

THE SOCIAL OPINIONS OF SECONDARY SCHOOL SOCIAL
SCIENCE TEACHERS IN ARIZONA

by

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A Thesis

submitted to the faculty of the

Department of Education

in partial fulfillment of

the requirements for the degree of

Master of Arts

in the Graduate College

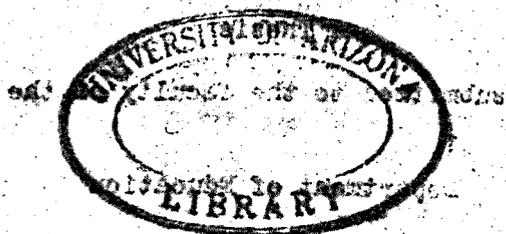
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CHAPTER I

INTRODUCTION

America today stands at the crossroads of an uncertain future. With the rest of the world the United States must resolve the perplexing problems of social, economic, and political living and seek the objective of tranquility and orderliness. Whether such an end is ever attainable is open to time-worn arguments founded on the belief that differences in thought and ideal imply an everlasting conflict of interests. Such differences in attitude and resulting action do bring complications -- but complications which find solution in a growing awareness of the reason for divergence of position. Research in sociology and the varied ramifications of the economic order have given definitive weight to less reasoned but more passionate appeal for progressive reform. The reports of the governmental agencies, research institutionism and private individuals have done much to make concrete the vague and muted plea for order. This study is but another attempt to clarify issues about us and relate them to the teachers of Arizona -- a group most vitally concerned with the development of our state and nation.

The ideal of a liberal democratic society is most closely approximated in the United States of America. This fact is more apparent today in the light of world events than ever before in the history of the country. Yet, being truly desirous of making this country the

ideal of the Declaration of Independence, we must not rest content with achievement to date. We must continue to examine our society, scrutinize the integral parts of its make-up, and re-affirm the faith in a state whose founders maintained "that all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness."

The problems of a state having as varied social, economic, political, spiritual, and legal bases as does the United States are almost infinite in their variety. The rising tide of regionalism; the differentiation between groups geographic, economic, political, and racial; the diversities of culture through the nation are sufficient indication that there are problems peculiar to localities. It is true beyond contention that the tenets of liberty, equality, and freedom of action, and security of economic life are fundamental for the entire nation and should be for a democratic world. But it is as patent a fact that the peculiarities of a place, a time, and a group necessitate further study in the "climate of opinion" before basic plans may be formulated to make real the philosophical ideal of another day.

It is obvious that the culture of the southwestern United States is effected by forces peculiar to this region alone. The attitudes and appreciations, the intellectual tendencies of the new and vigorous West complement the philosophies of the megalopolitan East, the rural Midwest, the awakening South-east. The inhabitants of Arizona, resident in the South-west, must face and resolve problems, human and national, which affect all men and all America. Conditioned as they are by the

geographic, the ethnic, the social, the political, and the economic forces of the South-west, their reactions tend to vary from those of the populace resident in other sections of the country. Reared in a particular atmosphere, knowing Arizona and its multifarious scene, they have come to appreciate national and world events from the vantage points in Phoenix, Tucson, Flagstaff, Bisbee, Safford, Winslow, or some ranch or farm. Close to the border, they know a foreign culture, and a foreign people, close to the desert and the mountain, they have seen a varied scene within the confines of their own state. Reading the Arizona Republic, the Daily Citizen, or perhaps the Los Angeles Examiner or Denver Post, knowing the mine, the field, the store, or the tourist, living at a distance from major cities, the residents of Arizona live with, yet apart from, the rest of the country.

The population of Arizona is adequate testimony of the peculiar condition of the state. Of a population of 435,573 in 1930, 264,378 were white, 114,173, Mexican; 43,726, Indian; 10,749, Negro; 1,110, Chinese; 879, Japanese; and 558 of other national and racial groups.¹ In church membership the leading denominations were Roman Catholic, Latter Day Saints, Methodist, Presbyterian, and Protestant Episcopalian. By 1930 more than 40% of the total population of the state was living in city and town. The farm population declined steadily during the first three decades of the present century and by 1935, 100,083 persons were resident on the land. Farming is well varied, and the most impor-

1. U.S. Census for 1930.

tant crops include strawberries, dates, cotton, alfalfa, hay, wheat, sorghum, oranges, olives, and sugar beets. The splendid soil and excellent climatic conditions in some parts of the state make for intensive cultivation. Not infrequently there has been recorded four and five cuttings of alfalfa in one year. The yield of hay per acre for years was the leading one in the country. Stock raising is one of the most important industries of the state, and dairy farming is also significant.² But agriculture is subordinate to mining as the basic industry of the state. Copper mining still remains the great industry of Arizona, and the mines of Bisbee, Globe, Morenci, and Jerome rank with the most productive in the world. Arizona at present produces 40% of the copper mined in the United States. The principal manufactures in the state have been developed as a by-product of copper mining, and the smelting and refining of copper represent the most important manufacture in Arizona.³

Arizona has been a state since February 14, 1912, when President Taft signed a proclamation admitting Arizona to the Union. The inhabitants of Arizona have voted Republican in the state elections of 1916, 1918, 1920, and 1928; and Democratic in 1922, 1924, 1926, 1930, 1932, 1934, 1936, 1938. In national elections the state has been Democratic in 1912 and 1916, Republican, 1920 to 1928, and Democratic, 1932 and 1936.

2. The Agriculture Census, 1935, Department of Commerce, Bureau of Census.

3. U.S. Census for 1930.

These are but a few facts to illuminate the canvas against which one must study the inhabitants of the state in gaining an appreciation of their life and thought. The intellectual life of Arizona is developing rapidly, but naturally has not attained the standard of more mature regions of the country. The public-school system of Arizona was established in 1871. Since 1921 children between eight and sixteen have been required to attend school. In 1936 there were 80,936 pupils in the elementary schools, 18,859 in the high schools, 4,228 in the vocational schools, and 7,304 in the normal schools, colleges, and junior colleges. In 1938 there were one university, two colleges, and two junior colleges in the state -- the University of Arizona, Tempe, Flagstaff, Phoenix Junior College, and Gila Junior College. Nearly three thousand teachers (2,977) teachers were employed in the elementary schools and high schools during 1935-1936. The average teacher's salary in the elementary schools for that year was \$1,225 for women, and \$1,253.21 for men; in the high schools the salaries for men averaged \$1,673.20, for women, \$1,613.66.⁴ In the state in 1935 there were 26 libraries in 20 cities. There were four museums in operation throughout the state. In 1938, 51 newspapers were published in 35 cities and towns. Of these 11 were dailies, 38 weeklies, and 2 semi-weeklies.⁵

In this new and vigorous state the teacher plays a most significant part in moulding the opinion of the community. And no teacher has

4. Thirteenth Biennial Report of the State Department of Public Instruction to the Governor of the State of Arizona, 1934-1936, p. 61.

5. Ayer, N. W. and Son, Directory of Newspapers and Periodicals, p. 13.

a more important role in such work than the teacher of the social sciences. Because of his constant study of the forces of our dynamic society, the instructor of the social sciences is the most logical subject for an investigation of social attitudes among the faculty members of our secondary schools. More thoroughly than any other member of the secondary-school faculty does he make the materials of day-to-day living the content of his classroom study. In the utilization of such vital matter as the field of research the instructor of the social sciences inevitably touches and elaborates upon the forces affecting all society.

The instructors to whom were dispatched copies of the accompanying questionnaire are the recipients of the Arizona state teachers certificate for the secondary schools. Of the 140 social science instructors listed in the Arizona Educational Directory, 52 replied. The teachers responding comprised approximately 40% of the group registered in the Arizona Educational Directory. There were returns from 33 secondary schools located in 12 counties of the state of Arizona. On such a basis was the study directed, a spread of returns sufficiently broad to render a degree of authority possible.

In attempting to gain an insight into a matter as nebulous and indefinite as an "attitude" the author sought merely to obtain evidence of the teacher's background, his reading, his leisure activity, his present pursuits, and his reaction to various intellectual matters of a controversial nature. By attitude is meant a determined pattern of ideas, growing out of past experience, reacting to present stimulus.

Philosophical disquisitions might be entered into without end in elaboration of this point, but they may be resolved with the statement that all of the individual's experimental life and thought mould and produce appreciations. It is this group of appreciations or attitudes which we attempt to determine in the course of the following study.

A Study of the Attitudes and Appreciations
of the Instructors of the Social Sci-
ences in the Secondary Schools
of the State of Arizona

It has long been the desire of the author to make a study of the attitudes and appreciations of the instructors of the social sciences in the secondary schools of the state of Arizona. Because of the continued proximity to the forces of our dynamic society the instructor of the social sciences is the most logical selection for an investigation of social attitudes among the faculty members of our secondary schools. More thoroughly than any other member of the secondary school faculty does he make the materials of day to day living the content of his classroom study. In employing such vital matter as the ground for study the instructor of the social sciences, advertently or inadvertently, plays a significant role in the moulding of community opinion.

It is to chart the attitudes, opinions, and thoughts of the social science instructors that this group of questions has been prepared. This inquiry is sponsored and approved by the College of Education.

Dean of the College of Education.

INSTRUCTIONS

If you agree with a statement place a check (/) in the margin Provided on the left.

If you disagree with a statement place a cross (X) in the margin. All questions or comments should be addressed to D. A. L. Portner, College of Education, The University of Arizona, Tucson, Arizona. To facilitate the analysis, please, return all material within two (2) weeks.

- 1-All labor unions in Arizona should be incorporated.
- 2-Arizona, located in a distinct geographic and economic region, should favor the abandonment of present political delimitations and the adoption of regional bounds.
- 3-Racial and national minorities in this state are the objects of discrimination.
- 4-School children of Arizona should be fed, clothed, and given medical attention by the school system.
- 5-The teacher of the social sciences, as intellectuals, cannot form a political alliance with the farmer or industrial worker.
- 6-The teacher of the social sciences in the secondary school should be limited in interpreting the material of his course.
- 7-Proper housing is lacking in Arizona, and state and national aid should be adopted to alleviate present conditions.
- 8-Europe, being at so great a distance from our state, must be recognized as outside our concern.
- 9-An intensive campaign should be introduced by Arizona state departments, chambers of commerce, and other organizations to make the country aware of the potentialities of Arizona.
- 10-The various newspapers of this state are eminently fair in their treatment of labor problems.
- 11-A minimum wage and hour scale for industrial workers is not feasible in Arizona.
- 12-Added facilities for intellectual diversion are necessary to provide for the additional leisure of the worker in present society.
- 13-Arizona has sufficient provision for the care of the indigent.

