AN ANALYSIS OF SENIOR HIGH SCHOOL GOVERNMENT COURSES
IN THE PUBLIC SCHOOLS OF TEXAS

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AN ANALYSIS OF SENIOR HIGH SCHOOL GOVERNMENT COURSES
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THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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CHAPTER I

INTRODUCTION

Problems of government are a constant challenge to Americans today. To meet this challenge the youth of this country must be prepared to cope with the questions with intelligence and foresight. The logical source for this training can be traced to the type of formal education received by the students in the public schools. An especially important group to be reached is the senior class approaching high school graduation. These students are the key to an informed and active citizenry in the twentieth century. A large number of the high school populace will not continue formal education in the institutions of higher learning, and an additional number will begin further study but will never complete the program. The eighteen to twenty-one age group has the least active percentage in citizenship participation, either because of emphasis on campus-orientation or because of non-membership status in society (1, p. 35).

Every newspaper, magazine, and newscast is permeated with some aspect of governmental theory. Persuasive writers and speakers are assailing the people to believe or take action on extreme ideas of either the left or the right of our fundamental values of American democracy. In Texas superpatriotic
individuals and organizations have currently sought to "... inculcate their viewpoints, even if they are downright militari- stic" (2, p. 6) on the schools and the general public. Such evidence only accentuates the urgent need for the schools to lead in an affirmative plan rather than be pushed into a defensive position.

As long as the mass of people have in their possession the petition or lobby as a device to influence those who function as agents of government and also have in their possession the use of the ballot on the basis of one person—one vote, an educated populace will be essential to the successful operation of a truly democratic government. People with a proper understanding of the basic principles and practices of governments controlling people, and people controlling governments are less likely to be found on the extremes of political thinking and acting to be the extreme leftist or rightist.

Purpose of the Study

To provide a better understanding of civil government as taught in the public senior high schools of Texas, this study investigates the scope of subject matter now included in the course, the method of presentation to the students, and suggests possible improvement toward solution.

The four objectives are:

1. To review the past position of civics as an integral part of the social studies in Texas high schools,
2. To study the present emphasis on the government course within the social science studies through the recent change in accreditation standards,

3. To survey the subject matter scope and methods used in teaching government courses in Texas high schools,

4. To propose solutions toward improvement in the teaching of a more informed citizenry.

Sources of Data

The source materials utilized in this study include documentary articles and books, statutory laws, governmental agency bulletins, personal interviews, and survey information obtained through the use of questionnaires.

The theory of teaching government courses in the senior high schools is developed from books and articles written by professional educators. In addition, factual data prepared by the state and national publication departments of the educational and administrative agencies are the basis for the divisions of schools, statistical information, and standards for accreditation in the state of Texas. Gammel's Laws of Texas and Vernon's Civil Statutes provide the legal requirements for curriculum subject matter that the legislature has acted upon. Some personal interviews with public school teachers and administrative agency personnel were conducted, but the major portion of material concerning the subject matter was secured from questionnaires mailed to selected high schools in Texas.
Scope and Limitations

Primary emphasis is devoted to the required government course as approved by the Texas Education Agency. In addition, some consideration is given to the two advanced studies also approved and offered by some of the larger schools.

Table I indicates the three government courses taught in the senior high schools in Texas, and illustrates the placement of the studies in the curriculum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Placement</th>
<th>Credit (Gr. 9-12)</th>
<th>Prerequisite and Other Information</th>
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<td>Government</td>
<td>11-12</td>
<td>½ unit required</td>
<td></td>
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<tr>
<td>Advanced Government</td>
<td>11-12</td>
<td>½ unit elective</td>
<td>World and American History and Government</td>
</tr>
<tr>
<td>Advanced Social Science Problems</td>
<td>11-12</td>
<td>½ unit elective</td>
<td>World and American History and Government</td>
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Each of the approved studies has specific as well as interrelated objectives. The Texas Education Agency has designated the purposes of each class in government and has placed the various courses within the social science curriculum to be offered by the public schools. The following descriptions elucidate their limitations:
Government (required)

This course which includes a study of the structure and function of local, state, and federal governments in the United States, is designed to meet the statutory requirements for teaching the Texas and Federal Constitutions and the structure and functions of Texas State Government. The course is designed to give students an insight into the organization of government as a basis for understanding current political developments and those factors necessary for a democratic government to succeed.

Advanced Government

This elective study is designed to supplement and enlarge upon the required course for students interested in further study of government.

Advanced Social Science Problems

The problems course is designed by the local school to give able students an opportunity to learn and apply scientific methods of investigation to the study of significant problems (5, pp. 246-48).

The Texas Education Agency categorizes all public schools in Texas into twelve groups, according to their average daily attendance. This study is confined to the independent school districts approved by the Southern Association of Secondary Schools (4, pp. 179-89) in the top seven ADA groups (3, p. 1). Groups VIII through XII have less than 299 students in average daily attendance and would therefore have no specialized teachers in the governmental area (3, p. 1).

Each individual school recorded in the Texas Education Agency bulletin, Public School Directory, 1961-62, was cross-checked with the group listings of independent school districts in the Texas Annual Statistical Report, 1959-60 (the latest available figures published). This distribution allowed for the most questionnaires to the groups with the largest number
of secondary school enrollments. In addition, the schools in each group were selected to cover geographically every section of the state of Texas. Both negro and white schools were included in the survey, with the larger number of questionnaires being sent to the category that included the greater number of high school students. One hundred letters (Appendix A) and questionnaires (Appendices B and C) were mailed.

Table II gives the data regarding the seven school groups included in this research. It should be noted that all records

<table>
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<th>Group</th>
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<tr>
<td></td>
<td></td>
<td>White</td>
<td>Negro</td>
<td>Rating</td>
</tr>
<tr>
<td>Group I</td>
<td>over 49,999</td>
<td>78,401</td>
<td>15,598</td>
<td>2</td>
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<tr>
<td>Group II</td>
<td>10,000-49,999</td>
<td>79,374</td>
<td>6,884</td>
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<td>5,000- 9,999</td>
<td>49,970</td>
<td>6,664</td>
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<td>1,000- 1,499</td>
<td>27,883</td>
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<td>6</td>
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<td>Group VI</td>
<td>500-999</td>
<td>40,509</td>
<td>7,390</td>
<td>5</td>
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<tr>
<td>Group VII</td>
<td>300-499</td>
<td>17,170</td>
<td>2,078</td>
<td>7</td>
</tr>
<tr>
<td>Total Secondary Enrollment</td>
<td>376,356</td>
<td>155,079</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Total</td>
<td></td>
<td>531,435</td>
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of Texas schools are listed on an entirely segregated basis. Even though some schools may be integrated, the number is negligible.

The study recognizes the reluctance of some public school teachers and administrative personnel to objectively analyze their own teaching and work. In some instances, the fear of administrative or public pressure might also prevent the disclosure of current practice regarding controversial subject matter.

As the 1961-62 academic year is the first year that the changes in accreditation requirements will make compulsory the teaching of a separate course in the social studies called "government," this compilation of information of the subject matter scope is being conducted at an exploratory time when not all the ramifications are evident.
CHAPTER I BIBLIOGRAPHY


CHAPTER II

STATUTORY AND ADMINISTRATIVE PROVISIONS FOR TEACHING
SENIOR HIGH SCHOOL GOVERNMENT COURSES IN TEXAS

General Laws of Texas

The two basic sources for the establishment of provisions for the teaching of government in Texas senior high schools are statutory laws and accreditation requirements set forth by the State Board of Education. The administration of these rules is supervised by the Texas Education Agency. The dual origin for procedural and policy changes in public education has made it difficult for legislators, school administrators, and teachers when they have attempted to institute modifications. Legislators seek changes by statutory laws, while the school administrative personnel and teachers choose to use the Texas Education Agency's control of accreditation standards. The overlapping responsibilities result in conflict and stalemate.

The general laws of Texas have contained statutory requirements concerning the teaching of state and Federal constitutions for the past thirty-three years (1, pp. 164-165). The authority to correlate the standards of these courses and the textbooks to be used was delegated to the Commissioner of Education and to his appointees on the Textbook Committee (3, p. 537).
Another statute passed in 1937 furthered better citizenship training of high school students through the strengthening of certification requirements of all public school teachers in Texas (2, p. 34). Six hours of college credit in American government were added to the existing prerequisites for teaching.

Two further attempts by state legislators to lengthen the required teaching time of the civil government course to one academic year were unsuccessful (7, p. 157; 5).

A House Concurrent Resolution was adopted in 1951 commending the schools for their citizenship education (4, p. 1572). This legislative effort resolved the need for promoting state and national unity by the means of a one-year American citizenship course comprised of the study of the governments, the Constitutions, and other historic documents.

Administrative Requirements of the Texas Education Agency

Most of the Texas public schools have complied closely with Texas Education Agency policies and accreditation standards. Since 1958 the school accreditation committee of the Texas' State Board of Education has required the adherence to one-half credit in government per se for all graduating seniors (6, pp. 2, 13, and 246). Formerly, any history course that included the Constitutions was accepted as fulfilling this statutory law passed by the 41st Legislature (1). Currently, this additional regulation of accreditation
standards of Principle VI, Standard 8, is a method of compulsory enforcement by the Texas Education Agency made effective three years after adoption in 1958 (6, p. 13). The 1961-62 graduating seniors will consequently be the largest secondary student group to have benefitted from this enactment. By increasing the number of government classes taught, specialization in one course permits and encourages the social studies teacher to achieve improvements in content and method through more concentrated efforts. In effect, students will have an increased opportunity to understand the background and circumstances of their relationship to government.

In addition to the required course, the two elective government courses approved by the Texas Education Agency offer the larger schools the means to enlarge their curriculum in this area. Primary consideration in this research study has been given to the required government course.

Textbook Adoption and Distribution

Further Texas Education Agency regulations, as governed by the State Board of Education, are relative to the selection, adoption, purchase and cancelation of textbooks (9, article 2842, pp. 1048-1050).

As established under the general laws of Texas, the State Board of Education delegates the authority to select public school textbooks to a Textbook Committee appointed by the Commissioner of Education (9, article 2654-3 and 4, pp. 316-318).
Recommendations of the committee to the Texas Education Agency are adopted for a five-year period, with option for renewal for another five years. Consequently, schools are allowed to select civil government textbooks from a multiple adoption list distributed throughout the public schools of Texas. If errors are discovered in any of the textbooks, the Textbook Committee requires the publishers to make whatever changes are necessary before repurchase or readoption each fall. Also, additional content relating to current world events of importance usually must be included before the second five-year adoption.

Following adoption, the number of textbooks requisitioned and distributed to Texas' schools is basically determined by the total enrollment per subject for the preceding year (9, article 2874, p. 1069; 10, article 2875, pp. 242-243). Procedural technicalities prevent any change of book selection by a school after the selection of one textbook, regardless of dissatisfaction or need for replacement (9, articles 2876e and 2876f, p. 1072). Guy C. West, Assistant to the Chairman of the Textbook Division of the Texas Education Agency, explained that a school is "stuck" with selected copies from three to five years because of these laws (8). During this period of time, the only opportunity a teacher has to secure copies of a newer or better book from the multiple-adoption list is if their course enrollment increases.
In April each year schools which meet this requirement are allowed to order more books, and may therefore order different selections than those secured in the past, and gradually replace older books.

With each ensuing year, the enrollment of Texas' public schools continues to increase; however, many teachers with the sharpest rise in student enrollment find themselves handicapped by the insufficient number of books for their students, due to April allocations of the previous year.

The adoption and distribution of textbooks for the use of students in the Texas public schools is complicated and expensive. Of particular pertinence to the senior high school government course, the complicated maze of procedural changes only hinders the addition of current information.
CHAPTER II BIBLIOGRAPHY


5. House Bill No. 75, Committee on Education, 57th Legislature, 1st called session (amending article 2911 in 1925, submitted by Ronald Roberts, District 54, Hill County, August 2, 1961).


8. West, Guy C., Assistant Director of the Textbook Division, Texas Education Agency, Interview, Austin, Texas, August 2, 1961.


10. Vernon's Annotated Revised Civil Statutes of the State of Texas, 1961 Cumulative Part.
CHAPTER III

EDUCATIONAL THEORY FOR TEACHING SENIOR HIGH SCHOOL GOVERNMENT COURSES

To define the theoretical purposes of the government course within the social studies, this research was limited to the senior high school level. The general basic ideals of educational philosophy are assumed as over-all objectives. In addition, certain social study aspects are interrelated in common goals. The subject matter contents of history, economics, geography, sociology and anthropology were considered only as they pertain to the study of government.

