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STATE OF IOWA

1930

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Courses of Study for  
High Schools

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SOCIOLOGY

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Issued by the Department of Public Instruction  
AGNES SAMUELSON, *Superintendent*

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Published by  
THE STATE OF IOWA  
Des Moines

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## FOREWORD

This course of study is one of a series of curriculum publications to be presented the high schools of the state from time to time by the Department of Public Instruction. It has been prepared by a subject committee of the Iowa High School Course of Study Commission working under the immediate direction of an Executive Committee. If it is of concrete guidance to the teachers of the state in improving the outcomes of instruction, the major objective of all who have contributed to its construction will have been realized.

From the start the need of preparing working materials based upon cardinal objectives and adaptable to classroom situations was emphasized. The use of the course of study in the development of proper pupil attitudes, ideals, habits, and skills was the criterion for selecting and evaluating subject matter material. At the same time it was important to consider the relation of the single course of study unit to the variety of textbooks used in the high schools of the state. The problem before the committees was that of preparing suitable courses of study representing the best in educational theory, practice, and research, and organized in such a way as to guide the teachers in using the textbook to greater advantage in reaching specified outcomes of instruction.

The selection of texts in this state is a function of the local school boards. The Department of Public Instruction and the committees do not recommend any particular text as essential to the working success of this course of study. The titles listed on the following pages are not to be interpreted as having official endorsement as against other and newer publications of value. They were found upon investigation to be in most common use in the high schools of the state at the time the units were being prepared; a follow-up survey might show changes.

Although many valuable studies have been made in the effort to determine what to teach and how to teach it, and to discover how children learn, these problems have not been solved with finality. For that reason and because no fixed curriculum can be responsive to changing needs, this course of study is to be considered as a report of progress. Its revision in accordance with the enriched content and improved procedures constantly being developed is a continuous program of the Department of Public Instruction. Your appraisal and evaluation of the material as the result of your experience with it are sincerely requested.

## ACKNOWLEDGMENTS

The Department of Public Instruction takes this opportunity of thanking the many college specialists, school administrators, and classroom teachers who have helped with this program. Without the active coöperation of the educational forces of the state it could not have been attempted. It has had that coöperation both in general and specific ways. The support given by the Iowa State Teachers Association and the High School Principals' Section has enabled the Executive Committee to meet and also to hold meetings with the Commission as a whole and with the chairman of subject committees.

Special acknowledgment is given the Executive Committee for its significant leadership in organizing the program and to Dr. T. J. Kirby for his valuable services in directing its development. Sincere gratitude is also expressed to the various committees for their faithful and skillful work in completing the subject matter reports assigned them and to Dr. C. L. Robbins for his careful and painstaking work in editing the manuscripts. The state is deeply indebted to the High School Course of Study Commission for its expert and gratuitous service in this enterprise. Credit is due the publishers for making their materials accessible to the committees and to all who served in advisory or appraisal capacities. Many of their names may not have been reported to us, but we acknowledge our appreciation to every one who has shown an interest in this significant program.

In the following committee list, the positions held by members are given as of the school year 1928-1929.

### IOWA HIGH SCHOOL COURSE OF STUDY COMMISSION

#### Executive Committee

Thomas J. Kirby, Professor of Education, State University of Iowa, Iowa City,  
Executive Chairman

A. J. Burton, Principal, East High School, Des Moines

H. M. Gage, President, Coe College, Cedar Rapids

M. S. Hallman, Principal, Washington Senior High School, Cedar Rapids

O. R. Latham, President, Iowa State Teachers College, Cedar Falls

E. E. Menefee\*, Superintendent, Public Schools, Hawarden

Theodore Saam, Superintendent, Public Schools, Council Bluffs

F. H. Chandler\*, Superintendent, Public Schools, Sheldon

#### Social Studies

F. C. Ensign, Professor of Education, State University of Iowa, Iowa City, Chair-  
man

#### HISTORY AND GOVERNMENT

J. R. MacGregor, Dean, Junior College, Mason City, Chairman

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\*Superintendent Chandler was appointed in 1929 to fill the vacancy created by the resignation of Superintendent Menefee.

## IOWA COURSE OF STUDY

*Community Civics and Occupations*

- Wm. W. Gibson, Social Science Department, West Waterloo High School, Waterloo, Chairman  
 Mitchell Dreese, Director of Personnel, Grinnell College, Grinnell  
 Rall I. Grigsby, Principal, Amos Hiatt Junior High, Des Moines  
 W. L. Wallace, Professor of Government, Iowa State Teachers College, Cedar Falls, Chairman  
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*World History*

- H. R. Anderson, Assistant in History, State University of Iowa, Iowa City, Chairman  
 Verna Elefson, Social Science, Public Union, Cresco

*American History*

- N. R. Ringstrom, History and Civics, Public Schools, Davenport, Chairman  
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 H. Ostergaard, Superintendent, Public Schools, Bloomfield  
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## SOCIOLOGY AND ECONOMICS

*Sociology*

- E. B. Reuter, Professor of Sociology, State University of Iowa, Iowa City, Chairman  
 W. N. Atkinson, Social Science Department, High School, Muscatine  
 B. C. Berg, Superintendent, Public Schools, Newton  
 G. W. Kirn, Principal, Abraham Lincoln High School, Council Bluffs  
 Clara M. Strickland, Social Science, Thomas Jefferson High School, Council Bluffs

*Economics*

- M. R. Thompson, Head of the Social Science Department, Iowa State Teachers College, Cedar Falls, Chairman  
 C. C. Dunsmoor, Social Science, West Waterloo High School, Waterloo  
 Mark J. Flanders, Social Science, East Waterloo High School, Waterloo  
 Joseph Flynn, Superintendent, Dubuque County Schools, Dubuque  
 Floyd Haworth, Superintendent, Public Schools, Glenwood  
 John McMillan, Social Science, High School, Mason City  
 H. J. O'Neill, Professor of Economics, Iowa State Teachers College, Cedar Falls  
 J. E. Partington, Professor of Economics, State University of Iowa, Iowa City

AGNES SAMUELSON

Superintendent of Public Instruction

## GENERAL INTRODUCTION

At the first general meeting of the various subject committees a suggestive pattern for the courses of study, embodying the fundamental needs for teaching, was projected. Four crucial factors that should be emphasized in any course of study to make it an instrument that would cause teachers to consult it for guidance in the performance of their daily work were set forth as follows: objectives, teacher procedures, pupil activities, and evidences of mastery.