- 14-The social science teachers of Arizona should form a professional organization.
- 15-The development of community organizations to encourage intellectual and recreational interests should be a fundamental point in any program of social planning.
- 16-Consumer education should be an integral part of any course in the social studies.
- 17-Responsible state offices should be filled by examination.
- 18-More adequate facilities for the education and development of the maladjusted should be provided in Arizona.
- 19-The practice of employing state or federal funds to purchase votes should be carefully avoided in Arizona elections.

Check those books which you have read.

Cross those books which you have partially read.

Circle these books of which you have heard.

Herbert Hoover, The Challenge to Liberty.
 Charles A. and Mary R. Beard, Rise of American Civilization.
 Robert H. and Helen Lynd, Middletown.
 George S. Counts, Dare We Build a New Social Order?
 Abbe Dimmet, The Art of Thinking.
 Walter Lippmann, Public Opinion.
 Manly H. Haper, Social Beliefs and Attitudes of American Educators.
 Bessie L. Pierce, Public Opinion and the Teaching of History.
 Merle E. Curti, Social Ideas of American Educators.
 Howard K. Beale, Are American Teachers Free?
 Charles E. Merriam, The Role of Politics in Social Change.
 John Chamberlain, Farewell to Reform.
 Henry Adams, The Education of Henry Adams.
 Ruth Lindquist, The Family in the Present Social Order.
 President's Research Committee on Social Trends, Recent Social Trends in the United States.
 Committee on Economic Change, Recent Economic Changes in the U. S.
 Louis D. Brandeis, Other People's Money.
 Norman M. Thomas, The Choice Before Us.
 George Souls, The Coming American Revolution.
 Henry Ford, Moving Forward.
 Theodore Roosevelt, New Nationalism.
 Franklin D. Roosevelt, Looking Forward.
 Henry George, Progress and Poverty.
 Edward Bellamy, Looking Backward.
 Henry D. Lloyd, Wealth Against Commonwealth.
 Howard Odum, Southern Regions in America.
 Adolf Hitler, Mein Kampf.

Plato, Republic.
 Karl Marx, Das Kapital.
 John Strachey, The Coming Struggle for Power.
 H. D. Lasswell, Propaganda Technique in the World War.
 Montesquieu, Spirit of the Laws.
 Bruce Raup, Education and Organized Interests in the United States.

NEWSPAPERS AND PERIODICALS

Check those read regularly.

Cross those you have read, but do not read regularly.

Commonweal	Christian Century
New Masses	Social Studies
Saturday Evening Post	American Historical Review
Saturday Review of Literature	New Mexico Historical Review
Collier's	Yale Review
New Republic	Journal of the N. E. A.
New Statesman and Nation	Social Forces
Foreign Affairs	Social Frontier
L'Europe Nouvelle	
Harper's	New York Times
Liberty	Denver Post
Nation	London Times
Scribner's	Volkische Beobachter
New England Quarterly	Pravda
Atlantic Monthly	Manchester Guardian
Littell's Living Age	Los Angeles Examiner

What other periodicals or newspapers do you read regularly?

MODERN NOVELS AND PLAYS

Check those you have read.

John Dos Passos, 1919	Eugene O'Neill, The Hairy Ape
David Burnham, Winter in the Sun	Clifford Odets, Waiting for Lefty
Jack O'Connor, Boom Town	Robert Sherwood, Petrified Forest
Thomas Wolfe, Look Homeward Angel	Maxwell Anderson, Mary of Scotland
Albert Halper, Union Square	Elmer Rice, Street Scene
Frances Gillmor, Windsinger	Hendrik Ibsen, Pillars of Society
Jacob Wassermann, The World's Illusion	Sean O'Casey, Juno and the Paycock
Thomas Mann, The Magic Mountain	John Steinbeck, Of Mice and Men
Andre Malraux, Man's Hope	Paul Carroll, Shadow and Substance
Arnold Zweig, Education Before Verdun	G. B. Shaw, Man and Superman

Personal Data

Name(Not Essential)

School

Age at nearest birthday Place of birth

Prominent national strains of father

Prominent national strains of mother

Religion Do you take an active part in church ...

Avocations or hobbies

.....

Education:

Country school yrs. City graded school yrs.

Senior high school yrs. Academic or college prep ... yrs.

Normal school yrs. University yrs.

Name of University

Did you study in a liberal arts college or in a technical school

Graduate study:

Number of years Degrees

Number of graduate units in Education

in the social studies

What subjects do you teach now?

.....

.....

.....

**"A Study of Some of the Aspects of the Personal
History of the School Executive in the U-
nited States and of his Social and
Economic Views" ***

by
Frederick Haigh Bair, Ph.D.

I. Views on Social Problems

1-Will you indicate in a word or brief sentence three of the most fundamental problems in the United States today.

2-Will you indicate similarly three of the most fundamental problems facing the world.

3-Do you think that the public schools ought to deal with such questions?
Yes No

4-Do you consider that the Social Studies as taught in our public schools generally now provide for a reasonably thorough study of these and similar critical questions? Yes No

5-Do the social studies as taught in the schools achieve this purpose? Yes No

6-If, in your opinion, the schools generally do not do so, to what do you ascribe the condition?

(Please number in parentheses at left margin factors below roughly in order of their significance, 1, 2, 3, 4, etc., omitting to number any you consider negligible, and writing in, under (1) any further you think should be added.)

Number here

- () a-The fact that the public generally neither wishes nor expects the schools to deal with contemporary controversial questions.
- () b-The fact that school administrators and teachers generally adopt a "let-well-enough-alone" policy on such questions.
- () c-The fact that no adequate understanding exists of the importance of the public schools' preparing citizens to deal with such problems.
- () d-The fact that no technique has been worked out by which class-room teachers can adequately attack such problems.

*Used with permission of the Bureau of Publications, Teachers College, Columbia University, New York City, New York.

- () e-The fact that active local pressure groups will use any occasion to oppose any interests or conclusions contrary to their own, and to pour propaganda through the schools.
- () f-The fact that past problems are overwhelmingly easier and safer for teachers to handle.
- () g-The fact that schools administrators have generally not attempted to set up a public understanding and support by which the teachers may experiment with such study.
- () h-The belief that the schools, as agencies of the State, should not encourage critical appraisal of persons, actions, or policies involved in government.
- () i-Other reasons (write in).

7-Will you be good enough to list below two or three such questions which are not now generally studied and which might be in the public schools, and indicate groups likely to favor or to oppose such study.

Controversial study subjects worthy of discussion	Groups likely to favor study	Groups likely to oppose study
--	---------------------------------	----------------------------------

8-Have you experienced pressure from groups or individuals? If so, please indicate questions and groups.

9-Please estimate below various methods for treating such problems in the schools. Number all particularly effective methods 1, and those less effective but still useful 2, those least effective or possibly detrimental 3.

Number here

- () a-Study of single text.
- () b-Careful study of various angles of controversial questions, with much "research" reading of competent opposing and intermediate views.
- () c-Class discussion following (b).
- () d-Spontaneous class discussion without preparation.
- () e-Presentation by adult advocates of opposing or variant views.
- () f-Interviews by students of such leaders.
- () g-Omission of such subjects.
- () h-Statement of opinion by teacher.
- () i-Debates.

- () j-Committee reports.
 () k-Newspaper readings.

10-Would you welcome from the Commission on the Social Studies a formulation of policy with reference to the treatment of controversial subjects in the schools? Yes No

11-What, if any, do you think would be the value of such a pronouncement?

"SOCIAL BELIEFS AND ATTITUDES OF AMERICAN EDUCATORS"

by Manly H. Harper, Ph.D.

If you agree with a proposition more fully than you disagree, mark it by placing a plus sign just at the left of the number in the margin.

If you disagree more fully than you agree, mark the proposition by placing a minus sign (-) just to the left of the number in the margin.

1-In teaching the vital problems of citizenship teachers should so impress on their students the approved opinions in these matters that life's later experiences can never unsettle or modify the opinions given.

2-If our people were willing to try the experiment fairly the government ownership of railroads would be for the best interests of the country.

3-The practice of democracy, as developed in the United States, has no serious or far reaching defects.

4-As a rule, the laborer has a favourable opportunity in this country to obtain a fair price for his labor as his employer has to obtain a fair price for the goods the laborer produces.

5-One should never allow his own experience and reason to lead him in ways that he knows are contrary to the teaching of the Bible.

6-The government should provide opportunity for insurance at cost for all classes of people against accident, sickness, premature death and old age.

7-For the improvement of patriotism our laws should forbid much of the radical criticism that we often hear and read concerning the injustice of our country and government.

8-If any facts should be found favourable to socialism they should be omitted from histories written for high school use.

- 9-Among the poor many more fall short of highest satisfaction on account of too many desires than on account of lack of income.
- 10-Conditions have long shown that the United States should take permanent possessions of Mexico.
- 11-Very large fortunes gained in this country have, in almost all cases, been obtained by proportionately large service to the common welfare.
- 12-The United States Senate was justified in its action rejecting the League of Nations.
- 13-Persons believing in socialism should not be allowed certification to teach in the public schools.
- 14-The measure of right or wrong in human action is exactly in proportion to the measure in which the action enriches or impoverishes human experience.
- 15-On the whole in this country, the reward given manual laborers, as compared with the share taken by their employers, has been in just proportion to the services they had rendered.
- 16-The operation of the railroads by the government during the World War was so unusually expensive and wasteful that it stands as a strong argument against trying government ownership.
- 17-The present curricula of our schools are well suited to develop in reasonable time broad and sympathetic understanding among the various economic groups — farmers, miners, manufacturers, etc.
- 18-During the dangers of impending war our government should firmly prevent any small groups of citizens from opposing, through public discussions or through publications, the government's most thorough preparation for the conflict.
- 19-Without directly teaching religion a teacher's influence in the public school should always be definitely and positively favourable to the purposes and activities of the Christian Churches.
- 20-The wage system of industry operates with a desirable efficiency in promoting the interest of laborers in the work they are employed to do.
- 21-Some events in the history of the United States during the last 25 years show that influential groups among our people have at times swayed our government into imperialism, the selfish policy of controlling and exploiting the people of another nation.
- 22-Because of conditions developed by science and invention, nations

- that continue to grow in strength and justice will inevitably become more independent and less interdependent.
- 23--Most students of our high schools should give a larger proportion of their time to the study of foreign languages, for the benefit of the general mental development and refinement.
- 24--The Christian Church (in its general sense) retards progress by continuing to operate as the dead hand of the past, hindering, through subservience to mythical super-human authority, efficient search for truth and justice.
- 25--No normal healthy individual can justly appropriate and enjoy more property than he has earned by service to the common good.
- 26--The development of the highest welfare of the country will require government ownership of the important minerals.
- 27--World conditions seem now to insure enduring peace among the nations.
- 28--In the industries of this country proper opportunity and encouragement are usually given to the laborers to progress from lower to higher positions of all grades of responsibility and reward.
- 29--The methods and curricula employed in teaching citizenship insure our country's efficient progress in democracy.
- 30--Our educational forces should be directed as efficiently as possible to the development of socialism.
- 31--For the sake of our continued prosperity teachers should endeavor to give students of suitable age a firm understanding and belief in the protective tariff.
- 32--Many more industries and parts of industries should be owned and operated cooperatively by the producers (all the workers) themselves.
- 33--The power of huge fortunes in this country endangers democracy.
- 34--In the elementary schools a direct study of the Constitution of the U.S. has greater possibilities for building citizenship than has any study or work that can be properly undertaken in the practical arts -- homemaking, mining, agriculture, manufacturing, etc.
- 35--Events of the last .. years have shown clearly that the permanent policy of the U.S. should be to let Europe settle its political problems without our government's participation.
- 36--Considering the present lack of respect for authority, teachers should rise to the occasion by pending less on the self-direction of

students and more on the firmly enforced plans and directions given by the teacher.