Education is a complex relationship of teaching and learning. The objectives of government subject matter content and methodology employed in Texas public schools are an adaptation of this philosophy. If government is to be offered as a study, reasons must justify its inclusion in the curriculum. In order to formulate course content insight is necessary into past, current, and future related problems.

A contemporary philosopher in education, Van Cleve Morris, maintains that "... every important human activity can be shown to have a basis in theory, a centralizing idea of what it is all about, what it is trying to do, and how it operates in human experience" (6, p. 7).
If education is basic to society, and society is dependent on the schools "... to sustain and perpetuate a cherished pattern of living" (6, p. 11), then the main purpose of teaching government is to reaffirm these beliefs. This conclusion emphasizes the importance of the government course in the curriculum.

Subject matter courses are designed to develop factual knowledge about the subject, concepts related to a specific area, and the acquisition of certain skills fundamental to the educative process (6, p. 234). This organizational pattern was followed in the establishment of the educational theory of the senior high school government course.

**Factual Knowledge of Governmental Structure and Functions**

Factual knowledge of government is required of an active and informed citizenry; therefore, the essential core of the government course is often organized from this standpoint.

Aspects of school administration policies and other variables dictate to a great degree the course content. The minimum description of subject matter to be included for the required government course is summarized as follows in a Texas' social study publication:

1. development and nature of the United States Constitution
2. organization, functions and powers of the legislative branch of government
3. functions and powers of the executive branch of government
4. administrative agencies - their powers and functions
5. functions and powers of the judicial department
6. rights of the several states
7. political and civil rights and responsibilities of citizens
8. political parties, interest groups, suffrage and elections
9. origin and characteristics of the Texas Constitution
10. structure of Texas state government
11. some patterns of local government in Texas

(8, pp. 246-47).

To broaden the scope, the Texas Education Agency suggests the inclusion of current events, historical happenings, and citizenship education.

The advanced government course content directs special emphasis toward the study of comparative forms of government and political ideologies and theories (8, p. 247). The third government course allows the student and the teacher the opportunity to investigate problems of contemporary democracy (8, p. 248).

Most college textbooks written for the social study training program for high school teachers summarize the course content in the traditional outline "... from local to international level" (11, pp. 489-99). The most recent books do stress the use of current events. Other writers claim that increased social study interest is a consequence of twentieth century global problems of atomic energy, communism, international relations, social and economic legislation (2, p. 29). Multiplicity of topics requires the teacher to choose the areas to be studied. The limited time of each course constantly obligates the teacher to ask, "Where should the line
be drawn?" in setting up a criterion. To assist in resolving this problem, this study will later consider the following questions:

1. Is the topic absolutely necessary to the aims of the government course?

2. Is the topic probably necessary to the aims of the government course?

3. Is it possible to include the topic in the government course?

4. If certain topics are impossible to include in the government course, what are the reasons?

Moral Concepts Concerning Basic Ideals and Values of American Democracy

The primary objective of teaching government is to uphold the basic ideals and values of American democracy through the study of the laws of the nation. The dignity of man must be upheld. The moral concepts of society demand that schools teach patriotism to the United States, the value of good citizenship, and the importance of individual contribution to good government. Education cannot be a panacea in solving the problems of democracy; nevertheless, apathy and ignorance can be fought and lessened through the efforts of the educator.

The interrelation of all social studies in molding tomorrow's citizens is important to human behavioral study of the past, present, and future. The social science consultants
and planners of Texas' high school study have included four major concepts to be integrated in the course:

1. time: continuity and chronology
2. space: environment and change
3. human relationships, cultures and values
4. democracy as a way of life (8, p. 235).

These concepts are intended to advance student maturity.

Additional objectives are to:

1. provide opportunities to experience democratic living;
2. give students an appreciation of our American heritage and for the moral and spiritual values inherent in American culture;
3. help students understand that the rights and privileges of a democratic society require attendant responsibilities and duties;
4. help students appreciate the values of experience in understanding the present and in planning for the future;
5. stimulate critical thinking and provide frequent opportunities for students to apply problem solving techniques (8, p. 234).

Inherent in the government subject matter content are numerous moral concepts that will reflect basic ideals of both students and teachers (4, p. 272). Although some are acquired during the course, many are beliefs acquired from the student's earlier environment.

One commendable attempt to organize the content arrangement of secondary school government course according to the basic "core of values" was the Citizenship Education Project* at Columbia University in 1953 (1). The use of topical

*For further elaboration on this project and similar ones begun by the Carnegie Corporation in 1949, refer to Thirty-Second Yearbook of National Education Association by American Association of School Administrators, Educating for American Citizenship, Washington, D. C., 1954, pp. 376-382.
divisions such as "the free individual, the free government, the free economy, and the free world" indicates this one study's stress upon the value of liberty. Appropriate division topics under each of the above relate the subject to social beliefs, guarantees, rights, freedoms, and responsibilities of the people. The comprehensive program, one of the few study guides specifically designed for senior high school use, varies noticeably from the traditional structure of government courses. Nevertheless, the development of moral concepts to uphold the basic ideals and values of American democracy is inherently a part of the government course.

**General Skills**

Laboratory type classes in government offer opportunities for students to acquire and reinforce skills that extensively contribute to a better informed and active citizenry. The subject matter is neither dull nor intangible. Government is the study of people - all kinds of people - the housewife, lawyer, businessman, teacher, customer, laborer, and the neighbor across the street. The occasion to teach a more purposeful subject would be difficult to find, and the challenge for critical thinking has no termination.

General skills needed in this social study area are outlined by the state administrative consultants as:

1. locating, gathering, organizing, and evaluating information;
2. reading, listening, observing, speaking, and writing;
3. interpreting globes and various types of map projections;
4. interpreting and developing materials in graphic form;
5. participating in group undertakings (8, p. 235).

These skills, plus the use of critical thinking, combine the moral concepts with the factual knowledge that provide for a successful learning situation for the students. The stressing of critical thought is currently gaining in popularity with teachers (7, pp. 13-16). Every topic under consideration could be broadened from the status of "... narrow and exclusive intellectualism" to focus on the creativeness of "... thinking as the school goal" (9, p. 358).

Citizenship Education

Citizenship education as the basic task and responsibility of American schools has been a traditional school objective (7, p. 13). In no high school subject other than government are such extensive opportunities consistently available for the teaching of citizenship. This fundamental value should be incorporated in every segment of government study.

A principal problem connected with the teaching of citizenship is the actual defining of the word "citizenship." The word has various meanings for different people. In a study prepared especially for the promotion of citizenship education, the Daughters of the American Revolution asserted that it "... is assisting the individual to learn, appreciate and abide by the patterns of conduct, speech, beliefs, and feelings which a culture favors" (5, p. 15).
In a professional social science area, Therel T. Herrick defines citizenship education as "... the kind of education that makes one competent in a democratic society living in a period of pressures and institutional arrangements" and concerned with "... the individual and his development in desirable ways" (5, p. 33).

In a research thesis at North Texas State University good citizenship was defined as the means of producing a good citizen who is:

"... an individual who has enough interest in the continuance of this type of government in the United States that he will inform himself on current problems and exercise those duties and privileges which are placed in the hands of citizens in order that they may control their government (3, p. 11).

From the standpoint of the government teacher, a good citizen is an individual who effectively participates in the formation of public policy with as much understanding of the problems and possible solutions as their capabilities allow.

The objective of all public school education is effective citizenship conceived in its broadest sense. And within the curriculum, the social studies have the specific job of training for dealing with present and future civic problems on a local, state, national and international level (10, pp. 79-80).

The study of government is imperative in the education of today's youth. The main objective of this high school course is to communicate to the students the necessity of the acceptance of responsibility in controlling the government with intelligent thought and active participation.
The inclusion of the related moral concepts, problem solving skills, and citizenship education along with factual knowledge of government is essential.
CHAPTER III BIBLIOGRAPHY


8. Texas Education Agency, Principles and Standards for Accrediting Elementary and Secondary Schools and Descriptions of Approved Courses Grades 7-12, Bulletin 615 (October, 1961), Austin, Texas.


CHAPTER IV

DESCRIPTION OF GOVERNMENT COURSES IN THE
SENIOR HIGH SCHOOLS OF TEXAS

Place of Government in the Social Studies Field

Social studies are designed to give the Texas high school student "... a historical, political, economic, and social background" (12, p. 236) in the area of behavioral sciences. More than any other one facet, the social sciences are the study of people - past, present, and future. The National Council for Social Studies has defined social science education in the following terms:

It is general in that it reveals new connections and relations in, and new insights into, human affairs ... brings a sharpened and informed awareness not only of the nature of human values but their central and dominant place in individual and group life. ... schools us in principles by which we may guide our conduct in the swift and certain changes of our time so that we are not lost in them ... seeks to reveal those phases of social thought and action which are relevant to all mankind and to a wide variety of situations and circumstances (8, p. 240).

Thus the emphasis on people and their relationship to other people is the central point from which all of the course content evolves. The specific emphasis of government in this area concentrates on the relationship of the individual to his government.
In 1959, the Texas Education Agency published the results of a statistical survey of the curriculum studies, a survey which included 90 per cent of all high schools in Texas (3). The research revealed that civics ranked second in the seventeen areas listed in student enrollment in both the eleventh and twelfth grades (13, p. 2). American history ranked first with 84.9 per cent of the total pupils in the eleventh grade enrolled, as contrasted with 6.2 per cent in civics. In the twelfth grade history decreased to 15.5 per cent and civics increased to 55.6 per cent. The only other related course listed was entitled "Problems of Democracy," which attracted 3 per cent during the senior year. These 1959 percentages indicate that the government course was reaching only 61.8 per cent of the students. By the end of the 1961-62 school year, the number has increased to include all the students before the end of their senior year.

Responses to Questionnaire

In considering the present scope of subject matter content of government courses offered in Texas' senior high schools, emphasis of this research was directed toward the topical choice of content by the various teachers. While the sum total of time per subject was determined (by interviews and correspondence), the main interest of this study is to determine what subject matter is included in the high school course, what is excluded, and the reasons for the latter.
A letter and a two-page questionnaire (Appendices A, B, and C) were utilized and mailed throughout the state of Texas to the specified schools listed in the groups shown in Chapter I (See Table II, p. 6). Of the 100 questionnaires that were mailed, forty-four were returned. Some questionnaires returned were incomplete; therefore, fewer than forty-four answers are tabulated in answer to certain questions. In other instances, more than one answer was given per question. As previously mentioned, Group IV was mailed the greatest number of questionnaires because of its comprisal of the largest number of secondary students in Texas.

Table III indicates the number of questionnaires mailed to the groups, and the number and percentage of the total sent that were returned.

### TABLE III

**NUMBER OF SENIOR HIGH SCHOOLS IN TEXAS INCLUDED IN THE GOVERNMENT SUBJECT MATTER SCOPE SURVEY**

<table>
<thead>
<tr>
<th>Category</th>
<th>I. S. D Secondary Enrollment Rank</th>
<th>Questionnaires Mailed</th>
<th>Questionnaires Returned</th>
<th>Percentage of Group Replied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>2</td>
<td>21</td>
<td>10</td>
<td>47.62</td>
</tr>
<tr>
<td>Group II</td>
<td>3</td>
<td>16</td>
<td>10</td>
<td>62.50</td>
</tr>
<tr>
<td>Group III</td>
<td>4</td>
<td>16</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td>Group IV</td>
<td>1</td>
<td>26</td>
<td>8</td>
<td>30.76</td>
</tr>
<tr>
<td>Group V</td>
<td>6</td>
<td>10</td>
<td>4</td>
<td>40.00</td>
</tr>
<tr>
<td>Group VI</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>83.30</td>
</tr>
<tr>
<td>Group VII</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>40.00</td>
</tr>
<tr>
<td>Total</td>
<td>.</td>
<td>100</td>
<td>44</td>
<td>44.00</td>
</tr>
</tbody>
</table>
From this tabulation of data, Group VI ranked the highest percentage of responses, while Group IV had the least number of responses. There was a total of nine all-negro schools which replied, with the largest number coming from Group II. (See Table II, p. 6). In Groups V, VI, and VII the insufficient number of negro schools did not warrant inclusion. In Group I, San Antonio was the only city with an integrated secondary school system, although one all-negro high school is maintained.

Civics, or the study of government, maintains a "... strong and traditional place in the social studies curriculum . . . ." (4, p. 249). Although all social studies are important and interrelated, one of the important considerations in this study is to determine if government content holds its own, if it is repetitious of the other social studies, or if it is integrated within other social studies to a point beyond recognition.

Table IV illustrates the viewpoint of the teachers concerning the above question. Some teachers responded with more than one answer, indicating that various parts of the government course were repetitious of different subjects.