**Objectives**—The meaning of objectives as here used is those concepts which are set up for pupils to achieve. As used in current practice, there is a hierarchy of objectives as shown by the fact that we have objectives of general education, objectives for various units of our educational system such as those proposed by the Committee on Cardinal Principles, objectives for subjects, objectives for a unit of instruction, and objectives for a single lesson. In each level of this hierarchy of objectives a constant element is expressed or implied in the form of knowledge, a habit, an attitude, or a skill which pupils are expected to acquire.

In the entire field of secondary education no greater problem confronts us than that of determining what these fundamental achievements are to be. What shall be the source of those objectives, is a problem of too great proportions for discussion here, but it is a problem that each committee must face in the construction of a course of study. A varying consideration of objectives by the various committees is evident in the courses of study they have prepared. The value of the courses varies in terms of the objectives that have been set up, according to the value of the objective in social life, according to the type of mental techniques which they stimulate and exercise, and according to the objectivity of their statement.

**Pupil Activities**—In our educational science we are attaching increasing significance to self-activity on the part of the learner. Recognition is made of the fundamental principle that only through their own activity pupils learn and that the teacher's rôle is to stimulate and direct this activity. No more important problem faces the curriculum-maker than that of discovering those fundamental activities by which pupils learn. In a well-organized course of study, that series of activities, in doing which pupils will attain the objectives set up, must be provided. These activities must not be chosen in a random fashion, but care must be taken that appropriate activities for the attainment of each objective are provided.

**Teacher Procedures**—With the objectives determined and the activities by which pupils learn agreed upon, the function of the teacher in the pupil's learning process must be considered. In a course of study there should appear those teacher procedures of known value which make learning desirable, economical, and permanent. Here our educational science has much to offer. Where research has demonstrated with a high degree of certitude that a given technique is more effective in the learning process than others, this technique should be included in a course of study. Common teaching errors with sug-



gested procedures to replace them may be included. Pupil difficulties which have been discovered through research should be mentioned and methods of proven value for meeting these difficulties should be included. Suggested ways of utilizing pupils' experiences should be made. And as important as any other feature is the problem of motivating learning. Whatever our educational research has revealed that stimulates the desires of pupils to learn should be made available in a course of study. Valuable types of testing should be incorporated as well as effective type assignment. The significance of verbal illustrations as evidence of comprehending the principle at issue should be featured as a procedure. Where there is a controlling procedure of recognized value such as is recognized in general science—bringing the pupil into direct contact with the phenomena studied—forceful effort for the operation of this procedure should be made.

**Evidences of Mastery**—What are to be the evidences of mastery of the objectives set up? There are all degrees of mastery from the memoriter repetition of meaningless terms up to a rationalized comprehension that shows grasp of both the controlling principles involved and the basic facts necessary to a clear presentation of the principles. These evidences of mastery may be in the form of dates *to be known*, formulae *to be able to use*, types of problems *to be able to solve*, quality of composition *to produce*, organization of materials *to be made*, floor talks *to be able to give*, papers *to be able to write*.

In no part of educational procedure is there need for more effort than in a clear determination of those evidences, by which a well-informed teaching staff can determine whether a pupil has a mastery of the fundamental objectives that comprise a given course. As we clarify our judgments as to what comprises the essential knowledge, habits, attitudes, and modes of thinking involved in a certain course, we can set forth with more confidence the evidences of mastery. Teachers are asking for the evidences of mastery that are expected of pupils, and courses of study should reveal them.

While these four elements constitute the basic pattern, the principle of continuity from objective to pupil activity, to teacher procedure, to evidence of mastery was stressed. The maker of a course of study must bear in mind that what is needed is an objective having accepted value; a pupil activity, in performing which, pupils gain a comprehension of the objective that is now being considered; that a teacher procedure is needed which evidence has shown is best adapted to stimulating pupils to acquire this objective for which they are striving; and that evidences of mastery must be incorporated into the course by which to test the degree of comprehension of the objective now being considered.

The courses of study vary in the degree to which these four fundamental features have been objectified and in the degree to which the principle of continuity from objective to evidence of mastery has been cared for. On the whole they will provide effective guides which teachers will use.

Realizing that these courses of study were prepared by school men and women doing full time work in their respective positions, one fully appreciates the professional zeal with which they worked and the splendid contribution to high school education which they made.

THOMAS J. KIRBY,  
Chairman of the Executive Committee

# COURSE OF STUDY FOR SOCIOLOGY

## A. IMPORTANCE

Human life is conditioned more by its social setting than by any other factor. The most important practical problem of humanity is so to improve the social organization that it will develop progressively superior types of men and women who will, in turn, create an increasingly adequate social organization. An understanding of the total social situation results from study of society as a composite of groupings about interdependent and mutually conditioned activities. It is a task of sociology to furnish the scientific basis essential to rational change in social organization and human personality. The study has peculiar present-day importance since the pace and complexity of modern life is such that reliance may no longer be placed upon the unplanned trial and error methods of earlier and simpler societies. Living together well in a democracy will be furthered as its people take an intelligent part in the guidance of the process. Rational and intelligent control of social change must be increasingly exercised if the modern civilization is to serve the ends of its creators.

### 1. Independence and unity

Sociology has an independent entity

#### a. Because of its unique subject matter

It analyzes the fundamental processes basic to the development of the human personality and to the evolution of culture forms.

#### b. Because of its distinctive group point of view

Its organization hinges about the origin and evolution of human groupings in response to human needs and the influence of these groupings in the determination of human personalities.

## B. EDUCATIONAL VALUE

1. It furnishes a body of accurate information that makes for intelligent participation in the social life. It studies the various forms of social relations between the activities of individuals that occur wherever and whenever human beings meet and that give rise to the customs, opinions, traditions, and institutions that determine human behavior.
2. It develops realistic thinking. It substitutes rational and intelligent opinions for prejudice, emotion, and folklore as a basis for forming social judgments.

## C. OBJECTIVES

### 1. General

The prime objective of the teaching of sociology in the secondary schools is the development of a realistic attitude toward the social order, through a proximate understanding of the social reality, to the end that the individual may participate intelligently and helpfully in an evolving society.

