A Workbook for Sociology in the Secondary School

Mildred Surface

The Municipal University of Omaha

Follow this and additional works at: https://digitalcommons.unomaha.edu/studentwork
Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation
https://digitalcommons.unomaha.edu/studentwork/1692

This Thesis is brought to you for free and open access by DigitalCommons@UNO. It has been accepted for inclusion in Student Work by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.
A THESIS

---

A WORKBOOK FOR SOCIOLOGY
IN THE
SECONDARY SCHOOLS

Submitted by
Mildred Surface, B. S.

In partial fulfillment of the requirements
for the Degree of Master of Arts
in the
Department of Sociology
of the
Municipal University of Omaha

1948
ACKNOWLEDGEMENT

The author wishes to acknowledge the co-operative services of Dr. T. Earl Sullenger in the preparation of this thesis.

Acknowledgement is also due those on the anonymous list, as the many high school teachers who kindly gave helpful suggestions and the leading publishing companies who furnished complimentarily their latest texts in the interest of this study.
CONTENTS

INTRODUCTION ............................................. 1
WORD TO THE TEACHER ..................................... iv
THE MEANING OF SOCIOLOGY ................................. viii

PART I
OUR CULTURE

UNIT A. DAWN AND GROWTH OF OUR CULTURE

CHAPTER I. Beginnings of Our Culture............. 1
CHAPTER II. Culture Change ......................... 4
CHAPTER III. Growth of Institutions ............ 8

UNIT B. OURSELVES AND CULTURE

CHAPTER IV. Heredity and Environment ........... 12
CHAPTER V. Our Natural Environment ............. 17
CHAPTER VI. Our Social Environment ............. 20
CHAPTER VII. Personal Behavior ................... 24
CHAPTER VIII. Personality Made and Marred ..... 29
CHAPTER IX. Maladjusted Individuals ............. 33

PART II
OUR GROUP LIFE

UNIT C. OUR PRIMARY INSTITUTIONS

CHAPTER X. The Family ................................ 36
CHAPTER XI. Marriage ................................. 40
## UNIT D. OUR SECONDARY INSTITUTIONS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XII</td>
<td>The School and Education</td>
<td>44</td>
</tr>
<tr>
<td>XIII</td>
<td>The Church and Religion</td>
<td>48</td>
</tr>
<tr>
<td>XIV</td>
<td>Our Economic Order</td>
<td>54</td>
</tr>
<tr>
<td>XV</td>
<td>Our Government</td>
<td>59</td>
</tr>
</tbody>
</table>

## PART III

### OUR GROUP PROBLEMS

## UNIT E. PROBLEMS OF THE PRIMARY GROUP

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XVI</td>
<td>Divorce</td>
<td>64</td>
</tr>
<tr>
<td>XVII</td>
<td>Juvenile Delinquency and Crime</td>
<td>70</td>
</tr>
</tbody>
</table>

## UNIT F. PROBLEMS OF THE SECONDARY GROUP

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XVIII</td>
<td>Poverty and Social Security</td>
<td>74</td>
</tr>
<tr>
<td>XIX</td>
<td>Housing</td>
<td>77</td>
</tr>
<tr>
<td>XX</td>
<td>The New Leisure</td>
<td>80</td>
</tr>
<tr>
<td>XXI</td>
<td>Physical Health</td>
<td>85</td>
</tr>
<tr>
<td>XXII</td>
<td>Mental Health</td>
<td>89</td>
</tr>
</tbody>
</table>

## UNIT G. EXPLORING YOUR OWN COMMUNITY

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXIII</td>
<td>Rural Life</td>
<td>93</td>
</tr>
<tr>
<td>XXIV</td>
<td>Town Life</td>
<td>97</td>
</tr>
<tr>
<td>XXV</td>
<td>City Life</td>
<td>100</td>
</tr>
</tbody>
</table>

## UNIT H. PROBLEMS IN HUMAN RELATIONS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXVI</td>
<td>Race and Nationality</td>
<td>104</td>
</tr>
</tbody>
</table>
INTRODUCTION

After completing a survey\(^1\) of the teaching of sociology in the secondary schools I find that many teachers feel there is a need for the course on this level. Those who answered the survey questionnaire reveal that sociology is valuable because it helps the student to understand his personal problems and realize something of the problems of society. In practically all the schools contributing to the survey, sociology is a very popular course with the student because it lends discussions that appeal to his personal interests. The survey also reveals a need for textbooks, workbooks, reference material and other mechanical aids to help in presenting the subject.

As a teacher in sociology, on the secondary level, I realize its values. I also realize the need for material aids in teaching sociology. Therefore it has been my aim to construct a workbook that would help the teacher in presenting the subject, as well as to encourage social thinking on the part of the student. I have tried to present life situations to stimulate thinking rather than mere social facts. Our relationships are so numerous and our lives so complex that only as the individual learns to think for himself and solve his own

\(^{1}\) Refer to Research Questionnaire in appendix.
problems can be of service to others. The entire structure of freedom and self-government rests upon the idea of individual initiative and responsibility. We cannot begin too early in our efforts to awaken the student to the knowledge of his worth to the world. If the principles of sociology are applied to the student's thinking in the use of this workbook, I feel that the following objectives may be fulfilled.

My Objectives:

1. To show the importance of social relations in human behavior. Men seldom live in isolation. They live in groups and carry the influence of the group with them. As a result it takes co-operation to attain a high standard of living.

2. To give a balanced view of social life. It has not been my aim to stress the maladjustments of life. Rather I prefer the student should get the normal picture of the living, growing, working system which society is. He should be faced with the permanent wholesome social order characterized by change. He needs to realize that with change comes social problems that demand adjustment and reform.

3. To furnish a broad view of cultural development. Only when we realize the speed of culture change and the factors that operate such changes can we understand our social problems.
4. To develop a sympathetic attitude toward social life and problems. The student should learn to view the problems of all races with sympathy and understanding. Only as he can solve his own problems intelligently will he be able to do this.

5. Lastly, to develop an appreciation for the American way of life. This will take a knowledge of culture and the part it plays in shaping our personal relationships.
WORD TO THE TEACHER

This workbook is organized in three parts, with sufficient material for use as a full year's study if the teacher so desires. The first part is given to a study of our culture and its importance to us. Part Two presents the study of the institutions in our group life. It shows how necessary it is to work together to carry on the important activities of daily living. Part Three is devoted to our group problems, which develop because of the fast changing society and the complexities of our numerous contacts in group life. This part is a study to meet the social changes rather than the presentation of a sordid picture of maladjustments.

Each part is divided into units which lend themselves to further division into chapters. The chapters form integrated parts of the whole. In schools where two semesters are not given to the study of sociology, the teacher may choose the chapters according to the interest and needs of the class in developing the unit.

At the beginning of each chapter the objectives for class work are stated. These should be noted carefully before any plans for study are made. Unless the student feels the need of the objectives revealed, the lesson value loses significance.
The problems, questions and activities suggested in each chapter should lend subject matter which becomes a part of the student's experience. There is almost no end to the possibilities open to the alert teacher for developing new projects and activities.

The word study for each chapter should serve as a review of the material covered. Only as these words become a part of the student's vocabulary is he gaining concrete knowledge from the subject.

The summaries at the end of the chapters are not a substitute for text book reading. Rather they are the author's conclusion of the principles and problems presented in the chapter. The summary is significant only to the student's mind that is prepared for it.

The topics for oral and written class reports should lend much interesting discussion on material that is not found in the secondary text. This offers a form of research to the student and may inspire him to seek additional knowledge beyond the scope of the class recitation.

Part I lends itself to many interesting activities including personality studies. The student has a chance to examine his personality and may desire to take psychological tests. A sample of one may be found in the appendix. In determining facts concerning their heredity, students sometimes become very much interested. One teacher recently reported that some of her students
wrote letters abroad to enable them to find the facts concerning their ancestors. Also in connection with personality study comes a development of a philosophy of life. The student may be encouraged to express his personal views of life in writing. There may be a feeling of self-esteem and pride in the development of such a theme. It may lead to specific thinking in formulating a life purpose. A plan for this writing is also included in the appendix.

Co-operative activities should be developed in Part II with the units on group life. By investigating the institutions in the community the students become conscious of its needs and may be able to do some objective planning for the community improvement. Constructive surveys of the various institutions reveal their value in building citizens and the importance of co-operation in the promotion of group activities. By the use of the score card found in the appendix, the student may be helped in evaluating his own community in terms of a standard.

Part III presents the problems in group life. Many of these are extremely close to the student. The case study may be used in connection with the chapters on divorce, crime and poverty. The use of the panel discussion or the forum are interesting activities. They portray the various opinions of the students on the social problems of the day.
The reference texts suggested for study with this workbook are stated specifically at the end of the chapters. An effort has been made to keep within the bounds of several high-school texts in use today.

As a means of orientation the teacher may use "The Meaning of Sociology" on the following page in the introduction of the subject of Sociology.
THE MEANING OF SOCIOLOGY

I. Problems for Study.

1. List 5 definitions of sociology taken from textbooks, dictionaries, encyclopedias, or other references.

2. State in your own words the purpose of sociology as revealed by the definition.

3. Explain the following words:

(1) society
(2) behavior
(3) behavior patterns
(4) folkways
(5) mores

4. The study of sociology is primarily concerned with one of each of the following. Check the correct one in each pair.

(1) ____unusual events  ___everyday experiences
(2) ____the individual  ___the group
(3) ____the behavior of an isolated person  ___the behavior of the group
(4) ____heredity  ___environment
(5) ____the past  ___the present
(6) ____the natural environment  ___the social environment
(7) ____historic peoples  ___contemporary peoples
(8) ____the social frontier  ___the geographical frontier

5. What are some of the values you expect to derive from your study of sociology that will make you a more useful citizen of your community?

6. What are some of the problems that lie ahead for this generation?
7. What are some of the better things in our society?

8. Explain this statement: "Our task is to make society more safe, more stable and more harmonious."

---

UNIT A

DAWN AND GROWTH OF OUR CULTURE

CHAPTER I. BEGINNINGS OF OUR CULTURE

CHAPTER II. CULTURE CHANGE

CHAPTER III. GROWTH OF INSTITUTIONS
PART I

OUR CULTURE
CHAPTER I.

BEGINNINGS OF OUR CULTURE

Objectives: (1) To find what earlier peoples in other lands have contributed to our present American civilization. (2) To show how the blessings we enjoy today have been transmitted to us from the past.

I. Problems for Study.

1. Define culture.

2. How old is culture? By whom and how is its age determined?

3. List 5 elements included in the culture of every people.

4. Name a culture complex and its corresponding traits in primitive society. What traits might be added to the same complex today?

5. Explain the difference between material culture and non-material culture.

6. Check the following culture traits as material, (m) or non-material, (n.m).

   (1) art          (6) house
   (2) books       (7) hammer and nails
   (3) weapons     (8) wheat
   (4) law         (9) language
   (5) religion    (10) recreation

   (Add 10 others to the list)

7. What material trait might characterize the culture heritage of:

   (1) The Eskimo
   (2) The Chinese
   (3) The Hindu
   (4) Southern U.S.
   (5) Western U.S.
   (6) Eastern U.S.
8. List material culture traits in today's society not present in the culture of:

(1) Prehistoric peoples
(2) Ancient peoples
(3) Medieval peoples
(4) Peoples of 1800 in U.S.

9. Be able to explain one of the following statements:

(1) Culture is the "Mother of Invention".

(2) The stage at which culture has arrived is more important than the genius of a given inventor.

(3) If we wish to make a better society we need to know something of how our society developed.

10. Complete the following charts:

<table>
<thead>
<tr>
<th>Culture Periods</th>
<th>Inventions and Discoveries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Old Stone Age</td>
<td></td>
</tr>
<tr>
<td>(2) New Stone Age</td>
<td></td>
</tr>
<tr>
<td>(3) Bronze Age</td>
<td></td>
</tr>
<tr>
<td>(4) Iron Age</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primitive Man</th>
<th>His Characteristics and Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Cromagnon</td>
<td></td>
</tr>
<tr>
<td>(2) Neanderthal</td>
<td></td>
</tr>
<tr>
<td>(3) Stone Age Man</td>
<td></td>
</tr>
<tr>
<td>(4) Bronze Age Man</td>
<td></td>
</tr>
</tbody>
</table>

II. Word Study

1. paleolithic  5. cuneiform
2. neolithic   6. hieroglyphics
3. primitive   7. social heritage
4. prehistoric 8. Universal culture heritage
SUMMARY

Every man is born into a culture heritage which surrounds him with the material and non-material traits of the past generations. This heritage determines in part the tastes, beliefs, ideas, judgment and standards which the individual uses in his every day living. It provides the tools, the skills and knowledge which help to determine his standard of living. Each culture has a history of its own and differs in details from all others. But each satisfies the same needs of man. The advance of culture depends upon the ability of man to use language, tools, beliefs, customs, sentiments, moral standards and institutions.

References for the Student

Gavian, Gray and Groves, Our Changing Social Order, Chap. 3.
Landis and Landis, Social Living, Chap. 5.
Patterson, Little and Burch, American Social Problems, Chap. 5.

References for the Teacher

Blackmar, F. W., History of Human Society, Chap. 1.
Blackmar and Gillin, Outlines of Sociology, Chap. 4.
Smith, Marion B., Survey of Social Science, Chaps. 1 and 2.
CHAPTER II.

CULTURE CHANGE

Objectives: (1) To learn some conditions affecting culture change. (2) To learn the importance of culture change in history.

I. Problems for Discussion.

1. Explain how culture changes: (1) through failure of each generation to copy the culture of its ancestors (2) through invention and discovery (3) through borrowing.


3. Explain the effect of contacts with other cultures on civilization.

4. Give an example of an isolated culture.

5. Tell the fundamental changes made in social life by the following inventions:

   (1) cotton gin
   (2) steam engine
   (3) the automobile
   (4) printing press

   (Add to the list)

6. What is cultural lag? List 3 cultural lags conspicuous in our society today.

7. How may destructive revolution be prevented when culture changes take place?

II. Problems for Study.

1. Select some complex modern machine as the automobile. List other inventions that had to be made before this machine could be produced in its present form.
2. List important inventions made in the 20th Century.

3. Prepare a written or oral report describing the part some great man as Edison, Washington, Lincoln or Pasteur, played in bringing about culture changes.