Evidence that American history was overwhelmingly considered the most repeated in government subject matter is indicated by the responses placed in Table IV. Economics ranked second, with Texas history placing third. Less important were the subjects of geography, sociology, and
Table IV

Integration of School Studies in the Senior High School Government Course

<table>
<thead>
<tr>
<th>Social Study Subject</th>
<th>Number of Answers Indicating Repetitious Content in Government</th>
<th>No Repetition</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>34</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>12</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Anthropology. Only two of the forty-four teachers answering the survey reported that government did not repeat other social studies.

Description and Evaluation of Adopted Textbooks and Other Principal Sources of Instructional Material

The state government of Texas ranks as one of the largest single book purchasers in the world, with a total investment of 41,000,000 dollars that involves 24,000,000 books now under adoption (14, p. 15). The purchase and distribution of textbooks in the state of Texas is an extensive and complicated operation that averages approximately $20.50 per
pupil for an average of twelve books each year. New subject book adoptions constitute about one-sixth of the total.

The distribution of government textbooks for the 1961-62 academic year is depicted in Table V (11, p. 33: 3):

**TABLE V**

DISTRIBUTION OF CURRENT-ADOPTION TEXTBOOKS FOR SENIOR HIGH SCHOOL GOVERNMENT COURSES IN THE PUBLIC SCHOOLS OF TEXAS, 1960-61

<table>
<thead>
<tr>
<th>Author</th>
<th>Textbook</th>
<th>Copyright</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flick</td>
<td>Government in the United States</td>
<td>1956</td>
<td>10,704</td>
</tr>
<tr>
<td>Keohane</td>
<td>Government in Action</td>
<td>1953</td>
<td>1,212</td>
</tr>
<tr>
<td>McClenaghan</td>
<td>Magruder's American Government</td>
<td>1956</td>
<td>54,366</td>
</tr>
<tr>
<td>Paquin and Irish</td>
<td>The People Govern</td>
<td>1954</td>
<td>6,927</td>
</tr>
<tr>
<td>Posey and Huegli</td>
<td>Government for Americans (Great Plains Ed., Rev.)</td>
<td>1959</td>
<td>1,357</td>
</tr>
<tr>
<td><strong>Total Distributed</strong></td>
<td></td>
<td>1960-61</td>
<td>83,466</td>
</tr>
</tbody>
</table>

Magruder's American Government by McClenaghan (7) had more than twice the distribution of the total number of all the other adopted textbooks. Government in Action (6) by Keohane (6) and Government for Americans by Posey and Huegli (10) almost tied for fourth, while Flick's Government in the United States (1) gained the secondary position. The People Govern by Paquin and Irish (9) rated a poor third. All five

*The figures in the last column indicating the total number distributed were given by statement of release as further described in Chapter IV Bibliography.*
textbooks are voluminous in the content of governmental structure and function.

The name Magruder has long been familiar to senior high school civics teachers. One teacher commented that most instructors would prefer to rely on a known authority whose content arrangement was familiar to them rather than take time to thoroughly read and investigate newer books.

McClenaghan's bulky textbook has a concentrated outline that suggests an encyclopedia of governmental facts and figures. The book demands memorization rather than critical thinking. No meaningful relationship of government to the individual is accentuated, although it is feasible that an excellent teacher could devise methods of incorporating this important learning situation.

Posey and Huegli's book represents the first choice of this writer, while last choice is definitely relegated to Flick's Government in the United States. Posey and Huegli's Government for Americans carries the latest copyright date and is printed on quality paper on double column printed pages. The core content includes sections concerning political theory, atomic energy, supreme court cases, and numerous drawings of missiles, satellites, and nuclear-powered submarines. Pertinent newspaper cartoon reprints add to the current interest of governmental actions. Posey's book endeavors to relate the individual to the government in a meaningful way to the student.
Flick's textbook is so elementarily written, even in the spacing of lines and words, that it is entirely unacceptable to the senior high school level student. The excess number of pictures inserted by the publisher are out-of-date, repetitious of earlier textbooks, and are concerned primarily with buildings or geography. The first thirty-two pages are devoted entirely to the flag, historical pictures, and idealistic glory of America. The detailed bibliography at end of chapters indicates multiple sources of history but few in the area of government. In addition, the paper is of such poor quality that all pictures show through to the back of the pages, making the print difficult to read.

State government is mentioned on only sixteen pages of Keohane's book and contains no specific unit in this governmental area. The self-explanatory colored charts and numerous drawings throughout this text are excellent. The bulk of the Keohane and Paquin books could be reduced through the use of smaller type and less spacing. One teacher in Group IV complained that Paquin's book was poorly written and organized, contained erroneous facts, and was out-of-date. He added it was the poorest excuse for a text he had ever seen, and contended this was evident to all his better high school students.

To further determine the subject content used by Texas' schools, one survey question asked the various government teachers to designate their own preference from the available
textbooks. The answers coincide with the number of textbooks distributed in Texas (Table V, p. 30). The only exception was that the book by Posey ranked below Keohane in the teachers' choices. Table VI illustrates these data and, in addition, gives a more complete description of the size and content of each textbook.

**TABLE VI**

**DESCRIPTION OF APPROVED GOVERNMENT TEXTBOOKS AND PREFERENTIAL CHOICE OF HIGH SCHOOLS INCLUDED IN SURVEY**

<table>
<thead>
<tr>
<th>Multiple-Adopted Textbooks</th>
<th>First Choice of Teachers</th>
<th>Total Pages</th>
<th>Approx. No. Words Per Page</th>
<th>Charts Incl'd</th>
<th>State Government</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>pp.</td>
</tr>
<tr>
<td>Flick</td>
<td>8</td>
<td>768</td>
<td>292</td>
<td>27</td>
<td>55</td>
</tr>
<tr>
<td>Keohane</td>
<td>1</td>
<td>591</td>
<td>557</td>
<td>33</td>
<td>16</td>
</tr>
<tr>
<td>McClenaghan</td>
<td>28</td>
<td>756</td>
<td>483</td>
<td>37</td>
<td>75</td>
</tr>
<tr>
<td>Paquin</td>
<td>5</td>
<td>597</td>
<td>469</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Posey</td>
<td>0</td>
<td>468</td>
<td>636</td>
<td>28</td>
<td>77</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From these data McClenaghan's textbook far outranks the other choices by the teachers, and the returns substantiate Table V regarding the distribution of books throughout the state.
In answer to what supplementary sources of instructional material were utilized by the teachers, the *Texas Almanac*, *People and Government* by McAlister, *Government by the People* by Burns and Peltason, *American National Government* by Johnson, and *Texas Government* by McCorkle and Smith were listed.

Criticism has been given to the numerous pictorial pages included in the majority of social study textbooks of the senior high school level. Their abundance was apparently motivated by the publishers, as the authors have shown little relationship in core content to the illustrations. Wesley and Wronski, authors of a student textbook in social studies, suggest to the future teachers that book appeal must not stem from appearances only.

Pictures of scenes and processes should tell their own story. Too frequently they are meaningless without comments of author or teacher. Artistically colored reproductions of historical persons and scenes may add little to the acquisition of accurate impressions (15, p. 281).

The textbook is a tool used by teachers to further the student's knowledge in any given subject matter. These same authors, however, warn the student teachers to beware of relying entirely on textbook material for teaching, or assuming that the students will comprehend the full relationship of textbook content without guidance.

The textbook reflects and establishes standards. It indicates, all too frequently, what the teacher is required to know and what the pupils are supposed to learn. Most pupils and many teachers regard the textbooks as a very humble and simple device. They too frequently assume that all its aspects and
features are self-explanatory, and that they can secure all its advantages without experience, application or special training (15, pp. 225-26).

An occasional school reported heavy reliance upon the use of a college library in their town for further study and assignments, especially in case study. Others have managed to secure the cooperation of their local daily newspaper in distributing to each government student an individual copy of the local daily paper for class discussion of current governmental affairs. The majority of schools reporting had at least one copy of a Texas daily newspaper, Senior Scholastic, U. S. News and World Report, Time, and other news magazines in their library.

Essentially, all instruction material must be chosen by a highly qualified teacher in order to coordinate the core content to the news content of the social studies. Through the use of multiple-adoption list of textbooks emphasis is naturally given to the national government, as these texts are published for nationwide distribution. Clark C. Gill, head of the social science student teachers program at the University of Texas, has stated that:

The field of government is so broad that you are faced by an overwhelming situation of subject matter, and the teacher is left to choose which areas to use for intensive study. Government textbooks that are now adopted are published on the national scale, and the trend of subject matter shows emphasis on function and structure (2).
Number of Senior High Schools Included in Survey Offering Approved Government Courses

The two advanced high school courses in government approved by the Texas Education Agency are relatively new to the curriculum studies. Only five schools reported a full year's study in government, but these stated that since expanding their content to a thirty-six-week program their improved course had met with greater satisfaction with both students and teachers. Three schools in Group I had been offering the "Problems in Democracy" course; however, these and others indicated that student interest was extremely high in this area. Five of the forty-four schools did not indicate any answers to this question (Appendix B).

Of the forty-four schools reporting the inclusion of the required government course in their senior high school, the average number of class sections in each school was 5.97 percent. These ranged from as little as two classes per school to as many as nineteen in the larger schools. Classes averaged twenty-seven students per section, ranging from as few as twenty students per class to as many as thirty-five in the over-crowded schools. The majority of teachers reported that their future expansion would be in the number of sections and not in class pupil load.

Trend of Interest Toward Senior High School Government

The answers to another question (Appendix B, No. 4) indicated assumptions by the teachers for reasons for increased
interest in this area of study. Table VII illustrates the data on these responses of interest.

**TABLE VII**

**REASONS FOR INCREASED INTEREST IN TEXAS' HIGH SCHOOL GOVERNMENT**

<table>
<thead>
<tr>
<th>Interest</th>
<th>Number of High Schools Answering</th>
<th>Reasons for Increased Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Accreditation Requirements</td>
</tr>
<tr>
<td>Increased</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>No Increase</td>
<td>13</td>
<td>.</td>
</tr>
<tr>
<td>Same Interest</td>
<td>1</td>
<td>.</td>
</tr>
<tr>
<td>No Ans.</td>
<td>7</td>
<td>.</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>.</td>
</tr>
</tbody>
</table>

These schools reported that the major reason for increased interest in the senior high school government course was the rapidly changing international situation. Accreditation requirement was the other major factor. Other reasons constituted a major influence on state requirements for the addition of required courses. Thirteen of the forty-four schools reporting did not perceive any increased interest, although several of these schools stated that interest in their local situation had begun three to five years previous to 1962.
Texas politics and the interest of students ranked the lowest in number of responses.

The current pattern of social, economic and political beliefs of people are better known today than in previous years. Nowadays a conversation between people inevitably touches upon domestic and world conditions and the political relationships affecting them. The public school is usually the first group association where youths are confronted by any questioning of the single pattern of beliefs stemming from the social and economic environment of their homes. Summarizing this situation, one educator, Robert E. Jewett of Ohio State University, stated "This situation has heightened the importance of the public school in our culture" (5, p. 166).

Government as a course in the Texas senior high school is gaining recognition within the social studies, and curriculum planners are becoming more aware of this study as a necessity in education rather than a frill that is classified as an "elective."
CHAPTER IV BIBLIOGRAPHY


2. Gill, Clark C., Professor of Curriculum Instruction (Statement), University of Texas, Austin, Texas, August 1, 1961.


CHAPTER V

SCOPE OF SUBJECT MATTER CONTENT OF THE GOVERNMENT COURSES OFFERED IN THE SENIOR HIGH SCHOOLS OF TEXAS

Course Outline of Government in the Social Studies

Dissimilarity in government course outlines of study exists in Texas' senior high schools in 1961-62. Standards fluctuate from the detailed outline of objectives and subject matter content in the Houston Public Schools (5) to the individual teacher's use of only the state approved textbook. The major responsibility of the content selection is imposed on the individual civics or government teacher in each school. One exception is the Dallas Public School District. In this instance, the communism study unit was recently initiated into the government course, with presentation required at specified times during the fall and spring semesters (2). Instructional material for this study unit was distributed to each Dallas high school by the curriculum development office.*

Course outlines originate from curriculum planning. The subject matter to be taught in a senior high school government course must be flexible enough to adapt to the particular circumstances of each local school. A large high school will have the advantages of offering other supplementary social science courses such as economics, sociology, and anthropology, while a small enrollment school may necessarily demand that the government teacher expand the scope to a more general study in any one area. History, of course, is required in all Texas' schools.

Curriculum planning is one of the most important parts of school to the student because the organization of what is to be taught—and ultimately what is to be learned—begins and ends here (6, p. 16).

Most replies stated that other social science areas are an integral part of the government course. The economic ramifications extend beyond the impact of geography or sociology. Sources of material in these social studies were attained from adopted textbooks, non-adopted textbooks, and current news.