### 2. Specific

- a. To give a proximate understanding of social reality through imparting a body of accurate information (1) concerning the development of human personality, and (2) concerning the nature of the social organization.

gested procedures to replace them may be included. Pupil difficulties which have been discovered through research should be mentioned and methods of proven value for meeting these difficulties should be included. Suggested ways of utilizing pupils' experiences should be made. And as important as any other feature is the problem of motivating learning. Whatever our educational research has revealed that stimulates the desires of pupils to learn should be made available in a course of study. Valuable types of testing should be incorporated as well as effective type assignment. The significance of verbal illustrations as evidence of comprehending the principle at issue should be featured as a procedure. Where there is a controlling procedure of recognized value such as is recognized in general science—bringing the pupil into direct contact with the phenomena studied—forceful effort for the operation of this procedure should be made.

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### 2. Specific

- a. To give a proximate understanding of social reality through imparting a body of accurate information (1) concerning the development of human personality, and (2) concerning the nature of the social organization.

- b. To give a realization of what it means to live in society by developing an understanding of the fact that all human life is group life and to evoke an attitude of coöperation through an understanding of the conditions essential to living together well
- c. To dissipate prejudices and bigotries and develop an attitude of tolerance through promoting an understanding of the factors determining and conditioning personality and character
- d. To promote a sympathetic understanding of peoples and individuals through a realization that individual and group differences are the result in some part of differences in life experience,—a key to characteristics and attitudes likely otherwise to be misunderstood
- e. To develop some fundamental understanding of social problems by seeing them as shadows cast by defective social institutions
- f. To develop a highly critical mental attitude toward all panaceas, uplifts, and reform movements
- g. To form a set of mental habits of realistic thinking to replace the sentimental, romantic, and wishful habits of thought

#### D. TEACHER PROCEDURES

- 1. General procedure
  - a. Present a general view of the course
    - 1) The objectives
    - 2) The main units and their relations
    - 3) Contribution of each unit to the main objectives
  - b. Develop a proper work procedure for the pupils. They should be taught
    - 1) To read assignments entire for a general view
    - 2) To study and master specific content
    - 3) To expand guidance into information outlines
    - 4) To take notes effectively
    - 5) To discriminate in regard to sources
    - 6) To use references and citations systematically
    - 7) To evaluate their own achievement in terms of the objectives and standards
  - c. Use varied classroom techniques
    - 1) The informal talk, an effective and economical method for imparting specific information and for explaining relationships and implications
    - 2) The oral quiz to test preparation
    - 3) Class discussion of pupil questions
    - 4) Brief reports on special topics and assigned readings
    - 5) Pupil presentation of pertinent items of news
    - 6) Frequent brief themes
    - 7) Daily or frequent written quizzes
- 2. Procedure for each unit
  - a. Develop bibliography utilizing all available sources
  - b. Direct pupil's activities by means of guidance outlines. Those given in this report should be taken as suggestive rather than as complete or mandatory. They should be used but modified and amplified in terms of the text and library material available
  - c. Sketch the content of each unit to direct the attention of the pupils to the

- important problems and to the relation of this unit to what has preceded and to what follows. Each teacher will, of course, vary from the outline and readings according to the material available. Consequently, the activities and standards here suggested are illustrative rather than mandatory
- d. Provide the pupils with a minimum list of standards and specific activities. Those given in this report are suggestive rather than exhaustive
  - e. Select fundamental concepts for permanent retention. Provide drill materials for the maintenance of these
  - f. Formulate objective tests over the unit

E. B. Reuter, Chairman

W. N. Atkinson

B. C. Berg

G. W. Kirn

Clara M. Strickland

## I. MAN AND HIS ENVIRONMENT

- A. Introductory statement
- B. Beginnings of man and culture
- C. The environmental basis of society
- D. The nature and growth of population

### Unit Objective

To understand the meaning of cultural evolution and to acquire an historic perspective for further study

### Specific Objectives

- A. Introductory statement
  - 1. To understand the nature of sociology
  - 2. To see the relation of sociology to related studies
  - 3. To realize the place of sociology in the control of human welfare
- B. Beginnings of man and culture
  - 1. To understand the evolutionary point of view
  - 2. To understand the relation of human to other animal forms
  - 3. To know the fossil forms of man and show their relations
  - 4. To know the culture of prehistoric races
  - 5. To know the living races and show their relations
  - 6. To acquire an understanding of racial unity

### Teacher Procedures

- A. Introductory statement
  - 1. Define sociology as a field of scientific study: as an effort to understand rather than to reform
  - 2. Point out the two major divisions of the field: human nature and social organization
  - 3. Show the distinction between sociology and social problems
  - 4. Differentiate between sociology and social work
  - 5. Show how science is the ultimate basis of control and the relations of science and practical problems
- B. The beginnings of man and culture
  - 1. Provide a study outline
  - 2. Prepare a bibliography of the available material
  - 3. State the evolutionary point of view and explain carefully what is implied
  - 4. Discuss the origin of man and his relation to other forms
  - 5. Show stages of culture in relation to stages of human development
  - 6. Explain the concept of the racial unity of mankind
  - 7. Discuss the criteria of race classification
  - 8. Discuss the nature and importance of racial differences

**Pupil Activities**

- A. Introductory statement
  - 1. Make a list of concrete topics studied by sociology
  - 2. List actual institutions and describe the social function each performs in the society
  - 3. Enumerate the local organizations and groups whose chief activities are social
  - 4. Make clippings from local paper that are (a) social, (b) historical, (c) economical, (d) political
  
- B. The beginnings of man and culture
  - 1. Make information outline of the topics covered
  - 2. Master the terms used in the readings
  - 3. Construct a "family tree" showing the relation of man to the other animals and of the various races to each other
  - 4. Map the steps in the evolution of some living animal or plant form
  - 5. Construct a map showing the geographic distribution of the races
  - 6. List the chief physical characteristics of the races living

**Evidences of Mastery**

- A. Introductory statement
  - 1. Ability to
    - a. Explain why we study sociology
    - b. Distinguish sociology from social problems
    - c. State a scientific problem
    - d. State a practical problem
    - e. Show how some of the social work activities in the community are related to the study of sociology
    - f. Show why the sociologist does not use *should*, *ought*, and other similar words
  
- B. Beginnings of man and culture
  - 1. Ability to
    - a. Define:
      - evolution, culture, paleolithic, eolithic, isolation, miocene, oligocene, cenozoic, quaternary, hereditary, variation, civilization, neolithic, pliocene, eocene, pleistocene, mesozoic, tertiary, cephalic, environmental, and other terms appearing in the discussion



