for teaching subject matter in the manner proposed in the study. The results of that analysis tended to decrease the value of the findings of that aspect of the study.

The nature of the study provided an opportunity to draw only general, tentative conclusions from the findings. The conclusions that were drawn are stated in the following paragraphs.

Conclusions

The sociological subject matter that was recommended in the literature for inclusion in the secondary social studies curriculum was largely supported by the panel of judges. The consensus of the panel of judges was that some subject matter was more desirable for inclusion in the curriculum than other subject matter, but no subject matter was clearly identified as not desirable for inclusion. Therefore, it was concluded that some sociological subject matter recommended in the literature could probably make a rather significant contribution to the achievement of the purposes of education, and that nearly all subject matter recommended in the literature would make a positive contribution.

The finding that most of the sociological subject matter recommended in the literature was reported by the sample of schools to be included in the curriculum most

frequently in courses taken by some rather than most students and the fact that the sample of schools was drawn from among those which most frequently include sociological subject matter in the curriculum were considered to be significant. It was concluded, therefore, that some sociological subject matter has not had a significant opportunity to contribute to the education of all the students in the sample of schools used in the study; particularly that which would be most desirable for inclusion in the curriculum.

A third conclusion drawn from the findings of the study involved the proposal for a way of including more sociological subject matter in the secondary social studies curriculum without the addition of a separate course to the curriculum. The mildly favorable responses of the panel of judges, and the rather strongly favorable response of the sample of schools suggest that the proposal had some merit and potential for use. Therefore, it was concluded that the proposal would seem to be worthy of serious consideration for use, and possibly of implementation if further refinements of it were made.

The fourth conclusion drawn from the results of the study was that the findings completely justified the rejection of the hypothesis. That conclusion was based upon evidence that there was homology in the sociological concepts and terms identified as desirable for inclusion

in the secondary curriculum and those which were included in the curriculum of a sample of secondary schools.

The conclusions stated above were the most important ones drawn from the findings of the study. However, some minor conclusions were also drawn. They are implied in the following recommendations for further research.

Recommendations for Further Research

Foremost among the recommendations for further research is one related to the proposal for a way to include more of the subject matter of sociology in the secondary social studies curriculum. The proposal appears to have implications for other subject matter areas, such as anthropology and psychology -- areas which probably could make a rather significant contribution to the achievement of the purposes of education but are not frequently included in the secondary curriculum. The proposal for including sociological subject matter in the secondary curriculum should be investigated to consider the possibility of using it in other subject matter areas.

A recommendation more specifically related to the study is that the proposal contained therein should be elaborated and examined in various forms to obtain a more meaningful assessment of the proposal as a whole. In other words, the proposal should be considered in various forms to identify the form which would produce maximum effectiveness.

A recommendation that would seem essential would be to suggest that research be conducted to identify the subject matter of sociology which would most specifically contribute to the achievement of the purposes of education. There was much sociological subject matter that was not recommended in the literature, so it would seem necessary to make an evaluation of that material as well as that which was recommended.

It is also recommended that research be conducted to determine the precise nature of the conceptual understandings that secondary school students should have as a result of their exposure to sociological subject matter. Although there did not seem to be disagreement with the concepts contained in the study, the individuals responding to the questionnaires were not requested to make that kind of an evaluation. There was some possibility that the panel of judges was evaluating the concepts on that basis as well as on the bases requested, as was indicated by the finding that concepts which did not contain specific sociological terms were frequently rated low.

In the outline of the proposal for a way to include sociological subject matter in the secondary curriculum it was stated that subject matter would be included at the most appropriate place in the present social studies curriculum. Therefore, it is recommended that research be conducted to determine the most appropriate places in the curriculum for sociological concepts to be included.

Finally, it is recommended that research be conducted to identify the materials and experiences which could best be used to teach desirable sociological concepts in accordance with the proposal outlined in the study. Such research would necessarily involve an analysis of the content of a wide variety of materials and activities to determine their appropriateness in relation to concepts to be included in the curriculum, and to determine whether or not the materials could be used effectively at the secondary school level.