The correlation of economics, geography, and sociology to government is important in an over-all perspective. Current economic trends demand recognition in the governmental subject area. Economic problems between the citizen and his government has become so predominant in today's business world that the introduction of this subject matter is demanded
in the public school education of youth (9, p. 117). Sociological problems that relate to government are also a component part of a government course (8, p. 97). Where schools have reached an enrollment of around 1,000 students, the school administration has broadened the curriculum to include all or part of these social studies as separate high school courses.

A large majority of teachers replying to the survey questionnaire indicated that these social studies were an integral part of government.

Subject Matter Content of Government

**Government Historical Background**

The fundamental values of American government are basic to the further study of any governmental area. The historical background and interpretation of the United States Constitution was the only unanimously accepted topic by the forty-four teachers replying to the survey questionnaire (Appendix C). These subject area responses are tabulated for the 1961-62 academic year, and their plans for future inclusion are shown in Table VIII.

The data indicated that the major portion of teachers have been stressing the listed subject matter. In comments added to the questionnaire, many replies stated that within the political theory unit total emphasis had been given only
TABLE VIII

HISTORICAL BACKGROUND SUBJECT MATTER INCLUDED IN THE REQUIRED GOVERNMENT COURSE IN FORTY-FOUR SENIOR HIGH SCHOOLS IN TEXAS

<table>
<thead>
<tr>
<th>Topical Subject Matter</th>
<th>Practice of 1961-62 School Year</th>
<th>Future Practice</th>
<th>Would Not Include Because:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always Included</td>
<td>Usually Included</td>
<td>Occasionally Included</td>
</tr>
<tr>
<td>Limited Government</td>
<td>33</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Political Theory</td>
<td>32</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Historical Facts</td>
<td>33</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>United States Constitution</td>
<td>44</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Limited Government included to communist doctrine versus democracy. In Dallas the addition of this special unit of study merely replaced six weeks of the required government course that had formerly been devoted to the state and local area. One Dallas teacher, Miss Lorene Welch of South Oak Cliff High School, related in a personal
interview that in her estimation this content substitute had resulted in adverse effects upon her classes. She continued by saying:

The students have had six weeks of communism study in their junior history course, and, by the time six more weeks of their senior year government course are extracted for further communism study, the subject material no longer retains sufficient interest for the majority of students (14).

Concentrated content in this case has resulted in insufficient time to cover another vital area. In this instance, Miss Welch reported the loser to be state and local government. The situation at this time allowed only two weeks to state government, with approximately two days to municipal government.

**International and National Government**

The subject matter content of national government was second only to the study of the United States Constitution in number of responses by the teachers replying to the survey. Some disagreement, however, prevailed concerning the international facets of comparative government, United Nations, and world trade. More negative answers were pointed at the inclusion of world trade than any other topic in this area. Arguments against the exclusion of world trade even in future practice rested mainly on limited class time and on the controversial connotation given to it.

Studies of the national government, separation of powers within the national structure, and federalism were omnipresent. The teaching of American government would be inconceivable without these basic areas.
Table IX illustrates the present and future practices of high school teachers in the national and international area of government subject matter content.

TABLE IX

INTERNATIONAL AND NATIONAL GOVERNMENT SUBJECT MATTER INCLUDED IN THE REQUIRED GOVERNMENT COURSE IN FORTY-FOUR SENIOR HIGH SCHOOLS IN TEXAS

<table>
<thead>
<tr>
<th>Topical Subject Matter</th>
<th>Practice of 1961-62 School Year</th>
<th>Future Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always Included</td>
<td>Usually Included</td>
</tr>
<tr>
<td>International Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>United Nations</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>World Trade</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>National Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>Legislative</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>Judicial</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>Federalism</td>
<td>42</td>
<td>2</td>
</tr>
</tbody>
</table>
Texas State Government

The interrelations of the state government and other governmental authorities are more apparent with every passing day. Nevertheless, the salient features of state and local government are important enough to require some specified time during the high school government course. One educator maintained that "States too are big government. Sandwiched between the more dramatic national and the more close-at-hand local governments, the states seem to be a kind of hidden layer . . . . States are more than important cogs in the federal system" (1, p. 1).

Data on the survey questionnaire revealed two predominant subject areas under this topic: the Texas Constitution and municipal government. All divisional areas of the state government rated considerable interest by the teachers.

Of particular importance were those questionnaire answers relating to contemporary Texas' laws. These were inserted as spot checks to discover if any laws relating to everyday occasions were being discussed. Wills were rarely mentioned, property laws were of concern to little more than half of those reporting, and taxation was never taught in eight schools included in the survey. The major reason for not planning to include these subjects in the future was limited class time but, surprisingly enough, three schools reported all of these areas as too controversial to use in their future
practice. A small minority even considered property laws and taxation as nonessential in state government study.

Table X indicates the answers given by the teachers in reference to the content of Texas' state government in their high school course.

A previous research study investigating the facts known about government by beginning students in college level courses indicated state government as having the lowest average percentage of correct answers (3, pp. 41-42).

In response to this survey, the questionnaire answers revealed that state government subject matter has received less attention than has national government.

**Political Processes and Elections**

The political processes of America are the controlling power of the government.

The political parties perform a many-sided role in a free society. They enable like-minded people to speak in a single voice and give expression to political attitudes. The individual citizen must work through interest groups or political parties, in a collective effort to make his influence felt on the body politic (10, p. 57).

The questionnaire attempted to discover the place of this unit study in the required government course of Texas' high schools.

As most of Texas' past history reflects the one-party dominance of the Democratic party, the surprise answer in this topical area occurred when the largest number of teachers
### TABLE X

**TEXAS STATE GOVERNMENT SUBJECT MATTER INCLUDED IN THE REQUIRED GOVERNMENT COURSE IN FORTY-FOUR SENIOR HIGH SCHOOLS IN TEXAS**

<table>
<thead>
<tr>
<th>Topical Subject Matter</th>
<th>Practice of 1961-62 School Year</th>
<th>Future Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always Included</td>
<td>Usually Included</td>
</tr>
<tr>
<td>Historical Background</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>Texas Constitution</td>
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<td>5</td>
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<tr>
<td>Executive</td>
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<td>9</td>
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<tr>
<td>Legislative</td>
<td>29</td>
<td>9</td>
</tr>
<tr>
<td>Judicial</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Jury</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Municipal Government</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Practical Texas' Laws</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wills</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Property Laws</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Taxation</td>
<td>23</td>
<td>4</td>
</tr>
</tbody>
</table>
declared that they always gave attention to the Republican party of Texas, while at the same time six responded that they never included the Democratic party of Texas.

The major exclusion from class discussion was the role of minor political parties. Individual and pressure group lobbying is also unpopular in government course content in many instances. The response concerning future practices indicated that a minority regard this area as being too controversial and too insignificant to deserve any of their limited class time.

Illustrative of school attitudes regarding the importance of political processes and elections is given in Table XI.

**Governmental Controls of the People**

Governments have various instruments of control and regulation. Many of these means are efforts at protecting one individual from another, or one group from another, and in preserving a sphere around the individual citizen where his personal identity may be retained (7, p. 11). Because this subject could involve many areas, only a selected few were chosen as representative. Data concerning discussion of formal governmental controls over the people are shown in Table XII.

A large majority of the teachers reported freedom of press and speech as necessary components of the government course. Fewer schools reporting indicated that religion, work and employment, automobile use, and personal rights and privileges
TABLE XI

POLITICAL PROCESSES AND ELECTION SUBJECT MATTER INCLUDED IN THE REQUIRED GOVERNMENT COURSE IN FORTY-FOUR SENIOR HIGH SCHOOLS IN TEXAS

<table>
<thead>
<tr>
<th>Topical Subject Matter</th>
<th>Practice of 1961-62 School Year</th>
<th>Future Practice Will Include</th>
<th>Would Not Include Because:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Always Included</td>
<td>Usually Included</td>
<td>Occasionally Included</td>
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<td>Texas El. Laws</td>
<td>23</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Voting Information</td>
<td>26</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Party Pri's</td>
<td>26</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Political Parties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Demo'tic</td>
<td>25</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Repub.</td>
<td>29</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>National Demo'tic</td>
<td>24</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Repub.</td>
<td>24</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Minor P's</td>
<td>20</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Lobby</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressure G's</td>
<td>24</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Individual</td>
<td>26</td>
<td>0</td>
<td>5</td>
</tr>
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</table>
were an integral part of the course study. The most controversial topic in this area was the relationship of government to religion. Work and employment laws rated low in teachers' preferences.

TABLE XII
SUBJECT MATTER CONCERNING GOVERNMENTAL CONTROLS INCLUDED IN THE REQUIRED GOVERNMENT COURSE IN FORTY-FOUR SENIOR HIGH SCHOOLS IN TEXAS

<table>
<thead>
<tr>
<th>Topical Subject Matter</th>
<th>Practice of 1961-62 School Year</th>
<th>Future Practice</th>
<th>Would Not Include Because:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always Included</td>
<td>Usually Included</td>
<td>Occasionally Included</td>
</tr>
<tr>
<td>Speech, Press</td>
<td>30</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Religion</td>
<td>18</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Work and Employment</td>
<td>16</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Automobile Users</td>
<td>17</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Personal Rights and Privileges</td>
<td>16</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>


These topics of study are closely related to critical thinking and problem solving. As students become vitally interested in this area and begin to observe governmental controls of personal rights and privileges, employment, religion, and speech, the subject matter content is especially meaningful to them.

In summary, this questionnaire indicated significant answers regarding the present practice of teaching each topic. However, the answers dealing with their future practice were not conclusive. All forty-four schools responded with answers about their present practice, but very few continued past this portion. If they were not including a topic, this was stated; but if they were including them, no indication was given as to whether this was a continuation of present practice or would be a change of present to future practice.

Sources of Government Course Content

The principal sources of facts used in teaching in the public schools have been the state adopted textbooks. The most popular book, *Magruder's American Government* by McClenaghan, is typical of most government textbooks in its vertical arrangement of governmental structure from the national to the local level. The teachers' answers to these questionnaires repeated this same procedure of their preference to begin with national government study and gradually approach the municipal level. This process inevitably emphasizes more study on the
government's control of people rather than the people's control of government. In addition, international, state and municipal governments are minimized.

Fundamental information on the major areas of national government were secured from the adopted textbook; nevertheless, the teachers have indicated their dependence on supplementing the use of other textbooks when needed.

Regarding the Texas state government instructional material, all possible sources were reported as being utilized. "Most textbooks contain little on the particulars of state and local government so the teacher will have to move beyond the shelter of the text" is an evaluation substantiated by this survey (4, p. 256). A previous analysis of a social study textbook stated "The textbook was a recital of dry facts on government and its functions" (13, p. 58).

The increased integration of current events into the study of governmental problems constitutes a change in practice. "It is impossible to separate contemporary affairs from civics. Government processes go on constantly, politics is practiced daily" (4, p. 267). As the news occurs with each passing day, teachers may select applicable problems as they arise and relate them to the textbook material. Awareness of this trend was recognized in the early 1950's by a previous survey.

One of the most important changes in social study methods in recent decades has been the new emphasis upon current affairs. Year by year the study of current affairs occupies an increasingly important place in the teaching of social studies... (11, p. 92).
The principal sources of subject matter used in the 1961-62 academic year and those preferred for the future are indicated in Table XIII.

Government teachers indicated a strong desire for more current textbooks in national and historical subject matter; however, the largest number of requests for new source material concerned Texas state government.

Many teachers in all groups complained of present circumstances which required them to teach topics in which no sources were available. As indicated in Table X, many teachers had forcibly retreated to the use of the Texas Almanac and college textbooks; in some instances they reported having written their own local resource units (5).

One metropolitan school area has been provided with bulletins for distribution that were prepared by an educational writer who financed these publications through philanthropic subsidies of wealthy Dallasites. One concerned the municipal government of Dallas (12).