**Specific Objectives****Teacher Procedures**

- |  |  |
|--|--|
| <p>C. The environmental basis of society</p> <ol style="list-style-type: none"><li>1. To know the dependence of man upon nature</li><li>2. To know the geographic distribution of man</li><li>3. To understand the relation of climate and culture</li><li>4. To understand the relation of natural resources to the social development</li><li>5. To realize the relation of contour and location to cultural development</li><li>6. To see how geographic facts determine trade routes and so the growth and spread of culture facts</li></ol> | <p>C. The environmental basis of society</p> <ol style="list-style-type: none"><li>1. Provide a study outline</li><li>2. Prepare a bibliography of available material</li><li>3. Cite illustrations to show how man is in all things directly or indirectly</li><li>4. Show the relations between climate and cultural development</li><li>5. Show how the pursuance of natural resources determines settlements</li><li>6. Trace trade routes in terms of river valleys, mountains, deserts, and other natural features</li><li>7. Explain spread of civilization in terms of routes of migration</li></ol> |
|--|--|

**Pupil Activities**

- C. The environmental basis of society
  - 1. Prepare an information outline of the topics covered
  - 2. Master terms used
  - 3. Construct a table or map showing the distribution of world population
  - 4. List American cities
  - 5. Trace the early routes of migration across the United States

**Evidences of Mastery**

- b. Describe the various fossil races
  - c. Trace the evolution of some forms as the horse
  - d. State two criteria of race classification
  - e. State the evolutionary point of view
  - f. Discuss the chief evidence in organic evolution
- C. The environmental basis of society
    - 1. Ability to
      - a. Define physiography, topography, and other terms used in the discussion
      - b. Show the relation of natural resources to occupation
      - c. Show influence of rivers on settlements. Illustrate
      - d. Show how a natural route of travel influences development
      - e. Discuss the relation of rainfall to density of population
      - f. Give a brief talk on routes of migration in relation to topography
      - g. Show the historic effects of England's insularity
      - h. Explain the effects of the Alps on the history of Italy
      - i. Show the effect of Rhine and Danube at different times

Specific Objectives	Teacher Procedures
D. The nature and growth of population	D. The nature and growth of population
1. To understand population as a world phenomenon	1. Provide a study outline
2. To know the racial distribution of population	2. Prepare a bibliography of available material
3. To know the natural increase of man	3. Discuss growth of population in relation to stage of independent development
4. To grasp the problem of overpopulation	4. Discuss the rate of increase of living forms
5. To understand the growth and development of the American population	5. Show the rate of natural increase of man and the restriction on increase
6. To understand the causes and nature of urbanization	6. Discuss the tendency of the fact of overpopulation
	7. Discuss the alleged selective nature of migration
	8. Show the rule and causes of increase in the American population

Notes by Teacher

**Pupil Activities**

- D. The nature and growth of population
1. Make a study outline
  2. Master the readings assigned
  3. Construct a crosshatch map showing population densities in the United States
  4. Show the density of population in the United States in relation to altitude, mean temperature, or rainfall
  5. Prepare a table showing the distribution of the population of the United States by race, sex, age, nativity, etc.
  6. Make investigation of the birth and death rates of the local community
  7. Prepare a table showing the distribution of illiteracy according to race, age, sex, natality

**Evidences of Mastery**

- D. The nature and growth of population
1. Ability to
    - a. Define B.R., D.R., infant D.R., center of area, center of population, density of population, age of population
    - b. State accurately
      - 1) The Malthusian Law of population
      - 2) The law of diminishing returns
      - 3) The race, age, and sex distribution of the population
      - 4) The sex distribution in country and city
      - 5) How the birth rate is determined
      - 6) How the death rate is determined
      - 7) The factors in evolution
      - 8) The registration areas
      - 9) Ways in which man has modified his environment
      - 10) The movements of the center of population
      - 11) The causes of urbanization
      - 12) Rates of population increase in chief countries
    - c. Discuss intelligently
      - 1) The alleged relation of climate and crime rates
      - 2) Scientific farming in relation to population increases

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**Evidences of Mastery**

- 3) Possibility of further decrease in the death rate
- 4) Marriage rates and population growth
- 5) Age of marriage and population increase
- 6) Population density in different countries
- 7) The fall in the death rate
- 8) The fall in the birth rate
- 9) The idea that populations grow from the bottom
- 10) Deterioration of health due to medical science

## II. HUMAN NATURE

- A. The original nature of man
- B. Human nature and personality
- C. Social forces and processes

### Unit Objective

To acquire an understanding of human nature and human behavior as products of individual and social experience through

1. distinguishing the inborn and hereditary characteristics of man from those acquired in culture and social life,
2. distinguishing the problems that arise from defective original nature and must be solved through eugenic measures from those that are the result of environmental conditions and must be solved by social measures, and
3. defining the social forces and processes that explain human behavior and lead to the development of social institutions and human culture

### Specific Objectives

- A. The original nature of man
  1. To understand the original or animal nature of man
  2. To understand the plasticity of original nature on which cultural achievement depends
  3. To acquire a definite understanding of physical and mental heredity

### Teacher Procedures

- A. The original nature of man
  1. Prepare study outlines
  2. Prepare a bibliography of the available material
  3. Discuss the biological characteristics of man as compared with and contrasted to other animals
  4. Show the difference in plasticity of the human child and the young of other animals
  5. State the significance of this prolonged infancy for human culture
  6. Discuss heritable and non-heritable traits of human beings
  7. Show that defects of original nature can be eliminated by selective means only
  8. Discuss problems of original nature. Distinguish from social problems

**Pupil Activities**

- A. The original nature of man
1. Prepare information outlines
  2. Study readings assigned
  3. Make a list of traits that are biological and original
  4. Make a chart tracing some heritable traits as eye color in the family line
  5. Make a list of traits common to the family that are the result of common experience
  6. List a number of social problems that are due to defective heredity
- B. Human nature and personality
1. Prepare information outlines
  2. Master readings assigned
  3. Make a list of personal traits as language, habits, beliefs, etc., that are acquired
  4. Show how one or more of these were acquired
  5. Describe the status of some person in the community
  6. Describe the personality of a person and show how it was determined
  7. Describe in terms of status several personality types as the hobo, the preacher, farmer, business man
  8. Tell of a change of personality due to a sudden gain or loss of status

