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ABSTRACT

This resource unit, intended for use in Grade Nine, is developed to explore the problem of poverty in the United States. The objectives state generalizations, skills, and attitudes which are to be attained by the student. A detailed course outline sets forth guidelines for learning activities and suggests appropriate teaching procedures. A three-part bibliography (General Works on Poverty, Characteristics of the Poor, and Programs Dealing with Poverty) lists current materials for use with this unit of study. Related documents are: SO 005 451 and SO 005 452; SO 005 454 through SO 005 457.

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Grade Nine
Unit V: POVERTY IN THE U.S.A.

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RESOURCE UNIT

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1968

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OBJECTIVES

GENERALIZATIONS

1. People's ideas about what constitutes an adequate level of living on one hand and poverty on the other change as average living levels change.
2. Living levels are affected by the amount of goods and services which money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.
 - a. People on fixed incomes can buy more with their money in periods of low prices and less in periods of inflation.
3. Living levels in the U.S. are very high compared to those in most countries; nevertheless, a large number of people still live in poverty by present-day American standards of what is needed for an adequate living level.
 - a. Living levels in the U.S. have been rising rapidly, although at an uneven pace.
4. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. Productive goods and services are divided unequally among the population.

5. It is a difference between different countries because the composition of the economy is different, wages, amount of money income, and the amount of money income are different.
6. Poverty is a material condition upon which people keep the standard of living.
7. Even during periods of economic growth, there will be a difference in the amount of money income without technological progress because some people will be better off than others.
8. Economic growth is necessary to be satisfied with the services as they are provided. It is expanding the economy to create new jobs.

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5. It is difficult to compare real wages between countries or eras because of differences in the importance of different types of goods for consumers, because of difficulties in assessing the comparative purchasing power of different monetary systems or money wages, because of differences in the amount of socialized benefits provided by different countries or eras, because of variations in living levels among different groups in each country, etc.
6. Poverty and unemployment have both material and psychological effects upon people; these effects may help keep them in continued poverty.
7. Even during prosperous times there will be some structural unemployment among those changing jobs; those without any skills are made obsolete by technological changes. There may also be some unemployment among certain groups because of discrimination.
8. Economic wants of people seem never to be satisfied, since many goods and services must be replenished constantly as they are used up, since population is expanding, and since new inventions create new wants.

- a. Misallocation of resources costs consumers what they could otherwise have had. The alternative cost of unemployed resources is what could have been produced if existing resources had been put to work. That is, the alternative cost is a lag in or drop in G.N.P.
- 9. The money incomes people receive, whether in the form of wages, interest, rent, or profits, is the chief determiner of their share of the national output. However, general socialized benefits (shared by all) and transfer payments by government for welfare purposes add goods and services to the money incomes.
- 10. In all societies, people have certain economic goals and frequently use their governments to help achieve these goals. Although some economic goals are very much alike, different societies place differing emphasis upon them.
 - a. In all societies people have certain economic goals, although these goals may differ.
 - b. People generally would like to see their economic systems provide both economic growth (and so higher levels of living) and stability (and so economic security).

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c. People differ in the degree to which they desire economic justice or a reduction in inequalities of economic opportunity or income.

d. The incentive to achieve the largest income possible is modified by other incentives such as a desire for security, a desire to remain in a certain section of a country, a desire for certain kinds of working conditions, a desire for more leisure, occupational preferences, a desire for prestige, etc.

11. In a private enterprise system, allocation of resources to different kinds of production is achieved largely by changing patterns of consumer demands and by the responses of producers who wish to make a profit.

a. In the long run in a private enterprise economy, the quantity of a specific product which is produced depends upon the difference between the cost of production and selling prices (and so the market). Producers tend to produce those goods on which they can make the greatest profits. The profit motive not only encourages producers to produce, but it provides the incentive for the production of specific kinds of goods and services rather than others, thus shifting production in terms of change in consumer demands.

- b. Competition among producers determines how things will be produced in a private enterprise economy, since each producer will try to arrive at the most efficient use of productive resources in order to compete with others and make profits.
- 12. The quantity of a specific product or service which will be demanded at a specific price depends upon: (1) consumer desires, (2) availability of alternative goods and services, (3) the prices of alternative goods and services, and (4) the amount of money consumers have and are willing to spend.
- 13. If purchasing power increases without some corresponding increase of available materials, there is an upward pressure on prices; if it falls without an equal decline in available materials, there is a downward pressure on prices.
- 14. Adjustment of supply to demand is hampered by factors which decrease mobility of productive resources.
 - a. Wage contracts and minimum wage laws make it difficult to adjust wage rates to changes in supply and demand for labor.

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b. People's attitudes toward where they live reduce labor mobility.

c. Increasing specialization and diversity of skills needed for different jobs reduces labor mobility.

15. Some things can be produced better in one place than in another, because of climate, resources, access, people's skills, etc.

16. Output is affected by the quality as well as the quantity of natural resources (land); quality is affected by access as well as by fertility, richness, etc.