The present decade is proving to be a time for considering broad curricular change. Whatever the secondary social studies curriculum is that emerges from the current effort to revise and reorganize, it is likely to remain essentially unchanged for a long while after it is established. Every effort to produce the best program possible must be made if the purposes of education are to be adequately achieved. The social studies curriculum should be considered in the context of flexibility as well as other characteristics. The suggestion of a way to achieve flexibility in one subject matter area has been made, and it was supported by individuals upon whom the responsibilities of achieving the purposes of education rest most heavily. With the strong possibility of a continually expanding body of knowledge concerned with man's social behavior to be included in the social studies

curriculum in the future, that suggestion should probably be considered for application to all aspects of the social studies curriculum.

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APPENDIX A

APPENDIX A

SOCIOLOGICAL CONCEPTS FOR SECONDARY SCHOOLS:

QUESTIONNAIRE A

The purpose of this questionnaire is two-fold. First, it seeks to establish support for sociological concepts which the writer has selected from among those recommended in the literature as desirable for inclusion in the secondary school curriculum. The writer believes that an understanding of the sociological concepts listed below on the part of the secondary school pupil would aid him in the achievement of the educational purposes of self-realization, human relationship, civic responsibility, and economic efficiency.

The other purpose of this questionnaire is to seek support for a possible solution to the problem of finding a way to include more sociological subject matter in the secondary school curriculum. It has been discovered that rather complex concepts can be taught independently, that is, without the traditional sequencing of materials which leads to the learning of concepts, if the concept is presented and illustrated with a variety of materials and activities which are appropriate to the concept and the level of understanding of the individuals being taught. This discovery had led to revolutionary changes in the teaching of other subjects. Although sequencing remains important, much of the material once thought to be essential in the learning process is now being deleted.

This questionnaire is seeking to identify sociological concepts that could be taught independently if they were sufficiently illustrated with selected materials. It is possible that the concept of "social stratification," for example, could be taught by beginning with a statement which includes the essential meanings of the concept, and then illustrating the essential meanings of the conceptual statement with selected materials or perhaps even appropriate activities, and it could be taught either separately or at a logical place in the social studies curriculum. An effort has been made on this questionnaire to develop statements that would be appropriate to the experiences and level of understanding of the majority of secondary school students.

In responding to the questionnaire, please check the appropriate columns on the right-hand side of the page. Please remember that two responses are sought for each conceptual statement. The rating categories are:

Category A: Desirability for inclusion in the curriculum.

1. Agree: concept should be included in the curriculum.
2. Strongly agree: concept is very essential to the curriculum.
3. Disagree: concept should not be in the curriculum.
4. Uncertain whether or not concept should be included in the curriculum.

Category B: Possibility for teaching concepts as outlined in the proposal.

1. Agree: concept could be taught successfully in the manner proposed.
2. Disagree: concept could not be taught successfully in the manner proposed.
3. Uncertain whether or not concept could be taught successfully in the manner proposed.

	A				B		
	1	2	3	4	1	2	3
1. In a competitive situation, behaviors are changed when it is concluded that attaining the goal is less important than preventing undesirable consequences of the activity.							
2. Acculturation is the learning and adoption by individuals or groups of the behaviors of another group.							
3. When persons adopt the behaviors of another group to the extent that identification with former groups ceases, they tend to be regarded as members of the new group.							
4. An attitude is a feeling or opinion one has about a given object or activity.							
5. When a number of people are commonly stimulated by a situation they tend to respond by organizing themselves and engaging in whatever coordinated activity they think appropriate.							

	A				B		
	1	2	3	4	1	2	3
6. Deviant behavior is any activity which is not within the behavioral limitations of a controlling group.							
7. As organizations become large they attempt to maintain efficiency by organizing into divisions having graded levels of authority and specific duties relating to the general tasks of the organization.							
8. Castes are subdivisions of a group to which one is permanently assigned and whose members are restricted in their religious, occupational, and other behaviors.							
9. A social or cultural change is a modification in any aspect of the way of life of a group of people which may or may not be planned, permanent, or desirable.							
10. Social classes are subdivisions of a group whose members tend to possess similarities in religious, political, educational, occupational, and other characteristics, and who tend to voluntarily associate with others in their subdivision.							
11. Communication is the visual or verbal transfer of ideas and feelings from one animal, person, or group to another.							
12. A group of people who constitute a community occupy a given geographical territory, have a common and unique way of life, and tend to regard only selected individuals as members.							
13. Social conflict is personal, antagonistic behavior in which individuals or groups intend to inflict physical or mental injury on others, or to deprive others of something valued.							