- 37-As a rule, the time spent on algebra by the girls of our high schools could much better be spent on such subjects as music, fine arts, home-making, literature, or social studies.
- 38-Some form of public regulation of business or some form of taxation should be used that would make impossible the accumulation or holding of as large fortunes as are held now.
- 39-Reproduction should be made physically impossible for all those below certain low standards of physical and mental fitness.
- 40-Teachers can get no practical help from psychology that cannot be better obtained from mere common-sense experience.
- 41-On the whole, we have had too much of government interference or regulation in private business.
- 42-The history of protective tariff legislation in this country is a worthy record of our government's impartial and efficient devotion to the welfare of all the people.
- 44-A large majority of those who usually vote the Republican ticket are influenced in their voting more by ignorance and prejudice than by rational thought. (No comparison with other parties implied).
- 45-Every boy and girl in American schools should be taught to give unquestioned and unlimited respect and support to the American flag, for whatever cause it is unfurled.
- 46-History shows no development to encourage the hope that there can ever be practical international or world government to deal with international or world affairs.
- 47-Our radical papers exaggerate greatly when they say that 5% of our people own 95% of all the property in this country.
- 48-The development of the highest welfare in this country will require government ownership of the land.
- 49-The members of Congress from the agricultural sections should cooperate to make the laws of largest possible advantage to the farmers.
- 50-There is no serious probability that the means of forming public opinion (chiefly the schools and the press) will be unfairly influenced or controlled by the wealthy interests.

- 51-Any self-direction by students of the elementary school should be at most limited to routine matters and special projects leaving the regular work to be planned and directed entirely by the teacher.
- 52-We should attempt to give students in our public schools an aiding faith in the Constitution of the U. S. in all its parts and principles.
- 53-No school, college, or university should teach anything that is found to cause its students to doubt the Bible as containing the word of God.
- 54-If every nation were as wise and just as the U. S. there would be no more danger of great wars.
- 55-(Omitted).
- 56-The only god we should serve is truth revealed through the interpretation of experience by clear, unselfish, rational thought.
- 57-In matters of citizenship the student's interest, attitude of mind, and methods of work are not so vital as his desire to remember the conclusions emphasized by the teacher and other able authorities.
- 58-Our laws should prohibit giving, even to adults, information concerning birth control, through public meetings or through the mails.
- 59-By legislative and executive action government in this country has often given manufacturing and commercial interests special advantages seriously detrimental to other important interests.
- 60-The man, whose vacant lots in a thriving city increase many fold in value because the city's homes and business grow up about these lots, should be required to repay in taxes a large part of the unearned profits to the city that created the increased values.
- 61-A league or association of nations, including the U. S. as a member, is the only practical plan to deal adequately with international affairs.
- 62-The opportunities for education offered to the young of this country show that our people are properly sensitive and loyal to the principle of equality and of opportunity for all.
- 63-A larger proportion of the time in our high schools should be given to such subjects as modern history, civics, economics, and sociology.
- 64-Citizens should desire our elementary and secondary schools to give unprejudiced and vigorous study and discussion to important social

and political issues upon which the community opinion is divided.

- 65-If it were true that 1% of our people own more than the other 99%, it would be of great importance in our high schools to seek to interest the students in a study of the causes operating to produce this unequal distribution.
- 66-It would be undemocratic for the U. S. to surrender any of its sovereign power to an international super-government in order to become a member of such an organization.
- 67-Taxes on very large inheritances should be high enough to prevent any heirs receiving huge fortunes.
- 68-The classroom teachers should be given a larger and more responsible share in organizing the curricula and in determining the subject matter and method of her own teaching.
- 69-It would be well to give larger proportion of the time in our ... schools to elements involved in the problems of capital and labor.
- 70-Histories written for elementary and high school use should omit any facts likely to cause students radically to question or doubt the justice of our social order.
- 71-The life and work of the school cannot properly be like the activities of life outside of the school because the school has its own work to do in preparing the young for later life.

CHAPTER II

A SUMMARY OF THE FINDINGS OF THIS STUDY

Briefly, the findings of this study may be summarized in the following:

- 1-All unions should remain as individual organizations. No attempt should be made to incorporate unions into one organization.
- 2-The present system of delimitation is adequate. The adoption of an alternate method, such as regional bounds, should not be undertaken.
- 3-Discriminations against racial and national minorities exist in Arizona.
- 4-All attempts to feed, clothe, or give medical aid through the school system should be opposed.
- 5-The teacher of the social sciences should be limited in the interpretation of the materials of his courses.
- 6-Teachers can form political alliances with farmers and industrial workers.
- 7-Proper housing is inadequate in Arizona, and aid from state and national funds should be obtained to alleviate present conditions.
- 8-Affairs of Europe are our vital concern.
- 9-An intensive campaign of publicity should be adopted to make the country Arizona conscious.
- 10-Opinion is evenly divided on the question of the fair treatment of labor problems in the periodicals of the state.

11-A minimum wage and hour scale is feasible in Arizona industrial circles.

12-Added intellectual diversions are essential for workers in present society.

13-Arizona does not have sufficient provision for the care of the indigent.

14-Organization of social studies teachers is held advisable.

15-The group is unanimous in the belief that the development of community organizations to encourage intellectual and recreational interests should be a fundamental part of any program of social planning.

16-Consumer education should be an integral part of the social studies.

17-Responsible state offices should be filled by examination.

18-More adequate facilities for the education and development of the maladjusted should be provided.

19-The practice of employing state or federal funds to purchase votes should be carefully avoided in Arizona elections.

Numerical Summaries to Particular Questions
in the First Part of the Study

Group I

	FOR		AGAINST	
	Number	Per cent	Number	Per cent
1-All labor unions in Arizona should be incorporated.	22	47	25	53
2-Arizona, located in a distinct geographic and economic region, should favor the abandonment of present political delimitations and the adoption of regional bounds.	21	45	26	55
3-Racial and national minorities in this state are the objects of discrimination.	31	61	20	39
4-School children of Arizona should be fed, clothed, and given medical attention by the school system.	4	9	45	91
5-The teacher of the social sciences in the secondary schools should be limited in his interpreting the materials of his course.	6	12	44	88
6-The teachers of the social sciences, as intellectuals, cannot form a political alliance with the farmer or the industrial worker.	13	25	39	75
7-Proper housing is lacking in Arizona, and state and national aid should be adopted to alleviate present conditions.	35	68	17	32
8-Europe, being at so great a distance from our state must be recognized as outside our concern.	4	8	48	92

	FOR		AGAINST	
	Number	Per cent	Number	Per cent
9-An intensive campaign should be introduced by Arizona state departments, chambers of commerce, and other organizations to make the country aware of the potentialities of Arizona.	43	85	9	17
10-The various newspapers of this state are eminently fair in their treatment of labor problems.	23	51	22	49
11-A minimum wage and hour scale for industrial workers is not feasible in Arizona.	10	20	41	80
12-Added facilities for intellectual diversion are necessary to provide for the additional leisure of the worker in the present society.	47	90	5	10
13-Arizona has sufficient provision for the care of the indigent.	7	15	41	85
14-The social science teachers of Arizona should form a professional organization.	32	65	17	35
15-The development of community organizations to encourage intellectual and recreational interests should be a fundamental point in any program of social planning.	51	100	0	0
16-Consumer education should be an integral part of any course in the social studies,	46	94	3	6
17-Responsible state offices should be filled by examination.	49	98	1	2
18-More adequate facilities for				

	FOR		AGAINST	
	Number	Per cent	Number	Per cent
the education and development of the maladjusted should be provided for in Arizona.	49	98	1	2
19-The practice of employing state or federal funds to purchase votes should be carefully avoided in Arizona.	51	99	1	1

Replies to the Extent of Reading in a List
of Selected Books

Check books read.
Cross those partially read.
Circle these books of which you have heard.

Group II

	Check	Cross	Circle
Herbert Hoover, The Challenge to Liberty.	13	9	16
Charles A. and Mary R. Beard, Rise of American Civilization.	29	10	5
Robert H. and Helen Lynd, Middletown.	11	4	18
George S. Counts, Dare We Build A New Social Order?	9	5	16
Abbe Dimmet, The Art Of Thinking.	8	8	5
Walter Lippmann, Public Opinion.	11	9	16
Manly H. Harper, Social Beliefs and Attitudes of American Educators.		1	6
Bessie L. Pierce, Public Opinion and the Teaching of History.		7	5
Merle E. Curti, Social Ideas of American Educators.		2	3
Howard K. Beale, Are American Teachers Free?	3	5	11
Charles E. Merriam, The Role of Politics in Social Change.	2	6	7
John Chamberlain, Farewell to Reform.	3	2	4
Henry Adams, The Education of Henry Adams.	8	11	9
Ruth Lindquist, The Family in the Present Social Order.	3	5	5
President's Research Committee on Social Trends, Recent Social Trends in the U.S.	12	8	7
Committee on Economic Change, Recent Economic Changes in the United States.	4	7	5

	Check	Gross	Circle
Louis D. Brandeis, Other People's Money.	3	5	13
Norman M. Thomas, The Choice Before Us.	8	4	14
George Seuls, The Coming American Revolution.	3	4	7
Henry Ford, Moving Forward.	2	6	13
Theodore Roosevelt, New Nationalism.	9	11	7
Franklin D. Roosevelt, Looking Forward.	12	6	17
Henry George, Progress and Poverty.	5	6	6
Edward Bellamy, Looking Backward.	8	4	6
Henry D. Lloyd, Wealth Against Common wealth.		1	6
Howard Odum, Southern Regions in America.	6		2
Adolf Hitler, Mein Kampf.	6	6	30
Plato, Republic.	13	18	11
Karl Marx, Das Kapital.	4	19	15
John Strachey, The Coming Struggle for Power.	6	1	8
H. D. Lasswell, Propaganda Technique in the World War.	10	4	5
Montesqueieu, Spirit of the Laws.	6	7	8
Bruce Raup, Education and Organized Interests in the United States.		1	1

Replies to the Extent of Reading in a List of
Selected Periodicals and
Newspapers

Check those read regularly.