Only a small minority of teachers replied that a casebook concerning all areas was desirable.
## TABLE XIII

**PRINCIPAL SOURCES OF SUBJECT MATTER BY GOVERNMENT TEACHERS INCLUDED IN THE SURVEY OF FORTY-FOUR SENIOR HIGH SCHOOLS IN TEXAS**

<table>
<thead>
<tr>
<th>Topical Subject Matter</th>
<th>Practice of 1961-62 School Year</th>
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</thead>
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<td>Textbook</td>
<td>Current News</td>
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<tr>
<td><strong>Limited Government</strong></td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td><strong>Political Theory</strong></td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td><strong>Historical Facts</strong></td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td><strong>U. S. Constitution</strong></td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td><strong>National Government</strong></td>
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<tr>
<td>Executive Branch</td>
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<td>20</td>
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<tr>
<td>Legislative</td>
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<tr>
<td>Judicial</td>
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<td>17</td>
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<tr>
<td>Federalism</td>
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<td>15</td>
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<td><strong>International Government</strong></td>
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<td>Comparative</td>
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<td>United Nations</td>
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<td>World Trade</td>
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<td><strong>Texas State Government</strong></td>
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<td>Historical Background</td>
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<td>Texas Constitution</td>
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<td>Jury System</td>
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<tr>
<td><strong>Texas Election Laws</strong></td>
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<td>10</td>
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<tr>
<td>Voting Information</td>
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<td>11</td>
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<tr>
<td>Party Primaries</td>
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<td>Democratic Party</td>
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<td>Republican Party</td>
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<td><strong>National</strong></td>
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<td>Republican Party</td>
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<td>Minor Parties</td>
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<td><strong>Lobby</strong></td>
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<td>Pressure Groups</td>
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<td>Individual</td>
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<tr>
<td><strong>Municipal Government</strong></td>
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<td>12</td>
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<tr>
<td><strong>Practical Texas Laws</strong></td>
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<td>Wills</td>
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<td>Property Laws</td>
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<td>Taxation</td>
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<tr>
<td><strong>Governmental Control of Speech, Press</strong></td>
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<td>Religion</td>
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<td>12</td>
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<td>Work &amp; Employment</td>
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</tr>
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<td>Automobile Users</td>
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<td>14</td>
</tr>
<tr>
<td>Personal Rights and Privileges</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
CHAPTER V BIBLIOGRAPHY


CHAPTER VI

TEACHING METHODS OF THE SENIOR HIGH SCHOOL
GOVERNMENT COURSES IN TEXAS

A subject area of innumerable variables, government projects itself as an extensive and intensive study of hundreds of agencies, departments, divisions, and committees, this material must then be interwoven with the thoughts and actions of human beings. Such a behavioral science demands teaching methods that will allow considerable adaptability, assimilating the incessant changes in current affairs with the regular course material.

Philosophy of the Teacher

The teacher is the connecting link between instructional material content and the student’s learning process. The means by which any topical subject is communicated to students is dependent upon the philosophy of the teacher.* This factor may not always be admitted by the teacher; but a careful analysis of the situation reveals a definite correlation between their philosophic tendencies and their points of emphasis in teaching. Some teachers begin by transmitting the subject

*For an extended discussion of philosophy as it relates to the teacher, see Van Cleve Morris, Philosophy and the American School (Boston, Houghton Mifflin, 1961), Chapter XIV, pp. 407-437.
matter to the students, while others start with the student's concerns or needs and gradually relate these to the subject matter (9, p. 414).

In determining the content of the course, a teacher must begin with the general curriculum for all social studies as a teaching guide. Wesley and Wronski (14, p. 27) depict this outline as the process of beginning with the needs of the student for use in society and progressing through the educational objectives, curricular content, learning process, and finally to the teaching process. Both materials and methods are incorporated into these stages of continuity. The unknown variables of the teaching profession rise to importance through this concept.

The adage that possession of a teaching certificate does not necessarily mean that a person is qualified to teach is often repeated. Transcript credits recorded as prerequisites to a state teaching certificate provide the hiring administrator with only the "known" requirements. The state regulations merely offer a minimum safeguard as a double protection for both the teaching profession and public school students. The unknown variables exist between the minimum standards of the state and the maximum potential of the teacher.

The values evidenced in each teacher's philosophy denote a certain significance in their demand for student development. One educator stated "Every important human activity can be shown to have a basis in theory, a centralizing idea of
what it is all about, what it is trying to do, and how it operates in human experience" (9, p. 7).

One ideal of the teaching profession is dedication. This quality demands the transmittance of knowledge through the spoken word that will challenge and develop the youth to greater insight. To perform this teaching task the government teacher must have a sensitivity for the over-all educational objectives of the secondary schools.

Present Teaching Methods

The instructional approaches used by Texas high school teachers of government are illustrated in Table XIV.

An almost equal proportion of the teachers' responses indicated that the practice in the academic year 1961-62 included both lecture and discussion of every topical subject matter. Several teachers elaborated on their approach. A teacher in Group V stated:

Actually, I use a combination of these. Usually a lecture on the introduction of a new unit or phase of a subject. Class discussions, sometimes panels of assigned problems. A round table on many problems that arise out of class work. Sometimes student teaching. I give students an outline of the facts to be covered and suggestions of methods of getting the job done. I observe and suggest, guide arguments, if needed. Students are largely on their own. They prepare questions, based on the points emphasized in their teaching, give the tests and rank papers in four groups. Results are amazing!

Another teacher in Group I replied:

I find the lecture method the best if you're good at it; otherwise it can be awfully dry! State
<table>
<thead>
<tr>
<th>Topical Subject Matter</th>
<th>Teaching Methods</th>
<th>Practice in 1961-62</th>
<th>Preferred for Future</th>
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<td>Property Laws</td>
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<tr>
<td>Personal Rights and Privileges</td>
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</tbody>
</table>
government is a forgotten area. I am concentrating more and more effort on presenting our state government as a means of salvation of this level of government. State government is being overlooked, neglected by the general public. Everybody loves to work for solutions to everything—panaceas. Apathy, indifference, and ignorance of state government are the causes of our "haphazard" state structure. I could go on and on regarding this.

One Group V teacher wrote:

We did posters when the newly adopted Home Rule Charter came into effect along with "Know Your City Government" unit. These analytical posters (the best) were displayed in show windows in town. Two business men asked to keep the posters for personal study, since they hadn't read the charter.

The use of television at the school as an aid to teaching was reported by a Group IV teacher:

We have a television at school and use it frequently. One day per week is used exclusively for current events. Sixty copies of the local daily are furnished each day to the government students upon request. We have a film for government about two times per month—mostly 20th Century films.

In Group VI one teacher wrote:

I prefer combination lecture and problem-solving as teaching procedures—more discussion. We have to use Texas Almanacs for Texas Constitution. Poor. I use much current materials from news magazines.

A Group II teacher stated:

I use the lecture method of teaching but we do have class discussion too. I would recommend government to be a year course instead of one semester. We need more information on Texas government.

And a teacher from Group II related his significant timing of units:

We teach units at the proper time. Last year we studied parties, politics at election time. We study
"teaching taxes" at the appropriate time and participate in the government program on teaching taxes. We teach parliamentary procedure, write bills, and hold student Congress each year... We use community resources to the fullest degree. We have great participation by students.

These replies are typical of the better teachers in Texas' public schools.

In answer to the questionnaire requests (Appendix B) six teachers mailed different types of examinations used in their classrooms. All were objective type tests; however, two included brief subjective questions. Because of the statewide requirement, all of the tests included questions directly concerned with both the Texas and the National Constitutions (3, pp. 164-165).

Several teachers commented that the one semester course of eighteen weeks was the most significant limitation on their content and method. A teacher in Group I complained:

A semester of 4½ months is a ridiculously short period during which to present state, federal and local government, plus a unit in communism. Most students in evaluating this course, put this as their chief criticism... Exams must be carefully worded. I always give the exact questions beforehand to my exams. Why carry on a "guessing game" before teacher and student? In my surveys, students state they absorb, learn more from this method. The amount of absorption, of learning, should be the only criteria for measuring successful, effective teaching... Personal experience in federal and/or state government agencies helps. It helps me.

Only one teacher reported satisfaction with the social studies curriculum in their school. This Group I school requires both government and economics during their senior year.
As has been indicated, teachers have utilized methods of discussion, lecture, problem-solving, and student participation in the senior high school government classes. The correlation between speech and social studies is apparent in all of these methods. This concept is described as a means of providing meaningful subject matter through the stimulating expression of debate, group discussion, and individual interpretation (11, pp. 79-86). This type of classroom situation during the 1961-62 academic year is a decided improvement over the rote learning procedure of read-recite-test and is apparently oriented toward more student participation and expression.

The responsibility of the teacher in any school area is almost boundless. One authority in public education, Finis E. Engleman, Executive Secretary of the American Association of School Executives, recently declared: "The schools must hurriedly revise curriculum and introduce instructional materials and methods more suitable to these children . . . . Not only must there be new content, but ways must be found to teach more efficiently and faster" (2, pp. 159-60).

A recent survey concerning high school drop-outs contended that most of these were "... due to dissatisfaction with certain courses and teaching methods. The potential school leaver felt frustrated as he saw no relation between life and what he was being taught" (7, p. 5). If this assertion is widespread, the challenge to teach realistic government is mandatory.
In a recent professional magazine, a California professor emphasized the need for realistic teaching of government as a preventative for future misunderstandings with the Soviet Union, predicting possibly less disillusionment would occur if the acceptance of both direct and indirect debate were taught students as a necessary component of their education (5, p. 475).

When students express themselves in either the written or oral language, they unconsciously use their minds in critical thinking. Inevitably, this process relies on more objective convictions. The result was eloquently summarized by John Stuart Mill when he wrote, "One person with a belief is a social power equal to ninety-nine who have only interests" (8, p. 246).

Future Teaching Methods

Because few teachers answered the questionnaire regarding their preferences of future teaching methods (Table XIV, p. 62) no emphatic trend is indicated. In the last column of the questionnaire where "other methods" requested an elaboration on their teaching plans, the majority merely restated their need for more current and meaningful instructional material. Through this change teachers considered that all methods of teaching could be improved through greater participation on the part of the students.
A disturbing attitude of high school students is the rejection of politics as a legitimate part of our political processes. One professional journal acknowledged that "Outstanding citizens among high school seniors typically reject the idea of future individual participation in politics, which they tend to regard as a "messy business" (1, p. 368). The local area of political concentration provides the opportunity for both students and teachers to take some part in the political elections. In a recent journal, one college instructor doubted if anyone could teach politics without having actually participated in it himself (13, p. 193). It is not prevalent in Texas for public school teachers to participate in local politics.

The freedom to teach all related subject matters is a major problem in planning both content and method for the teacher. "Freedom is never absolute, it is always in relationship to the rights and privileges of others .... The atmosphere of the classroom should be one of inquiry and constructive criticism" (12, p. 23).

The pressures from organized groups and individuals in a community were often reported as influencing both method and content of a teacher's course of outline in high school government. Related answers to the planning of future teaching areas were given in the questionnaire (Appendix B, No. 6). These disputes have a definite correlation with future plans of teachers. Their answers included such comments as these:
A conservative element has put in a comparative government course, which is actually a Conservative course. The Minute women objected to their names being on the research list. There are groups all the time trying to throw out the text.

There are almost no areas "off limits" for the teacher these days, if they are professional and intelligently handled.

The film "Operation Abolition" was brought to us by an unnamed organization and we asked to show it.

I am not certain how much organized opposition we have had, but let us say enough to remove some U. N. material (mainly on UNESCO) from the library. However, in class discussions we frequently use controversial subjects and material, but as objectively as possible, to teach students to get the facts. I give questions frequently calling for student opinion based on reasons for these opinions. If answers are based on facts and interpretations, I accept them, even if I do not agree. Students should be educated in the use of basic rights. The right to read, think, interpret and form opinions.

I have not had any outside pressure.

The John Birch Society has been very free with their material—unsolicited, I mean.

The recent fanatical efforts of some groups in the community to "combat communism" hastened the formation of a unit on communism. This is to be taught in American history.

Therefore, the answers ran the gamut from no pressure to extreme pressure.

The problem of teaching methods directly affects the subject matter content. A skillful teacher can objectively present any topic, and challenge students to new problems that demand exploration through improved quality instruction (10, p. 124).
Although several creative teachers answering the survey indicated the introduction of new learning processes, this situation is evidently not typical. A Maryland professor and supervisor of Social Studies Student Teachers, Jean D. Gramba, proclaimed:

Change comes very slowly in the classroom. Newer methods may be talked about and even demonstrated in teacher training; a few teachers may attempt some of the newer devices, but the typical teacher is a very conservative individual. He tends almost inevitably to teach as he was taught, with only a few minor additions or deletions of his own . . . . Half-truths, once learned by the teachers, are taught to another generation which in turn will produce its crop of miseducated teachers (4, pp. 189-90).

To combat this precedent, a famous anthropologist, Margaret Mead, agreed with the philosopher, Gregory Bateson, in challenging an experimentation of "a teaching of readiness to use unknown ways to solve unknown problems" (6, p. 40). She also says "We need to teach our students how to think, when you don't know what method to use, about a problem which is not yet formulated" (6, pp. 40-41). The need for recognizing the importance of the way in which a teacher may present the government subject matter is re-emphasized with this plan. Students must recognize the relationship of the subject matter to their own personal lives.