17. The quality of labor is usually increased by education and training.

18. New inventions open up whole new fields of production or substitutes for natural resources.

19. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.

a. New technological developments bring improved efficiency to tools and machines and increased labor productivity.

- 20. Specialization of individuals, regions and countries makes for interdependence.

- 21. The circular flow of income in a private enterprise system can be broken down into three general types of flows: between business and the public, between the government and the public (including business), and between savers and investors.
 - a. If total spending by consumers, business, government, and foreign countries (aggregate demand) does not equal total production, business will cut back on production and employment.

- 22. Government policies can either help reduce or exaggerate fluctuations in business activity and so unemployment.
 - a. Government expenditures act just like consumer expenditures to affect allocation of resources to the production of different goods and services and to affect the total amount produced.
 - 1) Government spending on goods and services and for transfer payments (pensions, social security, welfare) may make up for a lack of demand by the private sector.

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b. A reduction in tax rates when pro-
ductive resources are not fully
used, increases money available
for consumption (disposable income)
in the private sector and may lead
to higher production and employment
and not much or any loss in tax revenues.

23. Government monetary policies can be
used to influence lending, the amount
of money in circulation, and so aggregate
demand for goods.

a. Raising or lowering interest rates
tends to affect borrowing from banks
and so the amount of money in circu-
lation.

24. Government policies affect the
allocation of goods and services
among the population.

25. It is impossible to understand the
meaning of a piece of writing without
understanding the author's frame of
reference and use of vocabulary.

SKILLS

1. Attacks problems in a rational manner.

a. Is alert to incongruities, recog-
nizes problems, and is concerned
about them.

- b. Defines problems by isolating basic issues, defining terms, identifying assumptions and values involved, and determining sub-problems which must be investigated.
 - 1) Identifies value-conflicts.
 - c. Sets up hypotheses.
 - 2)
 - d. Figures out appropriate techniques for testing hypotheses.
 - e. Uses sub-questions or deduced consequents of hypotheses to guide him in collecting relevant data.
 - f. Considers possible consequences of alternative courses of action.
4. Evaluate information
- 2. Locates information efficiently.
 - a. Uses statistical references.
 - 3. Gathers information effectively.
 - a. Draws inferences from tables and graphs.
 - b. Increases accuracy of observations through the use of scales, indexes, and questionnaires.
 - c. Increases his accuracy of observation through the use of questionnaires.
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- d. Uses simple sampling techniques.
- e. Gains information from interviews.
- f. Gains information from listening.

- 1) Listens for main ideas.

- 2) Takes effective notes on structured speeches.

- g. Uses models to make sense out of complex data.

4. Evaluates information and sources of information.

- a. Distinguishes between relevant and irrelevant information such as persuasion devices.

- b. Checks on the bias of authors (or on values held which might affect his statements).

- c. Identifies and examines assumptions to decide whether he can accept them.

- d. Checks on completeness of data and is wary of generalizations based on insufficient evidence.

5. Organizes and analyzes information and draws conclusions.

a. Checks, refines, and eliminates hypotheses, working out new ones where necessary.

1) Tests hypotheses against data.

b. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in light of basic values, lists arguments for and against such proposals, and selects course of action most likely to achieve goals.

6. Works well with others.

a. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

ATTITUDES

1. Is alert to incongruities, recognizes problems, and is concerned about them.

2. Is curious about social data and human behavior and wishes to read and study further in the social sciences.

3. Is sceptical of "conventional truths" and demands that widely-held and popular notions be judged in accordance with standards of empirical validation.

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4. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in the process of making decisions about problems.
5. Is committed to the free examination of social attitudes and data.
6. Evaluates information and sources of information before accepting evidence and generalizations.
7. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.
8. Is sceptical of single-factor causation in the social sciences.
9. Is sceptical of panaceas.
10. Values initiative and hard work, but does not scorn those who lack ability or cannot find jobs.
11. Believes in equality of opportunity for all.
12. Evaluates proposals on the basis of their effects upon individuals as human beings.
13. Believes in the possibilities of improving social conditions.

OBJECTIVES

OUTLINE O

- G. People's ideas of what constitutes an adequate level of living on one hand and poverty on the other change as average living levels change or differ.
- I. People's ideas of hand and poverty change. Thus any time, and culture
- S. Is alert to incongruities, recognizes problems, and is concerned about them.
- A. Although compar to another are found in gross consumption, in per population,
- G. Living levels in the U.S. are very high compared to those in most countries; nevertheless, a large number of people still live in poverty by present-day American standards of what is needed for an adequate living level.
- 1. Living level lower than t
- S. Gains information from listening.
(Listens for main ideas.)
- S. Takes effective notes on structured speeches.

OUTLINE OF CONTENT

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I. People's ideas of what constitutes an adequate level of living on one hand and poverty on the other change as average living levels change. Thus any definition of poverty is relative to place, time, and culture.