Cross those you have read, but do not read regularly.

Group III

	Check	Cross
Commonweal	2	7
New Masses	1	4
Saturday Evening Post	34	17
Saturday Review of Literature	5	13
Collier's	26	21
New Republic	5	26
New Statesman and Nation	2	4
Foreign Affairs	3	12
L'Europe Nouvelle	0	1
Harper's	18	24
Liberty	12	28
Nation	9	22
Scribner's	12	26
New England Quarterly	1	3
Atlantic Monthly	16	23

	Check	Cross
Littel's Living Age	2	4
Christian Century	3	10
Social Studies	9	13
American Historical Review	1	16
New Mexico Historical Review		3
Yale Review		11
Journal of N.E.A.	30	15
Social Forces		4
Social Frontier	2	9
New York Times	9	28
Denver Post	3	22
London Times		7
Volkische Beobachter		1
Pravda		1
Manchester Guardian	1	5
Los Angeles Times	5	34

Note: For complete list of periodicals read regularly by the social studies teachers of the state see Appendix, p. 57 and 58.

Replies to the Extent of Reading in a List of Modern Novels and Plays

Group IV

John Dos Passos-1919.	6
David Burnham, Winter in the Sun.	2
Jack O'Connor, Boom Town.	13
Thomas Wolfe, Look Homeward Angel.	4
Albert Halper, Union Square.	5
Frances Gillmor, Windsinger.	7
Jacob Wassermann, The World's Illusion.	3
Thomas Mann, The Magic Mountain.	10
Andre Malraux, Man's Hope.	2
Arnold Zweig, Education Before Verdun.	4
Eugene O'Neill, The Hairy Ape.	17
Clifford Odets, Waiting for Lefty.	5
Robert Sherwood, Petrified Forest.	15
Maxwell Anderson, Mary of Scotland.	15
Elmer Rice, Street Scene.	7
Hendrick Ibsen, Pillars of Society.	12
Sean O'Casey, Juno and the Paycock.	2
John Steinbeck, Of Mice and Men.	21
Paul Carroll, Shadow and Substance.	2
G. B. Shaw, Man and Superman.	14

Personal Data

Group V

Of the group's ages the reader will find that the average teacher is in his middle thirties, the youngest teacher being twenty-three, the oldest sixty. The distribution and per cents of ages by decades follows:

Ages	Number of Cases	Per cent
20-29	11	21
30-39	28	54
40-49	7	13
50-59	5	10
60	<u>1</u>	<u>2</u>
Total	52	100

What states supply the greatest number of teachers of social studies in Arizona's secondary schools? In order of the greatest numbers they are:

State	Number
Arizona	7
Texas	6
Illinois	5
Iowa	5
Colorado	3
Missouri	3
Kentucky	2
Michigan	2
New Mexico	2
Pennsylvania	2
South Dakota	2
Kansas	1
Montana	1
New Jersey	1
New York	1
North Carolina	1
Ohio	1
Oklahoma	1
Tennessee	1
Utah	1
West Virginia	1

State	Number
Canada	1
Italy	<u>1</u>
Total	51

A careful tabulation shows the prominent national strains of fathers and mothers as given by the group of social studies instructors in Arizona's secondary schools. The difference assumed between the British and the American stock is that "American" signifies the group which migrated to this country during the eighteenth and early nineteenth centuries. The group is predominantly Anglo-Saxon -- that is to say either British, Irish, Scotch, American, Welsh, or German. The significance of the figure may be drawn from the historical background of the breed. Independence and the desire for representative government have been known in the British Isles, the spring from which the majority of the individuals responding has originated, for several centuries. The remaining origins are placed in the northern countries of Europe, and in two of the Latin countries -- France and Italy. The predomination of the Anglo-Saxon is also of significance for the reason that the frontiers of the nation have been populated most frequently by this group. The group has shown the desire to perpetuate an ideal government, and has also represented the majority of the population prior to the era of importation of labor from the southern states of Europe.

The university most frequently mentioned is the University of Arizona which represents twenty-one of the thirty-four colleges or

universities mentioned.⁶ The two state teachers colleges were mentioned six times, making the per cent having attended the state's higher educational facilities 79% of the group.

Of the forty-five responses to the question of religious belief forty-one were in the general category of Protestantism. Apparently none answering the questionnaire were of religious beliefs other than Protestant or Catholic.

The returns on the question of avocations brought an appearance of such hobbies as astrology, the raising of game birds and silver fox, debate, and the like.

In the matter of early education the author found that the majority of the group attended private elementary school. The majority graduated from senior high schools, rather than from junior colleges or other varieties of preparatory school. A minority of the group attended teachers colleges. Of the fifty-two responses, twenty-nine attended a regular university for four or more years, while nine continued in teachers colleges for four or more years.

The materials received concerning graduate learning showed that the average instructor in social studies in the secondary schools has attended university one year in order to receive the degree of master of arts. The degree is held by twenty-five of the group. Of those

6. In the light of figures obtained by the High School Visitor of Arizona, it appears that the social studies group is unlike the total number of instructors in the secondary schools. The High Schools Visitor in the year 1935-1936 found that 486 of the teachers in secondary schools were wholly or partially trained in Arizona, 309 had received none of their preparation in Arizona.

answering one person has received a doctor of philosophy degree, that having been granted in the field of history. The subject most frequently cited as being taught in the schools on the secondary level is United States history. There appear to be many combinations in the teaching load of the social studies teacher.

The statistics for materials appearing in Chapter II may be found on p. 55-65 of the Appendix.

CHAPTER III

THE BAIR STUDY

In elaboration of the questionnaire on attitudes and appreciations, the author has utilized a study made by Frederick H. Bair. The Bair study was prepared as a doctoral dissertation at Teachers College, Columbia University, and was a significant attempt to estimate and chart social attitudes. Dr. Bair limited investigation to an evaluation of the social reaction of school executives, but the materials of the study may readily be applied to any group of educators.

In his introduction Dr. Bair has remarked that his dissertation "limits itself to a consideration of the superintendent of schools as an agent in relating education, by way of cause and control, to change more particularly, education in the form of increasing study of live social problems in all levels of the public schools." With Dr. Bair, the author believes that the major theme of this study must be founded upon the position of education in a dynamic society. No student of education today can deny that "whatever else may be said of these times when they shall have been reduced in perspective in the long roll of history, they will be marked by rapid and world-wide change. They will also be marked, as against any era that preceded them, by the scale on which education is being attempted These two factors, education and change, and the problem of the right relation to each other, carry along with them the destiny of our civiliza-

tion and of uncounted millions of mankind. The problem is not new ... but it is new in its tempo and its scale. In these respects, it is a key problem of the utmost significance."⁷

Dr. Bair administered his questionnaire in February, 1931, when he sent to all superintendents of schools in the United States a questionnaire on social attitudes. This inquiry was employed by the American Historical Association's Commission on the Social Studies, which released a sixteen volume study on the social studies in the public schools. Dr. Bair also used Dr. Manly H. Harper's study in his inquiry. Of the four thousand inquiries dispatched by Dr. Bair, 850 answers were received. Of the 2,500 copies of the Harper study dispatched by Dr. Bair there were 648 replies. The percentage of returns is interesting in that it approximates the results obtained by the author of the present report.

The statistical report of the Bair study is here given in the form of brief summaries. Detailed statistical reports will be found on page 65 of the Appendix.

It will be noted that the author has included the tabulations of materials received from the Arizona group and for comparison the tabulations published by Dr. Bair.

Question One

Will you indicate in a word or a brief sentence three of the most fundamental questions in your opinion facing the people of the

7. Bair, Frederick H., The Social Understandings of the Superintendent of Schools, p. 3.

United States today.

The answers received on this question readily conform to a series of heads, also found in Dr. Bair's study, -- Political, Economic, Educational, Social, and Religious. Quantitatively the returns were:

Type of Problem	Portner		Bair ⁸	
	Number	Per cent	Number	Per cent
Political	55	39	1,198	44.8
Economic	54	38	799	29.9
Social	25	25	356	13.3
Educational	4	3	243	9.1
Religious	3	2	76	2.9
Total	141	100	2,672	100.0

The teachers of the social studies in Arizona secondary schools agree that the two most fundamental problems facing the people of the country today are economic and political, while Bair's 648 superintendents believe that almost half the major problems confronting the United States are political in nature.

Question Two

Will you indicate in a word or brief sentence three of the most fundamental problems facing the world.

The returns in the question appear as follows:

Type of Problem	Portner		Bair	
	Number	Per cent	Number	Per cent
Political	80	65	1,259	54
Economic	33	27	774	33
Social	3	3	158	7
Educational	4	3	66	3
Religious	2	2	70	3
Total	122	100	2,327	100

⁸ Bair, Frederick H., op. cit., p. 43.

The group of Arizona social studies teachers believe that approximately two-thirds of the major problems of modern civilization are political in nature. One-quarter of the problems are founded on the disarrangement of the economic order. Dr. Bair's group maintains that the basic problems are political and economic. The minor problems are more similar; the Arizona group believes that one-thirty-third of problems of world importance are social, and the Bair survey reveals that one-fourteenth of the problems are social. In both groups educational problems compose one-thirty-third of the important problems. And religious lastly with one-thirty-third in the Bair survey, and one-fiftieth in the Portner analysis.

Question Three

Do you think that the public schools ought to deal with such problems?