4. Be able to state in one sentence some part the following play in accumulating culture:

(1) language (10) pottery
(2) tools and weapons (11) weaving
(3) clothing (12) houses
(4) fire (13) wheel
(5) the boat (14) metals
(6) art (15) mathematics
(7) domestication of animals (16) lifting devices
(8) agriculture (17) social institutions
(9) bow and arrow (18) writing

5. List the important inventions or discoveries made by the following peoples which you use today:

(1) Paleolithic
(2) Neolithic
(3) Egyptians
(4) Greeks
(5) Romans

III. Words for Study.

(1) diffusion (6) crisis
(2) cultural lag (7) social disorganization
(3) perspective (8) contact
(4) conservative (9) evolution
(5) isolation (10) technological

SUMMARY

Some degree of culture change occurs in every human group, from the life of the primitive man to the complex nation. Usually change takes place so slowly that it does not disrupt the social life of the group. It is not noticed except with the aid of the long-time view of history. Culture grows by accumulation. Our civilization has been
accumulating for thousands of years. The men of the Old Stone Ages made discoveries that formed a basis for later culture growth. Each succeeding generation added some important item of invention and discovery. Social institutions developed before written history. The discovery of useful metals and invention of writing each marked the beginning of a new period in the history of civilization.

Culture has accumulated faster in historic times, with the material parts of culture growing more rapidly than the non-material parts. The culture of the world changes through invention and discovery and by borrowing from preceding ages. Crises which bring about new problems often result in culture change. A new invention may create a change in the social world. Unless social adjustments can be made, destructive revolutions may result. Thus the study of culture change should help us to see the causes of many of our social problems.

References for the Student

Arnold, J. I., Challenge to American Youth, Chap. 3.
Landis and Landis, Social Living, Chap. 7.
Quinn and Repke, Living in the Social World, Chap. 5.
References for the Teacher

Davis and Barnes, *Introduction to Sociology*, Chaps. 1 and 2.
Smith, Marion B., *Survey of Social Science*, Chap. 5.
Young, Kimball, *Source Book of Sociology*, Chap. 5.
CHAPTER III.

GROWTH OF INSTITUTIONS

Objectives: (1) To trace the development of institutions. (2) To understand the significance of institutions in our life today.

I. Questions for Discussion.

1. Explain the meaning of custom, folkways, more and taboo.
   (1) Show how institutions developed in relation to these terms.
   (2) Develop a definition for institution from this relationship.

2. Complete the following chart:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Methods of Control</th>
<th>Personnel</th>
<th>Properties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Show by illustration how we are controlled in our daily living by:
   Control
   Specific Example or Influence

   (1) Political Institutions
   (2) Economic
   (3) Religious
   (4) Educational
   (5) Social Groups

4. Give an example of recent or pending changes in any institution of modern society.
5. Can you give some reasons why institutions resist change?

II. Problems for Research.

1. Find out what we owe our earlier ancestors in the development of our institutions.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Earlier Ancestors</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (Family Life</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Write a report on one of the following early families: Roman, Greek, Egyptian or Chinese.

3. Compare Colonial family life in New England with that of the Southern or Western United States.

4. Designate which of the following are customs and which are mores in our society today:

   (1) Eating three meals a day.
   (2) Marriage of one man to one woman.
   (3) Gentleman tipping hat to lady.
   (4) Gentlemen shaking hands.
   (5) Not telling disagreeable truths to associates.
   (6) Not copying homework from another's paper.
   (7) Wearing black to funeral.
   (8) Going to church on Sunday.

   (Be prepared to give further examples of customs and mores in our society today.)

5. Show how customs or mores have become laws.

6. Illustrate the following terms:

   (1) Discarded taboos.
   (2) Old taboos still significant.
   (3) New taboos.

III. Oral Reports.

1. Taboos Through the Ages.
3. Customs of the Orientals.
4. Origins of our Common Customs.
5. Church in the Middle Ages.
IV. Word Study.

1. institution 8. ethics
2. tradition 9. cultural inertia
3. matriarchal 10. customs
4. patriarchal 11. folkways
5. conservation 12. common law
6. cake of custom 13. political law
7. tyranny of custom 14. taboo

SUMMARY

Social life centers around group relations or institutions. They exist for long periods of time with little change. Even in a rapidly changing civilization the basic institutions as the family, the church or the school change so slowly that the members of one generation scarcely notice the alterations. The types of institutions used today are essentially the ones used by our ancestors.

Every institution serves the function of satisfying some human need. It makes use of material property and definite forms of behavior to carry out its purpose. The institutional pattern furnishes a mold which shapes the form of numerous concrete social groups. The influence of custom, sentiments and symbols may cause an institution to lag behind social needs. If it does not meet new conditions it will not perform its functions efficiently. When symbols become sacred and valuable they hinder rather than help the institution in its task of satisfying human needs.
References for the Student


References for the Teacher

Young, Kimball, *Source Book of Sociology*, Chap. 5.
UNIT B

OURSELVES AND CULTURE

CHAPTER IV.  HEREDITY AND ENVIRONMENT
CHAPTER V.  OUR NATURAL ENVIRONMENT
CHAPTER VI.  OUR SOCIAL ENVIRONMENT
CHAPTER VII.  PERSONAL BEHAVIOR
CHAPTER VIII. PERSONALITY MADE AND MARRED
CHAPTER IX.  MALADJUSTED INDIVIDUALS
CHAPTER IV.

HEREDITY AND ENVIRONMENT

Objectives: (1) To take into account the factors that make us what we are. (2) To discover what part heredity and environment play in the making of a person.

I. Problems for Study and Discussion.

1. Here is a list of various human characteristics. Try to decide which are definitely inherited (H); which are the result of environment (E); and which are due to both heredity and environment, (H & E). Check accordingly.

   (1) color of eyes    (8) deafness
   (2) disposition     (9) musical talent
   (3) height          (10) untidiness
   (4) hay fever       (11) bow legs
   (5) poor eyesight   (12) ability to cook
   (6) straight or curly hair (13) indigestion
   (7) athletic ability (14) shape of nose

2. How would you define heredity?

   (1) Distinguish between racial heredity and ancestral heredity.

   (2) Give some of the racial traits that distinguish the following peoples from the white men:

      a. Chinaman ____________________________
      b. Indian ______________________________
      c. Negro ______________________________

3. Explain the meaning of environment.

   (1) Distinguish between social and physical environment.

4. Indicate one or more points in which heredity and environment differ.

5. Define gene and chromosome.
II. Library Study.

1. Study the life of Paavo Nurmi. What do you conclude made him a successful runner?

2. Study Weismann’s experiment with the 19 generations of mice. What did it prove concerning heredity?


4. Find and record some facts on "Inheritance of Acquired Characteristics."

5. Report on one of the following families: The Jukes, Edwards or Kallikaks.

6. Identify Mendel.

7. What knowledge concerning reproduction was obtained by Thomas Hunt Morgan?

8. Read John Locke’s description of the mind at birth.

9. Why do you think human minds are different at maturity?

10. Read the disastrous effects hemophilia has had on certain branches of European royalty.

   (1) What is hemophilia?
   (2) What sex transmits it?
   (3) What sex has it?
   (4) What other diseases are passed on by heredity?

III. Further Discussion Questions.

1. Can a coach make a first class basketball player out of any normal person by training him sufficiently in technique? Explain.

2. What is your interpretation of the statement that "all men are created equal"?

3. Does the following statement emphasize heredity or environment: "I am a part of all whom I have met"? Explain.

4. Why is it impossible for any two persons to be exactly alike?
5. Do all individuals with ability in music develop into fine musicians?

6. According to your conclusions, which of the following are the products of heredity:

(1) conduct   (5) physical traits
(2) height    (6) mental capacity
(3) personality (7) information about life
(4) your skills

7. What traits are not inherited but are frequently thought to be?

IV. Activities.

1. Trace your ancestors to your great grandparents' generation. Enter the date of their birth and death and indicate their physical characteristics.

<table>
<thead>
<tr>
<th>Paternal</th>
<th>Maternal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Grandparents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grandparents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual</th>
<th></th>
</tr>
</thead>
</table>
2. Arrange a chart showing the occupations of your ancestors for three generations.

<table>
<thead>
<tr>
<th>Father's Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grandfather's Occupation (Paternal)</th>
<th>Grandfather's Occupation (Maternal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Great Grandfather's Occupation (Paternal)</th>
<th>Great Grandfather's Occupation (Maternal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Summarize your findings and determine whether or not it helps you to understand your physical make up, your interests and your abilities.

V. Word Study

(1) gene
(2) dominant characteristics
(3) identical twins
(4) mutation
(5) Nordic
(6) siblings
(7) recessive character
(8) mental defective
(9) acquired characteristics
(10) ethnic group
(11) intelligence quota
(12) homo sapiens
(13) albinism

SUMMARY

All characteristics are both hereditary and environmental. The genes set a limit beyond which the individual cannot develop. But most human beings are able to develop beyond the place which they attain. If native abilities are stimulated in early life they are more apt to develop than if stimulation starts later. Environmental conditions explain many differences between people. It is likely that racial differences can be explained through the fact that environmental conditions are the deciding factors in racial development.
References for the Student


References for the Teacher

Davis and Barnes, *Introduction to Society*, Bk. II., Part II.

Ogburn and Nimkoff, *Sociology*, Chap. 5.


CHAPTER V.

OUR NATURAL ENVIRONMENT

Objectives: (1) To understand the influence of environment upon men of different cultures. (2) To discover the relation between civilization and natural environment.

I. Study Problems.

1. List 3 favorable effects of geographical environment on man.

2. List 3 unfavorable effects of geographical environment on man.

3. State a number of ways by which man controls his natural environment.

4. What geographical factors are beyond man's control?

5. "The soil is the life blood of a nation." Can you justify this statement?

6. "Geography provides the brick and mortar but culture supplies the architect's plan." Restate in your own words.

7. Explain the difference in work habits in the three types of zones.

8. List some geographic obstacles in the U. S. that were successfully brought under control.

II. Problems for Research.

1. What were the geographical problems of Byrd's expedition to the South Pole?

2. List some of the important resources of the United States that the American Indian did not use.
3. List the outstanding resources of Tierra del Fuego.

(1) What are some of the things considered essential to us that we would not find in Tierra del Fuego?

4. Make a list of geographical features in your community and show how they influence its development.

5. Construct a map of the Western Hemisphere illustrating the relation of rainfall to population density.

6. Report on some preliterate people who live in a small isolated group with few outside contacts. Explain their backwardness.

7. Show how sports are dependent upon geographic environment.

8. Compare the architecture of the Eskimos and the Fiji Islanders. How does your comparison show the significance of natural environment?

9. Which of the following places would you consider the most favorable for the development of a high civilization? Give reasons for your choice.

   (1) Alaska  (2) Palestine  (3) Hawaii  (4) France  (5) Madagascar  (6) Siberia

**SUMMARY**

Man is rooted in the earth. All of his activities, as work, play, love, and worship, are affected by the environment in which he lives. The importance of geographic factors in social life cannot be denied. Nature furnishes food, shelter and clothing. It sets limits to man's behavior. It provides rich regions and poor ones. It sets barriers to travel and provides routes along which men move. Climate changes the shape of man's body and
increases or lowers his supply of energy. Geographic conditions may set a favorable situation which enables culture to operate. Only by starting with culture can it be explained why the white population has developed the city of New York, where the Indian had only a small village.

References for the Student

Arnold, J. I., Challenges to American Youth, Chap. 2.
Landis and Landis, Social Living, Chap. 2.
Patterson, Little and Burch, American Social Problems, Chap. 3.
Quinn and Repke, Living in the Social World, Chap. 6.

References for the Teacher

Blackmar, F. W., History of Human Society, Chap. 8.
Davis and Barnes, Introduction to Sociology, Bk. II., Part I.
Ogburn and Nimkoff, Sociology, Chap. 4.
Smith, Marion B., Survey of Social Science, Chap. 4.
CHAPTER VI.

OUR SOCIAL ENVIRONMENT

Objectives: (1) To understand the significance of social environment. (2) To realize the importance of social control.

I. Questions for Study.

1. What is meant by the term social environment?

2. What are the two basic means of social control?
   (1) Why do people imitate others?
   (2) Why do they follow suggestions?

3. What persons are less responsive to suggestion and imitation?

4. What is the meaning of the following statement?
   "No man really acts independently of the influence of his fellow men."

5. In what social groups do you personally co-operate? Why do you?

6. What other organized social groups are there in your community?

7. What characteristics have the following groups in common?
   (1) the state           (4) a lodge
   (2) the bank           (5) a reading club
   (3) the school         (6) a political party

8. What is the difference between winning social approval through conforming and through distinction? Can you give a specific example of each?

9. What physical characteristics of individuals cause them to associate together?

10. What physical differences might keep them from associating together?
11. What is law? Does it tend to make persons obey? What are its chief weaknesses as a means of social control? Give examples.

12. Why do large cities need efficient police forces and preliterate groups do not?

13. Show by illustration how the following are forms of social control.

1. ceremony and ritual
2. propaganda
3. art and religion
4. superstition
5. education

II. Special Reports.

1. Monks of Mt. Athos.
2. Life in the Amana Colony.
3. Little Sicilies.
4. Effects of Isolation in the Kentucky Mountains.

(Be sure to point out the method of social control in the group you choose for your report.)

III. Word Study.

1. association
2. socialization
3. gregariousness
4. innovation
5. imitation
6. independence
7. interdependence
8. evolutionary
9. revolutionary
10. cumulative
11. invention

IV. Activities

1. Arrange a chart and list the following:

(1) Things I do because of law.
(2) Things I do because of public opinion.
(3) Things I do because I prefer to do them.

2. List the forms of social control you can observe in your school, your home, and your community. Arrange them in order of their importance.
3. Collect cartoons or newspaper clippings to illustrate the devices used to sway public opinion by:

(1) name calling  (5) plain folks
(2) glittering generalities  (6) card-stacking
(3) transfer device  (7) the band-wagon
(4) testimonials

SUMMARY

Groups control their members' actions by folkways and mores, critical agreement, and force of law. Folkways and mores are supported by beliefs, sentiments and emotions which constitute public opinion. This type of control works more effectively in isolated groups but they also extend into the relations of complex social life.

When groups come into contact which have different mores and customs a new type of control becomes necessary. A new rule will have to be agreed upon. But when group relations become so complex that new rules are not accepted or obeyed it is necessary to establish laws. Laws use force to compel persons to obey its rules. Law cannot control thoughts and desires but it is necessary to check undesirable behavior.

References for the Student

Landis and Landis, Social Living, Chaps. 3, 4, and 9.
Patterson, Little and Burch, American Social Problems, Chaps. 1 and 2.
Quinn and Repke, Living in the Social World, Chaps. 1 and 11.
References for the Teacher

Davis and Barnes, *Introduction to Sociology*, Bk. II., Part IV.

Ogburn and Nimkoff, *Sociology*, Chaps. 6 and 7.


CHAPTER VII.

PERSONAL BEHAVIOR

Objectives: (1) To study the difference between man and lower animals. (2) To realize the importance of individual adjustment in the social life.