The methods employed in teaching government in the senior high schools of Texas must be related to and measured against the original objectives of the course. Evaluation of and recommendations concerning method and content will be the purpose of Chapter VII.
CHAPTER VI BIBLIOGRAPHY


CHAPTER VII

SUMMARY, EVALUATION, AND RECOMMENDATIONS OF THE ANALYSIS OF
GOVERNMENT COURSES IN THE SENIOR HIGH SCHOOLS OF TEXAS

In evaluating the data compiled in this research study, and making recommendations concerning them, the thesis outline will be the basis for sequent consideration. These include statutory and administrative provisions for senior high school government in Texas, government relationship to educational theory, the description of government courses, the provision for textbooks, the subject content, and the teaching methods employed in these courses.

Prior to the consideration of subject matter of the thesis, critical appraisal of the questionnaire used to gain the needed information is appropriate. Although great effort was extended toward making a "simple" questionnaire, the number of responses, as well as the number of complaints accompanying the responses, have indicated poor reception on the part of the teachers. Those who did comply with the complete instructions of the questionnaire were rare. The majority of the forty-four who mailed their returns fully completed the first group of answers, but the farther across the page and down the page they went the fewer answers they continued to check. This was partially due to the indistinct way in which the questions were written.
Also, the questions did not make clear whether their "future practice" was a continuation of past practices or a new procedure. In the questions concerning teaching methods, the indefiniteness of whether their "future practices" were a continuation of their present methods often left the analysis short of conclusive answers.

Before examining each topical matter in detail, a reflection of American public education will aid in placing the government course within this scope.

Public educators and state administrators assume the responsibility for planning the subject matter to be taught and the financial means with which the schools will operate. The two duties must balance. If these agents of control ignore the financial problems, the institutions of the state may crumble; and if they neglect the substance matter that in essence carries out the main objectives of public education, ignorance and apathy of the citizenry will prevail and eventually crumble the whole of democracy.

In a current report of the Carnegie Corporation, John Gardner describes this function of education. "It is the goal of a democracy that every individual fulfill his own potentialities . . . . The important thing is that he have the kinds of experience and education that will bring out the best that is in him" (15, p. 428).

The evaluation and recommendations of possible solutions to the problems of teaching government in Texas high schools
must be correlated with this specific aim of maturing citizenship. The assumption that government is an essential course in public schools is beyond dispute.

Statutory and Administrative Provisions

Government courses have been established in the public schools of Texas through both statutory and administrative channels. As a result, conflicts have arisen between the legislative body of the state government and the Texas Education Agency. Legislators have passed laws, and advocated, in many instances, stringent demands for the teaching of government. Administrative agents have effected many regulations through the educational agency that in turn controls course requirements and qualifications of teachers in government.

The defense of the state administrators resides on several points: First, they maintain that they must balance all the pressures of each topical area and can better see the "whole" of the situation than can the law making body. Second, they argue that changes should be made slowly, with prior consideration given to the effect upon the entire curriculum. Third, they claim better qualifications for judging the merits of courses and their content. Fourth, they emphasize their own means of enforcement without legal redress through accreditation; and fifth, they contend that they are free from the political pressures that invite certain publicity-seeking politicians to make public issues over school problems.
Lois Garver, Consultant in Social Studies and Library Service for the State Department of Education, urged that future curricular changes be directed through the administrative channels (16). This consultant also pointed out the lack of a specialized social science consultant on the state level, and acknowledged that her own qualifications were restricted to those of a librarian. The responsibility of two full-time jobs would not allow any one person to do justice to either area.*

In resolving the dissension between the two governmental bodies, the legislators could argue the following points in their favor: one, educators will not change requirements unless prompted by statutory laws (as has been the case in numerous instances); two, educators of the state have not emphasized the importance of social studies when no provision for a specialized consultant has been provided in this area; three, as a result of the preceding circumstance, no consultants in any metropolitan area in Texas exist; fourth, the absence of excellent textbooks and other instructional material is apparent; fifth, school administrators acquiesce in present teacher certification inadequacies that allow approval of teachers who are without concentrated undergraduate work in government and who have no speech training; and sixth,

*Plans had been made to add this personnel to the Texas Education Agency staff before the 1961-62 year, but the present listing of a Mary Jo Redding as Social Science Consultant was an inaccuracy.
educators have not concentrated on curriculum strength to challenge the fullest potential development of the adolescent youth, especially in citizenship education.

In the meantime, the teaching of government in the high schools of Texas continues with the struggle of the teachers to overcome all these handicaps on their own. The average teacher must enter the classroom ill-prepared (if only certification requirements were met), with inadequate, out-of-date, and uninteresting textbooks, without one single social studies or government consultant to turn to for guidance, and finally, with administrative disapproval of teaching any subject matter content that could be labeled "controversial" by residents of certain local communities.

The picture is not totally black, however, and a few teachers with vision are teaching government in Texas because they "want" to. They have demonstrated through perseverance and patience that it has been possible to persuade administrators to see the merits of teaching government and to understand that this subject can not be delegated to teachers trained primarily in history, economics, or sociology.

Each social science is a behavioral science; each has its own distinct viewpoint. Nevertheless, government must include contributory values from each of the related fields while at the same time evolving as a distinct and necessary course of study within the public school curriculum.
The Texas state legislature has provided for the State Department of Education, under the leadership of the Commissioner of Education and through the operation of the Texas Education Agency, to provide for the administrative planning and functioning of all aspects of the public schools of Texas (44). It is only when this governmental area has become stagnant and unwilling to make changes appropriate to advancement that the legislature has taken the initiative. The legislature should not be forced to intervene, but justification of this intervention exists in the instances when educational administrators exhibit apathy.

Government Relationship to Educational Theory

A certain amount of government is necessary in society, and in a democratic society, knowledge of this government is mandatory. Students should be made aware of the pressures government can bring to bear. The means by which they can exercise some degree of control over that government should be explained. This will contribute to the preservation of the democratic processes.

The over-all purposes of the course can be accomplished through an explanation of the factual knowledge of governmental structure and functions, moral concepts concerning basic ideals and values of American democracy, citizenship education, and the use of general skills.

The most uniformly accepted object of governmental study in the high schools is for responsible citizenship, yet civic
interest is not initiated by the majority of students. Other surveys conducted in 1935 and 1957 relegated student interest in citizenship as low as fourteenth place in comparison to other subjects (20, pp. 234-43). Only a small minority of teachers credited student interest as a reason for the trend toward more government interest in the secondary schools. Educators, however, are openly recognizing the need for teaching citizenship education because of its correlation with changing world tensions. An example of this is found in a recent yearbook of school administrators that encouraged the acquisition of knowledge, skills, and increased concern for general welfare. "During the last quarter century the world situation has accentuated the need for our making a more positive use of education in the development of good citizens. This current world struggle makes the need imperative" (3, p. 23).

The National Council for Social Sciences followed this plea with an acknowledgement that the social science curriculum represented the present world frontier, and must face the challenge to improve their past with new and practical ideas (32, p. 1).

An impossible feat would be to separate the study of government from educational theory. The basic ideals and values of American democracy rely on the continued use of education to further its belief. The senior high school government class offers vast opportunities to instill these values in the majority of future citizens of this country.
A professor of New York College, Robert Mathewson, made the following assertions declaring education as essential to democracy.

We have no alternative, then, to using the power of education to the utmost in the sustenance of democracy and its further refinement and development.

For this we shall need a revitalized system of education. No democratic society can continue to exist unless it is also an educative society (26, pp. 269, 276).

In evaluating the results of the thesis survey, teachers' responses acknowledged the need for teaching government in the public education system of Texas. The sixty-six teachers, however, who did not reply with the requested information allow the problem to remain with more uncertainty than is desirable.

The importance of realizing the relationship of government subject matter within the educational scope of public schools is accentuated by the persuasiveness of this statement:

At no time since the Federalist Papers were issued has the need been so great for Americans' understanding appreciation of their governmental structure and the principles of justice, freedom, and responsibility in which we have placed our trust as free people (13, p. 160).

Description of Government Courses

The descriptions of the three government courses approved by the Texas Education Agency establish basic background for an excellent teaching program. The state agency should be commended for its expansive planning in this subject area.
The additional requirement of government as a prerequisite for high school graduation has received favorable reports from teachers. One result has been to boost the government course within the social science realm. Because of the increased classes, more teachers now have the possibility of specializing in government.

The two government elective courses have been offered in only a few schools up to this time. Schools which offered them report stimulated interest among the students regarding government. Innumerable other teachers appealed for a one-year course that would allow broadening of subject matter in their local school system.

In 1959 a survey, taken of 500 schools across the nation, showed the required "problems of democracy" course was rated by students as the most popular choice, with American government following in second place (28, p. 75).

James B. Conant recommended in a 1959 report that the twelfth grade requirements be expanded to include a course on American problems or American government. The suggestions offered were:

Current topics should be included; free discussion of controversial issues should be encouraged. This approach is one significant way in which our schools distinguish themselves from those in totalitarian nations. This course . . . can contribute a great deal to the development of future citizens of our democracy who will be intelligent voters, stand firm under trying national conditions, and not be beguiled by the oratory of those who appeal to special interests (9, pp. 75-76).
As far back as 1954, certain metropolitan schools, such as Atlanta, Georgia (4), had added this senior course. In California, the State Central Committee on Social Studies has included eleventh and twelfth grade plans for the teaching of government and the problem courses (7, pp. 17-23). Both Dallas (10) and Houston (22) reported courses in this area. As these examples indicate, the trend of emphasis in Texas and other states across the nation is pointing toward the importance of government in the high school curriculum.

Provision for Textbooks

The state of Texas allocates one of its largest expenditures in education to the purchase of free textbooks, and, if this survey is representative of all the government teachers in the state, the charge of textbooks being a "waste of money" could be verified. The majority of dissatisfied teachers included in this survey reported their constant search for supplements and use of current news.

The multiple statutory laws governing the distribution and redepositing of school books only add to the complexity of the situation. In addition, state authorities have been encouraged to purchase a large volume of one textbook by publishers through the persuasion of economy rather than merit (6, p. 397).

The 1962 hullabaloo in Texas regarding history textbooks graphically illustrates what happens to an educational agency
when the legislative branch of the government attempts to provide an open investigation (40). The regrettable episodes in Austin, Amarillo, and San Antonio resulted in many scenes of derogation as small pressure groups let personal feeling and high emotions override reasonable investigation. These legislative investigations have not provided better high school history books.

The total picture of governmental provision and control of the public school textbooks is not good, and problems caused by pressure groups in this area have alerted many persons to the danger (11).

Jonathan C. McClendon revealed in the American Educational Research Association bulletin:

... recent books contain errors of commission and omission and lag somewhat behind the findings of social scientists. Since they are intended for a nationwide market, textbooks for the social studies (especially in the high school) tend toward encyclopedic coverage of the subjects they treat. Both research workers and classroom teachers often criticize the use of a single textbook, but the majority of courses continue this practice. This condition arises partly from budget limitations and textbook adoptions systems (27, p. 24).

Other charges are:

In too many schools textbooks continue to be the main source of information and interpretation. Textbooks, of course, cannot provide sufficient data for real student inquiry ... (19, p. 19).

Probably no subject in the school curriculum is so overburdened with ineffectual teaching material as the civics, government, and problems of democracy courses (21, p. 577).
The textbook is employed to a great extent, but usually for the acquisition of factual information. It is widely treated as a watered-down encyclopedia, as a compilation of data (38, p. 403).

Not until comparatively recent years have educators recognized the fact that history taught and learned purely from the textbook fell far short of any possibility of fulfilling the significant objectives which have long been held up as goals and ideals in this field of learning (45, p. 105).

From these conclusions and from the results of the questionnaire survey it is evident that both new and additional sources are needed by the government teachers.

The following recommendations in alleviating some of these problems are suggested:

1. Alter the Average Daily Attendance quota method of purchasing a single school textbook per school by the state.

2. Continue using the factual textbooks as references in the classroom, or to be made available for checking out when needed. As the average class size is thirty students, each school should purchase only this number.

3. Purchase sufficient number of paperback books of original works of theory and other related good literature. The number of these would depend on the number of government classes in a school. Subject matter of one class could be alternated with that of another to allow a variety of works to be purchased.

4. Add a Texas state government book to the adopted list of the state. As a unit study, it could also be purchased.
for only one class at a time and used more frequently as a reference book in the classroom. As few as fifteen copies in many small schools would allow one book to each two students.

5. Add problem solving casebooks in sufficient number for each student to have a copy of his own. The casebook should include problem studies on both national and state levels. The recommended paperback books should be designed with a detachable answer sheet for each case study. (Additional advantages of this type of book is discussed under teaching methods and content of study.)