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A. Although comparisons between living levels from one country to another are not exact, significant differences can be found in gross national product per capita, food consumption, infant mortality rates, number of physicians per population, illiteracy rates and housing density.

1. Living levels in many parts of the world are much lower than they are in the United States.

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PROCEDURES

MATERIALS

Initiatory Activities

1. Prepare an initiatory bulletin board on Poverty. Use just a series of questions with no pictures or data presented. Questions could include:
 1. What is Poverty?
 2. Who are the poor?
 3. Where do they live?
 4. Can we get rid of poverty?

As the unit progresses, students could furnish pictures and data to answer these questions.

2. Have a former Peace Corps member speak to the class. Questions could be raised as to the living level of the country to which he was sent. More specifically: What did the people eat? What shelter did they have? What medical care was available? How much education did they receive? What kind of a future do they have? Before the speaker comes, review ways of listening for main ideas and taking notes on structured speeches.

- A. IS ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.

- G. Living levels in the U.S. are very high compared to those in most countries; nevertheless, a large number of people still live in poverty by present-day American standards of what is needed for an adequate living level.

- S. Sets up hypotheses.
- S. Figures out appropriate techniques for testing hypotheses.
- S. Uses statistical references.

3. Show the film Fate of a Child. This film is the story of the death of a child. The film illustrates the conditions which prevail in an underdeveloped area -- poverty, disease, and death. Students could be asked to list characteristics which they think illustrate a state of poverty. Would these apply in other areas of the world?

Film: Fa
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Or show the film The Squeeze. This brief film points out the disturbing aspects of the population problem: hunger, crowding, and the subversion of human development. Students could be asked the following questions?

Film: Th
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- (a) Does overpopulation cause poverty?
- (b) What do we mean by overpopulation?
- (c) Can overpopulation be avoided?
- (d) What problems are there in population control?

Or show the film Food and People. This is an older film. The first part could be used to show the lack of sufficient food for many peoples of the world. The second part of the film could serve as a review of the farm unit. The need for scientific farming and conservation practices is emphasized.

Film: Fo
B & W,
Films.

4. After seeing one of the previously mentioned films illustrating world poverty or after having a Peace Corps speaker, ask the class to guess which countries of the world might be considered to be poverty-stricken. Write down a number of their guesses on the board. Then ask the class to establish criteria for their judgments. Also ask: How could you go about testing your hypotheses? Where could you find the information? How reliable would it be? How complete? (Review use of different kinds of statistical references.)

Fate of a Child. This film is the story of the film illustrates the conditions which developed area -- poverty, disease, and could be asked to list characteristics which a state of poverty. Would these apply to the world?

Film: Fate of a Child, 17 min., B & W,
United Auto Workers, Educ. Dept. Film
Library, 8000 East Jefferson Ave.,
Detroit, 48214.

The Squeeze. This brief film points out the causes of the population problem: hunger, overpopulation, and the diversion of human development. Students could be asked the following questions?

Film: The Squeeze, 10 min., B & W,
Peerless Film Processing Corp.,
421 W. 54th St., N.Y., N.Y. 10019.

What causes poverty?
Is it caused by overpopulation?
How can it be avoided?
What are the factors in population control?

Food and People. This is an older film. It is used to show the lack of sufficient food in some parts of the world. The second part of the film is a review of the farm unit. The need for better farming and conservation practices is discussed.

Film: Food and People, 30 min.,
B & W, Encyclopedia Britannica
Films.

After watching the previously mentioned films illustrating the conditions of poverty, if possible, after having a Peace Corps speaker, ask the students which countries of the world might be considered most in need. Write down a number of their guesses. Then ask the class to establish criteria for what they should ask: How could you go about testing these conditions? Where could you find the information? How reliable would it be? How complete? (Review use of different references.)

A. IS CURIOUS ABOUT SOCIAL DATA.

- S. Uses sub-questions or deduced consequents of hypotheses to guide him in collecting relevant data.
- S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.
- G. People's ideas about what constitutes an adequate level of living on the one hand and poverty on the other change as average living levels change.

5. It is at this point in the unit that student activities for the unit could be introduced. Students might be asked what topics or research areas they think are important for a unit on poverty. These could be listed on the board. Along with and/or coupled with student ideas, use a dittoed list of annotated unit activities. After introducing unit activities through class discussion and/or annotated listings, have students turn in slips of paper listing their first three choices in order of preference. (As you make assignments, try to give preference to students who, in the past, have been unable to do their first choices.) The next day, announce assignments and a tentative schedule for completion of projects.

6. After students have chosen their activities and you have balanced choices with unit needs, break the classes into report areas. Have each group select a chairman. Within the group the report area should be broken down into workable report units or sub-questions to be investigated. These group meetings should also attempt to list possible sources of information. Later the groups can reconvene, share information, and determine the manner in which these reports are to be given.

Developmental Activities

7. Students could read pp. 22-27 of Orwell's Down and Out in Paris and London. In this excerpt the author describes the changes in his daily living practices when nearly all of his money had been stolen and he was forced to live on a very meager income. This book was written in 1933, so that the currency and its purchasing power would have to be adjusted.