I. Questions for Discussion.

1. What is meant by human behavior?

2. Why is man’s behavior more complex than that of other animals?

    (1) State the advantages man has over beasts.

3. Distinguish between learned and unlearned behavior.

4. What is an instinct?

    (1) What caution should be observed in speaking of instincts in human beings?

5. Give an example of a reflex. Tell what they are.

6. In what period of life are most of the reflexes ready for use?

7. Name the two basic emotions with which we are born. What emotion is acquired?

8. How may our emotions prove harmful? of value?

9. Describe the four wishes which account for most of our behavior.

    (1) Are these wishes equally strong through life?
    (2) Which is most important to happiness? In youth? In old age?
    (3) Which is least easily satisfied?
    (4) Which is most easily satisfied?

10. Is the realization of all four wishes necessary if one is to be happy and well adjusted? Explain.
II. What is a habit? Make a list of your daily actions that are habits.

II. Problems for Study.

1. Each of the following is a desire to fulfill one or more of the four wishes. Indicate the wish that is probably responsible for the behavior.

- Saving one's money.
- Going to Church.
- Choosing and preparing for an occupation.
- Going to a moving picture.
- Showing off before company.
- Working for high marks at school.
- Looking for someone with whom to play or talk.
- Paying marked attention to one's appearance.
- Choosing a life mate.
- Boasting of one's accomplishments.
- Going on a tour.

2. Classify each of the following as a reflex, tension, emotion, random movement, or habit.

- Trembling when afraid.
- The decision to stop studying and go to bed.
- Crying out when startled.
- The crying of a hungry baby.
- The desire to be cuddled.
- The regular use of the toothbrush.
- Turning pale when insulted.
Gurgling sounds of a baby.

Twitching of the facial muscles.

Smiling when someone does you a favor.

Blinking the eye.

III. Projects.

1. Name your goal and explain the drive that propels you to that goal.

2. What drives seem to dominate your behavior?

3. What drives are most prominent in the lives of: George W. Carver, Marie Curie, Abraham Lincoln, Dorothea Dix, and Theodore Roosevelt? Mention others.

IV. Word Study.

1. behavior
2. instinct
3. habit
4. emotion
5. reflex
6. anxiety
7. immaturity
8. frustration
9. tension
10. drives
11. wishes
12. random movements
13. conditional reflex
14. eugenics

SUMMARY

Man belongs to the animal kingdom. The human body is superior to other animals in brain, vocal apparatus, hands, erect posture and long-continued immaturity. These qualities help man to develop and use a complex heritage. Man's social impulses and his culture separate him from other animals.

All behavior results from the effort of the human organism to adjust to its surrounding. When the organism is moving successfully toward a goal, all the parts function
smoothly and there is a feeling of well-being and harmony. This makes for social relationships of high quality. When the organism encounters an obstacle in its path, the internal drives are blocked and fear and anger are aroused. This makes for low quality social relationship.

As culture advances it becomes easier for men to fulfill the wishes that are common to all human beings. Obstacles that block the human drives are being removed by society. This helps human nature to become better adjusted and therefore happier.

Some of the basic drives and wishes may be overstimulated. When this happens the individual is likely to become frustrated. He is not able to reach his goal. Love is the emotion that is beneficial to the human organism and society. As more of one's behavior is motivated by love, rather than fear and anger, a higher level of well-being is reached.

References for the Student

Arnold, J. I., Challenges to American Youth, Chap. 1.
Gavian, Gray and Groves, Our Changing Social Order, Chap. 8.
Landis and Landis, Social Living, Chap. 8.
Quinn and Repke, Living in the Social Order, Chap. 12.
References for the Teacher

Bogardus, E. S., Contemporary Sociology, Chap. 5.
Cuber, J. F., Sociology, A Synopsis of Principles, Part III.
Ogburn and Nimkoff, Sociology, Part II.
Young, Kimball, Source Book for Sociology, Chap. 5.
CHAPTER VIII.

PERSONALITY MADE AND MARRIED

Objectives: (1) To learn of the various types of personality. (2) To develop consciousness in the importance of personality. (3) To help the individual to work for the well-rounded personality.

I. Problems for Study.

1. Develop a definition for personality.
   (1) Upon what does personality depend?

2. What are desirable personality traits that girls like in boys? Boys in girls? Give your reasons.

3. What is an attitude?
   (1) List 6 or more pairs of opposite attitudes.

4. Which of the following reactions do you think are due to one's feeling of inferiority to others:
   - Jealousy.
   - Boastfulness.
   - Habit of praising others.
   - The attempt to attract attention.
   - Unwillingness to wait one's turn.
   - Pleasure in success of others.
   - Touchiness or sensitive to slights.
   - Ability to accept criticism gracefully.

5. Before each item in the following, indicate if the characteristic reveals an extroverted personality (E) or an introverted personality (I).
   - Fond of entertaining.
   - Enjoys research.
   - Requires opinions of his friends.
   - Enjoys being alone.
   - Quickly seeks company when left alone.
   - May become a political or social leader.
6. In the list below indicate if the occupation calls for an ascendant person (A), or a submissive person (S).

_______ Salesman
_______ Domestic worker
_______ Teacher
_______ Factory worker
_______ Public health nurse
_______ Store clerk
_______ Librarian
_______ Stenographer
_______ Alderman
_______ Janitor
_______ Factory foreman
_______ Bus driver

7. How does a well-socialized person differ from one who is unsocial? Antisocial? Give an example of each type.

II. Activities.

1. List the various personality traits of your brothers and sisters, individually. Compile a list of your personality characteristics. Compare each of your brothers and sisters with yourself in respect to personality traits and organization. Can you account for the difference?

2. Analyze your own personality in light of your experiences and determine which traits contributed most to your success and which to such failures as you have had.

3. Name the factors which are playing the biggest part in shaping your personality. Decide whether each is helpful or harmful.

4. What persons in your school or community appear to have well-rounded personalities? Why do you think so?

5. Listed are several ways of improving your relations with people. Study them carefully and add others.

   (1) Listen attentively to what others say.
   (2) Respect others' opinions.
   (3) Do favors for others.
   (4) Avoid senseless arguments.
6. Desirable personality traits are necessary to success in human relations. (Make similar generalizations of your own concerning personality.)

7. List your chief prejudices. Consider how you might dispose of them.

SUMMARY

Desirable personality traits are essential to success in human relations. Well-rounded personalities get through life easily. They meet life's situations successfully. But the great majority of people are not well-rounded. There are so many things in modern life which make it difficult to develop a well-rounded personality. The mass will tends to prevent personalities from developing. The individual who allows his personality to develop instead of becoming warped has gone a long way toward solving his personal problems and is ready to participate in dealing effectively with problems in society.

References for the Student

Bleich and Baumgartner, The Challenge of Democracy, Chap. 2.
Gavian, Gray and Groves, Our Changing Social Order, Chap. 7.
Goslin, Storen and Goslin, American Democracy Today and Tomorrow, Chap. 4.
Landis and Landis, Social Living, Chap. 12.
References for the Teacher

Bogardus, E. S., *Leaders and Leadership*, Parts IV and V.


Young, Kimball, *Source Book for Sociology*, Chap. 5.
CHAPTER IX.

MALADJUSTED INDIVIDUALS

Objectives: (1) To study causes of maladjustments, (2) To suggest solutions for lessening maladjustment.

I. Questions for Discussion.

1. Outline the steps in attaining mental maturity.

2. Why does delinquency most often begin during adolescence?

3. In our society what are the special difficulties of the old?

4. Why is disappointment often met with phantasy?

5. Explain how daydreaming, identification and consolation serve as means of escape from disappointment or unpleasant situations.

6. Give examples of repression, regression, and projection.

7. Classify as repression, regression, rationalization, identification or compensation the following types of reaction:

   (1) Amnesia, a prolonged state of forgetfulness.

   (2) The temper tantrum.

   (3) A certain boy’s fainting spells which came on whenever he was getting the worst of it in a fight.

   (4) Tyranny of certain men whose desire for superiority has been frustrated.

   (5) Silas Marner’s happiness in the child Eppie.

   (6) The statement by a quarrelsome person that “it is the principle of the thing that I object to.”
8. What is neurosis?

(1) Name two classes.
(2) Give treatment.

9. What is psychosis?

10. When is a person considered insane?

11. What causes mental diseases?

12. Why is there a need for mental hygiene?

13. What is mental health?

14. What are the essentials of good mental health?

15. State three rules of mental health.

16. Write a sentence to characterize:

(1) adolescence (10) compensation
(2) senescence (11) regression
(3) maturity (12) repression
(4) daydreaming (13) amnesia
(5) rationalization (14) neuroses
(6) identification (15) psychoses
(7) projection (16) neurosthenia
(8) procrastination (17) hysteria
(9) consolation

SUMMARY

The central problem for every human being to face is how to adjust himself to the people around him. Mental hygiene is as important as physical hygiene in making personal and social adjustments. To build up and maintain satisfactory human relationships we must produce wholesome,
balanced, integrated personalities which are able to cope with life situations.

References for the Student

Allen and Briggs, *If You Please* (Incl.)
Crow, Alice and Lester D., *Learning to Live With Others.* (Incl.)
Uhl and Powers, *Personal and Social Adjustment.* (Incl.)

References for the Teacher

Elliott and Merrill, *Social Disorganization,* Chap. 32.
Smith, Marion B., *Survey of Social Science,* Chap. 35.
PART II

OUR GROUP LIFE
UNIT C

OUR PRIMARY INSTITUTIONS

CHAPTER X. THE FAMILY

CHAPTER XI. MARRIAGE
CHAPTER X.

THE FAMILY

Objectives: (1) To understand the functions of the family.
            (2) To examine the changing American family.

I. Questions and Problems.

1. What is a family?

2. What basic functions does the family fulfill in every civilization?

3. What traditional functions has the family lost? What has been the effect on the life of the family?

4. Below are listed 12 functions of the family. Check the ones that are less important today than they were in the past.¹

   (1) Protect the helpless offspring.
   (2) Protect members of the family from law breakers.
   (3) Supply the child with formal education.
   (4) Satisfy the parents' desire for response.
   (5) Develop attitudes of loyalty and sacrifice.
   (6) Provide food, shelter and luxuries.
   (7) Supply recreational needs of members of the family.
   (8) Family worship and religious instruction.
   (9) Keep parents from becoming old and set in their ways.
   (10) Develop biological infants into cultured beings.
   (11) Select marriage mate for offspring.
   (12) Determine life's work for the offspring.

5. Some of the traits below refer to families of other societies or to the past family of our own society. Other traits are peculiar to our American family today. Check accordingly.²

² Paul H. Landis, Problems in Social Living, a workbook to accompany Social Living by Landis and Landis, pgs. 94 and 95.
(1) Parents choose mates.
(2) Polygamy.
(3) Romance the basis for choosing mate.
(4) Mobility scatters family members.
(5) Formal education for parenthood.
(6) Dissimilar culture backgrounds of those mating.
(7) Child an economic asset in the home.
(8) Mental conflict over choice between marriage or career on the part of the girl.
(9) Outside institutions influencing the child at an early age.
(10) Practice of polyandry.

6. Contrast family life in the city and on the farm. Include the following suggestions:

(1) Roles played by various members.
(2) Functions of religion and recreation and economics.
(3) Courtship.
(4) Culture backgrounds in mating.
(5) A typical evening in each family.

7. To what extent and for how long should a child obey his parents? Give reasons.

8. At what age are children no longer dependent on their parents for support? For guidance?

9. List a number of activities that have passed from the home to various agencies or institutions. Give reasons for the change.

10. Explain: "The family is a mirror of social welfare."

11. In what ways do children help to satisfy the desires of parents in modern social life?

12. What is society doing to preserve family life? Is the value of family life worthy of such efforts?
II. Community Activities. (Choose one)

1. What problems confront the families in your community? List five, and be able to offer a solution.

2. What present day trends are present in family life in your community? Classify them as ones that should be encouraged or discouraged.

3. Interview 8 or 10 adults in your community. Get their opinion as to what should be done to help young people choose mates and improve local family life. Write a report from your findings.

4. Study a family that appears to be stable. Write a case study of this family and reveal the factors that you think contribute to this stability.

III. Class Reports.

1. Find information on a large family group, as Chinese, Samoan, Indian or Pioneer family.

2. Outline the family life of birds, bees, ground squirrels or other animal.

3. Write a report on "The Origin of the Family".


5. Report on family life through the ages.

SUMMARY

Family life is the oldest of human institutions. It is the most important unit of social control. The family furnishes the basic pattern for socializing the child. Some sort of family life exists in every civilization. While the forms of the institution may vary there are always two basic functions present in every family; physical care and denaturalization of the human infant. The many other services that the family performs differ with time and place.
In the United States the father is held responsible for the behavior and welfare of his children. The mother serves as a guardian, guide and teacher. The child owes obedience to his parents but his chief responsibility is preparation for his role as an adult in society.

In modern American life the family is undergoing a number of important changes. The growth of our material culture has lessened the influence of the family on the individual. But a glance at history indicates that family life has survived through the tests of society in all past ages.

References for the Student

Arnold, J. I., Challenges to American Youth, Chap. 4.
Bogardus and Lewis, Social Life and Personality, Unit II.
Gavian, Ruth W., Society Faces the Future, Chaps. 10 and 12.

References for the Teacher1

Baber, Ray E., Marriage and the Family.
Burgess and Locke, The Family.
Elmer, M. C., The Sociology of the Family.
Truxal and Merril, The Family in American Culture.

1The nature of these books would warrant profitable study in full by the teacher.
CHAPTER XI.

MARRIAGE

Objectives: (1) To study some important factors in choosing a mate. (2) To realize some problems in married life.

I. Questions and Problems.

1. What is the "romantic fallacy"?

2. State several reasons for marriage.

3. What important functions does marriage perform in social life?

4. In what way does the marriage pattern in our civilization differ from that of other cultures?

5. Explain and give the test of:

   (1) Emotional maturity.
   (2) Intellectual maturity.
   (3) Social maturity.