**Evidences of Mastery**

- A. The original nature of man
1. Ability to
    - a. Define original nature acquired or human nature and other new terms
    - b. Answer the question Do human beings have any instincts comparable to those of the animals?
    - c. State the traits of original nature that are of most significance for social life
    - d. Name some of your own characteristics that are due to your inheritance
    - e. Tell which of the following things are due to original nature and which to social origin war, poverty, sickness, bad temper, high grades in school
- B. Human nature and personality
1. Ability to
    - a. Define personality, status, dual personality, individual, person, and other new terms
    - b. Show how human nature is dependent upon original nature
    - c. Show that personality is dependent upon status in the group
    - d. Describe changes in personality and show how they come about
    - e. Tell what is meant by personality types



**Specific Objectives**

4. To acquire an understanding of the defects of original nature that give rise to problems in social life
  5. To see the relation between original nature and social problems
- B. Human nature and personality
1. To know the characteristics of human nature
  2. To understand the individual and the person
  3. To understand social status and personality
  4. To know types of personality
  5. To note changes in personality
- C. Social forces and processes
1. To learn the nature of social life
  2. To know the human needs and desires that are basic to social life
  3. To understand the effect of isolation on the development of personality
  4. To show the personality effects of contact and communication
  5. To describe the organization of social life

**Teacher Procedures**

- B. Human nature and personality
1. Provide study outlines
  2. Prepare a bibliography of the available material
  3. Discuss the traits of human nature and distinguish from original nature
  4. Give a definition of human nature
  5. Define individual and person and develop the point that the first is a matter of original nature, the latter a matter of human nature
  6. Define social status and personality and show relations
  7. Describe concretely changes of personality
  8. Discuss dual and multiple personality
- C. Social forces and processes
1. Prepare study outlines
  2. Prepare a bibliography of the available material
  3. Discuss social life as communication
  4. Describe animal appetites and needs as hunger, thirst, and the like
  5. Describe human needs and wishes as companionship, response, status, recognition, and the like
  6. State the effect of isolation—the absence of communication—on the development of the person
  7. Show the relation of the human wishes to social organization
  8. Show that all of the institutions and social organizations are an attempt of persons to satisfy their wishes

**Pupil Activities**

- C. Social forces and processes
  1. Prepare information outlines
  2. Master assigned readings
  3. Learn the meaning of new terms
  4. Describe the social life—communication—in a hive of bees
  5. Enumerate the wishes of the members of the class and classify them
  6. Read the story of Helen Keller
  7. Look up the effect of solitary confinement on prisoners
  8. Tell some of the ways in which some person is isolated
  9. Tell what human needs are served by the church; school; family

**Evidences of Mastery**

- C. Social forces and processes
  1. Ability to
    - a. Define social forces, social processes, wishes, desire, isolation, social contact
    - b. Name the chief social forces
    - c. Write a brief paper describing how some personal peculiarity as red hair, weak eyes, sensitiveness, or other thing isolates you
    - d. Tell how isolation was broken down in the case of Helen Keller
    - e. Tell of some person you know who is isolated because of poverty, ill health, or other cause
    - f. Tell how solitary confinement affects prisoners usually
    - g. Tell how social life differs in a family of birds and a family of human beings

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### III. THE SOCIAL HERITAGE

- A. The social group
- B. The nature and development of culture
- C. Social organization

#### Unit Objective

To acquire an understanding of the origin and content of institutional life; an appreciation of the accumulative nature of culture; to see the influence of the social institutions on the human personality; to acquire an understanding of the methods that societies employ in order to perpetuate culture forms and to secure the conformity of individuals to the group standards; and to acquire a sympathetic attitude towards peoples of divergent culture heritages

#### Specific Objectives

- A. The social group
  - 1. To understand
    - a. Environment and group life
    - b. Primary and secondary groups
    - c. Crowds and public groups
    - d. Classes, castes, and other groupings
    - e. Effects of groups and personality
    - f. Group membership and group unity
- B. The nature and development of culture
  - 1. To understand
    - a. The fundamental unity of culture

#### Teacher Procedures

- A. The social group
  - 1. Provide study outlines
  - 2. Prepare a bibliography from the available material
  - 3. Define
    - primary and secondary groups
    - crowds and publics
    - classes and castes, etc.
  - 4. Review the effect of group life on personality
  - 5. Explain the effect of crowds upon the members
  - 6. Discuss the nature of group unity
- B. The nature and development of culture
  - 1. Provide study outlines
  - 2. Prepare a bibliography of the available material

**Pupil Activities**

- A. The social group
1. Prepare an information outline
  2. Master readings assigned
  3. List the primary groups in which the pupil holds membership
  4. Make a list of the secondary contacts in one day's experience
  5. Describe personal experience in crowd
  6. Attend a public group, as a class, and describe procedure
  7. Describe the bonds of unity in a family or other familiar groups
  8. Describe procedure in some committee of which you are a member
- B. The nature and development of culture
1. Prepare an information outline
  2. Master reading assignments
  3. Learn new terms
  4. List things common to all peoples as family life, religion, language, etc.
  5. List culture differences between two groups, say the English and Chinese
  6. List some of the chief material facts of American culture
  7. Give a list of immaterial traits of American culture
  8. Give some specific traits of American culture that were independently invented
  9. Show the cumulative change in some culture fact as a word, or the automobile

**Evidences of Mastery**

- A. The social group
1. Ability to
    - a. Define primary group, secondary group, crowd, public, mob, class, caste, audience, congregation, and other new terms and concepts
    - b. Tell what the bond of unity is in a nest of ants, a human family, a business organization
    - c. Make a floor talk describing a mob and its behavior
    - d. Tell the difference between unity in a crowd and in a public
    - e. Tell what is meant by saying that a public is a critical group
    - f. Explain why every deliberative order adopts Robert's or some other "Rules of Order"
- B. The nature and development of culture
1. Ability to
    - a. Define culture, material culture, social heritage, culture continuity, etc.
    - b. Show differences in the culture heritage of persons of your acquaintance
    - c. Show how the cotton gin or other mechanical inventions made changes in other aspects of the culture
    - d. Show the continuity of culture from the Greeks to the modern American and European

**Specific Objectives**

- b. Divergence in culture heritages
- c. Material and immaterial culture traits
- d. Invention, borrowing, and culture development
- e. The cumulative nature of the social heritage
- f. Culture continuity and change