George Orwell, Down and Out in Paris and London, pp. 22-27

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George Orwell, Down and Out in Paris
and London, pp. 22-27.

G. Living levels in the U.S. are very high compared to those in most countries.

G. People's ideas about what constitutes an adequate level of living on the one hand and poverty on the other change as average living levels change.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

G. Living levels in the U.S. are very high compared to those in most countries.

After reading the excerpt from Orwell and discussing the changes in daily living practices of the author, the students could be asked to draw up a menu to live on for a day or week using 50¢ or \$1.00 a day. Perhaps this assignment could be expanded to include housing, transportation and clothing as well as food. Then discuss: How would your lives have to be changed, given this reduced income and independence from parental support?

8. Students could read two excerpts from Lewis which describe the living quarters of two families from lower income groups in Mexico City. Then hold a discussion comparing and contrasting the living levels of these families with those of families in the United States.
9. Have students read the findings on "Child Labor in Factories and Mines" presented by the Sadler Committee, Lord Ashley's Mines Commission and Edwin Chadwick. These readings dramatically portray the living and working conditions of children in England during the 1830's and 1840's. Ask pupils to compare these conditions with the working and living conditions of children in their own class. Ask: Do you think these conditions looked so bad then as they do to us? Why or why not?
10. If students seem to be interested in the living conditions of other countries of the world, have them investigate and report back to the class. Their reports could include their sources of information, recency of data, completeness of data, etc. Through these reports the class could get information on poverty found in these countries as well as a chance to review skills of evaluating sources of information.

Oscar Lewis,
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"Selected Re

excerpt from Orwell and discussing the changes in practices of the author, the students could be given a menu to live on for a day or week using 50¢. Perhaps this assignment could be expanded to include transportation and clothing as well as food. How would your lives have to be changed, given the lack of money and independence from parental support?

Read two excerpts from Lewis which describe the conditions of two families from lower income groups in London. Hold a discussion comparing and contrasting the living conditions of these families with those of families in your own country.

Oscar Lewis, Five Families, pp. 61-66, 132-136.

Discuss the findings on "Child Labor in Factories" reported by the Sadler Committee, Lord Ashley's report, and Edwin Chadwick. These readings dramatically describe the living and working conditions of children in the 1830's and 1840's. Ask pupils to compare these conditions with the working and living conditions of children in your own country. Ask: Do you think these conditions looked so different to us? Why or why not?

"Selected Readings on Poverty."

Students who are interested in the living conditions of children in other parts of the world, have them investigate and report on the conditions. Their reports could include their sources of information, accuracy of data, completeness of data, etc. The class could get information on the conditions of children in these countries as well as a chance to review the sources of information.

G. It is difficult to compare real wages between countries or eras because of differences in the importance of different types of goods for consumers, because of difficulties in assessing the comparative purchasing power of different monetary systems or money wages, because of differences in the amount of socialized benefits provided by different countries or eras, because of variations in living levels among different groups in each country, etc.

G. It is difficult to compare real wages between countries or eras because of differences in the importance of different types of goods for consumers, because of difficulties in assessing the comparative purchasing power of different monetary systems or money wages, because of differences in the amount of socialized benefits provided by different countries or eras, because of variations in living levels among different groups in each country, etc.

2. Lower levels of living in indicated by the following though statistical compar-

a. The Agency for International Development that in 1964 the Gross National Product per capita for selected countries was as follows:

a. Mexico	- \$ 454
b. Chile	- 471
c. Japan	- 716
d. India	- 88

b. The United Nations Statistical Commission reports the Net Food Supply per capita for selected countries as follows:

Country	Cereals ²	Potatoes ³
Mexico	127	18
Chile	120	66
Japan	148	65
India	140	11
Canada	68	60
Sweden	69	96
U.S.A.	66	48

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2. Cereals include flour
3. Milk includes both fat and non-fat

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2. Lower levels of living in other parts of the world are indicated by the following kinds of statistics, even though statistical comparisons are difficult to make.

a. The Agency for International Development reports that in 1964 the Gross National Product per capita for selected countries measured in dollar equivalents was as follows:

a. Mexico - \$ 454	e. Canada - \$ 2258
b. Chile - 471	f. Sweden - 2282
c. Japan - 716	g. U.S.A. - 3272
d. India - 88	

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ps in each country, etc.

b. The United Nations Statistical Yearbook for 1966 reports the Net Food Supplies per capita for selected countries as follows:¹

Country	Cereals ²	Potatoes	Sugar	Meat	Milk ³	Calories Per Day
Mexico	127	18	34	24	9	2640
Chile	120	66	23	35	7	2370
Japan	148	65	16	8	2	2280
India	140	11	18	1	4	1940
Canada	68	60	43	81	15	3020
Sweden	69	96	39	52	19	2950
U.S.A.	66	48	40	103	17	3120

1. Figured in killograms, 1 killogram = 2.2 lbs.

2. Cereals include flour and milled rice.

3. Milk includes both fat and protein.

11. If the class studied the GNP earlier in the year, show GNP figures for selected countries and review the concept. This review could include the following questions:

- (a) What is G.N.P.?
- (b) What do G.N.P. figures tell about a country?
- (c) What value does G.N.P. have as a measure for comparing levels of living?
- (d) What limitations does G.N.P. have as a measure of living?