6. What is the purpose of the courtship period?

7. Give two examples of biological restrictions in marriage.

8. What is meant by cultural restrictions in marriage. Give examples.

9. Discuss the following factors in relation to choosing a mate.

   (1) Basic common interests.
   (2) Freedom.
   (3) Tolerance.
   (4) A sense of humor.
   (5) Sex adjustment.
   (6) Physical appearance.
   (7) Companionship.
10. Rate yourself according to satisfactory, unsatisfactory, or doubtful in the following factors of mating:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What My Wife Should Expect of Me.</strong></td>
<td><strong>What My Husband Should Expect of Me.</strong></td>
</tr>
<tr>
<td>(1) Health</td>
<td>(1) Health</td>
</tr>
<tr>
<td>(2) Sound health habits</td>
<td>(2) Sound health habits</td>
</tr>
<tr>
<td>(3) Good heritage</td>
<td>(3) Good heritage</td>
</tr>
<tr>
<td>(4) Adequate income</td>
<td>(4) Homemaking skill</td>
</tr>
<tr>
<td>(5) Business judgment</td>
<td>(5) Business judgment</td>
</tr>
<tr>
<td>(6) Respect for her independence</td>
<td>(6) Good breeding</td>
</tr>
<tr>
<td>(7) Good breeding</td>
<td></td>
</tr>
</tbody>
</table>

**Boys and Girls**

**Factors of Importance to Both**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Mutual liking</td>
<td>(6) Thoughtfulness</td>
</tr>
<tr>
<td>(2) Common interests</td>
<td>(7) Similar ideals</td>
</tr>
<tr>
<td>(3) Mutual encouragement and inspiration</td>
<td>(8) Confidence and trust</td>
</tr>
<tr>
<td>(4) Self-restraint</td>
<td>(9) Love of children</td>
</tr>
<tr>
<td>(5) Cooperation</td>
<td>(10) Constructive attitude toward sex</td>
</tr>
</tbody>
</table>

11. List several important questions that every young person should answer before considering marriage.

Sample question: (1) Does each of us have the physical and mental traits that guarantee reasonable hereditary equipment to the children we may have?

12. List ten qualities, in order of their importance to you, which your future mate should possess.

13. Explain why the following statements could be true:

(1) The divorce rate is higher in the city than in the country.
(2) Married men live longer than single men.
(3) Long courtship is conducive to permanency in marriage.

---

14. In what ways has the Industrial Revolution affected marriage and the family?

II. Matching Exercise.¹

1. polyandry         a. state of being unmarried.
2. monogamy          b. "father centered" family.
3. matriarchate      c. marriage out of the social group.
4. patriarchy        d. marriage within the social group.
5. celibacy          e. the science of being well born.
6. eugenics          f. husband and wife play equal part in the family life.
7. adultery          g. the state of being married.
8. polygyny          h. "mother-centered" family.
9. polygamy          i. one wife and one husband.
10. marital           j. plurality of either husbands or wives.
11. equalitarian      k. unfaithfulness of husband or wife.
12. exogamy           l. more than one husband.
13. endogamy          m. more than one wife.

III. Written Reports.

1. Prepare a report on the historical significance of the wedding ring, the honeymoon, the best man and the bridesmaids.

2. Give the history of American courtship.

3. Write a case study of a young married couple. Tell why you think they are well suited according to the factors we have selected as important in choosing a mate.

SUMMARY

Marriage in America is popularly spoken of as a gamble. Judging from the increasing divorce rate it seems to be growing more hazardous each year. The trouble, no doubt, lies in the failure to choose the right mate. Marriage based on the "romantic tradition" is quite often a lottery.

Since American custom now leaves the choice of mates largely to the youth, the need of preparation for marriage and the family is obvious. It is well for all young persons to test themselves for marriage by asking questions regarding their own fitness and the fitness of the one they expect to marry.

References for the Student

Gavian, Gray and Groves, Our Changing Social Order, Chap. 13.
Landis and Landis, Social Living, Chap. 13.
Quinn and Repke, Living in the Social World, Chap. 15.

References for the Teacher

Baber, Ray E., Marriage and the Family.
Elmer, M. C., The Sociology of the Family.
Landis, Paul, Your Marriage and Family Living.
Truxal and Merrill, The Family in American Culture.
UNITED

OUR SECONDARY INSTITUTIONS

CHAPTER XII. THE SCHOOL AND EDUCATION
CHAPTER XIII. THE CHURCH AND RELIGION
CHAPTER XIV. OUR ECONOMIC ORDER
CHAPTER XV. OUR GOVERNMENT
CHAPTER XII.

THE SCHOOL AND EDUCATION

Objectives: (1) To understand the importance of the school in modern society. (2) To instill a sense of appreciation for the advantage of education.

I. Questions and Problems.

1. Define education.

2. Education involves three functions: (1) teaching the cultural heritage of the past (2) training students for life by helping them to learn to adjust to their environment (3) enriching the world in which students live. Write a paragraph in explaining each of these functions.

3. Do most students fail to get all they could out of their years at school? Which of the following possible reasons do you consider most responsible?

   (1) Poor teachers.
   (2) Inadequate curriculum.
   (3) Poor guidance material.
   (4) Dislike for school.
   (5) Courses too difficult and uninteresting.
   (6) Student can’t see relationship between school and life.

4. Should schools today offer more than courses of instruction? Does your school offer opportunity for health education, training in the arts, social activities, or personality development?

5. Would a large expenditure for schools and education mean better citizens? Can you think of a better investment? Explain.

6. Distinguish between preparation for living and preparation for making a living?
7. Who pays the school bills? What per cent of the school revenue comes from State aid? Local taxes? Is Federal aid essential in your state? How does your state rank per pupil expenditure with other states? (Consult National Education Research Bulletins.)

II. Activities.

1. Make a chart.¹

<table>
<thead>
<tr>
<th>Your Great Grandfather's Experiences at School</th>
<th>Your Experiences at School</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Children were taught only the 3 R's.</td>
<td>(1)</td>
</tr>
<tr>
<td>(2) Breaches of discipline were severely punished.</td>
<td>(2)</td>
</tr>
<tr>
<td>(3)</td>
<td>(3)</td>
</tr>
<tr>
<td>(4)</td>
<td>(4)</td>
</tr>
<tr>
<td>(5)</td>
<td>(5)</td>
</tr>
<tr>
<td>(6)</td>
<td>(6)</td>
</tr>
</tbody>
</table>

Tell why these changes in school experiences have occurred.


(1) On an outline map of the United States indicate the states with the lowest literacy rates. (Information may be obtained from the World Almanac.) Also indicate the amounts spent per pupil for education in the various states. (Figures may be obtained from National Education Research Bulletins.) Is enough money being spent in the states with the low literacy rate?

3. List ten educators in our history and tell why they were important. Include Horace Mann, Mary Lyons, John Dewey and Booker T. Washington.

4. Report to the class on one of the following:
(1) Adult Education (2) Nursery School (3) Schools for the Blind, Deaf, the Disabled or the Mentally Deficient.

¹ R. A. Goslin, C. P. Goslin and Helen F. Storen, American Democracy Today and Tomorrow, pgs. 114 and 115.
6. Trace development of United States Public School system since 1642.

6. Are you attending school because you wish to, must, or have nothing else to do?

7. How are high schools changing to meet the new demands made upon them?

8. What is the general trend of school enrollment in the United States?

SUMMARY

Universal Education is the foundation of a democracy. It makes for progress. Sometimes it lags behind because times change and new conditions demand new kinds of training. Today the youth needs training for the use of leisure time because of the short working day. They also need training to face family responsibilities since so many marriages are so unsatisfactory that they are broken by divorce.

We leave it to the school to teach much of what the child needs to know in our society today. The welfare of a people is determined by the training youth receive. Faith in the education of the masses has become a fundamental part of American tradition.

References for the Student

Gavin, Gray and Groves, Our Changing Social Order, Chap. 16.

Goslin, Storen and Goslin, American Democracy Today and Tomorrow, Chap. 6.

Landis and Landis, Our Social Living, Chap. 14:

Quinn and Repke, Living in the Social World, Chap. 23.
References for the Teacher

CHAPTER XIII.

THE CHURCH AND RELIGION

Objectives: (1) To realize the importance of religion as a way of life. (2) To understand its benefits in solution of personal problems in right living.

I. Questions for Discussion.

1. How would you define religion?

2. What part has religion played through the ages?
   (1) Ancient peoples.
   (2) Hebrews.
   (3) Christianity.
   (4) Middle Ages.
   (5) Settlement of America.

3. What is the relation of our government with the church?

4. Give two reasons why you think the church is important?

5. What is your moral responsibility?

6. What are the problems of the modern church in comparison with the colonial church?

7. Below are listed the great religions of the world. With the use of the World Almanac and Encyclopedia, complete the chart below.

+---------------------------------+----------+----------+
| Religion                        | Belonging | Characteristic |
+---------------------------------+----------+----------+
| (1) Christians                  |          |          |
|      (Euro-American)            |          |          |
| (2) Confucious and               |          |          |
|      Taoists (Far East)         |          |          |
| (3) Hindus (India)              |          |          |
| (4) Mohammedans (Near East)     |          |          |
| (5) Buddhists (China)           |          |          |
| (6) Animists (everywhere)       |          |          |
| (7) Jews                        |          |          |
8. Illustrate by a graph the number of Protestants, Roman Catholics and Jews in the United States. (Consult your World Almanac.)


10. Why is it that with thousands of years of religious teachings social evils still exist?

11. What did Christ teach in regard to the relationship of religion and morality?

12. Does the church necessarily conflict with the teachings of science?

13. How does worship react favorably upon him who worships and the community?

14. What arguments would you use to persuade a heathen that your God was the only true one?

15. What is the relation between the missionary movement and the diffusion of western culture?

16. What part should churches take in recreational and welfare programs?

17. Is the missionary justified in carrying his culture to the heathen as well as his Christian belief?

18. What instances can you cite as the actual work of the church in your community?

19. What evidence is there that the church will survive?

20. What is the function of prayer?

21. Explain: Man's nature is essentially religious and all religions have much in common.

II. Special Reports.

1. Study the life of a religious leader as Mahatma Gandhi, Confucius, Buddha or Mohammed.


3. Report concerning persons whom you know personally or have read about that have been influenced by their religious faith. Be specific in your illustrations.
III. Word Study.

1. animism 9. dogma
2. conversion 10. sect
3. creed 11. rite
4. ethico 12. toleration
5. reformation 13. immortality
6. revival 14. God
7. sin 15. Atheist
8. secularism 16. heathen

IV. A Test of Social Judgment.¹

(A) Agree  (D) Disagree

1. Church attendance has probably been affected unfavorably by the following:
   a. Radio_____
   b. Automobile_____
   c. Sunday moving pictures_____
   d. Conflict between science and religion_____
   e. Missionary spirit_____

2. The following should be considered a problem of the church in America today:
   a. Denominationalism_____
   b. Rural church decline_____
   c. Intolerance_____
   d. Need for consolidation_____
   e. Disappearance of belief in future life_____
   f. Growth of the heathen spirit and revival of beliefs in "devil gods"_____

V. Further Activities.

1. Collect pictures or cartoons to illustrate that the following traits are important to religion:
   (1) The pulpit
   (2) The silence of communion
   (3) Fellowship
   (4) Religious instruction
   (5) Singing together
   (6) The habit of prayer

2. The following excerpts are from sacred scriptures of various great world religions. Can you tell the religion connected with each example? Memorize your favorite.¹

(1) Within the four seas all are brothers.

(2) To you I declare this Holy Mystery. There is nothing nobler than humanity.

(3) Let me cultivate good will towards all the world—a mind illimitable, unobstructed, without hatred, without enmity.

(4) To God belong the East and the West. Therefore whithersoever ye turn, is the face of God.

(5) Weapons even though successful are unblessed implements, detestable to every creature. Therefore he who has the Eternal will not employ them.

(6) And they shall beat their swords into plowshares; and their spears into pruning hooks.

(7) Blessed are the peacemakers, for they shall be called the children of God.

3. The great religions of all the world have satisfied man's spiritual needs by supplying: a tradition of truth, a code of conduct, a sense of forgiveness, and a communion of purpose. Prove that we need these religious essentials in the world today as much as any previous period of human history.

4. What part should religion play in matters relating to:

(1) Labor troubles.
(2) Education.
(3) Family life.
(4) Government affairs.
(5) Conduct of business.
(6) International affairs.

SUMMARY

Every society has some kind of religious life and creed. The desire to worship is inborn. All tribes and national groups have engaged in religious practices. Primitive peoples understood little of the powers that control events which to us seem natural. His life was influenced by a belief in mystery. Today we understand more concerning the phenomena of life so our attitudes concerning religion have changed. We accept God as the originator of life and the Universe. We try to govern ourselves according to His laws rather than to expect Him to change His laws for us.

The church in America is having a struggle to maintain the interest of the public. Since personal attitudes toward religion and religious activity have changed the trend is toward an improved code of social behavior. It seems to be recognized that the church renders certain services that no other institution can give to the individual and society. The church stands for certain values which can be found only in religious teaching.

Religion helps man to understand his existence, determine his behavior and offers relationship with a power greater than himself. Christianity demands the love of God and of all men.
References for the Student

Bogardus and Lewis, *Social Life and Personality*, Unit VII.

References for the Teacher

CHAPTER XIV.

OUR ECONOMIC ORDER

Objectives: (1) To know some facts concerning our economic institutions. (2) To understand their affect on our living.

1. Questions and Problems.

1. What is the chief drive behind our economic system?

2. Is our economic order satisfying men's needs for food, shelter and comfort adequately? Explain your answer.

3. Explain the general principles of capitalism, fascism, socialism, and communism.

4. Is economic life a struggle against nature or a matter of social relations?

5. Show that economic activity is a group activity. Give specific illustrations.

6. Write the specialised function of each of the institutions listed below.

   (1) Factories
   (2) Stores
   (3) Banks
   (4) Stock exchanges
   (5) Railway companies
   (6) Labor unions

7. How do men use economic institutions to secure personal position or power?

8. What is the importance in a capitalistic state of the following:

   (1) Freedom of speech and press.
   (2) Freedom of enterprise.
   (3) Freedom of contract.
   (4) Private property and competition.
9. Show the connection between economic factors and the following:

(1) Marriage  (5) Social position
(2) Death  (6) World Fairs
(3) Athletics  (7) Christmas
(4) War  (8) Mother's Day

10. Select the one most reasonable answer.

(1) In our society, social status

   a. is determined in part of occupation and wealth.
   b. is fixed at birth.
   c. depends on parentage.
   d. is entirely dependent of economic ration.

11. Rank the social groups based on occupation as they are usually ranked in this country. Compare your ranking with the society in ancient or medieval times.