## C. Social organization

## 1. To understand

- a. Folkways, customs, and social rules
- b. Institutional organization
- c. Importance of the social heritage
- d. Conformity and morality
- e. Institutional life and control
- f. Difficulty of rational change
- g. Maladjustments and social problems

**Teacher Procedures**

- 3. Show that the cultures of all peoples are alike in all fundamental respects
- 4. Explain divergences in the details of cultures
- 5. Distinguish material and immaterial culture traits
- 6. Explain the spread and development of culture through independent invention and borrowing
- 7. Show the cumulative nature of culture
- 8. Explain culture continuity
- 9. Show the process by which cultures change

## C. Social organization

- 1. Provide study outlines
- 2. Prepare a bibliography of the available material
- 3. Show the nature of folkways and mores and their relation
- 4. Show institutions to be outgrowths and systematization of the folk practices
- 5. Review the conception of the social heritage and extend it to include practices, customs, etc.
- 6. Explain relation of conformity and folk morality
- 7. Show how the institutions control the life of persons
- 8. Discuss the emotional resistance to change
- 9. Explain social problems as failure of institutions to meet needs of the time

**Pupil Activities**

C. Social organization

1. Prepare an information outline
2. Prepare reading assignments
3. List a series of local folkways
4. Make a list of prominent American mores
5. Take a familiar local institution as the family and list the folkways and social rules of which it is an organization
6. Enumerate 10 or 12 local practices that lie in the realm of the social heritage
7. List the moral standards of your group as honesty, industry, and the like
8. Give illustrations of things moral at one time or place that are considered immoral at another place or time
9. Give illustrations of institutional forms that resist change and hinder adjustments
10. List social problems that are caused by imperfect social organization

**Evidences of Mastery**

- e. Name several important immaterial traits of our culture
- f. Explain the process of culture change
- g. Show how a new discovery may add to the culture without displacing previous traits

C. Social organization

1. Ability to

- a. Define folkways, mores, conviction, customs, institutions, control, social rules, conformity, morality, and other new terms
- b. Show how folkways become mores
- c. Explain the relation of the social practices and rules to social institutions
- d. Show that Christianity, democracy, the theory of evolution, the germ theory of disease, or other general concept is a part of the American social heritage
- e. Tell under what conditions it is immoral to kill, steal, etc.
- f. Answer the question  
Is poverty a result of imperfect social organization?  
How?
- g. Tell why it is so difficult to make changes in social institutions

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Notes by Teacher



#### IV. THE SOCIAL INSTITUTIONS

- A. The community
- B. The family
- C. The economic organization of life
- D. Education and the school
- E. Religion and the church
- F. Law and the state

##### Unit Objective

To acquire an understanding of the natural origin, development, structure, function, and change of the social institutions and to see the relation of social problems to the existing institutions.

##### Specific Objectives

- A. The community
  - 1. To understand the origin and nature of the community
  - 2. To understand the likeness and differences of urban and rural communities
  - 3. To see the function of the community
  - 4. To understand the nature of community disorganization and failure
  - 5. To see social problems as problems of community social organization
- B. The family
  - 1. To know the origin and function of the family
  - 2. To know the relation of marriage and family
  - 3. To know the history and define the forms of the family

##### Teacher Procedures

- A. The community
  - 1. Provide study outlines
  - 2. Prepare a bibliography of the available material
  - 3. Explain community as a geographic idea
  - 4. Show the likenesses and differences in urban and rural communities
  - 5. Make clear the relation of the concepts—community, society, group
  - 6. Explain the function of the community in social life and in the life of the person
  - 7. Explain community disorganization and failure
  - 8. Understand social problems resulting from community disorganization
- B. The family
  - 1. Provide study outlines
  - 2. Prepare a bibliography of the available material
  - 3. Show the function of the family as the care of the young
  - 4. Show that the family exists in a partial way among other animal forms

**Specific Objectives**

4. To understand the developmental nature of the family unit
5. To see the imperfection of the unit family and the personal maladjustments
6. To understand the nature of divorce and other forms of family disorganization

## C. The economic organization of life

1. To know the function of economic institutions
2. To understand the origin, development, and fundamental nature of social institutions
3. To understand the nature of private property and modern organization
4. To understand the evolutionary nature of economic institutions
5. To understand poverty as a result of defective economic institutions
6. To know other evidences of economic imperfection

**Teacher Procedures**

5. State the various forms of the family institution
6. Show that the family changes its form and nature with changes in culture
7. Discuss the inadequacies of the single family unit in the industrial society
8. Show that divorce, desertion, the unmarried, etc., are expressions of failure of the rural family type in an urban society

## C. The economic organization of life

1. Provide study outlines
2. Prepare a bibliography of the available material
3. Show the function of the economic organization as the basis of social life
4. Describe in outline the economic institution and organization
5. Trace the origin of the economic institutions and the development from the collecting and hunting stages of economy
6. Discuss private property as a legal concept and show how it provides the foundation of the modern type of industry
7. Show how economic institutions develop and change by showing concretely the effect of discoveries and inventions
8. Show the extent and nature of poverty
9. Show it to be a symptom of imperfection in the economic institutions
10. Show the problem of poverty to be the effect of failure of the present type of economic institutions
11. Treat other economic problems as symptoms of imperfect economic institutions

**Pupil Activities**

7. Tabulate the statistics of marriage and divorce in the local community

**Evidences of Mastery**

- d. Tell what percentage of the population of the United States is married and how this compares with the percentage in 1900
- e. Compare the age of marriage in 1900 and in 1930
- f. State the trend of the divorce rate
- g. Account for the increase in the divorce rate in the United States
- h. State the change in the size of families in the United States and account for the trend
- i. Answer the following question  
Does the presence of many unmarried persons of marriageable age show failure of family institution?  
Explain

**C. The economic organization of life**

1. Prepare an information outline of the unit
2. Acquire a mastery of the readings assigned
3. Enumerate the types of food used or clothing worn
4. Enumerate the concrete values organized to give the economic institutions
5. Show how the size of the population depends upon the type of economy prevailing
6. Trace the effect on the life of Americans of the invention of the cotton gin
7. Make a table showing the distribution of income in the United States

**C. The economic organization of life**

1. Ability to
  - a. Define all new terms used in the discussion
  - b. State the function of the economic institutions
  - c. Tell whether or not private property is an economic concept
  - d. Tell how many people could be supported in America when they lived by hunting and fishing; when they depended on agriculture