Then show the class figures on G.N.P. in a number of countries, including the U.S. Ask: How do other countries compare with the U.S. on this measure? Why should we be careful in drawing conclusions about comparative living levels from this data?

12. One measure of an adequate level of living is in the diet of persons living in different countries. Although diets may vary significantly, all should meet basic nutritional minimums. To show this, the teacher might prepare a transparency showing how selected countries satisfy their dietary requirements. The teacher could ask students to look at the transparency and form tentative generalizations. The teacher might ask: What can we say about these countries, given the information before us? Questions could also be directed as to the importance of each category: cereals, potatoes, sugar, meat, milk, and calories per day. If students aren't sure of what constitutes an adequate, balanced diet, they might ask their home economics teacher for more information.

- c. The United Nations Statistical Yearbook also shows the infant mortality rate for selected countries in 1964 as follows:

a. Mexico - 66.3	e. Canada - 24.7
b. Chile - 114.2	f. Sweden - 14.2
c. Japan - 20.4	g. U.S.A. - 24.8
d. India -- 100-120	

- d. Another measure of living levels is the number of physicians per inhabitant. The Statistical Yearbook shows the following data:

Country	Year of Report	Ratio of Physicians Per Inhabitants
Mexico	1961	1/1800
Chile	1960	1/1800
Japan	1962	1/920
India	1962	1/5800
Canada	1962	1/890
Sweden	1963	1/960
U.S.A.	1963	1/690

- e. Another statistic used to compare living levels is that of the percentage of persons who are literate in their own language. The data for selected countries is as follows:

13. In order to show other measures of living, a teacher might prepare a series of slides showing such information as infant mortality rates, physicians per inhabitant, density of persons per room, and literacy rates. After showing each of these transparencies, the teacher could ask:
- a. What generalizations might be drawn from this data?
 - b. Does this data tell us anything about comparative levels of living?

Ask students to consider all of the figures they have seen (in activities 11-13). Then have them develop criteria for judging relative levels of living. As students do this, remind them to keep their criteria tentative and to qualify any criteria which they establish.

Country	Year of Report	Literacy Rate (%)
Mexico	1961	58
Chile	1961	81
Japan		98
India		24
Canada		95.8
Sweden		99.9
U.S.A.		97.8

- f. Another statistic which gives a clue to comparative levels of living is the density of persons per room. The Statistical Yearbook shows the following differences.

Country	Year of Report	Average # of Persons Per Room ¹
Mexico	1960	2.9
Chile	1960	1.6
Japan	1963	1.2
India	1960	2.6
Canada	1961	.7
Sweden	1960	.8
U.S.A.	1960	.7

1. Includes total of both rural and urban housing.

- G. It is difficult to compare real wages between countries or different eras within one country because of differences in the importance of different types of goods for consumers, because of difficulties of assessing the comparative purchasing power of different monetary systems or money wages, and because of differences in the amount of socialized benefits provided by different countries or eras.
- G. People's ideas of what constitutes an adequate level of living on one hand and poverty on the other change as average living levels change.
- G. Economic wants of people seem never to be satisfied, since many goods and services must be replenished constantly as they are used up, since population is expanding, and since new inventions create new wants.
- G. Living levels in the U.S. have been rising rapidly, although at an uneven pace.
- G. Living levels are affected by the amount of goods and services which money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.
- S. Sets up hypotheses.
- A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.
- B. Levels of living may change over time, as does the population standard of living.
1. Although exact comparison from one period to another in different countries are difficult, however, significant differences between the turn of the century and the present are noted.
 - a. Fredrick Lewis Allen in 1900-1950, compares living standards of 1900 with 1950. He uses an index of 3 must be used to compare the cost of living. \$400-500 in 1900 would be equivalent to \$1000-1200 in 1950. After making this adjustment, the following for 1900:
 - 1) Wages: The average wages of workers were \$400-500 in 1900, less than in the North than in the South. The wage for an unskilled worker was 1/2 day when he could get 1 day's work.
 - 2) Hours: The average work week was 10 hours a day -- 60 hours a week.
 - 3) Child Labor: Among children 10 and 15, 26% were employed.
 - 4) Accidents: Industrial accidents compared to today. The number of accidents on the railroads. In 1900, 1 railroad employee was injured every 26 was injured.

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B. Levels of living may change within a single nation over time, as does the population's view of an adequate standard of living.