The vote was:

	Yes		No	
	Number	Per cent	Number	Per cent
Portner	49	98	1	2
Blair	777	98	16	2

There were comments on this question which indicated that the group believed it to the advantage of the schools and of the pupils to deal with questions of vital importance.

Question Four

Do you consider that the social studies as taught in our public schools generally now provide for a reasonably thorough study of these and similar questions?

	Yes		In Part		No	
	Number	Per cent	Number	Per cent	Number	Per cent
Partner	8	16			41	84
Bair	134	17	67	9	581	74

The Arizona group agrees that 16% of the schools are teaching those materials in a manner which may be considered reasonably thorough. The Bair group, a nation-wide representation of the superintendent group indicates that at least 25% are dealing with the materials in a satisfactory fashion (yes or in part).

Question Five

Do the social studies as taught in the school under your direction achieve this purpose?

This question is specifically one answerable by the superintendents when the phrase "under your direction" is included. But the question becomes relevant to the study of the teachers when the phrase is deleted. The returns were as follows:

	Yes		In Part		No	
	Number	Per cent	Number	Per cent	Number	Per cent
Partner	6	12	2	4	41	84
Bair	96	11.3	205	24.3	545	64.4

The returns, translated to a more simple medium, indicate that the Arizona group believes that one-fifth of the schools are dealing with the questions while the national survey reveals that one-third of the group thought that the schools were dealing with the problems satisfactorily. The greater proportions of both groups were of the belief that the schools at present are not teaching the materials as they should be taught.

Question Six

If in your opinion the schools do not generally do so, to what do you ascribe the condition?

By employing a system of weighting suggested by Dr. Bair the factors are ranged in their importance in this manner:⁹

Rank	Weighted Score	Factors Deterring Schools Generally from Handling Problems
First (3)	211	f-Fast problems are overwhelmingly easier and safer for teachers to handle.
Second (4)	209	b-Administrators and teachers adopt a "let-well-enough-alone" policy.
Third (1)	189	c-No adequate understanding exists of the importance of the public schools' preparing citizens to deal with such problems.
Fourth (2)	174	d-No technique has been worked out for the teacher to attack such problems adequately.
Fifth (6)	164	g-Administrators have not attempted to set up public understanding and support by which teachers may proceed with such work.
Sixth (7)	142	e-Local pressure groups will oppose attempts at impartial study and pour propaganda through the schools.
Seventh (5)	132	a-The public neither desires nor expects the schools to deal with such problems.
Eighth (8)	75	h-Belief that the schools as agencies of the state should not encourage critical appraisal of persons, actions, or policies involved in government.

The Arizona teachers of secondary school social studies believe

9. The method of weighting the scores is explained fully in the Appendix on p. 69. The parenthesized numerals represent the choice of the Bair group.

that their own passivity is the factor deterring the schools from handling basic problems. After blaming themselves for the lack of initiative, the administrators are given joint blame for the adoption of a "let-well-enough-alone" policy. It is evident that many bemoan the fact that teachers are not well enough aware of the social responsibility of their positions. Fourthly, there is a lack of established techniques for the teacher to deal with vital problems. Fifthly, it is claimed that there has been no co-operation on the part of the administrators or understanding on the part of the public.

As in the Bair inquiry the miscellaneous suggestions (i) are headed by the statement that teachers are not sufficiently well trained to handle basic problems. The difference between the Bair and the Portner surveys is in that Bair's answers came from superintendents who felt no qualms at stating the condition baldly, while the teachers' admission of the lack of training contains an item of vital import, a realization that they, or the profession, are at fault.

Question Seven

Will you be good enough to list below two or three such questions which are not now generally studied and which might be in the public schools, and indicate groups likely to favor or oppose such study.

The answers to this question contained repetitions of questions one and two. The answers were therefor grouped much in the same manner as in the two previous questions. A total of 98 answers appeared against Bair's 1, 160. The various groups mentioned in conjunction with the questions may be found on p. 70 in the Appendix.

	Portner		Bair	
	Number	Per cent	Number	Per cent
Political	31	32	583	50
Social	27	28	85	7.3
Educational	16	16	120	10
Economic	14	14	298	26
Religious	<u>10</u>	<u>10</u>	<u>74</u>	<u>6.4</u>
Total	98	100	1,160	100.7

The national group followed the order of the questions previously answered more closely by repeating that problems of an economic nature were the second most important in the list. The Arizona group believed that social problems were of more vital importance, with matters of educational content being placed third. Economic and religious questions were relegated to a group least cited in the returns.

Question Eight

Have you experienced pressure from groups or individuals? If so, please indicate questions or groups.

A question of this nature represents a source of embarrassment, or perhaps of timidity on the part of both the superintendents of Bair's survey and the Arizona social studies teachers, for the answers to this question were meagre. Dr. Bair received 561 answers of which 57% were "no". The author's returns mentioned 88% "no". Dr. Bair received answers indicating the use of partial pressure, but the Arizona returns yielded no such information. In both inquiries it was found that religion was the cause of the greatest difficulty.

Question Nine

Please estimate below various methods for treating such problems in the schools. Number all particularly effective methods 1, those less effective but still useful, -2, those least effective or

possibly detrimental, 3.

Eleven methods were cited, from (a) to (k).

	Choices			Total
	1	2	3	
a-Study of a single text.	2	20	21	43
b-Careful study of the various angles of controversial questions, with much research reading of competent opposing and intermediate views.	38	3	0	41
c-Class discussion following (b).	41	11	1	43
d-Spontaneous class discussion without preparation.	9	19	17	45
e-Presentation by adult advocates of opposing or variant laws.	19	13	9	41
f-Interviews by students of such leaders.	16	21	5	42
g-Omission of subh subjects.	0	1	34	35
h-Statement of opinion by teacher.	5	18	19	42
i-Debates.	21	21	1	43
j-Committee reports.	22	20	2	44
k-Newspaper readings.	15	25	4	44

The methods, c, b, j, i, e, f, and k head the list in that order. The second choices are such that they obscure the order from that point, although g is noticeably last in the list. The procedure, employed by Bair originally, and here as a means of comparison, was to allow each second choice to be weighted 1, each first choice 2, and each third choice, 1. After having been weighted, the scores, arranged according to rank are as follows:

Rank	Method	Weighted			Total
First (2)	c-Class discussion after b.	82	1	-1	82
Second (1)	Careful study of all angles of controversial questions, much research reading of				

Rank	Method	Weighted			Total
	competent views.	76	3	0	79
Third (3)	i-Debates.	42	21	-1	62
Fourth (4)	j-Committee reports.	44	20	-2	62
Fifth (5)	k-Newspaper readings.	30	25	-4	51
Sixth (7)	e-Presentation by adult advocates of opposing or variant views.	38	13	-9	42
Seventh (6)	f-Interviews by students of such leaders.	32	21	-35	18
Eighth (9)	h-Statement of opinion by teacher.	10	18	-19	9
Ninth (8)	a-Study of single text.	4	20	-21	3
Tenth (10)	d-Spontaneous class discussion without preparation.	18	19	-34	-3
Eleventh (11)	g-Omission of such subjects.	0	1	-34	-33

The parenthesized numerals are the rankings by Bair's inquiry. The Arizona group is seen to favor class discussion after having carefully studied all angles of controversial questions with research reading of competent views. Bair's group favored b, which was merely the careful study; however, discussion was ranked second in Bair's inquiry.

Question Ten

Would you welcome from the Commission on the Social Studies a formulation of policy with reference to the treatment of controversial subjects in the schools?

Portner	Number	Per cent
Yes	43	88
Depends	3	6
No	3	6

The Arizona group appeared to be less anxious concerning advice

from a well known body than were the superintendents in Bair's study. Twelve per cent were doubtful of the value of any policy emanating from a central body. Merely three per cent of Bair's group were hesitant.

Question Eleven

What, if any, do you think would be the value to you of such a pronouncement?

	Times Mentioned	Per cent
Technique or guide	25	51
Ideas	13	28
Provide Unity	5	10
Doubtful or depends	4	7

The responses are listed in their entirety on p. 65 of the Appendix.

Use was made of the replies to the Harper Study by Bair's group of superintendents. A comparison of the three groups -- Portner's Arizona teachers, Bair's superintendents, and Harper's graduate educators -- is made in the next chapter of this study.

CHAPTER IV

THE HARPER SOCIAL STUDY

The first significant attempt to estimate the social attitudes of American educators was the test prepared by Dr. Manly H. Harper in 1922 in partial fulfillment of the requirements for the doctoral degree at Teachers College, Columbia University. The basis for the study, "The Social Beliefs and Attitudes of American Educators", was the measurement of social belief by the employment of an "agreement-disagreement" test composed of 71 propositions. Dr. Harper tested 675 graduate educators from every section of the United States and sought to determine social attitude by charting a range of opinion from extreme conservative to extreme non-conservative. Dr. Bair utilized the Harper test in the course of his own investigation, and received a total of 647 replies as compared to the 675 received by Dr. Harper. Fifty-two returns were obtained from Arizona teachers.

Recording:

In the first column below appears the per cent of the group from Arizona who marked the individual propositions non-conservatively. The method is the one employed by Dr. Harper originally, by Dr. Bair, and by the present author in his comparison of the three scores. Dr. Bair's results will be noted in the second column, and the results obtained by Harper in 1922 are tabulated in column three. The percentages signify the non-conservative element in each of the three

groups. The decision of what constituted non-conservatism was made by Dr. Harper in his original study.

The Harper Study

Per cent of Non-Conservatism			The Propositions
Portner	Bair	Harper	
86	74	67	1-In teaching the vital problems of citizenship teachers should so impress on their students the approved opinions in these matters that Life's later experiences can never unsettle or modify the opinions given.
66	36	65	2-If our people were willing to try the experiment fairly the government ownership of railroads would be for the best interests of the country.
79	73	59	3-The practice of democracy, as developed in the United States, has no serious or far reaching defects.
50	40	50	4-As a rule, the laborer has a favourable opportunity in this country to obtain a fair price for his labor as his employer has to obtain a fair price for the goods the laborer produces.
69	49	47	5-One should never allow his own experience and reason to lead him in ways that he knows are contrary to the teaching of the Bible.
71	57	49	6-The government should provide opportunity for insurance at cost for all classes of people against accident, sickness, premature death and old age.
92	77	70	7-For the improvement of patriotism our laws should forbid much of the radical criticism that we often hear and read concerning the injustice of our country and government.