12. List by number under the proper column.

<table>
<thead>
<tr>
<th>Pre-Industrial Order</th>
<th>Modern Industrial Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Handicraft.</td>
<td></td>
</tr>
<tr>
<td>(2) Pride in individual workmanship.</td>
<td></td>
</tr>
<tr>
<td>(3) Absentee ownership.</td>
<td></td>
</tr>
<tr>
<td>(4) Impersonal relationship.</td>
<td></td>
</tr>
<tr>
<td>(5) Conflict between labor and owner.</td>
<td></td>
</tr>
<tr>
<td>(6) High degree of mechanization.</td>
<td></td>
</tr>
<tr>
<td>(7) World-wide distribution of goods.</td>
<td></td>
</tr>
<tr>
<td>(8) Rapid diffusion of new products.</td>
<td></td>
</tr>
<tr>
<td>(9) Piecework.</td>
<td></td>
</tr>
<tr>
<td>(10) Capitalism.</td>
<td></td>
</tr>
<tr>
<td>(11) Slave labor.</td>
<td></td>
</tr>
<tr>
<td>(12) Factories.</td>
<td></td>
</tr>
<tr>
<td>(13) Replacement of man by machine power.</td>
<td></td>
</tr>
</tbody>
</table>

2 Ibid., pg. 116.
II. Class Activities.

1. List all the ways by which people make a living in your community.

2. Find facts concerning the inequalities of income in your community and in the nation as a whole.

3. List ten items that you consider necessities, ten comforts, ten luxuries. Make similar lists for a pauper and a millionaire.

4. What is a family budget? What are the chief items it should include?

5. Imagine yourself with a wife or husband and an income of $40 a week. Try to make a monthly budget which would cover all the expenses you would be likely to have. How would your allotment compare with what you would really like to spend to assure a comfortable living?

6. Explain why conservation of our natural resources is a social problem.

7. Write a theme telling what changes you think will have to take place in this country if we are to wipe out poverty in the midst of plenty and go forward to achieve the possibilities of abundance for all our citizens. Include the following in your answer:

   (1) Attitude on the part of the government, farmers, and consumers.
   (2) Legislation needed.
   (3) Group you consider chiefly responsible for our past failure to realize a higher living standard.

III. Word Study.

1. conservation  8. capitalism  15. trust  
2. commodities  9. socialism  16. holding company  
3. competition  10. monopoly  17. C.I.O.  
4. laissez faire  11. corporation  18. A.F.L.  
5. boycott  12. sabotage  19. picketing  
6. consumption  13. production  20. economic good  
7. exchange  14. barter  21. wealth
SUMMARY

Everyone needs to satisfy his material wants. To do so men are engaged in many types of work. Since men first associated in groups they have struggled to satisfy their physical desires. Few men labor for the sake of work itself. Rather they seek to satisfy one or more basic wants with additional desire for comforts and social recognition. These desires led to the development of our economic order. This order determines our happiness in many ways; the type of work we do, the number of hours we work, the share of the world's goods we are allowed to use, the kind of house we can afford and our actual scale of living. Modern countries have developed a complex economic order. This order calls for large-scale production, specialized labor and world-wide quest for markets. Our interest in the economic problem will help to attain a decent standard of living for every American.

References for the Student

Arnold, J. I., Challenges to American Youth, Chap. 10 to 15.

Blaich and Baumgartner, The Challenge of Democracy, Chaps. 3 to 5.

Gavian, Gray and Groves, Our Changing Social Order, Chaps. 27 to 29.

Goslin, Storen and Goslin, American Democracy Today and Tomorrow, Chaps. 9 to 11.

Quinn and Repke, Living in the Social World, Chaps. 16 to 19.
References for the Teacher

Bogardus, E. S., *Contemporary Sociology*, Chap. 8.


CHAPTER XV.

OUR GOVERNMENT

Objectives: (1) To understand the purposes served by the state. (2) To appreciate the rights and duties of citizens in a democracy.

I. Questions and Problems.

1. What are the functions of our government as stated in the preamble to the constitution?

2. What would happen if the authority, the services, and the functions of the government ceased to exist?

3. List eight services of the government that directly affect your daily life.

4. What is guaranteed to us as citizens through the Bill of Rights?

5. What are the duties of a citizen?

6. To what social principles do you swear when you pledge allegiance to the Constitution?

7. Why are political institutions not necessary in simple groups?

8. What items of knowledge are necessary to become an intelligent citizen?

9. Should restrictions be placed upon minority problems?

10. Give a situation (real or unreal) illustrating the violence of the rights listed below.

   (1) The right to freedom of speech.
   (2) The right to freedom of religion.
   (3) The right to speedy trial by jury.
   (4) The right to freedom of the press.
   (5) The right to petition and assembly.
   (6) The right to writ of habeas corpus.
   (7) The right to life, liberty and property.
11. Do you favor a strong central government?

12. Should the states relinquish any of their powers to the Federal government? If so, enumerate which of the ones listed below should be surrendered. Give reasons for your answer.

(1) Regulation of marriage and divorce.
(2) Regulation of voting.
(3) Regulation of education.
(4) Regulation of criminal codes.
(5) Regulation of care of the insane or feeble-minded.
(6) Regulation of wages and hours of non-interstate workers.

13. What are the weaknesses in a democracy?

14. Why does a democracy require two or more political parties?

15. How might a democratic government commit suicide?

16. Classify the services of the government given below as prohibitive, regulative or promotive.\(^1\)

<table>
<thead>
<tr>
<th>Services</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Laws against stealing.</td>
<td></td>
</tr>
<tr>
<td>(2) Laws against peddling drugs.</td>
<td></td>
</tr>
<tr>
<td>(3) Interstate commerce laws.</td>
<td></td>
</tr>
<tr>
<td>(4) Laws granting state aid to schools, providing they meet required standards.</td>
<td></td>
</tr>
<tr>
<td>(5) Land grants to railroads.</td>
<td></td>
</tr>
<tr>
<td>(6) Subsidies to airlines that carry mail.</td>
<td></td>
</tr>
<tr>
<td>(7) Traffic laws.</td>
<td></td>
</tr>
<tr>
<td>(8) Laws requiring parents consent for marriage below a certain age.</td>
<td></td>
</tr>
<tr>
<td>(9) Federal aid to states for public health.</td>
<td></td>
</tr>
<tr>
<td>(10) Federal aid to state highway department.</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Ibid., pg. 122.
17. A Test of Social Judgment.1

(1) Government differs from other agencies of social control in that it
   ___a. has the power to enforce its demands.
   ___b. alone has the backing of custom.
   ___c. is more changeable than any other agency of control.

(2) A reasonable social view of taxes would be
   ___a. they are a form of graft that benefits the politician only.
   ___b. they are a form of government waste.
   ___c. they are individual contributions to services which we pay for jointly.

(3) The increase in the number of government employees is an indication that
   ___a. we have too much government.
   ___b. too many are seeking the "spoils" of office.
   ___c. we seek more services jointly than formerly, thus requiring expansion of government services.

(4) Much has been done in recent years by the Federal government toward conservation of natural resources, especially toward conservation of the soil. This would be considered as
   ___a. promotion of the general welfare.
   ___b. a prohibitive regulation.
   ___c. social control by force.

18. Prepare a graph showing the increase in the number of government employees every ten years since 1881. What is the trend according to your graph? What is the significance of this trend?

1 Ibid., pg. 120.
II. Word Study.

1. pressure groups 
2. anarchism 
3. implied powers 
4. state 
5. check and balance 
6. franchise 
7. civil service 
8. bicameral 
9. legislative 
10. sovereign 
11. impeachment 
12. federation 
13. executive 
14. federation 
15. executive 

SUMMARY

Government exists for the individual citizens. If the citizen learns the value of being informed in the affairs of the government he has taken the first step toward being a good citizen. Every individual possesses certain natural rights of life, liberty and the pursuit of happiness. These rights must be limited so they will not interfere with the rights of others. We are all enclosed in a web of governmental authority which protects our property, guarantees us privileges and helps us to create an orderly world. Government is a fundamental device for social control. It is the one controlling system with the power to enforce its regulations upon society. Each citizen is responsible to help make his government work for the good of all.

References for the Student

Blaich and Baumgartner, The Challenge of Democracy, Chaps. 1B to 21.

Gavian, Gray and Groves, Our Changing Social Order, Chaps. 20 to 22.


References for the Teacher


Ross, E. A., *Civic Sociology*, Part III.

PART III

OUR GROUP PROBLEMS
UNIT E

PROBLEMS OF THE PRIMARY GROUP

CHAPTER XVI. DIVORCE

CHAPTER XVII. JUVENILE DELINQUENCY AND CRIME
CHAPTER XVI.

DIVORCE

Objectives: (1) To observe the signs of disintegration in the American family. (2) To study remedies for solution of disintegration.

I. Problems and Questions.

1. The amount of divorce in the United States.¹

<table>
<thead>
<tr>
<th>Year</th>
<th>Divorce Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>6.5 divorces for every 100 marriages.</td>
</tr>
<tr>
<td>1900</td>
<td>8.1</td>
</tr>
<tr>
<td>1910</td>
<td>8.8</td>
</tr>
<tr>
<td>1920</td>
<td>14.2</td>
</tr>
<tr>
<td>1930</td>
<td>17.0</td>
</tr>
<tr>
<td>1940</td>
<td>17.0</td>
</tr>
<tr>
<td>1945</td>
<td>51.0</td>
</tr>
</tbody>
</table>

What is the significance of the above table? How does this rate compare with that of Russia, Japan, Great Britain, Norway and Canada? Discuss the reasons for rate differences in each case.

2. Who gets divorced?

(1) Couples who have been married more or less than 5 years? What does this indicate?

(2) Couples with or without children? What effect does the number of children have on divorce?

(3) Those whose parents were or were not divorced?

(4) Those who marry before or after the age of 24 years?

3. Indicate the bearing of the following factors on divorce.

(1) Religion
(2) Nationality

4. Where is the difference between the causes or reasons for divorce and the legal grounds for divorce?

(1) List the grounds for divorce in your state.
(2) Which are most commonly used?
(3) List the leading causes of divorce according to your observation in your community.

5. Explain the "stigma of divorce". How has this been changed by public opinion?

6. What is the changed relationship between religion and marriage today? What effect does the church have on divorce rate?

7. Suggest some legal remedies that might lessen divorce.

8. How might training for marriage and parenthood help solve the divorce problem? What institutions should carry on their education?

9. What services are rendered by marriage counselors?

10. According to the Bureau of Census in 1940, how many children are affected annually by divorce? (Use World Almanac).

(1) Do your findings reveal a principal reason for reform in divorce or marriage legislation?

11. Legislation should encourage the marriage of all normal people. What factors should be considered if this is to be brought about?

12. What arguments would you give for and against a uniform federal marriage and divorce law?

13. Find out if there is any reform legislation concerning marriage and divorce laws pending in your state. If so, report your findings for discussion.
14. In the changing American home discuss the following factors from the standpoint of disintegration.

(1) Meals at different times.
(2) Automobile.
(3) Outside interests.
(4) The radio.
(5) Mother working outside the home.
(6) A dependent family relative.
(7) Loss of family functions.

15. A woman writes: "If I had it to do over again I would not divorce him. Divorce is almost never a satisfactory way out." Her married life, nonetheless had been extremely unhappy. All the cards were stacked against her. List some of the difficulties that you think a divorced woman would face.

II. Research Problem.\textsuperscript{2}

1. My State.

(1) A period of waiting after a marriage license is granted is, is not required.

(2) If required, number of days _____

(3) A physical examination is, is not required.

(4) A mental examination is, is not required.

(5) My state recognizes, does not recognize common law marriage as legal.

(6) My community (country, town, or city) does, does not have a marital clinic. It does, does not have a court of domestic relations.

(7) "Gin marriages" would, would not be possible in my state. They would, would not be possible across the state line nearest my home.

(8) The legal age of marriage in my state without parents' or guardian's consent is ____ years for women; ____ years for men.

\textsuperscript{1} Op. cit., Landis and Landis, pg. 127.

\textsuperscript{2} Ibid.
(9) The lowest age at which a girl can marry with parents' consent is ____ years; a boy, ____ years.

(10) My state permits divorce on the following grounds:

2. My Church.

(1) I am a member of or prefer the _______ Church.

(2) It permits divorce on the following grounds:

III. Reasoning Test.¹

1. Indicate whether the following factors tend to influence the duration of marriage favorably or unfavorably.

(1) Children
(2) Urban residence
(3) Ownership of property
(4) Education for marriage
(5) Drunkeness
(6) Residence in the West
(7) Residence in rural areas
(8) A vocation that requires travel
(9) Affection
(10) Laws requiring a waiting period
(11) Disagreement on economic matters
(12) Similar interests for leisure time activities

IV. Episode Writing.²

1. Below is a short story of a short marriage. Using the same outline arrange an episode typifying a similar case in your knowledge.

Setting: A little white bungalow in a large city.

Characters: Mrs. Fite, Mr. Fite, and one little baby Fite.

¹ Ibid., pg. 128.
² Paul H. Landis and Judson T. Landis, Social Living, pg. 289.
Beginning: Struggle to keep home fires burning without the necessary bonds of common interest and affection.

Complications: Poor cooking, solitary evenings, family quarrels and increasing debts.

Climax: Mr. Fite, according to the accommodating next-door neighbor, was at a night club in a drunken state and with another woman.

Outcome: Divorce and alimony.

V. Generalizations.

1. From the following quotation by Colonel Malcolm Stoddard, director of the Veterans' Hospital at Togus, Maine, make several generalizing statements highlighting our problem of divorce: "When we see the thousands of emotionally immature young men arrive at our psychopathic and psychiatric wards we can come to only one conclusion, that these young men have been 'short changed' either by the home, the school, the church, or all three of them."¹

(This statement was made by Colonel Stoddard in discussing the thousands of psychoneurotics who developed before they saw combat service in the late war.)

References for the Student

Goelin, Storen and Goelin, American Democracy Today and Tomorrow, Chap. 6.
Landis and Landis, Social Living, Chap. 13.
Quinn and Repke, Living in the Social World, Chap. 15.

References for the Teacher

Burgess and Cottrell, *Predicting Success or Failure in Marriage*. (Incl.)


Smith, Marion B., *Survey of Social Science*, Chap. 11.

CHAPTER XVII.

JUVENILE DELIQUENCY AND CRIME

Objectives: (1) To trace the causes of delinquency and crime. (2) To study remedies.

I. Questions for Discussion.

1. Define crime. Give 3 classes.

2. Evaluate the case-method as employed by the Juvenile Court. How does this differ from former treatment of the young offender?

3. Discuss the following factors in relation to the cause of crime:

   (1) Poverty at home. (9) Motion pictures.
   (2) Unemployment. (10) Economic crises.
   (3) The wrong values. (11) Intemperance.
   (4) The wrong pastimes. (12) Obscene literature.
   (6) Lack of interest in school. (14) Desire for adventure.
   (7) Broken home. (15) Inferiority complex.
   (8) Bad companions.

4. How might the following factors help to prevent crime?

   (1) Better homes.
   (2) Improvement of environment.
   (3) Censorship of motion pictures.
   (4) Improvement in educational methods.
   (5) Slum clearance.
   (6) Respect for law.
   (7) Right values.
   (8) Machinery for enforcing law.