1. Although exact comparison of levels of living from one period to another even within a single country are difficult, rough estimates show significant differences between the living level at the turn of the century and the present.

a. Fredrick Lewis Allen in his book The Big Change: 1900-1950, compares living and working levels of 1900 with 1950. He estimates that a multiple of 3 must be used to compare wages of 1900-1950 due to the rising cost of living. Therefore, \$400-500 in 1900 would equal \$1200-1500 in 1950. After making this adjustment, Allen found the following for 1900:

1) Wages: The average annual earnings of Am. workers were \$400-500. Wages were higher in the North than in the South. The standard wage for an unskilled man was \$1.50 per day when he could get work.

2) Hours: The average work day was approximately 10 hours a day -- 6 days a week for a total of 60 hours.

3) Child Labor: Among boys between the ages of 10 and 15, 26% were gainfully employed.

4) Accidents: Industrial accidents were high compared to today. This was especially true of the railroads. In 1901, one out of every 399 railroad employees was killed, and one out of every 26 was injured.

14. In order to see that the definition of poverty is relative to time even within the same country, students could read any one of the excerpts by Hunter, Riis, or Allen. All of these excerpts contain insights into slum living at the turn of the century. After pupils have finished reading, ask: What were conditions like in the U.S. around 1900? (Let pupils answer in terms of specific readings, and compare what they found in different books.) Also ask: Why is it difficult to compare living levels by just looking at wages in 1900 and today? Despite these difficulties, how do you think living levels then did compare with those in the United States today? Do you think that all of those living in such conditions in 1900 thought of themselves as living in poverty? Why or why not? Do you think that all of those who are better off today think of themselves as well off? Why or why not? Do you think any conditions such as those described in the readings still exist? What might cause slum conditions? Who is responsible for them? (Have pupils set up guesses or hypotheses about the causes, to be tested as the unit develops.)

Robert Hunter
Jacob Riis,
pp. 33-36, 7
Frederick Le
pp. 43-55.

that the definition of poverty is relative to the same country, students could read any one of Hunter, Riis, or Allen. All of these excerpts describe slum living at the turn of the century. After finished reading, ask: What were conditions around 1900? (Let pupils answer in terms of their own country and compare what they found in different books.) It is difficult to compare living levels by just looking at 1900 and today? Despite these difficulties, how do living levels then did compare with those in the United States? Do you think that all of those living in 1900 thought of themselves as living in poverty? Do you think that all of those living today think of themselves as well off? Why do you think any conditions such as those described in the readings still exist? What might cause slum living? Who is responsible for them? (Have pupils set up a list of questions about the causes, to be tested as the

Robert Hunter, Poverty, pp. 178-180.
Jacob Riis, How the Other Half Lives,
pp. 33-36, 63-65, 48-50.
Frederick Lewis Allen, The Big Change,
pp. 43-55.

- b. Robert Hunter in his book of 1904, showed that:
 - 1) 1,664,000 persons were injured annually due to accidents.
 - 2) Using \$600 a year as a standard, 10,000,000 persons were injured annually.
 - 3) According to the 1904 census, 15 million children under 15 years of age were out of school.
- c. The General Advisory Committee of Charities set as a minimum standard of able living no less than \$600 a year.

S. Sets up hypotheses.

A. EVALUATED INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

S. Is alert to incongruities, recognizes problems, and is concerned about them.

G. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. Productive goods and services are divided unequally among the population.

2. Some present-day writers feel that poverty must be viewed as a social evil.

a. Although there is much poverty, not all people share the same view.

b. Robert Hunter in his book Poverty, published in 1904, showed that:

- 1) 1,664,000 persons were killed or seriously injured annually due to their employment.
- 2) Using \$600 a year as a minimum standard of living, 10,000,000 persons were living in poverty.
- 3) According to the 1900 census, there were 1,752,187 children under 15 years of age employed and out of school.

c. The General Advisory Committee of the Chicago Bureau of Charities set as a minimum standard for comfortable living no less than \$1 a week per capita.

2. Some present-day writers feel that any definition of poverty must be viewed as being historically relative.

a. Although there is much affluence in the U.S. today, not all people share this affluence.

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DEPTING EVIDENCE

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5. Read aloud statements made by business and government leaders as to the affluence existing within the United States today. Ask: Is the picture painted complete? Do all Americans fit this picture? Who does not? Why not? List various hypotheses and refer back to them later in the unit.

6. Show the film Saga of Western Man: 1964. The film shows the paradox of poverty in the midst of plenty, of the dilemma of abundance in the fields and factories while people live on starvation diets, with little or no chance of escaping the cycle of poverty. Questions could be raised as to why this paradoxical situation exists.

Film: Saga of Western
United Auto Workers F
Film Library, 8000 Ea
Ave. Detroit, Mich.,

made by business and government leaders
existing within the United States today.
Is it complete? Do all Americans fit
in? Why not? List various hypotheses
to be discussed later in the unit.

Western Man: 1964. The film shows the
man in the midst of plenty, of the dilemma of
the city and factories while people live on
the frontier with little or no chance of escaping the
frontier. Questions could be raised as to why this
exists.