Per cent of Non-Conservatism			The Propositions
Portner	Bair	Harper	
98	91	83	8-If any facts should be found favourable to socialism they should be omitted from histories written for high school use.
69	48	49	9-Among the poor many more fall short of highest satisfaction on account of too many desires than on account of lack of income.
92	89	85	10-Conditions have long shown that the United States should take permanent possessions of Mexico.
63	61	60	11-Very large fortunes gained in this country have, in almost all cases, been obtained by proportionately large service to the common welfare.
45	67	61	12-The United States Senate was justified in its action rejecting the League of Nations.
83	78	72	13-Persons believing in socialism should not be allowed certification to teach in the public schools.
62	67	68	14-The measure of right or wrong in human action is exactly in proportion to the measure in which the action enriches or impoverishes human experience.
76	55	61	15-On the whole in this country, the reward given manual laborers, as compared with the share taken by their employers, has been in just proportion to the services they had rendered.
69	44	64	16-The operation of the railroads by the government during the World War was so unusually expensive and wasteful that it stands as a strong argument against trying government ownership.
87	73	66	17-The present curricula of our schools are well suited to develop in reasonable

Per cent of
Non-Conservatism

The Propositions

Portner Bair Harper

			time broad and sympathetic understanding among the various economic groups -- farmers, miners, manufacturers, etc.
79	53	37	18--During the dangers of impending war our government should firmly prevent any small groups of citizens from opposing, through public discussions or through publications, the government's most thorough preparation for the conflict.
16	7	12	19--Without directly teaching religion a teacher's influence in the public school should always be definitely and positively favourable to the purposes and activities of the Christian Churches.
67	57	64	20--The wage system of industry operates with a desirable efficiency in promoting the interest of laborers in the work they are employed to do.
82	68	57	21--Some events in the history of the United States during the last 25 years show that influential groups among our people have at times swayed our government into imperialism, the selfish policy of controlling and exploiting the people of another nation.
75	74	60	22--Because of conditions developed by science and invention, nations that continue to grow in strength and justice will inevitably become more independent and less interdependent.
94	95-	75	23--Most students of our high schools should give a larger proportion of their time to the study of foreign languages, for the benefit of the general mental development and refinement.

Per cent of Non-Conservatism			The Propositions
Portner	Bair	Harper	
14	41	23	24-The Christian Church (in its general sense) retards progress by continuing to operate as the dead hand of the past, hindering, through subservience to mythical super-human authority, efficient search for truth and justice.
64	70	72	25-No normal healthy individual can justly appropriate and enjoy more property than he has earned by service to the common good.
31	35	56	26-The development of the highest welfare of the country will require government ownership of the important minerals.
100	94	92	27-World conditions seem now to insure enduring peace among the nations.
37	44	46	28-In the industries of this country proper opportunity and encouragement are usually given to the laborers to progress from lower to higher positions of all grades of responsibility and reward.
77	77	69	29-The methods and curricula employed in teaching citizenship insure our country's efficient progress in democracy.
2	21	8	30-Our educational forces should be directed as efficiently as possible to the development of socialism.
78	78	64	31-For the sake of our continued prosperity teachers should endeavor to give students of suitable age a firm understanding and belief in the protective tariff.
64	61	70	32-Many more industries and parts of industries should be owned and operated cooperatively by the producers (all the workers) themselves.

Per cent of
Non-Conservatism

The Propositions

Portner	Bair	Harper	
58	63	66	33-The power of huge fortunes in this country endangers democracy.
80	89	81	34-In the elementary schools a direct study of the Constitution of the U. S. has greater possibilities for building citizenship than has any study or work that can be properly undertaken in the practical arts -- homemaking, mining, agriculture, manufacturing, etc.
25	56	65	35-Events of the last ... years have shown clearly that the permanent policy of the U. S. should be to let Europe settle its political problems without our government's participation.
73	72	74	36-Considering the present lack of respect for authority, teachers should rise to the occasion by pending less on the self-direction of students and more on the firmly enforced plans and directions given by the teacher.
90	63	61	37-As a rule, the time spent on algebra by the girls of our high schools could much better be spent on such subjects as music, fine arts, home-making, literature, or social studies.
51	64	63	38-Some form of public regulation of business or some form of taxation should be used that would make impossible the accumulation or holding of a large fortunes as are held now.
92	90	87	39-Reproduction should be made physically impossible for all those below certain low standards of physical and mental fitness.
88	81	89	40-Teachers can get no practical help from psychology that cannot be better obtained from mere common-sense experience.

Per cent of
Non-Conservatism

The Propositions

Portner	Bair	Harper	
76	78	88	41-On the whole, we have had too much of government interference or regulation in private business.
96	82	73	42-The history of protective tariff legislation in this country is a worthy record of our government's impartial and efficient devotion to the welfare of all the people.
30	62	65	44-A large majority of those who usually vote the Republican ticket are influenced in their voting more by ignorance and prejudice than by rational thought. (No comparison with other parties implied)
45	20	38	45-Every boy and girl in American schools should be taught to give unquestioned and unlimited respect and support to the American flag, for whatever cause it is unfurled.
71	79	72	46-History shows no development to encourage the hope that there can ever be practical international or world government to deal with international or world affairs.
65	50	46	47-Our radical papers exaggerate greatly when they say that 5% of our people own 95% of all the property in this country.
4	2	5	48-The development of the highest welfare in this country will require government ownership of the land.
40	48	41	49-The members of Congress from the agricultural sections should cooperate to make the laws of largest possible advantage to the farmers.
82	75	55	50-There is no serious probability that the means of forming public opinion (chiefly the schools and the press)

Per cent of Non-Conservatism			The Propositions
Portner	Bair	Harper	
			will be unfairly influenced or controlled by the wealthy interests.
58	53	48	51--Any self-direction by students of the elementary school should be at most limited to routine matters and special projects leaving the regular work to be planned and directed by the teacher.
4	14	16	52--We should attempt to give students in our public schools an aiding faith in the Constitution of the U. S. in all its parts and principles.
61	58	45	53--No school, college, or university should teach anything that is found to cause its students to doubt the Bible as containing the word of God.
76	72	68	54--If every nation were as wise and just as the U. S. there would be no more danger of great wars.
36	33	39	56--The only god we should serve is truth revealed through the interpretation of experience by clear, unselfish, rational thought.
94	90	82	57--In matters of citizenship the student's interest, attitude of mind, and methods of work are not so vital as his desire to remember the conclusions emphasized by the teacher and other able authorities.
96	87	72	58--Our laws should prohibit giving, even to adults, information concerning birth control, through public meetings or through the mails.
82	85	78	59--By legislative and executive action government in this country has often given manufacturing and commercial interests special advantages seriously detrimental to other important interests.

Per cent of Non-Conservatism			The Propositions
Portner	Bair	Harper	
50	68	61	60-The man, whose vacant lots in a thriving city increase many fold in value because the city's homes and business grow up about those lots, should be required to repay in taxes a large part of the unearned profits to the city that created the increased values.
63	83	84	61-A league or association of nations, including the U. S. as a member, is the only practical plan to deal adequately with international affairs.
31	24	22	62-The opportunities for education offered to the young of this country show that our people are properly sensitive and loyal to the principle of equality and of opportunity for all.
84	81	88	63-A larger proportion of the time in our high schools should be given to such subjects as modern history, civics, economics, and sociology.
92	88	87	64-If it were true that 1% of our people own more than the other 99%, it would be of great importance in our high schools to seek to interest the students in a study of the causes operating to produce this unequal distribution.
92	83	85	65-Citizens should desire our elementary and secondary schools to give unprejudiced and vigorous study and discussion to important social and political issues upon which the community opinion is divided.
80	70	73	66-It would be undemocratic for the U. S. to surrender any of its sovereign power to an international super-government in order to become a member of such an organization.

Per cent of Non-Conservatism			The Propositions
Portner	Bair	Harper	
52	65	61	67-Taxes on very large inheritances should be high enough to prevent any heirs receiving huge fortunes.
84	84	83	68-The classroom teacher should be given a larger and more responsible share in organizing the curricula and in determining the subject matter and method of her own teaching.
85	31	43	69-It would be well to give larger proportion of the time in our ... schools to elements involved in the problems of capital and labor.
92	16	65	70-Histories written for elementary and high school use should omit any facts likely to cause students radically to question or doubt the justice of our social order.
91	80	76	71-The life and work of the school cannot properly be like the activities of life outside of the school because the school has its own work to do in preparing the young for later life.

The figures above cited exhibit the tendencies of the three groups of schoolmen. The first column represents the attitudes of the Arizona social studies instructors; the second column represents the same tendency in a nation-wide survey of superintendents; while the third column represents the percentage of non-conservatism evident in an inquiry involving 675 graduate educators in the year 1922.

Lacking the material whereby a comparison of the group of educators might be placed against a typical group of another profession -- medicine, law, engineering -- the author was forced to be content with comparing insofar as was possible the three individual groups subjected

to the Harper inquiry.

It is of interest to note how the fifty-two Arizona teachers responded to a group of questions which Dr. Harper mentions as implying indoctrination. In this group are propositions 8, 13, 31, 36, 45, 51, 52, 53, 58, and 70. Representative of this group are proposition 51, which implies an indoctrination of patriotism, and 52, which questions the suggestion of counter-Biblical ideas in the schools.

Non-conservatism is exhibited to the greatest degree in propositions 27, 8, 58, 57, 23, 7, 39, 65, 64, 70, 71, 37, ranging from 100 per cent non-conservative to 90 per cent non-conservative in the order mentioned.

Per cent of Non-Conservatism		The Propositions
Portner	Bair	
100	90	27-World conditions seem now to insure enduring peace among the nations.
98	91	8-If any facts should be found favourable to socialism they should be omitted from histories written for high school use.
96	87	58-Our laws should prohibit giving, even to adults, information concerning birth control, through public meetings or through the mails.
94	90	57-In matters of citizenship the student's interest, attitude of mind, and methods of work are not so vital as his desire to remember the conclusions emphasized by the teacher and other able authorities.
94	95	23-Most students of our high schools should give a larger proportion of their time to the study of foreign languages, for the benefit of the general mental development and refinement.
92	77	7-For the improvement of patriotism our laws

Per cent of
Non-Conservatism

The Propositions

Portner

Bair

should forbid much of the radical criticism that we often hear and read concerning the injustice of our country and government.

92

90

39-Reproduction should be made physically impossible for all those below certain low standards of physical and mental fitness.

92

88

64-If it were true that 1% of our people own more than the other 99%, it would be of great importance in our high schools to seek to interest the students in a study of the causes operating to produce this unequal distribution.