6. Supplementary books should be at the disposal of the teacher and for additional use among the advanced students. A compilation of publications, divided into two categories, has been made during the course of this research. The first list is mainly for the use of the students, and the second is for the assistance of the teacher in planning and teaching the government course but at times could be interchangeable. One copy of each of these will provide multiple opportunities for the teacher to encourage the students to explore to a greater depth the subject matter of government. The recommended list of suggested sources is in Appendix D.

Subject Content

The content of any subject is the "heart" of that course study. If a student enrolls for the American History course, he should expect the content to be concerned with this subject;
and in the case of government, a student should expect the content to pertain to government. The description of courses as established by the Texas Education Agency uses the words "Government, Advanced Government, and Advanced Social Science Problems" (39). Nevertheless, both Houston and Dallas curricular plans for the 1961-62 year title the same courses "Civics or Advanced Civics" (22; 10). And as the metropolitan areas usually lead the way in current changes, it is reasonable to assume that few schools in the state of Texas are even calling their courses "Government." Webster's Dictionary defines civics as "the branch of political science that deals with civic affairs and the duties and rights of citizenship" (47, p. 268). Obviously, this title is no longer appropriate for the present course of high school study as designed by the Texas Education Agency, and the hope is that the change will be adopted within the next school year by all the schools throughout Texas.

As has been determined by this research study, the content for government has been largely selected by the individual teacher. Within this responsibility the teacher must decide which facts will be presented to the students. From the data compiled in this survey, the majority of teachers use all the suggested topics to some extent. The United States Constitution was the only topic unanimously included in the government course. A minority reported these topical omissions: international affairs, political parties and pressure groups,
municipal government, practical Texas' laws, work and employment, religion, and occasionally, political theory and limited government.

The major reasons given for not including these in future practices were limited class time, too controversial a subject, repetitious of other social sciences, and non-essential.

The teachers, educators, administrators and writers must be aware of the limitations of the organized school system. The eighteen weeks allowed per semester can be separated into hours and periods, and the teacher must transpose the subject matter into this specified schedule. One way for a teacher to decide which subject matter content is not to be included, or given only a minor amount of time, is through deductive reasoning. If American history is the most repetitious of the other social sciences in the government course (as this survey indicated), then eliminate the topical material that can be assumed the student has had before. If the subject matter is still not considered essential (such as indicated concerning practical Texas laws, and international government), then eliminate it.

But . . . when the reason for exclusion is that it is too controversial, then a second look must be given. One teacher replied that no subject was too controversial for a teacher who knew how to present the subject matter.

In another example, several teachers replied that comparative governments, United Nations, and world trade were
too controversial to teach. How could this be? The school must share in this responsibility for educating the citizenry on these important issues of the day. As far back as 1949, the National Education Association published a bulletin called *American Education and International Tensions* which questioned:

Do teachers realize that what happens in their classroom may affect the fate of the world? Do they understand that what their pupils know, and feel, and do, WILL have an influence on mankind that will be maximized by the fact that the United States is a great world power which is also a democracy (34, p. 22)?

Do programs of citizenship education, which emphasize chiefly the responsibilities of the citizen to his community and nation, need to be revised to incorporate an emphasis on the responsibilities of the American citizen toward the world community (34, p. 23)?

Regarding political parties and pressure groups, a minority replied that this content was either too controversial or the class time too limited. These institutions are major parts of the democratic process of American government, and it is inconceivable that students could assume the role of informed citizens and participate actively and intelligently in political affairs without this needed background.

In one of a series of university lectures* in 1956, James E. Russell revealed the difficulty in the educational

*These 1956 M. G. Brumbaugh Lectures in Education at the University of Pennsylvania, consisted of four excellent essays showing the relationship of education to the government of the states. Emphasis is directed to ignorance as the main problem of society.
system of acknowledging the importance of politics, and showed the difference between private and public decisions of citizens.

These two forms of political behavior—practical politics and pressure politics—set the frame within which citizenship in the United States has meaning. This is a radical idea, and it is not yet either fully accepted in American education, or even fully recognized. It is commonplace to hear a teacher say of a pupil that he is a good citizen because he is well behaved or orderly (17, p. 89).

The Houston schools have included approximately a week of study in the background and functioning of political parties (22, pp. 23-24). The Atlanta, Georgia, school curriculum guide states "The work of our government cannot be fully understood without some knowledge of the structure and functions of political parties" (4, p. 71). The California plan for social studies urges students to "... examine the role of political parties relative to legislation; study the role of pressure groups..." (7, p. 21). Undoubtedly this is an area which necessitates inclusion in the high school government course content.

An organization that has stressed better college instruction to effect a more intelligent citizenry is the National Center for Education in Politics (formerly called the Citizenship Clearing House) (37, pp. 212-216). "Political activity alone is insufficient. Participation must be accompanied by knowledge, understanding and capacity. The goal is qualitative as well as quantitative" (30, p. 1). Past
concentration has been directed toward the college level; however, future plans reveal expansion to include the secondary schools because of "... the low level of political understanding of the American high school student, and the impoverished social and political science curriculum of our secondary schools ..." (31, p. 8).

From the supported evidence of educators, researchers, and Texas' high school teachers, the need for improved political education on the secondary school level is imperative. More controversy may arise concerning the teaching about pressure groups. During 1962 some of the existing pressure groups in Texas have been extremely critical of the state textbook commission.* These instances should increase the demand for more knowledge about pressure groups, and their influence on all governmental bodies.

Conflict, tension, and misinformation often promote the development of special interest groups of people who join together to defend a certain position, perhaps to advocate some change in practice. By any number of methods, they try to influence the general public to accept their point of view (2, p. 259).

Instances in Texas have certainly been examples of the above with their efforts to censor parts or all of books (48, pp. 22-24). Typical of recent pressure group complaints is the following excerpt from a Texas daily:

The stressing of both sides of a controversy only confuses the young and encourages them to make

*Related information in citations 11, 12, 40, and 48 of this chapter bibliography.
snap judgments based on insufficient evidence. Until they are old enough to understand both sides of a question, they should be taught only the American side . . . (12, p. 9).

A historian, Frank E. Vandiver, however thoroughly disagreed with such complaint when he asserted, "Those faint-hearted, who fear that American youth are not capable of judging for themselves what is right and wrong, condemn the very system they profess to support" (12, p. 9).

In previous research in Texas, the conclusion was that the strongest pressures on the school teachers were conducted by certain patriotic, political, economic, or religious groups (8, p. 109). With innumerable organized groups continually criticizing the present educational systems, students must be taught what pressure groups are and do.

If the next generation is being taught (or allowed) to retreat from vital issues rather than face them with intelligent understanding, the survival of our nation may indeed be threatened. Social Study instruction should not, by omission or commission, contribute to such conditions (49, p. 354).

The same circumstances exist when private organizations, individuals, or pressure groups seek to provide "free" literature for distribution among the public school children. This was proven in Tudor v. Board of Education (41). Chief Justice Vanderbilt said that a private organization may not utilize the school system as a means to further any group's ideas. Many schools in Texas are now under similar pressure.

All pressure groups are not of this negative nature, and school children should be taught the significant control of
pressure groups that have a positive attitude as well as the negative. In the classroom discussion, the legislature may be the only governmental body suggested as being susceptible to lobby influence, but other governmental branches should also be included. This dynamic and vital part of the democratic process should be encouraged by the teacher as a means of control that is available to every individual.

Another topical area of considerable controversy is the political ideology of other governments. Numerous schools reported limited teaching in this area. When offered, communism was the principal study. Teachers of metropolitan areas complained of the over-emphasis of this subject by their school administration to the neglect of other vital content. Teaching should not be advocating, and this factor should be clearly explained to the students (1, pp. 321-322). Teachers should not circumscribe learning. Every effort expended by the teacher to encourage the free examination of human knowledge should be encouraged (24, p. 70). The necessity of meeting the threats to our nation demands that schools make available knowledge that can override emotions and heated arguments. Verbal explosions should not characterize our country, our leaders, or our citizens. "Education is the most potent weapon that free men have for the defense of freedom" (5, p. 1).

Within the area of domestic government there is the need for labor education as it relates to work and employment.
Only sixteen of the forty-four schools reporting, stated this content material was included in class discussion, whereas ten teachers reported work and employment was never discussed in their classes.

The need for adolescents to understand the ramifications of the right-to-work laws demands a new approach to this topic (14, p. 58). Even with the labor movement an established part of American culture, the topic continues to be evaded in government classes as too controversial (29, p. 12).

Other major problem areas exist in topics of racial conflict and business competition. An excellent chart and teaching guide depicting the jurisprudential approach of subject content under these categories, and others previously mentioned, is illustrated in the Thirtieth Yearbook of the National Council for Social Studies (33, p. 219).

To reduce the content of subject matter to a summary, the words of Justice Jackson in the majority opinion in *West Virginia Board of Education v. Barnette* exemplify the thesis position. "Free public education, if faithful to the ideal of secular instruction and political neutrality, will not be partisan or enemy of any class, creed, party or faction" (46).

Teaching Methods

The teaching methods used by teachers in the forty-four schools were both lecture and discussion, with future plans indicating a combination of all possible methods to be employed.
Emphasis on reflective thinking has been previously explained under textbooks and content headings. The introduction of more skills and problem solving approaches is highly recommended by nationally known educators (23, pp. 164-165). A challenge to the minds of youth must be attempted.

The case method has been employed in the secondary schools in economics, in sociology, and in a few other subject, indicating gradual acceptance by teachers. Good casebooks for secondary school work in any subject matter are almost nonexistent (43, p. 118). The main problem arises when students must "... accept the view that learning is their own responsibility rather than the instructors" (18, p. 454). This method will avoid the training of dogmatic minds and will give the teachers the responsibility of guiding the students to distinguish between prejudice and sound conviction (43, p. 428).

No better recommendation for the trial of this teaching method can be found than that of Emmette S. Redford, Professor of Government at the University of Texas.

I have been convinced that there is no better way of providing understanding ... than through case studies. ... Through the case study there is opportunity to gain more depth, perception, understanding of roles of actors on the political scene, awareness of limits, and foundation for judgment than through study on the descriptive level alone (36, p. 6).

Although the lecture should still be utilized in many appropriate instances by the teacher, a second look is desired
to find the appropriate method in teaching any certain topic. Discussion many times will fulfill a need better than any other presentation of material by the teacher. If the teacher is not well-schooled in leading discussions, an excellent article to use for a guide is "The Role of Youth Discussion in a Speech Program" (25, pp. 95-96).

Most teachers repeat in their teaching the ways in which they were taught during their undergraduate studies. It would seem advisable that further study be directed toward this level of the educational system. The professors must not only tell their future teachers what methods to use, but they must also "practice what they preach." Emphasis here has been predominantly lecture followed by tests requiring memorized facts heard in class or from the textbook. This situation is especially prevalent in the education departments where students accumulate most of their college credits in preparing for certification.

The social science plan for certifying secondary school teachers in Texas has other fallacies in training qualified government instructors. Present regulations allow a student to choose any combination of the social sciences to fulfill requirements, whereas a qualified social science teacher may have only six of the total in government. History is the required major subject; even a government major must have eighteen hours of history as a minor in order to receive certification.
The result is to have more history majors than government majors teaching government.

Another consideration in the student teaching program is the erroneous conclusion that speech training is not necessary to their degree plan or certification standards. Such an assumption is completely incongruous with the teaching profession—when you teach, you speak, and when you speak to teach, you must communicate facts and ideas. In fact, a teacher will spend much more of his time speaking than writing, and yet well-written English is considered doubly important in the undergraduate program. A secondary school government teacher needs speech courses that will allow for planned discussion, debate, student congress, parliamentary procedure, and lecture speaking habits that exhibit a phonetic training.

Essential to educational learning processes today is the study of governmental problems. The subject matter content and the methods of teaching used, can determine the effectiveness of this segment of high school learning. Uppermost in the review of factors weighed in this research study is need of reaching the adolescent with meaningful experiences. Do government teachers realize the impact of the subject on the minds under their supervision? This special group of teachers must be competent, alert, and dedicated to influence thought-provoking classes for better developed minds to cope with the future.
If we are not to be deluded by the fraud that government by decree is safer than government by discussion and debate, then all our people must be made increasingly able to participate effectively in public affairs--in the union, in legislative assembly, and the Congress. A citizenry able to differentiate between sound and fallacious reasoning, to distinguish between acceptable and shoddy evidence, to tell an honest speaker from a verbal swindler--this is the minimum essential for the survival of a free and responsible society in the chaotic world (35, pp. 87-88).
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30. National Council for Education for Politics (Formerly Citizenship Clearing House), ... *And By the People*, New York, 1959-60.


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CHAPTER VIII

CONCLUSIONS

The study of government in comparison with the other social sciences, manifests an interest in human behavior, but from a political science viewpoint. In many instances Texas' high school teachers have been reluctant to explore the possibilities of this behavioral science. The absence of immediate and positive solutions to governmental problems, especially where related to controversial subject matter content, hinders effective teaching.