5. How do the following factors aid in treating crime?

   (1) State Reformatories.
   (2) Industrial Schools.
   (3) State Prisons.
   (4) Juvenile Court.
   (5) Probation.
   (6) Parole.
6. List the agencies in your community that contribute to crime. To character building or elimination of crime?

7. Distinguish between direct, indirect and real cost of crime.

8. What facts do you know concerning the following factors and their relationship to crime?

   (1) Age
   (2) Urbanism
   (3) Foreign parentage
   (4) Mental defectiveness

II. Test of Knowledge of Social Facts.

Check the items known to be facts.

1. Criminal careers usually begin before the age of 30.____
2. We spend more for crime annually than for education.____
3. The homicide rate in the United States is the highest of any nation that records statistics.____
4. Statistics on crime in the United States are adequate and accurate.____
5. Of men committed to prison only a small per cent were previously unemployed.____
6. Mental tests of prisoners often show a considerable proportion feeble-minded, but circumstances surrounding the examination make the results of questionable significance.____
7. The largest proportion of crimes is committed by the age groups 30 to 39.____
8. People are often willing to pay more for houses of correction than for crime prevention.____

III. Words for Identification.

   1. parole 8. pardon
   2. probation 9. larceny
   3. indeterminate sentence 10. homicide
   4. case method 11. rehabilitate
   5. felony 12. capital punishment
   6. misdemeanor 13. vagrancy
   7. psychopath 14. truancy

1 Paul H. Landis, Problems in Social Living, a workbook to accompany Social Living by Landis and Landis, pg. 1.
IV. Class Reports.

1. The Kallikake Family and Crime.
3. Thomas Mott Osborne and His Experience in Auburn Prison.
4. Lombroso's Theory.
5. Prison Reform.

SUMMARY

Crime is largely a matter of habit and training. Its roots lie in the environment of the community. Every life is influenced by the group with which it associates. It is a major job of American democracy to wipe out of the community conditions which produce crime. Some environments give little opportunity to the choice of the better way in life.

References for the Student


Gray, Gavian and Groves, Our Changing Social Order, Chap. 10.

Goslin, Storen and Goslin, American Democracy Today and Tomorrow, Chap. 25.

Greenan and Meredith, Everyday Problems of American Democracy, Chap. 20.

References for the Teacher

Gillin, J. L., *Criminology and Penology*, Parts I and II.
Sutherland, E. H., *Principles of Criminology*, Chaps. 4 to 11.
Thrasher, Frederick M., *The Gang*, (Incl.)
UNIT F

PROBLEMS OF THE SECONDARY GROUP

CHAPTER XVIII. POVERTY AND SOCIAL SECURITY
CHAPTER XIX. HOUSING
CHAPTER XX. THE NEW LEISURE
CHAPTER XXI. PHYSICAL HEALTH
CHAPTER XXII. MENTAL HEALTH
CHAPTER XVIII.

POVERTY AND SOCIAL SECURITY

Objectives: (1) To observe the levels of living in the American families. (2) To determine what social changes are necessary to raise these levels.

1. Questions for Discussion.

1. Differentiate between the four levels of living, other than in terms of money.

(1) Poverty
(2) Subsistence level
(3) Comfort level
(4) Luxury level

2. Does an adequate income insure a high standard of living?

3. How does an adequate income for a farm family differ from that of a city family?

4. Why should society be concerned with the affairs of the families living on a poverty level?

5. What relation does the mother working out of the home have upon the family's standard of living?

6. Under what conditions is it defensible for a mother to seek employment outside the home?

7. For what classes of married women is gainful employment recommended?

8. What are the arguments for and against women in industry?

9. How has society tried to help solve the problems of mothers employed outside the home?

10. How has industrialization affected the unemployment situation?
11. Explain the two types of poverty.

(1) Primary.
(2) Secondary.

12. Poverty has many causes besides the economic. The personal aspects have to do with individual differences. Explain the following:

(1) Low level of mental ability.
(2) Instable emotional factors.
(3) Physical defects.
(4) Personal habits.
(5) Developmental conditions: unfavorable home and community and child labor.

13. What agencies did the government create during the depression years to help the unemployed? Explain the function of each agency.

14. Why is it a social obligation to care for the unemployed?

15. What form of taxation brings about a more equal distribution of wealth?


17. Explain the services of the Social Security Act of 1935 as to:

(1) Old age
(2) Child welfare
(3) Unemployment compensation
(4) Vocational rehabilitation
(5) The blind
(6) Public health services

SUMMARY

Our industrialized age has brought its higher standards of living to the American people but it has also brought its insecurities. Industry goes on with little thought for the laborer. Labor has been used as a commodity and dropped in
the scrap heap when it is worn out. The programs of social security have begun to recognize the rights of the individual. The unemployed laborer is entitled to a living if the cause lies in the hands of mechanization. In addition are the weak, the sick, the aged, the maimed, the blind, the widowed and the orphaned. All must depend upon the mercy of an organized group for support. The government through its legislation of the Social Security Act is attempting to see that they will be given the necessities to sustain life.

References for the Student

Gaviar, Gray and Groves, Our Changing Social Order. Chap. 11.

Goslin, Steven and Goslin, American Democracy Today and Tomorrow, Chap. 9.

Greenan and Meredith, Everyday Problems of American Democracy, Chap. 16.

Landis and Landis, Social Living, Chaps. 23 and 24.

References for the Teacher


Elliott and Merrill, Social Disorganization, Chap. 28.

Gillin, J. L., Poverty and Dependancy, Part III.

Ross, E. A., Principles of Sociology, Part VI.
CHAPTER XIX.

HOUSING

Objectives: (1) To recognize the housing situation. (2) To see what has been done by the government and other agencies to relieve the situation.

I. Questions and Problems.

1. What is our housing problem? How does the problem differ in the city from the rural communities?

2. Compare the housing problem today with that of pioneer days?

3. President Hoover's conference on Home Building and Home Ownership listed the functions of a modern house and its furnishings. Explain these functions as listed.

   (1) The house is a work center.
   (2) The house is a health center.
   (3) The house is a center of family activity.

4. What are acceptable standards for an American house, according to the United States Public Health Service?

5. Are these standards satisfactory? Would you add or detract any conditions?

6. Account for the deplorable conditions of Negro housing in our northern cities.

7. What social evils are created when families are compelled to inhabit dilapidated and obsolete houses?

8. Is society to assume the responsibility for providing decent homes for people who cannot buy them?

9. Why is the cost for maintaining slum areas called "hidden subsidy"?

10. What steps has our government undertaken to relieve the housing situation?
11. According to the National Housing Authority, how many new houses would have to be built within the next 10 years to relieve the housing shortage?

12. Discuss the following four restrictions on home ownership by certain classes.

   (1) The cost of building materials.
   (2) The shortage of skilled workmen.
   (3) The high cost of land.
   (4) Lack of family income.

13. State the purpose of the following housing agencies of the United States Government.

   (1) The Home Owners' Loan Corporation
   (2) The Federal Housing Administration
   (3) The Housing Division of the Public Works Administration
   (4) The United States House Authority
   (5) Federal Public Housing Authority

II. Class Reports

1. Co-operative Housing in the Scandinavian Countries.

2. The Amalgamated Housing Corporation.

3. Philanthropic Housing.

   (1) Julius Rosenwald
   (2) John D. Rockefeller
   (3) Fred L. La Vanburg Foundation
   (4) Marshall Field
   (5) Chatham Village
   (6) Greenbelt Towns

III. Activities.

1. Make a careful study of what you and your family could do to improve your home as a background for living at a cost within your family means.

2. Plan a "Home of Your Own" by consulting magazines. Explain the features that determined your choice.
References for the Student


References for the Teacher

Gist and Halburt, *Urban Society*, Part IV.

Munts, Earl E., *Urban Sociology*, Part II.
CHAPTER XX.

THE NEW LEISURE

Objectives: (1) To understand the meaning of "new leisure". (2) To determine profitable ways of spending leisure time.

I. Questions and Problems.

1. Give a concrete example of the statement below.

   (1) Inventions have increased leisure time.
   (2) The wage-earner today has more leisure-time than the wage-earner of 1890.
   (3) The automobile has changed leisure-time habits.
   (4) The radio is a leisure-time invention.
   (5) The moving picture is a leisure-time invention.
   (6) Leisure-time inventions create new problems.
   (7) The natural environment affects leisure.
   (8) Community resources affect leisure.
   (9) Social groups determine leisure pursuits.
   (10) The best leisure time pursuits are those based on wholesome personal interests.

2. Why is the following couplet not true today?

   Man works from sun to sun,
   But woman's work is never done.

3. How much leisure time do you have per week? Count the time not spent in school or working minus ten hours per day for eating and sleeping.

4. How much leisure time does your father have?
5. Discuss the following attitudes toward leisure:

(1) Leisure as idleness.
(2) Leisure as boredom.
(3) Extension of business life.
(4) Leisure as a time to do interesting and exciting things.
(5) Leisure as the right and need of all.

6. What problem has the automobile created in the family?

7. How does the radio affect the training of the young? The moving picture?

II. Class Activities.

1. List the kinds of leisure activities in which you take part.

(1) Do these activities depend upon resources of the community?
(2) Would you like to engage in activities that you cannot carry on in your community?
(3) Would it be good policy for the community to provide the facility for these activities.

2. What leisure time organizations in your community bring people together of the same occupational group, the same income group, or the same interests?

3. What should be the object of a community leisure time program?

4. On a map of your community show the following recreational facilities:

(1) Park.
(2) Playgrounds.
(3) Libraries.
(4) Public indoor play centers or field centers.

5. The National Recreation Association sets up the following standards for public recreation facilities:

(1) An acre of park or playground for every hundred inhabitants.

---

1 Mary Peters Keohane and Robert E. Keohane, Exploring Your Community, Pgs. 249 to 251.
(2) Children's playground for every 5,000 population. No child should have to walk more than one quarter of a mile.

(3) Beaches or swimming pools should be sufficient to serve 1/10 of the population in any one day.

(4) There should be one tennis court for every 2,000 persons.

(5) Playing fields should be located so that boys and girls need not go more than a half mile to reach them.

(6) There should be other areas, such as ball fields and winter sports centers, depending on the community's circumstances.

(7) There should be an indoor community center for every 20,000 people. This should include a gymnasium, an auditorium, room for arts and crafts, a stage, and an indoor swimming pool.

(8) For larger cities there should be one nine-hole golf course for every 27,000 inhabitants, or one eighteen-hole course for every 54,000.

Does your city meet these standards?

5. A specialist in recreation suggests the following facilities for rural communities:

(1) A play area, with a baseball diamond, a tennis court, a volley-ball court, and a picnic grove.

(2) Provision for boating, hiking, hunting, skating, bathing, and fishing.

(3) Provision of equipment for sports and games, such as balls, bats, nets, and horseshoes.

(4) A schoolhouse or other building with an indoor stage and a recreation room or gym for basketball, folk games, and dancing, open at least one evening a week to adults.

What do you find lacking in these standards to make the program inclusive of all adults in the community.

6. Estimate the following 3 point plan for satisfying your leisure.

(1) Be yourself. Leisure belongs to you.

(2) Get variety.

(3) Explore possibilities.
7. List the various hobbies engaged in by the members of the class.

   (1) What is the test of a good hobby?
   (2) How does it relieve boredom?

SUMMARY 1

The National Recreation Association estimates that $3.00 a year for each person would be enough to finance a first-rate community program for leisure. The real obstacle in many places is not lack of funds, but lack of understanding of the value of a community program. In the rural communities the greatest need is not facilities but leadership. There is also a lack of cooperation among the organisations in the community to prevent overlapping of opportunities offered. In many communities the school boards refuse the use of buildings for recreational purposes. If the community leisure-time programs prevent crime and enrich the lives of the people, there should be more effort spent for its development.

References for the Student

Gray, Gavian and Groves, Our Changing Social Order. Chap. 12.
Kochans and Kochans, Exploring Your Community. Chaps. 11 to 13.
Landis and Landis, Social Living. Chap. 32.
Patterson, Little and Burch, American Social Problems. Chap. 16.

1 Ibid., pg. 252.
References for the Teacher


Davis and Barnes, *Introduction to Sociology*, Book IV, Chap. 4.

CHAPTER XXI.

PHYSICAL HEALTH

Objectives: (1) To point out the social significance of health. (2) To show some of the measures that have been adopted to protect and improve the public health.

I. Problems and Questions.

1. What methods did the Medieval people use to combat the Black Death?

2. What measures are used today to prevent the spread of an epidemic?

3. Compare the work of doctors before the age of science with the scientific method used by doctors in medical science today.

4. People have long realized the need of community action to protect health. List the actions in your community to raise the levels of health.

5. What are the functions of your state to safeguard the public health? The Federal government?

6. Show that the program of health education carried on through the school is one of prevention.

7. To what extent is the individual responsible for his own health?

8. In what ways may the community be responsible for the neglect of health by the individual?

9. What are people to do when they cannot pay for proper medical care?

10. What is meant by socialized or democratic medicine?

11. Can you cite examples of socialized medicine in your community?
12. What was the Social Security Amendment in 1916?

13. List reasons for the increase in the life-span from twenty-one years to sixty years.

14. Explain commercial exploitation of disease.

15. How is the maintenance of good health a problem of society?

16. What program would you suggest to give every American a chance to be as healthy as possible?

17. Prove that a gap exists between our knowing in the field of medical science and the doing on the part of the people. Be specific in illustration.

II. Research.

1. Identify the following scientists in relation to medical science.

(1) Galileo
(2) Leeuwenhoek
(3) Pasteur
(4) Koch
(5) Japanese Kitasato
(6) Walter Reed

2. Prepare a written report on one of the following:

(1) Black Death.
(2) The Fight on Cancer.
(3) Infant Mortality.
(4) Tuberculosis in the United States.
(5) Blue Cross.
(6) Smoking Diseases.
(7) American Medical Association.
(8) Accidents as a Threat to Life and Death.

III. Word Study.

1. communicable diseases 9. vaccines
2. patent medicines 10. toxins
3. sanitation 11. anti-toxins
4. immunization 12. antisepsics
5. epidemics 13. diagnosis
6. degenerative diseases 14. quarantine
7. socialized medicine 15. mortality rate
8. clinic
SUMMARY

Good health is a responsibility of society. The sick are a burden to themselves and those around them. They often become dependents and in cases of communicable diseases they infect the healthy. Despite the triumphs medical science has made over disease the annual cost of ill health in the United States is ten billion dollars. Everyday 7,000,000 persons in the United States are incapacitated by sickness or disability. Twenty-three million Americans have chronic disease or physical impairment.

Studies have revealed that a large percentage of our population is receiving inadequate medical care. The problem of the future will be to make available for all the benefits of increased medical knowledge. Public health is part of the bigger program of public welfare. Extended health service must go hand in hand with better housing, happier family life, more adequate care of the needy, wider opportunities for wholesome use of leisure, better conditions of work and higher family incomes.