	A				B		
	1	2	3	4	1	2	3
14. Groups tend to develop various means by which they can control the behavior of their individual members.							
15. Culture is all of the things that any given group of people do, make, know, believe, and enjoy that are coordinated and organized as an established way of life for all members of the group.							
16. Behaviors which have special meaning to a group tend to be perpetuated and informally required through successive generations of the group.							
17. When individuals or groups regard certain others as inferior persons they tend to subject them to unequal treatment.							
18. A disruption in the commonly accepted behavioral habits or special meanings of a group will tend to cause a disturbance in the organization of individuals, subgroups, or the entire group.							
19. A degree of reserve tends to be maintained in the social relationships between people when differences between them seem significant to one or both parties.							
20. The organized activities carried on by a group to assure individual and group survival will tend also to have undesirable consequences which cannot be prevented.							
21. People tend to accept so unquestioningly the ways of behaving in their own surroundings that they believe other ways of behaving are unnatural or wrong.							

	A				B		
	1	2	3	4	1	2	3
22. A family is at least one man and one woman, and possibly children and other adults, that are permitted to live together and who have certain responsibilities and obligations to one another.							
23. A social function is a necessary service activity which is accomplished by an organized segment of a group.							
24. An ethnic group is a subgroup whose members share a common characteristic which contrasts notably with a comparable characteristic shared by a larger number of persons in the group.							
25. A group is two or more people who are engaging in a sustained relationship where each person is simultaneously causing and reacting to the actions of others.							
26. Reference groups are those whose behavior standards individuals adopt to guide their own behavior.							
27. A primary group is one which is characterized by close, intimate relations between the members, and which permits individuals to know one another very well.							
28. A secondary group is one which is characterized by impersonal, reserved relations between its members, and which only becomes a group for some specific reason.							
29. Institutions are coordinated arrangements of specific behaviors, people, and tools that are developed to fulfill the requirements of vital aspects of the way of life of a group.							
30. Interaction is a reciprocal relation between persons or groups.							

	A				B		
	1	2	3	4	1	2	3
31. The total way of life of a group tends to become disrupted when change occurs because some aspects do not adjust to the change as rapidly as others do.							
32. Marriage is a set of behaviors which provides for the accepted establishment of family units.							
33. The study of human group behavior is carried on by persons trained in methods developed for all sciences to acquire knowledges which will contribute to a better understanding of all human behavior.							
34. People tend to move from one place to another when they are dissatisfied with their physical or social surroundings, and when they are attracted to other surroundings.							
35. Social mobility is the change in affiliation of a person from one social group to another which sometimes brings about an increase or decrease in the person's position of rank.							
36. Mores are those behaviors which a group requires of its individual members because they are believed to be vital to the welfare of the group.							
37. Competition is the struggle to possess unsharable goals, and it tends to be impersonal to the degree that competing parties may not know the identity of their opponents.							
38. When a number of individuals want to attain a common goal they will tend to become informally organized and engage in special activities to reach the goal.							

	A				B		
	1	2	3	4	1	2	3
39. Social norms are the expected behaviors that tend to establish a pattern of daily activities for the members of a group.							
40. Public opinion is a group's overt expression of a rationally developed consensus of feelings on important issues.							
41. A culture pattern is the distinctive arrangement of all the traits that make up the way of life or culture of a group of people.							
42. Personality is the consistent behavior traits of an individual, and it has both biological and psycho-social aspects, the latter being greatly influenced by social contacts with other persons.							
43. A prejudice is a positive or negative feeling about something that is based either on inadequate information or on arbitrarily selected evidence.							
44. A social problem is an unsatisfactory social condition which affects a relatively large portion of a group and is believed by the group to need correction.							
45. Power is the ability of a person or group to control to some degree the behavior of other persons or groups.							
46. The presentation by individuals or groups of biased and sometimes distorted information as factual and objective is done to attempt to change or influence the ideas and opinions of others.							