92

83

65-Citizens should desire our elementary and secondary schools to give unprejudiced and vigorous study and discussion to important social and political issues upon which the community opinion is divided.

92

16

70-Histories written for elementary and high school use should omit any facts likely to cause students radically to question or doubt the justice of our social order.

91

80

71-The life and work of the school cannot properly be like the activities of life outside of the school because the school has its own work to do in preparing the young for later life.

90

63

37-As a rule, the time spent on algebra by the girls of our high schools could much better be spent on such subjects as music, fine arts, home-making, literature, or social studies.

The Arizona group and the Bair group are seen to agree generally. The exception is in proposition 70 -- the superintendents being in the belief that all texts utilized in the schools should be such as would not arouse in the minds of the youths any doubts concerning the social order and the justice of the land. Proposition 37, which questions the study of Latin by girls, is also a matter of doubt.

These propositions in which the Arizona group exhibited definite tendencies toward conservatism are as follows: 30, 48, 52, 24, 19. A comparison with the Bair group on these propositions is presented below:

Per cent of Conservatism		The Propositions
Portner	Bair	
98	79	30-Our educational forces should be directed as efficiently as possible to the development of socialism.
96	98	48-The development of the highest welfare in this country will require government ownership of the land.
96	86	52-We should attempt to give students in our public schools an aiding faith in the Constitution of the U. S. in all its parts and principles.
86	59	24-The Christian Church (in its general sense) retards progress by continuing to operate as the dead hand of the past, hindering, through subservience to mythical super-human authority, efficient search for truth and justice.
84	93	19-Without directly teaching religion a teacher's influence in the public school should always be definitely and positively favourable to the purposes and activities of the Christian Churches.

The results indicate that Bair's group registers 76% non-conservative and that the Arizona group is approximately 82% non-conservative. The Arizona group registers 57% disagreement with propositions, while the Bair group registers 55%, an indication of independent thinking. The group is anti-socialistic, against indoctrination, and strongly for the study of vital issues in the schools.

APPENDIX I

COMPLETE REPLIES TO PORTNER QUESTIONNAIRE

The first group of questions were of significance to instructors in the social studies in the state of Arizona. The replies received have been recorded on p. 22-30 of the text. However, those groups of materials which required more than the agreement or disagreement markings appear below. Commencing with group two of the author's original questionnaire the complete replies are recorded.

The instructions were:

Check those books which you have read.
Cross those which you have partially read.
Circle those books of which you have heard.

Author	Book	Check	Cross	Circle
Herbert Hoover	The Challenge to Liberty.	18	9	16
C.A. & M.R. Beard	Rise of American Civilization.	29	10	5
R.H. & H. Lynd	Middletown.	11	4	18
G. S. Counts	Dare We Build a New Social Order?	9	5	16
Abbe Dimmet	The Art of Thinking.	8	8	5
W. Lippmann	Public Opinion.	11	9	16
M. H. Harper	Social Beliefs and Attitudes of American Educators.		1	6
B. L. Pierce	Public Opinion and the Teaching of History.		7	5
M. E. Curti	Social Ideas of American Educators.		2	3
H. K. Beale	Are American Educators Free?	3	5	11
C. E. Merriam	The Role of Politics in Social Change.	2	6	7
Chamberlain	Farewell to Reform.	3	2	4
H. Adams	The Education of Henry Adams.	8	11	9

Author	Book	Check	Cross	Circle
R. Lindquist	The Family in Present Social Order.	3	5	5
President's Research Com. on Social Trends	Recent Social Trends in the U. S.	12	8	7
Com. on Economic Change	Recent Economic Changes in the United States.	4	7	5
L. D. Brandeis	Other People's Money.	3	5	13
N. M. Thomas	The Choice Before Us.	8	4	14
G. Souls	The Coming American Revolution.	3	4	7
Henry Ford	Moving Forward.	2	6	13
T. Roosevelt	New Nationalism.	9	11	7
F. D. Roosevelt	Looking Forward.	12	6	17
H. George	Progress and Poverty.	5	8	6
E. Bellamy	Looking Backward.	8	4	6
H. D. Lloyd	Wealth Against Commonwealth.		1	6
H. Odum	Southern Regions in America.	6		2
A. Hitler	Mein Kampf.	6	6	30
Plato	Republic.	13	18	11
K. Marx	Das Kapital.	4	19	15
J. Strachey	The Coming Struggle for Power.	6	1	8
H. D. Lasswell	Propaganda Technique in the World War.	10	4	5
Montesquieu	Spirit of the Laws.	6	7	8
B. Raup	Education and Organized Interests in the U. S.		1	1

The third group of questions involved the reading of newspapers and periodicals. The instructions were:

Check those read regularly.

Cross those you have read, but do not read regularly.

Magazine	Check	Cross
Commonweal	2	7
New Masses	1	4
Saturday Evening Post	34	4
Saturday Review of Literature	5	13
Collier's	26	21
New Republic	5	26
New Statesman and Nation	2	4
Foreign Affairs	3	12
L'Europe Nouvelle		1
Harper's	18	24

Magazine	Check	Cross
Liberty	12	28
Nation	9	22
Scribner's	12	26
New England Quarterly	1	3
Atlantic Monthly	16	23
Littell's Living Age	2	4
Christian Century	3	10
Social Studies	9	13
American Historical Review	1	16
New Mexico Historical Review		3
Yale Review		11
Journal of the N. E. A.	30	15
Social Forces		4
Social Frontier	2	9
New York Times	9	28
Denver Post	3	22
London Times		7
Volkische Beobachter		1
Pravda		1
Manchester Guardian	1	5
Los Angeles Examiner	5	34

This list is the original number on which the group were asked to mark, there was made provision for additional newspapers or periodicals read regularly. That list and the number of individuals reading the periodical or newspaper regularly follows:

Newspaper or Periodical	Number
Reader's Digest	27
Time	25
Phoenix Republic	21
Life	12
American Observer	7
Newsweek	7
Arizona Teacher	6
Forum	5
Current History	4
American Magazine	4
Phoenix Gazette	4
Consumer's Research	4
Good Housekeeping	3
Christian Science Monitor	3
Los Angeles Times	3
Citizen	3
Ladies Home Journal	3

Newspaper or Periodical	Number
Fortune	2
Star (Arizona Daily)	2
Phi Delta Kappan	2
Commentator	2
American Scandanvian Review	1
Albuquerque Journal	1
Current Topics	1
Yuma Sun	1
Nature Magazine	1
Delta Kappa Gamma	1
Financial World	1
Investor America	1
Monthly Evening Sky Map	1
Barron's Financial Weekly	1
Classical Outlook	1
Social Action	1
Weekly News Review	1
Parents	1
Successful Living	1
Guardian	1
Scholastic	1
Nation's Business	1
National Geographic	1
Elementary School Journal	1
Survey Graphic	1
United States News	1
Social Education	1
La Opinion	1
Digest Review	1
Nogales Herald	1
Family Circle	1
Woman's Home Companion	1
Junior Review	1
American Mercury	1
Business Week	1
Story	1
McCall's	1
Foreign Policy Reports	1
Headline Book	1
Asia	1
Commonsense	1
English Journal	1
Detroit Free Press	1
Pathfinder	1
Occupational Guidance	1

Author	Modern Novel	Read by
J. Dos Passos	Nineteen-Nineteen	6
David Burnham	Winter in the Sun	2
Jack O'Connor	Boom Town	13
Thomas Wolfe	Look Homeward Angel	4
Albert Halper	Union Square	5
F. Gillmor	Windsinger	7
T. Wassermann	The World's Illusion	3
Thomas Mann	Magic Mountain	10
Andre Malraux	Man's Hope	2
Arnold Zweig	Education Before Verdun	4

The books by Burnham, O'Connor, and Gillmor were entered in the group because of the association with things Arizonan. The Burnham novel takes place in the border country of Arizona; Jack O'Connor teaches English at the University of Arizona, and Miss Frances Gillmor is also a teacher of English at the University.

The second part of the fourth group was the reading of modern plays.

Playwright	Modern Play	Read by
E. O'Neill	The Hairy Ape	17
Clifford Odets	Waiting for Lefty	5
R. Sherwood	Petrified Forest	15
M. Anderson	Mary of Scotland	15
Elmer Rice	Street Scene	7
Hendrik Ibsen	Pillars of Society	12
Sean O'Casey	Juno and the Paycock	2
J. Steinbeck	Of Mice and Men	21
Paul Carroll	Shadow and Substance	2
G. B. Shaw	Man and Superman	14

The fifth group was of a personal nature and the returns on the material is herewith given.

Age	Number
21-23	3
24-26	5
27-29	3
30-32	9
33-35	12
36-38	6
39-41	4

Age	Number
42-44	1
45-47	2
48-50	4
51-53	7
54-56	0
57-59	0
60	1

Computed statistically the Mean age of the group is 35.6, the Median age is 34.6.

The birthplaces of the individuals in the group were, reading from the greatest numbers in one state to the least:

Arizona	7
Texas	6
Illinois	5
Iowa	5
Missouri	3
Colorado	3
Kentucky	2
Michigan	2
New Mexico	2
Pennsylvania	2
South Dakota	2
Oklahoma	1
Montana	1
New Jersey	1
New York	1
North Carolina	1
Ohio	1
Tennessee	1
Utah	1
West Virginia	1
Kansas	1
Canada	1
Italy	<u>1</u>

52

National Strains	Father	Mother
English	18	12
American	7	8
Irish	8	8
German	5	4
Scotch-Irish	5	8

National Strains	Father	Mother
Dutch	3	1
French	2	4
Danish	2	1
Polish	1	1
Welsh	0	3
Italian	1	1
Swedish	1	1

Religious Activity:

Religion	Number	Active
Protestant	10	4
First Methodist	7	4
Presbyterian	7	5
Christian	5	1
Baptist	4	1
Catholic	4	2
Episcopal	2	1
Latter Day Saints	2	1
Masonite	1	
Methodist Episcopalian	1	
Quaker	1	1
	<u>45</u>	<u>20</u>

Education:

Elementary School and High School	Period of years							
	1	2	3	4	5	6	7	8
City Graded School	1	2	1	3	0	2	3	21
Country School	0	1	0	4	0	1	2	16
Senior High School	0	2	2	47	0	0	0	0
Academic or College Preparatory	0	3	1	0	0	0	0	0
Private School	0	0	1	1	0	0	0	0
Higher Education								
	1	2	3	3½	4	4½	5	
Normal School	4	6	1		7		2	
University	2	7	3	1	21	3	5	
Graduate Study								
	1	1½	2	3	4	5		
Years	14	3	2	1				

	1	1½	2	3	4	5
Summers	1		7	5	1	1

Degrees	Number
Master of Arts	24
Master of Science in Education	1
Doctor of Philosophy	1

Number of graduate units in two fields -- education and social sciences:

Units	Number taking education	Number taking social sciences
0-5	3	12
6-10	4	5
11-15	8	3
16-20	3	0
21-25	2	1
26-30	4	1
31-35	3	1
36-40	2	0
41-45	0	1
46-50	1	0
51-55	0	0
56-60	1	0

The above is read --, there are 8 individuals teaching the social studies in the secondary schools who have between 15 units of graduate work. There are 5 instructors who have taken between 5 and 10 units of social studies.