Film: Saga of Western Man: 1964,
United Auto Workers Educ. Dept.,
Film Library, 8000 East Jefferson
Ave. Detroit, Mich., 48214.

- S. Sets up hypotheses.

- S. Increases accuracy of observations through the use of scales, indexes, and questionnaires.
- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.
- A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

- G. In all societies people have certain economic goals, although these goals may differ.

17. Ask students to review the characteristics of American affluence. The review should bring out specific economic barometers as well as examples of personal affluence. List these many characteristics on the board. These characteristics can serve as partial criteria for affluence and poverty. The list can be expanded as the unit progresses.
18. After reviewing the characteristics of affluence, ask: Are there any groups in the U.S.A. who do not possess any or all of these characteristics? Who are these people? Where do they live? Why don't they share in the general affluence? Get students to hypothesize on these questions. (Don't answer the questions; they should be answered later in the unit.)
19. Give the students Vance Packard's social class evaluation questionnaire. This questionnaire, although useful, is incomplete and somewhat arbitrary. It should give students a chance for some self evaluation as to their economic status. It also can be used to develop their ability to evaluate possible tools of the social scientist. This particular test would be severely criticized by a competent social scientist. Ask questions designed to help pupils see why this is so.
20. Ask the students what they think the "good life" would be. List their ideas on the board. Differentiate between economic and non-economic criteria. Ask: How much do you think these economic goals would cost to achieve? Who do you think could afford them? In this activity the teacher should point out that although non-economic goals are important, this unit focuses upon economic goals. Discuss: Do you think the economic goals you have would be the same that other Americans

the characteristics of American
could bring out specific economic
examples of personal affluence. List
names on the board. These characteristics
criteria for affluence and poverty.
as the unit progresses.

characteristics of affluence, ask: Are
U.S.A. who do not possess any or all
? Who are these people? Where do they
live in the general affluence? Get students
to ask questions. (Don't answer the
questions answered later in the unit.)

Packard's social class evaluation
questionnaire, although useful, is
arbitrary. It should give
the self evaluation as to their
status can be used to develop their
usable tools of the social scientist.
It should be severely criticized by a
teacher. Ask questions designed to
clarify this so.

Packard, The Status Seekers.

Do you think the "good life" would be
the same for all? Differentiate between economic
status. Ask: How much do you think these
people can achieve? Who do you think could
achieve it? Why? Why not? Why should the teacher point out
these goals are important, this unit
is so. Discuss: Do you think the
goals would be the same that other Americans

S. Checks on the completeness of data.

G. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. Goods and services are divided unequally among the population.

would have? Would they be the same as those of people in other countries? (Review some of the differences in goals from unit one.)

21. After asking students to define the economic "good life", have them try to prepare a budget for a family of four with an annual income of \$12,000. Ask them to think up all the items that would go into that budget and then try to categorize single items.
22. After budget categories have been worked out, break the class up into buzz groups of 4-6 persons and have them try to estimate their expenses.
23. Have a discussion of the buzz group findings. Ask: Where were the areas of agreement? of disagreement? Why did the group differ? What information was lacking? Where could you find out how much things cost? Have students list sources of information. Assign each buzz group a source/or sources of information and have students bring back information for the next day.
24. After students have researched their sources of information on budget expenses, summarize their results on the board. Have students put this budget in their notes for future reference.
25. After students have worked out their budget for \$12,000 for a family of four, ask them now to work up a budget using a \$3,000 annual income. Use the same buzz groups as before. Then discuss the differences between their \$12,000 and their \$3,000 budget. How would the family have to change its way of life with the lower income?

G. People's ideas of what constitutes an adequate level of living on the one hand and poverty on the other change as average living levels change.

b. Authors differ in

1) Michael Harrin
states ". . .
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2) Ellen Winston,
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3) Definitions of
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b. Authors differ in their definition of poverty.

- 1) Michael Harrington in his book The Other America states ". . . Poverty should be defined in terms of those who are denied the minimal levels of health, housing, food and education that our present state of scientific knowledge specifies for life as it is now lived in the United States."
- 2) Ellen Winston, U.S. Commissioner of Welfare believes that: ". . . In an affluent society. . . where the majority of people take for granted the necessities of life and even many non-essentials, poverty must be measured against expectations."
- 3) Definitions of poverty even within a given country at a given time show significant variations.

Ask: Do you think any Americans might have an income of \$3,000 or less? If so, how many? Now show pupils a table or graph illustrating the number who do have such incomes, and the number who have incomes of \$12,000 or more.

Use current

26. Have students read an article from the National Observer entitled "The Poor Who Live Among Us". This article questions any single criterion for defining poverty. The selection may be somewhat difficult for students to read. Assist them by putting difficult vocabulary words on the board and defining them with simpler language before the class begins to read.