References for the Student

Arnold, J. I., *Challenges to American Youth*, Chap. 23.

References for the Teacher

Davis, Barnes and Others, *Introduction to Sociology*, Book IV, Chap. 3.
CHAPTER XXII.

MENTAL HEALTH

Objectives: (1) To study the problem of the mentally handicapped. (2) To find what society can do to help them.

I. Problems for Study.

1. How are physical and mental health related?

2. What is the difference between insanity and feeble-mindedness?

3. What are the two classes of causes that produce insanity?

4. How has the general attitude of the public changed toward the insane? Account for the treatment of the insane in earlier times.

5. Why has there been an increase in insanity in recent years?

6. Distinguish the three classes of the feeble-minded.

   (1) Idiot
   (2) Imbecile
   (3) Moron

7. Why is the moron a greater problem to society?

8. How can you account for the fact that the feeble-minded (on the lower levels) do not go insane?

9. What is the relation between feeble-mindedness and heredity? How might vice and alcoholism be contributory causes?

10. How does society prevent reproduction of the feeble-minded?
11. Why does the physically handicapped or deformed child often develop mental ills?

12. Account for the increase of mental ills in modern times?

13. What is the concern of mental hygiene?

14. What are the rules for good mental hygiene?

15. What is the relation of home conditions to good mental hygiene?

16. Friends and enemies of mental health. (Mark E or F) ¹

| 1. facing reality | 2. fear |
| 3. a definite program | 4. rational viewpoint |
| 5. self-honesty | 6. conflict |
| 7. self-confidence | 8. play |
| 9. security | 10. lack of work |
| 11. tolerance | 12. sense of humor |
| 13. crime | 14. suspicion |
| 15. a technique of losing | 16. reasonable goals |
| 17. a technique of winning | 18. childhood technique retained in adulthood |

17. There are four general periods in life. Relate the normal type of growth or experience in each period to maintain healthy mental growth.

(1) Infancy

(2) Adolescence

(3) Maturity

(4) Senility

¹ Willis L. Uhl and Francis F. Powers, Workbook and Study Guide to accompany Personal and Social Adjustment, pg. 57.
II. Word Study.

1. neurotic
2. psychopath
3. melancholia
4. paranoia
5. hysteria
6. epileptic
7. monomaniac
8. maniac
9. psychosis
10. neurosis
11. senescence
12. neurasthenia
13. amnesia
14. egocentric
15. phantasy
16. psychiatrist

SUMMARY

Mental deficiency includes the insane and feebleminded. The insane are products of social maladjustment, although there may be traces of mental weaknesses in their heredity. Treatment for the insane should begin in the early stages. The environment of the individual has much to do with his state of mind. Its prevention consists of proper habit formations. Feeblemindedness is chiefly a matter of inheritance. There is no cure. Its prevention lies in eugenics. Those who may have feeble-minded children should be prevented from having them. Those children who show instability should be guided properly so they can make social adjustment and face their problems squarely. Each of us need to practice the rules of mental hygiene by being cheerful, honest and confident. Develop a wholesome personality and mental sickness can be forgotten, except in old age.
References for the Student


References for the Teacher

Elliott and Merrill, *Social Disorganization*, Chaps. 16 and 19.
UNIT 6

EXPLORING YOUR OWN COMMUNITY

CHAPTER XXIII. RURAL LIFE
CHAPTER XXIV. TOWN LIFE
CHAPTER XXV. CITY LIFE
CHAPTER XXIII.

RURAL LIFE

Objectives: (1) To discover the problems that face farm population. (2) To discuss the advantages and disadvantages that exist in country life.

I. Questions and Problems.

1. Contrast the country and city environment.

2. Make a graph showing the decrease in farm population since 1910. (Use the World Almanac)

3. Make a graph showing farm production and income since 1910. (Use Statistical Abstract of the United States)

4. What is happening to the rural church today. Explain your answer.

5. What change is taking place in the number of "one-roomed" rural schoolhouses?

6. List 3 advantages that rural life offers to the individual.

7. List 3 disadvantages in rural life.

8. List reasons for the rural youth drifting to the city. Why do more young women than young men migrate from the farms to the city?

9. How do you explain the fact that only 20% of our people now work on the farms while formerly 50% were farm workers?

10. What effect did the depression have on farm workers?

11. What per cent of our farm workers are tenants?

12. What are the effects of tenancy on rural life?
13. What is the government doing to increase the economic advantages of the farmer?

14. Explain the importance to the farmer of the following organizations:

(1) Agricultural Adjustment Act
(2) Farm Tenancy Act
(3) Soil Conservation Service
(4) Department of Agriculture
(5) Farmer Bureau Association
(6) County Agency
(7) 4-H Clubs
(8) Farm Security Administration

15. How do farm and city homes compare with regard to proportion of homes having the following:

(1) Automobile  (4) Bathroom
(2) Radio  (5) Central heating
(3) Electricity  (6) No conveniences

16. Account for health conditions being below standard in the rural areas.

17. Explain: The slums are not all in the city.

18. What services did the Grange Society render to rural communities in the 19th Century?

19. Why do the city people think of the farmer as a peculiar being, a "greenhorn" or a "hayseed"? Is this idea apt to disappear or not? Explain.

20. Why is the farm termed the "cradle of the Nation"?

21. What recreational activities may be found in the country?

II. Further Activities.

1. Apply the Country Life Score Card, found in the appendix, in judging your community.
SUMMARY

American rural culture has stamped the life in rural communities so that their behavior traits are different from those brought up in rural culture. There are many advantages to living in the country for the individual. He has greater freedom, lives under healthful conditions and has an economic advantage of making his living at home with the family. The automobile and hard surfaced roads have reduced the importance of the rural church and school. Inadequate housing characterizes a great percentage of farm homes in less progressive rural areas. The lure of the city and the use of farm machinery has reduced the number of workers on the farm. There is a heavy migration of rural youth to the city. Farming has faced many problems of recent years. The national government has been lending aid to the farmers to help them to become farm owners rather than tenants. The economic hardships of the farmer have been met by aid from the government in many ways.

References for the Student

Bleich and Baumgartner, The Challenge of Democracy, Chap. 16.
Landis and Landis, Social Living, Chap. 25.
Ross, E. A., Civic Sociology, Chap. 3.
References for the Teacher


Smith, Marion B., *Survey of Social Science*, Chaps. 6 to 8.

Young, Kimball, *Source Book for Sociology*, Part I, Unit VI.
CHAPTER XXIV.

TOWN LIFE

Objectives: (1) To study the characteristics of small town life. (2) To learn its advantages and disadvantages.

I. Questions and Problems:

1. According to the U. S. Census, what is "rural population"?

2. What fraction of the rural population lives in small towns?

3. Give several advantages of living in the small town.

4. Write a paragraph displaying the small town characteristics.

5. For what services does the farmer seek the small town?

6. Tell in one sentence what effect the following have had on the small town.
   (1) Parcel post.
   (2) Hard surface roads and automobiles.
   (3) Chain store.

7. Make a list of the declining towns in your part of the state. Why have they declined?

II. Further Activities Concerning Your Home Town.

1. From the population statistics in your town for the last ten years, is it growing or declining? What is it likely to do in the future? What factors are causing its growth or decline?

2. What disadvantages does your town have in recreational and educational activities? What advantages?
3. Study your town according to the following outline.

   (1) Construct a map showing physical characteristics and political boundaries.

   (2) Collect all old maps that are available.

   (3) Compile all historical data and classify it as to periods of time and outstanding events.

   (4) List all community organizations, civic bodies, clubs and social agencies. Evaluate their services.

   (5) List the various means of making a living in your town. Determine the average wage scale.

   (6) Determine the birth rate and death rate in your town for the past 30 years.

   (7) Outline the organs of political control. Name the officers.

   (8) Study the houses of your residence block as to poor, fair or good types of residences.

   (9) What improvements would you suggest for recreational, educational and religious training in your town?

      (Use the score card as suggested in the preceding lesson as far as possible in rating your town.)

SUMMARY

The small town provides opportunity of both the city and country. It maintains the primary group atmosphere which helps develop wholesome personalities. It offers opportunity for the development of individual initiative and personal responsibility. There is a leisure life in the small town not present in the competitive life of the
city. Most small towns exist to supply the needs of the farmer. But with the development of hard surfaced roads and the invention of the automobile the farmer takes advantage of the far distant city for trading purposes. The town of the future will have to work with the farm group to make the trade area an attractive center with churches, schools, libraries, and means of recreation that appeal to the farmer.

References for the Student

Caldwell, Morris and Gilmore, Laboratory Manual for Introductory Sociology, Chap. 2.
Keohane and Keohane, Exploring Your Community, Chap. 1.

References for the Teacher

Elliott and Merrill, Social Disorganization, Chap. 25.
Hiller, E. T., Principles of Sociology, Chap. 32.
Smith, Marion B., Survey of Social Science, Chaps. 6 to 8.
Young, Kimball, Source Book for Sociology, Part I, Unit VI.
CHAPTER XXV.

CITY LIFE

Objectives: (1) To discuss the characteristics of urban life. (2) To understand some of its problems.

I. Questions and Problems.

1. What proportion of our population now lives in cities?

2. Define the metropolitan district as the term is used by the Census Bureau.

3. List the 10 largest cities in the United States. Give their population according to the World Almanac. Account for their location.

4. What are the reasons for the rapid growth of urban centers of the last century? Of the last 50 years?

5. Illustrate the zones of the typical city.

6. List the advantages and disadvantages of city life.

7. Why does the urban person care less about what others think of his behavior than the rural person? How does this affect social control in the city?

8. Why do immigration groups tend to settle in one particular area in the cities? What social problems are caused by their grouping?

9. What social problems are confined largely to our cities?

10. Explain the development of the slum area in the city.

II. Activities.

1. Plot on a map the different areas in a typical city and indicate the cultural characteristics of each.
2. Report on a slum-clearance project that has taken place in any American city.

3. If you live in the city make the following report:

(1) Secure an outline map and denote upon it the topographical features.

(2) Write a sketch of the origin of your city.

(3) Interview immigrants and find why they chose your city for place of residence.

(4) Outline the political organization of your city.

(5) List the recreational centers, leading educational centers and churches.

(6) Display the various culture areas on an outline map.

(7) Outline the zones.

(8) Determine its rise or decline in population the last 30 years.

(9) List the leading social problems in your city.

(10) What are the steps being made to correct these problems? Can you make suggestions?

(11) What services are rendered by your city to the individual?

III. Word Study.

1. hobohemia
2. satellite
3. urban
4. metropolis
5. Little Sicily

6. The Ghetto
7. Suburban area
8. Transition zone
9. Little Italy
10. Gold Coast
IV. Objective Review.

1. What areas are identified by the terms below.

(1) Negro settlement.
(2) Many children but undesirable quarters.
(3) Area frequented by homeless men.
(4) Non-family area.
(5) Cheap rents and undesirable living quarters.
(6) Jewish quarter.
(7) Sicilian quarter.
(8) Area of extreme loneliness.
(9) Area where gangsters center.
(10) Residential area at fringe of city.
(11) Residential area where the wealthy live.
(12) Area with the most normal family life.
(13) Area of high suicide rates.
(14) Nearest approach to satisfactory neighborhood life.
(15) Area with many immigrant colonies.

SUMMARY

The city is a world of many peoples, customs, mores and institutions. Because of its congestion many problems have been created. Many steps have been taken to create order in city life. The varied traditions and behavior patterns lead persons to become independent of social control. But in spite of its weaknesses the city offers the individual opportunities for achieving great self-improvement. It is the seat of achievement, invention and power. We find the best and the worst in human behavior blended together in the modern city.
References for the Student

Patterson, Little and Burch, American Social Problems, Chap. 18.

References for the Teacher

Anderson and Lindeman, Urban Sociology, Part III.
Elliott and Merrill, Social Disorganisation, Chap. 23.
Cist and Halburt, Urban Society, Part II.
UNIT H

PROBLEMS IN HUMAN RELATIONS

CHAPTER XXVI. RACE AND NATIONALITY
CHAPTER XXVII. SOCIAL PROGRESS
CHAPTER XXVI.

RACE AND NATIONALITY

Objectives: (1) To consider the problems of the minority groups. (2) To discuss the values and meaning of tolerance.

I. Questions for Study.

1. What is the proof that all human beings belong to the same species?

2. Name the three principal races?

3. Give examples of a pure race.

4. Why is the term "ethnic group" often more accurate than "race"?

5. Explain the Nordic delusion. The Aryan myth.

6. What restraints are put upon the weaker race by the stronger race when they live together?

7. What is our greatest racial problem?

8. Discuss the proposed solutions of the Negro problem.
   (1) Deportation
   (2) Segregation
   (3) Education

9. What are the chief reasons for race and nationality problems? Give specific examples.

10. Do you hold prejudice against any race? If so, what is your explanation?

11. When you talk about Americans to whom do you refer?
12. Test your own idea of what makes people genuinely American by studying the following list and selecting the one or ones which most nearly describe your requirements.¹

(1) People whose ancestors came over on the Mayflower.

(2) Descendants of signers of the Declaration of Independence.

(3) Sons and daughters of the American Revolution.

(4) Those whose grandparents were born in this country.

(5) Those whose parents were born in this country.

(6) Citizens of the United States by birth.

(7) All citizens, native born or naturalized.

(8) All those who understand and accept the principles of American democracy and try to put them into practice.

13. Who is a foreigner? A 100% American? Is it true that every person in this country or some one of his ancestors was once a foreigner?

14. Classify the following attitudes as fair or unfair.

(1) Foreigners create bad neighborhoods.

(2) Foreigners are to blame for crime.

(3) The ancestors of all of us were foreigners.

(4) There is good in every national group.

(5) Foreigners are radical.

(6) To make it easy for foreign-born to learn American ways.

15. Tell one contribution made by the following groups to our American civilization.

(1) The English

(2) The Scotch

(3) The Welsh

(4) The Irish

¹ R. A. Goel, O. P. Goel and Helen P. Stoten, American Democracy Today and Tomorrow, pg. 126.
(5) The Germans  (9) The Poles
(6) The Dutch  (10) The Russians
(7) The Scandinavians  (11) The Jews
(8) The Italians  (12) The Negroes

(Add others to the list that you wish to mention.)

16. Why is it more difficult for immigrants from Central and Southern Europe to get along in the New World than those from the British Isles and Northern Europe?

17. How do the following cause trouble between foreign-born parents and their American-born children?

(1) Manner of dress.  (4) Language.
(2) Religion.  (5) Standard of values.
(3) Recreation.  (6) Marriages customs.