The social studies courses taught by social studies teachers constitutes 105 courses or 77.1% of all courses taught by social studies teachers.

	Number of Courses	Per cent of all courses
Social Studies	105	77.1
United States history	23	
Civics	12	

World history	11
American problems	8
American government	7
Constitution	5
Economics	4
Geography	4
Problems of democracy	4
Social problems	4
Sociology	4
Social studies	3
Vocations	3
Economic geography	2
International relations	2
Social living	2
Social studies (a 2 year fusion course)	2
Citizenship	1
European history	1
Modern history	1
Psychology	1

Number of courses

Per cent of all
Courses

English	10	7
English	8	
American literature	1	
Debate	1	

Number of courses

Per cent of all
Courses

Commerce	2	1
Commercial law	1	
Typing	1	

Number of courses

Per cent of all
Courses

Languages	6	4
Spanish	5	
Latin	1	

Number of courses

Per cent of all
Courses

Physical Education	7	5
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Physical education	4
First aid	1
Hygiene	1
Tennis	1

	Number of Courses	Per cent of all Courses
Music	2	1
Mathematics	2	1
How to Study	2	1
Hobbies:		
Sports	21	
Reading	11	
Music	7	
Hunting and Fishing	5	
Travel	4	
Dramatics	3	
Gardening	3	
Mechanics	3	
Writing	3	
Bridge	2	
Nature	2	
Astrology	1	
Boy Scout aid	1	
Building	1	
Book collecting	1	
Debating	1	
Dancing	1	
Hiking	1	
Housekeeping	1	
Knitting	1	
Managing Apartments	1	
Old letters	1	
Politics	1	
Raising game birds	1	
Raising silver foxes	1	
Ranching	1	
Refereeing	1	

The 52 teachers who replied to the questionnaire suggested 27 hobbies or avocations.

APPENDIX II

COMPLETE REPLIES TO THE BAIR STUDY

The problems are tabulated in full, for detailed but relatively easy visualization, under the five major groups mentioned in the regular text of this study, Social, Political, Economic, Educational, and Religious. They are in groups and roughly alphabetized.

The Most Important Problems Facing This Country

Total 141

Political

The functioning of the government	38	55	39%
Race problems	7		
Crime	4		
Retaining democracy	9		
Budget	6		
Tax revision	6		
The Constitution	1		
Political readjustment	1		
Social security	4		
World Politics		17	
World relationships	12		
Totalitarianism	1		
Isolationism	4		
Armament	1		

Economic

54 38%

National

Capital and labor	7
Economic stability	9
Income distribution	10
Unemployment	16
Planning	4
Standards of living	2
Conservation of resources	4

International

World trade	1
-------------	---

Social		25	18%
Adjustment	6		
Leisure time	7		
Socialized medicine	1		
Greed	1		
Lack of new frontiers	1		
Population trends	1		
Corruption	3		
Family life			
Divorce	1		
Breakdown of family	1		
Lack of initiative	3		
Educational		4	3%
Health education	1		
Consumer's education	1		
Wider educational ex- periences	1		
Education	1		
Religious		3	2%
Faith in God	3		
Spiritual education	2		

Question II

Will you indicate in a word or brief sentence three of the most fundamental problems facing the world?

Total 122

Political		80	65%
Internationalism	4		
Armaments	6		
Retention of democracy	5		
Racial equality	5		
Peace	17		
International friendship	11		
Individualism	4		
Political trends and philosophies	9		
Social security	1		
Minorities	4		
Greed	2		
Respect for law	4		
Status quo	3		
Provision for those who have not	2		

Frontiers	3		
Economic		33	27%
Production	4		
Economic Stability	14		
Standards of living	4		
Income distribution	1		
Tariffs and trade	10		
Social		3	3%
Leisure	2		
Slow pace of living	1		
Educational		4	3%
Tolerance toward cultures	4		
Religious		2	2%
Unreligiousness	2		

Question III

Do you think that the schools ought to deal with such questions?

Yes	49	98%
No	1	2%

Do you consider that the Social Studies as taught in our public schools generally now provide for a reasonably thorough study of these and similar questions?

Yes	8	16%
No	41	84%

Question V

Do the Social Studies as taught in the schools achieve this purpose?

Yes	6	12%
In part	2	4%
No	41	84%

Question VI

If, in your opinion, the schools generally do not do so to what do you ascribe the condition?

Following this question was a list of eight statements of possible reasons for the ineffectiveness of such study -- from a to h, with space provided under i for any suggestions which may be preferred by the group. The group was asked to number the statements according to the probable order of significance, omitting all negligible and adding suggestions under i.

The highest vote for any was 38 for b. The difference between the actual vote cast for any one single factor and this maximum was designated as negligible. The tabulation follows.

The vote of the social studies teachers in Arizona secondary schools on eight factors deterring schools generally from handling questions of vital social importance:

Factors	Ranking and Votes								Total	Negligible
	1	2	3	4	5	6	7	8		
a-Public neither wishes nor expects the schools to deal with such problems.	3	3	4	4	4	6	7	1	32	6
b-Administrators and teachers adopt a "let-well-enough-alone" policy.	8	5	5	7	8	3	2	0	38	0
c-No adequate understanding exists of the importance of the public schools' preparing citizens to deal with such problems.	7	7	4	7	1	4	5	1	36	2
d-No technique has been worked out for the teacher adequately to attack such problems.	3	9	4	4	5	7	2	1	35	3

Factors	Ranking and Votes								Total	Negligible
	1	2	3	4	5	6	7	8		
e-Local pressure groups will oppose attempts at impartial study and peur propaganda through the schools.	3	4	6	5	4	6	1	1	30	8
f-Past problems are overwhelmingly easier and safer for teachers to handle.	7	8	7	6	7	0	0	1	36	2
g-Administratrators have not attempted to set up public understanding and support by which teachers may proceed with such work	5	4	6	6	6	2	1	3	33	5
h-Belief that the schools, as agencies of the State, should not encourage critical appraisal of persons, actions, or policies involved in government.	3	0	4	2	2	1	4	10	26	12

This procedure does not supply the reader with a picture at first glance. Bair has produced a system of weighting the scores to obtain a tabulation which may be read with facility. By counting each eighth choice as one, each seventh as two, each sixth as three and subtract from the total of such weighted scores the number in the negligible column, we arrive at a comparable weighted total for each factor. So the tabulation below represents the rank and the weighted scores of the factors.

Rank	Weighted	Factors
First	211	f-Past problems are overwhelmingly easier and safer for teachers to handle.
Second	209	b-Administrators and teachers adopt a "let-well-enough-alone" policy.

Rank	Weighted	Factors
Third	189	c-No adequate understanding exists of the importance of the public schools' preparing citizens to deal with such problems.
Fourth	174	d-No technique has been worked out for the teacher adequately to attack such problems.
Fifth	164	g-Administrators have not attempted to set up public understanding and support by which the teachers may proceed with such work.
Sixth	142	e-Local pressure groups will oppose attempts at impartial study, and pour propaganda through the schools.
Seventh	132	a-Public neither desires nor expects the schools to deal with such problems.
Eighth	75	h-Belief that the schools as agencies of the State, should not encourage critical appraisal of person, actions, or policies involved in government.

Under i there appeared the following:

Teacher

Insufficiently prepared	4
Lack of understanding	1
Inertia	1

Student

Lack of interest and no time	5
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Subject Matter

Lack of content and material organization.	3
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Question VII

Will you be good enough to list two or three questions (i. e., questions of vital current interest) which are not now generally studied and which might be studied in the public schools, and indicate groups likely to favor or to oppose the study?

The complete list of supplies follows:

Topic	Favor	Oppose
Political Parties	31 32%	
Communism	3	Industry
Local parties	4	Educators and church
Government		Patriots or churches.
Corrupt elections	2	Politicians
Taxation system	2	Parties
Dole	2	Dependents
Regional political units.	1	
Gov. reorganization		Political groups
International politics		
War responsibility	3	Church, pacifists
International cooperation	1	Munitions men, veterans
Tariff	1	
Racial		
Mexicans in Arizona	3	Mexicans and church
Tolerance	1	Elite
Political philosophy		D. A. R., American Legion
Philosophy of politics	3	
Prohibition	1	Ladies Clubs
Gov't. control of utilities	2	Totalitarian
Pump-priming	1	Banker
Educational	16 16%	
Sex education	11	Professional
Consumer educ.	1	Labor
Economic	15 14%	
Income distribution	10	Unions
Causes of economic failure	1	
Capital vs. labor	2	Unions
Child labor	1	Schools
Production for use not for profit	1	Unemployed
Social	27 28%	
Medicine	6	P. D. Corporation
Leisure	7	Manufacturers
		Vested interests

Topic		Favor	Oppose
Birth control	3	Amer. Med. Assoc.	N. E. A., Catholics
Marriage and divorce	8	Medical	Church
Religious Science and religion	10 10%		
One Lord	4		
Religion	1		
	5		

Question VIII

Have you experienced pressure from groups or individuals? If so, please indicate questions and groups.

Question	Pressure Groups
Religion	Methodists
World War responsibility	American Religion
UnAmericanism	Vets
Anti-Mexicanism	
Dole	Politicians and corporations.

There were also answers signifying no pressure at all.

"No pressure because the children do not carry questions home."
 "The school policy is an accepted one."

Question X

Estimate various methods of treating such problems in the schools.

This question is presented in the body of the text, p. 40.

Question XI

Would you welcome from the Commission on Social Studies a formulation of policy with reference to the treatment of controversial subjects in schools?

This question is reported in the body of the text, p. 41.

What if any do you think would be the value to you of such a pronouncement?

Confirmation	17
Ideas	13
Unite teachers	5
Technique	8
Harmony in community	2
Doubtful, depends	4

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