## Specific Objectives

## Teacher Procedures

- D. Education and the school
1. To see the origin and universality of education
  2. To understand formal and informal education
  3. To realize the nature and function of education
  4. To understand the difference between moral education and education for life
  5. To understand systems of education
  6. To see the evolutionary nature of the school
  7. To see educational imperfections such as illiteracy

- D. Education and the school
1. Provide study outlines
  2. Prepare a bibliography of the available material
  3. Show the universal character of education
  4. Distinguish between the formal education of the schools and the individual education of daily life and experience
  5. Show that much of education is an attempt to make men good—*i.e.* loyal citizens who conform to the mores
  6. Discuss the part of education intended to teach the pupil to be useful and critical
  7. Trace briefly the history of American education
  8. Show the differences in the educational opportunity of the sexes until recently
  9. Discuss illiteracy as a symptom of imperfect educational institutions

- E. Religion and the church
1. To understand the origin and basis of religion
  2. To know the growth and discuss the forms of religion
  3. To know the history of the church
  4. To understand the changing nature of religion and the church
  5. To understand the disorganization of the church

- E. Religion and the church
1. Provide study outlines
  2. Prepare a bibliography of the available material
  3. Show the origin and basis of religion
  4. Discuss development of religion from humanism to ethical culture
  5. Discuss myth, ritual, and other aspects of religion
  6. Distinguish between religion and the institution of the church
  7. Discuss the great religions from the point of view of governmental origin and function
  8. Distinguish between religion and morality
  9. Show the relation of religion and control

**Pupil Activities**

8. Write an editorial, or make a floor talk to show that poverty is a consequence and an incident of our economic order

**D. Education and the school**

1. Prepare an information outline of the unit
2. Acquire a mastery of the readings assigned
3. Describe the education of some primitive group
4. Make an extended list of things that children learn outside of the school
5. List the types of things you have been taught in the schools and elsewhere that were intended to make you a good American citizen
6. List the things you study in the schools that are intended to be useful or to make you critical of the existing social order
7. Enumerate differences in education of the sexes
8. Make a table showing the amount of illiteracy in different sections of the country, races, immigrants, etc.

**E. Religion and the church**

1. Prepare an information outline of the unit
2. Acquire a mastery of the readings assigned
3. Trace the origin of the Christian religion
4. List and characterize other great religions of the world

**Evidences of Mastery**

- e. Tell what is meant by the changes it brought in the economic organization
- f. Tell how incomes are distributed in the United States
- g. Tell whether or not there is any need for poverty in the United States, and what is meant by poverty
- h. Explain what is meant by saying that poverty is a symptom of imperfection in economic organization

**D. Education and the school**

1. Ability to
  - a. Define education and other new terms used in the discussion
  - b. Show the relation between education and the plasticity of the child discussed in an earlier unit
  - c. Discuss the amount of illiteracy in different sections of the country
  - d. Show that illiteracy is a symptom of imperfection in the school system
  - e. Tell whether or not education is free in the United States, and in what sense

**E. Religion and the church**

1. Ability to
  - a. Define religion, creed, myth, ritual, dogma, cult, sect, denomination, magic, and other terms used in the discussion

## Specific Objectives

## Teacher Procedures

## D. Education and the school

1. To see the origin and universality of education
2. To understand formal and informal education
3. To realize the nature and function of education
4. To understand the difference between moral education and education for life
5. To understand systems of education
6. To see the evolutionary nature of the school
7. To see educational imperfections such as illiteracy

## D. Education and the school

1. Provide study outlines
2. Prepare a bibliography of the available material
3. Show the universal character of education
4. Distinguish between the formal education of the schools and the individual education of daily life and experience
5. Show that much of education is an attempt to make men good—*i.e.* loyal citizens who conform to the mores
6. Discuss the part of education intended to teach the pupil to be useful and critical
7. Trace briefly the history of American education
8. Show the differences in the educational opportunity of the sexes until recently
9. Discuss illiteracy as a symptom of imperfect educational institutions

## E. Religion and the church

1. To understand the origin and basis of religion
2. To know the growth and discuss the forms of religion
3. To know the history of the church
4. To understand the changing nature of religion and the church
5. To understand the disorganization of the church

## E. Religion and the church

1. Provide study outlines
2. Prepare a bibliography of the available material
3. Show the origin and basis of religion
4. Discuss development of religion from humanism to ethical culture
5. Discuss myth, ritual, and other aspects of religion
6. Distinguish between religion and the institution of the church
7. Discuss the great religions from the point of view of governmental origin and function
8. Distinguish between religion and morality
9. Show the relation of religion and control

**Pupil Activities**

8. Write an editorial, or make a floor talk to show that poverty is a consequence and an incident of our economic order

D. Education and the school

1. Prepare an information outline of the unit
2. Acquire a mastery of the readings assigned
3. Describe the education of some primitive group
4. Make an extended list of things that children learn outside of the school
5. List the types of things you have been taught in the schools and elsewhere that were intended to make you a good American citizen
6. List the things you study in the schools that are intended to be useful or to make you critical of the existing social order
7. Enumerate differences in education of the sexes
8. Make a table showing the amount of illiteracy in different sections of the country, races, immigrants, etc.

E. Religion and the church

1. Prepare an information outline of the unit
2. Acquire a mastery of the readings assigned
3. Trace the origin of the Christian religion
4. List and characterize other great religions of the world

**Evidences of Mastery**

- e. Tell what is meant by the changes it brought in the economic organization
- f. Tell how incomes are distributed in the United States
- g. Tell whether or not there is any need for poverty in the United States, and what is meant by poverty
- h. Explain what is meant by saying that poverty is a symptom of imperfection in economic organization

D. Education and the school

1. Ability to
  - a. Define education and other new terms used in the discussion
  - b. Show the relation between education and the plasticity of the child discussed in an earlier unit
  - c. Discuss the amount of illiteracy in different sections of the country
  - d. Show that illiteracy is a symptom of imperfection in the school system
  - e. Tell whether or not education is free in the United States, and in what sense

E. Religion and the church

1. Ability to
  - a. Define religion, creed, myth, ritual, dogma, cult, sect, denomination, magic, and other terms used in the discussion

**Specific Objectives**

- F. Law and the state
1. To know the origin of the state
  2. To know the origin and function of government
  3. To see the evolution of the state
  4. To appreciate democracy as a form of government
  5. To see imperfections in government that give rise to social problems