	A				B		
	1	2	3	4	1	2	3
47. Anything public is that which is available for discussion and participation to all persons within certain categories, such as those occupying a geographical area, or those interested in a particular social activity.							
48. A race is a biological group within the human species that has physical traits that tend to persist through succeeding generations, but which have no known relationship to behavioral traits.							
49. A religion is a coordinated set of beliefs, objectives, and behaviors pertaining to the origin and purpose of the world and mankind's relationship to it.							
50. A social role is a set of behaviors that a specific group expects of an individual in a given situation.							
51. Social sanctions are group approvals of various forms of behavior, including the regulatory provisions and means of enforcement to gain conformity to the approved behaviors.							
52. When the members of a group believe that differences existing among them have some special meaning they tend to separate themselves, voluntarily or forcibly, into subgroups with similar characteristics.							
53. Socialization is the process of teaching the common way of life of a group to children so they will learn to function efficiently as adult members of the group.							
54. Society is a group of people who adhere to and are guided by a way of life which is different from that followed by any other group.							

	A				B		
	1	2	3	4	1	2	3
55. Sociology is the study of phenomena that result from uniformities in human group behavior which utilizes methods used commonly in all scientific efforts.							
56. A person's social standing or status in a group is determined by the extent to which he possesses characteristics that are highly valued by the group.							
57. A stereotype is an exaggerated or inaccurate generalization of a group of people which tends to place all members of the group under that generalization, regardless of individual differences.							
58. When a group awards different amounts of respect, importance, and influence to individuals on the basis of various characteristics, an arrangement of ranked subdivisions will tend to form in the group.							
59. Social structure is the arrangement of behaviors and the defined relationships between them that is characteristic of the highly organized aspects of group life.							
60. Segments of a large group will sometimes adhere to habits, practices, or other behavior traits that are distinctly different from those of the larger group.							
61. Human groups tend to develop similar groupings of general behavior complexes, such as language and religion, but the specific form the behavior takes is unique to the group.							
62. Urbanization is a process where people and activities tend to become concentrated in small areas.							

	A				B		
	1	2	3	4	1	2	3
63. Centralization is a situation characterized by the tendency for controls to become concentrated in and dispersed from central points in large, organized groups.							
64. Values are feelings held by individuals or groups toward objects or ideas that give them great worth, thereby causing them to become influencing factors in behavior.							
65. Social theories are tentative explanations of social phenomena that have been interpreted from supporting scientifically derived data.							
66. Individuals or groups will tend to work together in an activity when they believe a commonly desired goal can be obtained more easily through mutual effort than through individual exertion.							

SOCIOLOGICAL TERMS RELATING TO CONCEPTS

Listed below are sociological terms relating to concepts which have also been recommended in the literature for inclusion in the secondary school curriculum. In some cases, these imply the same meaning as one or a combination of two or more of those listed above. They are listed here partly to give the respondent an indication of the range of recommended sociological subject matter, but you are also asked to indicate which of these you believe should also be included in the secondary school curriculum.

Please check the appropriate column to the right of the terms.

1. Agree: the term should be included in the curriculum.
2. Disagree: the term should not be included in the curriculum.
3. Uncertain whether or not the concept should be included in the curriculum.

	1	2	3
1. Adjustment			
2. Mass behavior			
3. Urban community			
4. Rural community			
5. Industrialization			
6. In-group			
7. Integration			
8. Vested interest			
9. Invention			
10. Law			
11. Leadership			
12. Maladjustment			
13. Mass media			
14. Morality			
15. Conscience			
16. Secondary contact			
17. Social contact			
18. Emotional contagion			
19. Crime			
20. Crowd			
21. Material culture			
22. Non-material culture			
23. Delinquency			

	1	2	3
24. Demography			
25. Population density			
26. Desegregation			
27. Cultural development			
28. Deviation			
29. Cultural diffusion			
30. Occupational distribution			
31. Drive			
32. Group dynamics			
33. Ecology			
34. Education			
35. Enculturation			
36. Eugenics			
37. Euthenics			
38. Social evolution			
39. Personal needs			
40. Social needs			
41. Occupation			
42. Community organization			
43. Large-scale organization			