In economics, there are statistics with valid conclusions; in geography, there are distinct boundary lines and visual topography; in history, there are documents, dates, and family ancestries; and in sociology, there are problem cases where solutions may be less complex. Political science and governmental study offer fewer specific answers. Added frustration develops when a government teacher discovers that rapidly changing national or world events have reversed the "known" subject content again to the "unknown." This dilemma demands the teaching of probabilities and possibilities.

As most high school government teachers in Texas have not been college government majors and are somewhat unaccustomed to this thwarting situation, they seek the absolute
to present to their classes. A great deal of the time these circumstances result in teaching only the structural and functional approaches to the governmental bodies. With such procedure, teachers seek to escape the political relationships of value judgments and prejudices as they are related to speech, race, religion, employment, and pressure groups. Under these circumstances the student gains only a meager amount of factual knowledge of the immensity of governmental operations which seemingly have little relationship to him. As a result, he is inadequately prepared for assuming intelligent citizenship responsibilities which are demanded by the democratic process of government.

Of course, this is not always the case in Texas' high school education. The existence of inadequate instructional material, as correlated with ineffectual teaching methods, is prevalent, however. The need for improvement is obvious. Robert Aden, head of the social science student teachers' program at North Texas State University, stated that in his opinion the social sciences are "... the worst taught subject in Texas" (1). Because of his continuous supervision of social science student teachers in numerous Texas' secondary schools, this conclusion is particularly significant.

The basis of the methodology problem can be traced to the training of the public school teachers during college internship. The cycle of poorly trained citizens reverts to their own education, which is dependent on the training of
their teachers, whose undergraduate education relied on teacher certification requirements, which in turn were formulated by both college educators and state administrative and legislative personnel.

One resultant conclusion is the need for trained instructors in education who are also well-versed in governmental knowledge. The combining of an educational theorist who understands the methods needed in the learning process with a government realist who knows the ramifications of the governmental subject could offer a new perspective to the student teacher training in college. Abilities and qualities of these teachers would encourage the further study combinations of both and the intellectual capacity of the teachers and their students would be increased.

Speech training should definitely be a required course of every future teacher. The teaching profession is "speaking and communicating." Few are adequately endowed with a resonating voice and proper speech habits.

Another major conclusion of this research is the evidence of inadequate and out-of-date textbooks being distributed to the public schools at a tremendous cost to the people of Texas. Teachers have been forced to search for other instructional material to supplement that supplied by the state. Aids in teaching are sorely needed. The recommendation of the state limiting encyclopedic textbooks to two choices instead of five, and in a sufficient number for one classroom use at a
time (instead of one per student) would allow expenditures for additional books. Less expensive paperback books in two areas could be utilized. First, copies of original works of theory could be furnished, but limited by the distribution to one average thirty-student class for each different theorist. The number of different theory books for each school would depend upon the number of government classes per school. Second, case studies with detachable pages for problem solving and critical thinking skills should be made available to every government student.

Although most books of this nature are currently prepared for colleges, the establishment of sufficient demand for government casebooks adaptable for secondary school use would encourage publishers to make them available.

One other valid reason for the use of casebooks in the senior high school government course is the opportunity to provide a study of all topics, whether controversial or not, in a "matter-of-fact" way. A teacher would not have to "skirt" racial conflicts, religious implications, political issues, and other similar topics because each could be studied as "records of the law." The case method involves the use of general skills, moral concepts, factual knowledge, and citizenship education in the learning process.

State and national government case study would offer the advantage of combining interrelated problems of governmental actions with the comprehensive factual textbook. To further
explain this conclusion, consider an analogy of these circumstances—the comprehensive book is to the study of government like the stage set is to a play. The set requires scenery, lighting, and props to form the background for a play production; the factual material of a comprehensive book composes the background for the study of government. Neither are interesting enough in themselves at this point to draw an audience or capture student interest—both demand people. If it were not for the actors in the story of a play to bring to life the scenic background and set production, no one would come to the theatre. Likewise, if it were not for the people who serve in governmental capacities or who are involved in some way with governmental jurisdiction, few students would have sufficient interest to want to learn more about it. Also, the play production scenes of suspense, tragedy, gaiety, and comedy add meaningful experiences to each member of the audience in numerous ways; similarly, case studies of court trials, political campaigns, financial involvements and executive maneuvers add graphically to the student's interpretation of basic governmental knowledge. The personal relationship, in either instance, creates a learning situation that challenges critical thinking to a maximum depth. Further stimulation of students will be created when people and related actions are inserted into the function of government.
Wide divergencies of opinion prevail regarding the subject matter content to be included within the senior high school government course. Evidence of the value of the required course, plus the advantages of other advanced problem courses, has been amply provided. The problems of democracy course has won both student and teacher approval in Texas and across the nation, indicating that new approaches to old problems are desirable.

The subject matter content of high school government should be as broad as a college survey course, even though less depth of study should be expected. Because citizens with a high school education or less comprise the majority of Texas' population, awareness of the importance of government and of its controls and effects on the citizens must be encouraged through the means of public schools. A world-wide scope must be achieved, even on the limited time basis of the crowded school schedule. The United Nations and other world problems must be presented; they are vital to a continuing civilization. Municipal government can continue to operate successfully only through public approval and support. Taxation and property laws are such vital issues of citizenship education that it is inconceivable that any teacher could exclude these topics by labeling them controversial, as was indicated in this research. Students must be made aware of the importance of judicial review and of the effects of court decisions upon the people. Who can deny that the supreme court decisions of
Brown v. Board of Education (3) and Baker v. Carr* (2) are not vital to the understanding of various governmental relationships? Political participation in public affairs by the majority is absolutely essential to the furtherance of the democratic process which, properly understood, offers protection for a minority.

The coming generation should have the opportunity to experience constructive criticism in school classes, to disagree "agreeably," and to defend the right of expression by those with whom they disagree. Blind faith will not equip youth to withstand the pressures of a scientific world literally reaching for the moon. Today's children must be world-oriented in order to be adequately prepared for the twenty-first century.

The dissenters against controversial concepts have often led the way and have made discoveries contributing to the betterment of mankind. Minorities have championed changes from the status quo and majorities have often conceded to their pressure.

The public schools must present curricular programs that will produce inquiring minds—not merely reproducing and receiving minds. They must encourage critical thought—not mental inertia or submission. Public schools should no longer educate for simple existence, but must accept the pressing challenge to develop a discerning citizenry.

*Decision given March 26, 1962.
The course of government, whether taught in senior high schools or colleges, must contain the subject matter content that encompasses its relationship to the people. Simultaneously, all subject matter must be presented to the students in such a way as to permeate open minds. "An ounce of prevention is worth a pound of cure" is an ancient adage entirely appropriate to the social exigencies of modern times. Government must remain responsive to the will of the people—intelligent and informed people. The degree of public wisdom is largely dependent upon public education.
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APPENDIX A

Denton, Texas
Box 7403
North Texas State University
February 24, 1962

To the Senior High School Government Teachers of Texas:

Because citizenship education is of primary importance in the goals of public school education, an analysis of the current trend of emphasis toward the essential teaching of government in the senior high schools of Texas is being conducted. This research is an attempt to review the past position of civics as an integral part of the social studies, to recognize the present emphasis through the recent change in accreditation requirements, to survey the subject matter scope and method taught, and finally to identify possible solutions toward the improvement of the teaching of government.

The use of the enclosed questionnaire to determine the progress of this behavioral science study is a necessity in ascertaining the "status quo." Since most of the questions can be briefly answered with check marks, your prompt assistance in replying will contribute to the comprehensiveness of this research study. Please answer all questions that you can. If a question does not fall within the confines of your social science course of study, your qualified answers or further comments or suggestions for additional emphasis will be appreciated.

From this research analysis, it is my purpose to study the subject matter scope as well as the method of presentation. As the 1962-63 school year is the first year that government, as a separate course, has been required for graduation, the hope is held paramount that the 1962 fall classes will offer current access to needed information.

Due to the limited time allowed for the thesis deadline at North Texas State University, your consideration in returning the questionnaire not later than March 9, 1962, will greatly contribute to a more complete evaluation of this problem.

All information will be considered in strict confidence. Neither you, the name of your town, nor the name of your school system will be identified. No one except the research student and the major professor of the thesis will have access to your
reply. The compilation of information secured will be used toward the fulfillment of requirements for an M. S. thesis here at NTSU. Thank you.

Sincerely yours

Mrs. Dorothy Jane Holman

Enclosures: Questionnaire
Return Reply Envelope

I certify that this is a bona fide research thesis and that all material will be considered confidential.

Dr. H. W. Kamp, Professor
Department of Government
North Texas State University
Denton, Texas
APPENDIX B

SENIOR HIGH SCHOOL GOVERNMENT COURSE SURVEY
OF FALL SEMESTER, 1962-63

I. Government Courses Approved TEA: Offered? How many sections? Students per section?
1. Government (Required)
2. Advanced Government
3. Advanced Social Science Problems
Text used in your school: Flick__ Keohane__ McClenaghan__ Paquin__ Posey__ Others?

II. What other social science courses do you find government content most repetitious of?
American History__ Texas History__ Economics__ Geography__ Sociology__ Anthropology__

III. If requesting new subject matter sources, which area do you consider the most needed? Texas Government (book)__ Audio-visual aids__ Case study books__ Problem solving books__

IV. Does your high school show more emphasis on the teaching of government in 1962 than previously?__ If so, is your basis assumption that this is due to: Change in the accreditation requirements?__ Interest of students?__ Rapidly changing world conditions?__ Texas politics?__

V. If you have a copy of a written examination given on Texas Constitution, please return it with this questionnaire. Any other examinations available will also be appreciated.

VI. If you have had any pressure from any organized group to attempt to influence your subject matter on controversial subjects, an elaboration on the back of this sheet would be indicative. If possible, indicate whether the subjects would include religion and government, political parties, racial prejudice, historical facts, labor movements, world ideologies.
## APPENDIX C

### QUESTIONNAIRE ON SUBJECT MATTER CONTENT OF GOVERNMENT

<table>
<thead>
<tr>
<th>Topical Subject Matter</th>
<th>Survey of Qualifications</th>
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<tr>
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<td>Present Practice of Teaching</td>
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<tr>
<td>I. Historical Background</td>
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<td>A. Limited Government</td>
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<td>B. Political Theory</td>
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<td>C. History Facts</td>
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<td>II. U. S. Constitution</td>
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<td>III. National Government</td>
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<td>A. Executive Branch</td>
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<td>B. Legislative</td>
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<td>C. Judicial</td>
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<td>D. Federalism</td>
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<td>IV. International Government</td>
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<td>A. Comparative Governments</td>
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<td>B. United Nations</td>
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<td>C. World Trade</td>
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V. Texas State Government
   A. Historical Background
   B. Texas Constitution
   C. Executive Branch
   D. Legislative Branch
   E. Judicial Branch
   F. The Jury System
   G. Texas' Election Laws
      1. Voting Information
      2. Party Primaries
   H. Politics
      1. Texas
         Democratic Party
         Republican Party
      2. National
         Democratic Party
         Republican Party
         Minor Parties
   I. Lobby
      1. Pressure Groups
      2. Individual
   J. Municipal Government
   K. Practical Texas Laws
      1. Wills
      2. Property Laws
      3. Taxation

VI. Governmental Control of
   A. Speech, Press
   B. Religion
   C. Work and Employment
   D. Automobile Users
   E. Personal Rights and Privileges

VII. Influence of Economics
   A. Influence of Geography
   B. Influence of Sociology on Government
APPENDIX D

RECOMMENDATIONS OF SOURCES FOR GOVERNMENT INSTRUCTIONAL MATERIAL FOR SECONDARY SCHOOL USE

For the Primary Use of Students

American Foundation for Political Education, Chicago, Illinois.

Case-Stories in American Politics (Eleven volumes).

Brookings Institute Lectures, Washington, D. C.
Research for Public Policy, 1961.

Citizenship and Public Affairs, Tufts University, Medford 55, Massachusetts.
Patterson, Franklin, Public Affairs and the High School
(Single copies $1.00 or 10 or more 65¢ each). This is
a report of an innovation in the summer school based on
the experience with the 1961 Tufts-Newton Program con-
ducted by Newton, Massachusetts, schools and the Lincoln
Filene Center. (Order from the Center for this publi-
cation.)

Congressional Quarterly Student Service, 1156 19th Street,
N. W., Washington 6, D. C. (Thirteen weeks of the CQ Weekly
Report for $2.75 with a minimum order of ten. Each par-
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subscription includes a copy of the CQ guide to "Current
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"Key People in Our Federal Government"
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"How to Write a Letter to Your Congressman"
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