18. Give examples of race or nationality prejudices in your community.

SUMMARY

The true Americans are those who embody most completely in their individual characters...the spiritual traits and qualities that make up the American nationality.

It is not a question of birth, ancestry, or race. A person may be born within sight of Plymouth Rock, of old colonial stock, and be much less an American than one whose parents brought him here in an immigrant ship a quarter of a century ago. American fellowship and affiliation are natural, easy and largely unconscious for one who has always lived in America. They are an achievement for one whose origin is foreign. But America is one and the same for all.

---

1 Ibid., pg. 142.
References for the Student


References for the Teacher

Davis and Barnes, *Introduction to Sociology*, Part IV, Chap. 7.


Young, Kimball, *Source Book for Sociology*, Part II.
CHAPTER XXVII.

SOCIAL PROGRESS

Objectives: (1) To point out what has been done to make a better society. (2) To discuss the possibilities of future progress.

I. Questions for Discussion.

1. How might the following be indexes of social welfare?
   (1) Infant mortality rate.
   (2) General death rate.
   (3) Sickness rate.
   (4) Accident rate.
   (5) Divorce rate.
   (6) Crime rate.
   (7) Suicide rate.

2. Which index rates have shown the greatest improvement in our society?

3. Which index rates are most difficult to improve?

4. Which rates testify social confusion and disorganization?

5. What is necessary to wipe out the social causes of disorganization?

6. Discuss the signs of progress which cannot be measured by statistics.
   (1) Increasing appreciation of personality.
   (2) Increasing protection of the weak and defenseless.
   (3) Increasing proportion of human effort devoted to the satisfaction of psychic wants.
   (4) Increasing motivation of human effort by psychic rewards.
   (5) Changes from autocratic to democratic control.
   (6) Wider social relations.
7. Discuss as instruments of social progress.

(1) Research
(2) Education
(3) Religion

8. What material and non-material resources does the United States possess which should contribute to a new and happier social order?

9. Show that remarkable mechanical inventions today do not, of themselves, mean social progress.

10. Do you think the brotherhood of man will ever be achieved? If so, by what means?

11. In what ways do you think that social progress is likely to come within the next century?

CONCLUSION

We have been studying the needs of society. We have noted many serious problems which can be solved, if all our resources are used wisely. We are living in an age of material changes. These changes indicate to many a great social progress. They do not realize that millions of people have little opportunity to enjoy the good things the inventors have made. Our political and economic institutions have lagged behind the changes in material culture. As a result we have widespread insecurity, injustice, and unrest. We cannot measure social progress in terms of skyscrapers, ocean liners, airplanes, and automobiles, but rather in terms of human welfare.

Although political and economic changes are important they are not so important as the changes that must come
about in the hearts of men. The universal observance of
the Golden Rule would soon solve all of our great problems
of today. No political law can bring this about. It can
only help to make it easier for us to do good. The material
things in life are important, but of greater importance is
the life of the spirit in man. We know that the world is
a better place to live in than it was a thousand years ago.
With our help the world of tomorrow will be a great improve-
ment over that of today.

References for the Student

Gavien, Gray and Groves, Our Changing Social Order. Chap. 32.
Greenan and Meredith, Everyday Problems of American
Democracy. Chap. 29.
Landis and Landis, Social Living. Chap. 35.
Patterson, Little and Burch, American Social Problems.
Chap. 24.

References for the Teacher

Barnes and Ruedi, American Way of Life. Chap. 35.
Cuber and Harper, Problems of American Society. Part III.
Elliott and Merrill, Social Disorganization. Chap. 35.
Young, Kimball, Source Book for Sociology. Chap. 29.
To the Instructor in Sociology:

As a project in the Department of Sociology we are attempting to gain information concerning the teaching of Sociology in various High Schools throughout the United States. Would you kindly co-operate by answering the following questions and returning the same in the enclosed envelope?

I. Name of High School (550 responded) Place At Random over U. S.

II. Name of text used for teaching Sociology in your school (Indicated as references in Work Book) Author

III. What is the length of time (in semesters) given to the course? From 1/3 to 2

IV. 1. How many students take the course? 3 to 1000
   2. What are their classifications? Sophomore 257, Junior 97, Sophs. 1

V. What methods are used in teaching the course? (check any used)
   1. Text book study 278
   2. Supplementary Reading (1) Books 251 (2) Magazines 267
   3. Community Projects 86
   4. Work Books 31
   5. Field Trips 113
   6. Moving Pictures 298
   7. Outside Lectures 17
   8. Classroom work (1) Discussion 190 (2) Class Reports 271
   (3) Lecture Method 100

VI. Is the course popular with the students? Yes 112 No 10 Average 16

VII. What is the need, if any, in your High School to fulfill the objective of the course? Texts and reference materials, Visual aids

III. What values do you feel are realized from the course? Personal adjustment, citizenship training, Knowledge of social problems

IX. What training is required for the Instructor of the course? Degree __________________ Major ___________________ Minor ___________________

X. 1. Do you think a new text for High School Sociology is needed? Yes 111 No 93
   2. If so, what suggestions would you make as to what the text should include? (Use back of sheet)

XI. Remarks - (Use back of sheet if necessary). If you do not teach Sociology please indicate same and return. Teach Sociology as a course in itself-261

      Do not teach Sociology - 203
      Offer problem courses - 81
Samples of this research questionnaire were sent to 1,100 high schools, chosen at random throughout the country. Approximately one-half of the questionnaires were returned. Almost 300 of those taught Sociology as a subject in itself or as an integrated part of a problems course.

For narrative of the survey and a complete analysis refer to the research thesis on "Teaching Sociology in the Secondary Schools" by the author and her co-worker, Miss Rita Corcoran.

The remarks of the teachers furnished the motive and provided invaluable technical aids in producing this workbook.
COUNTRY LIFE SCORE CARD

A. Adequate Standards of Living (300)

I. The Farm and Home (150)

1. Farms (20) _____ of sufficient size to produce a good living; good fertility; topography such as to make farming not too difficult.

2. Farm buildings (5) _____ well arranged, in good repair.

3. Fences (5) _____ in good shape, free from brush and trash.

4. Gardens (5) _____ well-fenced, of sufficient size, fertile, neat in appearance.

5. Home grounds (15) _____ homestead well arranged; suitable walks to outbuildings, plenty of shade, open lawn, landscaped with shrubbery and perennials.

6. Houses (15) _____ well constructed, suited to needs of family, well kept, properly lighted, heated and screened; water facilities; sufficient porches, comfortable living room and sufficient bedrooms.

7. House furnishings (15) _____ well designed, comfortable, durable and attractive.

8. Kitchens (10) _____ equipment arranged to save time and space; right height to avoid stooping or reaching up. Proper lighting on working surfaces.

9. Water supply (10) _____ all wells and springs cased and curved or protected by methods endorsed by the State Department of Health.

10. Toilets (10) _____ located according to State Board of Health.

---

1 Morris G. Caldwell, Laboratory Manual for Introductory Sociology, pgs. 25 to 32. (Quoted from College of Agriculture, West Virginia University, Country Life Score Card, Circular 255, Morgantown, 1930.)
11. Foods (10) meals of variety and sufficient in quantities to fulfill daily need of vitamins and energy building foods.

12. Clothing (10) serviceable, attractive and healthful.

II. The Community (170)

1. School facilities (85)
2. Church facilities (25)
3. Recreational facilities (20)
4. Communication facilities (20)
5. Health protection (10)
6. The Community Beautiful (10)

B. Mode of Life (400)

I. In the Home (120)

1. Family relationship (10)
2. Child welfare (10)
   (1) Examination, immunization (20)
3. Home management (10)
4. Wholesome attitudes:
   (1) Play (10)
   (2) Travel (10)
   (3) Education (20)
   (4) Higher education (10)
   (5) Nature (10)
   (6) Planning (10)

II. In the Community (280)

1. Government matters:
(1) Citizenship (5) ____
(2) Public opinion (10) ____
(3) Real estate and taxes (10) ____
(4) Voting (10) ____

2. Health:
(1) Public buildings (10) ____
(2) Co-operation (15) ____
(3) Public services (10) ____
(4) Clinics (10) ____

3. Church:
(1) Membership (15) ____
(2) Finances (15) ____
(3) Objectives (10) ____
(4) Organization (25) ____

4. Recreation and Education:
(1) Organization (10) ____
(2) Outside recreation (10) ____
(3) Community meetings (10) ____
(4) School (15) ____
(5) Program work (10) ____
(6) Four-H Club training (15) ____

5. Community Spirit:
(1) History (10) ____
(2) Community consciousness (15) ____
(3) Spirit (15) ____
(4) Teamwork (10) 

(5) Premiums (10) 

(6) Noted sons and daughters (10) 

C. More Adequate Incomes (300)

1. Net income (45) _____ gives adequate standard of living.

2. Business methods (55) _____ sufficient records, planning operations, and savings.

3. General farming and livestock practices (200) _____
PERSONALITY SELF-RATING TEST\(^1\)

This questionnaire is to help you appraise yourself. Answer the questions here by the rating score below.

3. Strong (excellent)
2. Average (about like other people)
1. Weak (danger zone)
0. Very poor (in fact, a total loss)

Your score is your private property. Go into a confidential huddle with yourself and answer the questions below.

1. Do you find it easy to like nearly everybody?
2. Can you keep your temper and give away your smile?
3. Can you force yourself to be pleasant to others, even when you are all out of sorts inside?
4. Are you as good a friend as you expect others to be?
5. Are you on time for your dates, even those that don't rate as "big moments"?
6. Do you practice the duties of a good host or hostess when guests are in your home?
7. Are you satisfied with your table manners?
8. Can you disagree without being disagreeable?
9. Can you express appreciation for gifts or favors in a gracious and easy manner?
10. Can you be a leader without being a boss?
11. Can you take a dose of good-natured teasing as well as you give it?
12. Do you have the habit of finishing whatever you start?
13. Do you honestly try to make your speaking voice as pleasant and controlled as possible?

\(^1\) Betty Allen and Mitchell P. Brigg, *If You Please!*, pgs. 18 to 22.
14. Can you be alone without being blue?

15. Are you neat and well-groomed in your appearance?

16. Is it easy for you to admit that you have made a mistake?

17. Are you a good listener?

18. Can you take praise, popularity, or good fortune without having it go to your head?

19. Are you neat and orderly in your room?

20. Do you keep your promise?

21. Do you introduce people easily and correctly?

22. Are you tactful and really considerate of the feelings of others?

23. Are you a good sport, both when you are winning and when you are losing?

24. Do you like to give parties as well as go to them?

25. When you borrow things, do you take good care of them and return them promptly?

26. Can you play when you play and work when you work, without combining the two?

27. Do you avoid feeling sorry for yourself and saying such things as "this would happen to me"?

28. Will you neither give nor receive help during an examination?

29. Can you think for yourself, rather than be easily influenced by others?

30. Can you work harmoniously with others, even those whom you dislike?

31. Do you respect the opinions and wishes of your parents?

32. When you are in a group, do you include everyone in your conversation, rather than concentrate on one or two?

33. Generally speaking, are you an addition to your classes at school?
34. Do you have a good sense of humor—the kind that makes you enjoy a joke even when it is on you?

35. Can you speak before a group without embarrassment and self-consciousness?

36. Are you familiar with the rules of etiquette?

37. How do you rate in following these same rules in etiquette?

38. Are you happy and really feel from envy when a friend or acquaintance has a stroke of good luck?

39. Have you a right to be proud of your posture?

40. Do you try as hard to make a hit with your family as you do with your friends?

41. Are you as willing to listen to advice as you are to give it?

42. Can you adapt yourself easily to those who are younger or older than you are or whose opinions or backgrounds are very different from your own?

43. Do you feel that the success of any party is partly your responsibility and make it your duty to be agreeable, co-operative guest?

44. Do you feel buoyantly well most of the time?

45. Are you a good conversationalist?

46. Do you refuse to indulge in pouting and sulking when things don't go just as you would like them to go?

47. Are you just as courtesy-conscious on a busy shopping trip as you are at a party?

48. Do you find it easy to make new friends?

49. Do you keep the same friends for many years?

50. Is your speech grammatically correct?

51. Do you actively help new students to feel at home?

52. Are you very careful to pay back all loans, even a pencil or a postage stamp?
53. Can you take criticism without resenting it?
54. Do you always speak kindly of other people?
55. Are you a pleasant conversationalist at the family dinner table?
56. Are you at ease with the opposite sex?
57. Do you get along well with children?
58. Do you avoid alibis and blaming others?
59. Do you organize and keep up your work?
60. Do you honestly try to improve your personality?

A perfect score is 180. If you rate within 10 points of the top, you are much too good to be true; if from 160 to 170 you are still above average; if from 140 to 160 you haven’t much to worry about, but below 140 you need a general overhauling.

Don’t be discouraged. Check up on your weak points and try to improve. Personality never stays put but is constantly changing. Help yours to change in the right direction.
YOUR PHILOSOPHY OF LIFE

Your philosophy of life is your way of looking at life and what it offers to you. It is the thing which makes you an individual. You have been trained since childhood to accept certain beliefs. Your attitude constitutes your beliefs or philosophy of life. Express your philosophy by answering the following questions:

1. What is your attitude toward work? Is anything worth doing, worth doing well, or are you a slipshod worker?

2. What is your attitude toward friends? There is a saying "to have a friend, be one". What does that mean to you? How do you choose your friends, boy and girl friends?

3. What is your attitude toward your family? Do you assume responsibility in your home? What is your feeling toward your family? Do you try to see their side in all situations?

4. What is your attitude toward religion? What do you really believe in? Have you just accepted the beliefs of your church without thinking them through and actually personally accepting them? Does religion satisfy a need for you? Does your religion help you to become a better person?

5. What is your attitude toward marriage and sex? Do you have a wholesome attitude toward sex? Are you emotionally mature? If not, how can you become so?

6. What is your attitude toward the world in which you live? Do you believe in the saying that "service is the rent we pay for the space we occupy here"? What do you feel you owe to society in general? Do you personally have a part in making this a better world?

1 Taken from the 1946 program of the Y-Teens of Nebraska, as prepared by the committee.
7. What is your attitude toward tragedy? Because no one is free from tragedy we need to think through what our attitude should be toward it. What do you think of this statement. "It isn't what happens to you that counts, it's how you take it."

8. What is your attitude toward yourself? What do you expect of yourself? What goals have you set? What qualities are necessary for you to develop your possibilities to the utmost? Do hate and revenge occupy your life intentions?

Add any other things that your philosophy of life should contain. No matter how good a belief is, if you personally do not accept it or live by it that idea or belief does you no good. Be honest in expressing your philosophy.
BIBLIOGRAPHY OF REFERENCE BOOKS