**Teacher Procedures**

- F. Law and the state
1. Provide study outlines
  2. Prepare a bibliography of the available material
  3. Trace the origin of the state marauding bands to organized and stable governments
  4. Show relation of government to state and nation
  5. Discuss forms of government and origin of law
  6. Discuss the social problems of the state as tendency toward institutionalism and the suppression of personal liberty

**Notes by Teacher**



**Pupil Activities**

5. Distinguish between religion and magical practice
6. Look up the relation of the state and the church
7. State the condition under which religion functions to prevent personal disorganization

F. Law and the state

1. Prepare an information outline of the unit
2. Acquire a mastery of the readings assigned
3. State the origin of the state
4. State the origin of law
5. Give several examples of customary law
6. Enumerate several examples of statute law
7. State the constitutional guarantees on freedom of speech
8. Look for any violation of this constitutional guarantee

**Evidences of Mastery**

- b. Tell when a religious sect becomes a religious denomination
- c. State the origin of religion
- d. State the origin of morality
- e. State the relation to the two
- f. Tell the chief religious denominations in the United States

F. Law and the state

1. Ability to
  - a. Define state, nation, government, law, and other new terms used in the discussion
  - b. State the origin of state
  - c. Give the function of government
  - d. State ways in which democracy is superior to other forms of government
  - e. Tell in which respect it is inferior to other forms
  - f. Tell what is meant by institutionalism
  - g. Tell what is meant by bureaucracy

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## V. SOCIAL PROBLEMS AND SOCIAL PATHOLOGY

- A. Problems of personality
- B. Problems of social organization
- C. Social betterment

### Unit Objective

To realize the fact that social problems are in some cases an expression of a defective original nature, and in other cases an expression of imperfect social institutions and that problems of the first type can be solved by selective means only, and that problems of the second type can be solved only by the removal of the institutional defects that produce them, and to realize that social betterment is a matter of gradual institutional evolution and not a matter of social panaceas and programs

### Specific Objectives

- A. Problems of personality
  - 1. To understand the problems of personality met in
    - a. Defectives
    - b. Psychopathic and mentally incompetent
    - c. Alcoholic and demoralized
  
- B. Problems of social organization
  - 1. To understand the problems of social organization involved in
    - a. Delinquency and crime
    - b. War

### Teacher Procedures

- A. Problems of personality
  - 1. Provide study outlines
  - 2. Prepare a bibliography of the available material
  - 3. Review and re-define personality
  - 4. Distinguish between inferiors on basis of cause of the conditions
  - 5. Distinguish between hereditary and congenital inferiority
  - 6. Discuss physical defects
  - 7. Discuss mental defects
  - 8. Discuss psychopathic defects
  - 9. Discuss alcoholic defects
  - 10. Discuss other types
  
- B. Problems of social organization
  - 1. Provide study outlines
  - 2. Prepare a bibliography of the available material
  - 3. Discuss inferiority due to sickness, isolation, poverty, etc.
  - 4. Discuss war as a result of defective social order

**Pupil Activities**

- A. Problems of personality
1. Prepare information outlines
  2. Master reading assignments
  3. Look up definition of personality
  4. List type of physical defects
  5. Estimate the number of mental defects in population
  6. Estimate the number of feeble minded in institutions
  7. Estimate the number of psychopathics in hospitals
  8. Look up historic treatment of the insane
  9. State the program of eugenics
  10. Read the story of the Kallikak family
  11. State institutions

- B. Problems of social organization
1. Prepare information outlines
  2. Master readings assigned
  3. Define inferiority and make a classification of the inferior who are so because of defects of original nature
  4. Enumerate all the social problems that you know and the means by which each must be solved
  5. Make a class report on crime from the point of view of its cause. Can you find any modern scientist who says it is hereditary?
  6. Discuss poor health in relation to the cost of medical care
  7. Discuss the causes of war. Are they economic, social, and political or do they lie in persons?

**Evidences of Mastery**

- A. Problems of personality
1. Ability to
    - a. Define hereditary, congenital, adventitious, psychopathic
    - b. State program of eugenics
    - c. State provisions of the state eugenic law
    - d. State the method of treatment insane
    - e. State number and cure of feeble-mindedness in the state
    - f. Describe disorganization of personality

- B. Problems of social organization
1. Ability to
    - a. Define all new terms
    - b. State the relation of crime and education
    - c. Discuss illiteracy as a condition resulting from defective social organization
    - d. Show what is meant by saying that "every society has the criminals that it deserves"

**Specific Objectives**

- c. Exploitation — exclusion, dependency, prejudice, immigrants, health and drugs
- e. An adequate social organization

**C. Social betterment**

- 1. To understand how social betterment is brought about through
  - a. Social welfare organization and activities
  - b. Personal adjustment
  - c. Social reform
  - d. The good life

**Teacher Procedures**

- 5. Discuss delinquency as a function of the social order
- 6. Discuss various types of exploitation as causing inferiority in persons
- 7. State requirements of an adequate social organization

**C. Social betterment**

- 1. Provide study outlines
- 2. Prepare a bibliography of the available material
- 3. Discuss the need of social welfare organizations to take care of defective and inferior
- 4. Discuss the need for personal adjustment because of the complex and changing nature of society
- 5. Discuss social reform as an effort to make activities conform to standards
- 6. Discuss panaceas as efforts to build utopias without a knowledge of human personality and social organization
- 7. Attempt to formulate the good life concretely
- 8. Show the instrumental nature of socialism in bringing about human and social betterment

**Pupil Activities**

- C. Social betterment
1. Prepare information outlines
  2. Master readings assigned
  3. Enumerate the local organizations engaged wholly or in part in social betterment
  4. Find the means of support of these organizations
  5. Give cases known to you of personal maladjustments or failure because of social changes
  6. Describe some reform movement known to you and tell why it failed
  7. Read some utopia and review it from the point of view of changes necessary in human beings
  8. Discuss eugenics as a panacea
  9. Make your own formulation of the good life

**Evidences of Mastery**

- C. Social betterment
1. Ability to
    - a. Define social betterment, progress, the good life, reform
    - b. State the place of sociology in a program of social betterment
    - c. List the local welfare organizations
    - d. State their idea of the good life
    - e. Tell what social problems can be solved by passing laws

**Notes by Teacher**

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