		1	2	3
44.	Out-group			
45.	Social organization			
46.	Social planning			
47.	Population			
48.	Social process			
49.	Social progress			
50.	Social revolution			
51.	Scapegoating			
52.	Social situation			
53.	Mass society			
54.	Social forces			
55.	Human genetics			
56.	Small group			

		1	2	3
57.	Mental health			
58.	Cultural heritage			
59.	Social heritage			
60.	Imitation			
61.	Social inadequacy			
62.	Ecological succession			
63.	Succession			
64.	Social type			
65.	Distribution of wealth			
66.	Conformity			
67.	Self			

- -

You may be assured that you will remain anonymous in responding to this questionnaire, but it would be appreciated if you would identify yourself below.

Name _____

City _____

Do you wish to receive a summary of the results of this study? Yes _____ No _____

APPENDIX B

APPENDIX B

SOCIOLOGICAL CONCEPTS FOR SECONDARY SCHOOLS:

QUESTIONNAIRE B

The purpose of this questionnaire is two-fold. First, it seeks to determine the extent to which selected sociological concepts are included in the curriculum of a sample of secondary schools in the midwestern states. The concepts listed below have been recommended in the literature by writers who believe that an understanding of them would help students achieve the educational purposes of self-realization, human relationship, civic responsibility, and economic efficiency.

The other purpose of this questionnaire is to obtain your reaction to a proposal for teaching more sociological concepts in the secondary schools. It has been discovered that rather complex concepts can be taught independently, that is, without the traditional sequencing of materials which leads to the learning of concepts, if the concept is presented and illustrated with a variety of materials and activities which are appropriate to the concept and the level of understanding of the individuals being taught. This discovery has led to revolutionary changes in the teaching of other subjects. Although sequencing remains important, much of the material once thought to be essential in the learning process is now being deleted.

The proposal here is that sociological concepts could be taught in a similar manner, even though they would probably be integrated with other social studies materials. It is possible that the concept of "social stratification," for example, could be taught by beginning with a statement which includes the essential meanings of the concept, and then illustrating the essential meanings of the concept with selected materials or perhaps even appropriate activities, and it could be taught either separately or at a logical place in the social studies curriculum. An effort has been made on this questionnaire to develop conceptual statements that would be appropriate to the experiences and level of understanding of the majority of secondary school students.

In responding to the questionnaire, please check the appropriate columns on the right-hand side of the page. Please remember that two responses are sought for each conceptual statement. The rating categories are:

Category A: Extent to which concept is included in the curriculum.

1. Concept is included in a course or courses taken by most students.
2. Concept is included in a course or courses taken by some students.
3. Concept is not included in the curriculum.
4. Uncertain whether or not concept is included in the curriculum.

Category B: Possibility for teaching concepts as outlined in the proposal.

1. Agree: concept could be taught successfully in the manner proposed.
2. Disagree: concept could not be taught successfully in the manner proposed.
3. Uncertain whether or not concept could be successfully taught in the manner proposed.

Note: From this point the concepts were stated as on Questionnaire A. There was no difference in their order or form. The check-list columns were also identical in form and number. Since no purpose would be served by repeating them, they are omitted from this Appendix. The instructions for rating the terms related to concepts are stated below.

SOCIOLOGICAL TERMS RELATING TO CONCEPTS

Listed below are sociological terms relating to concepts which have also been recommended in the literature for inclusion in the secondary school curriculum. In some cases, these imply the same meaning as one or a combination of two or more of those listed above. You are asked to indicate which of these are included in the curriculum of your school. Please check the appropriate column to the right of the terms.

1. Term is included in a course or courses taken by most students.
2. Term is included in a course or courses taken by some students.
3. Term is not included in the curriculum.
4. Uncertain whether or not term is included in the curriculum.

Note: From this point the terms were stated as on Questionnaire A. There was no difference in their order or form. There was an additional check-list column to accommodate the fourth rating category. They are omitted from this Appendix. The last items were also identical.