Lee Dirks,
Us", in Art.
Gomberg, ed
Poverty, pp

27. Have students read pp. 1-9 in Dwight MacDonald. Students should answer the following questions:

Dwight MacDo
(pamphlet),

- (a) How does Michael Harrington define poverty?
- (b) How have various governmental agencies and private groups defined poverty?
- (c) Would you agree with these criteria? Why or why not? This selection may also be difficult for students, and some vocabulary study should precede the reading.

When the booklet becomes available, you may wish to use the section "The Way an Economist Views Poverty" from the Sociological Resources for Secondary Schools episode on poverty.

Sociological
Schools, The
of Poverty in
available for
as of Spring,

Have students read various magazine articles, editorials and letters to the editor on what poverty is in the U.S.A. today. After students have read from multiple sources, discuss the difficulties of reaching consensus on the criteria for poverty in the U.S.A. today.

any Americans might have an income of \$3,000 many? Now show pupils a table or graph number who do have such incomes, and the incomes of \$12,000 or more.

Use current statistics.

an article from the National Observer "Who Live Among Us". This article questions criteria for defining poverty. The selection may be difficult for students to read. Assist them by providing vocabulary words on the board and defining the language before the class begins to read.

Lee Dirks, "The Poor Who Live Among Us", in Arthur B. Shastok and William Gomberg, eds. New Perspectives on Poverty, pp. 9-21.

pp. 1-9 in Dwight MacDonald. Students should discuss the following questions:

Dwight MacDonald, Our Invisible Poor, (pamphlet), pp. 1-9.

1. How would Harrington define poverty?

2. How do governmental agencies and private organizations define poverty?

3. How do you think we should proceed with these criteria? Why or why not? It may also be difficult for students, and a preliminary study should precede the reading.

4. If materials are available, you may wish to use the article "Economist Views Poverty" from the episode on poverty for Secondary Schools.

Sociological Resources for Secondary Schools, The Incidence and Effects of Poverty in the United States. (Not available for general distribution as of Spring, 1968.)

5. Read various magazine articles, editorials and editorials on what poverty is in the U.S.A. Have students read from multiple sources, discuss each, and reach a teaching consensus on the criteria for poverty in the U.S.A. today.

- a) Some analysts measured due to a man's needs
- b) John Kenneth Galbraith's Society (1958) cutoff point for the USA.

4) The Bureau of the and \$1500 annual line.

5) The United States US Commerce Department family of four and alone. All kinds of food grown and consumption criteria 42,500,000 1/5 to 1/4 of our poverty.

S. Defines problems by . . . defining terms....

G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

- a) Some analysts argue that poverty can not be measured due to the difficulty of measuring a man's needs or desires.
- b) John Kenneth Galbraith in his book The Affluent Society (1958) used \$1,000 annual income as the cutoff point for poverty for families living in the USA.
- 4) The Bureau of the Census uses \$3,000 for families and \$1500 annual money incomes as the poverty line.
- 5) The United States Bureau of Labor Statistics and US Commerce Department use \$4,000 a year for a family of four and \$2,000 for an individual living alone. All kinds of income are included such as food grown and consumed on farms. Using this criteria 42,500,000 Americans (or between 1/5 to 1/4 of our population) now live in poverty.

defining

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28. As a summary, discuss: What is poverty? Questions which follow from this basic question would be:
- a. What criteria would you use to determine poverty?
 - b. Would people define poverty in the same way? Why?
 - c. Would a definition of poverty in India be the same as in the U.S.A.? Why or why not?
 - d. Would the definition of poverty in the U.S.A. in 1900 be the same today? Why or why not?
 - e. How does the government define poverty today? Is this a good definition?

G. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. Productive goods and services are divided unequally among the population.

II. Poverty is a massive socio-economic States today. It is a massive problem. Americans are living at too low a level of the affluence of our economic system.

S. Sets up hypotheses.

A. IS ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Defines problems by isolating basic issues, defining terms, identifying assumptions and values involved, and determining sub-problems which must be investigated.

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II. Poverty is a massive socio-economic problem in the United States today. It is a massive problem because too many Americans are living at too low a level of living, given the affluence of our economic system.

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investigated.

f. What does this problem over definition suggest that you must do as you read materials about poverty?

29. Show a series of pictures on the opaque projector of various types of poor people found within the United States. Ask students to hypothesize about where they live and why they might be poor. Pictures could include the school dropout and people living in depressed areas. Don't tell the students the answers; merely list the guesses and refer back to them later in the unit.

Also, show a series of slides of places in the local and state area where poverty is prevalent. Ask the students to guess where and why these places exist. Don't make any final determination but rather refer back to their guesses later in the unit.

30. Show the film, Poverty in America. This is a kinescope of a television program of early 1963 which shows the problems of unemployment, poor housing, and lack of opportunity for the uneducated and the elderly. The question is raised: What must be done to help these millions of persons to lead a full life? Ask? What do we need to do before we can decide what should be done to end or reduce poverty in this country? (Try to help pupils realize the need to identify the problem and its various aspects more fully and to analyze causes of the problem before they can discuss possible courses of action. Perhaps use an analogy of the woman who has trouble with her auto and takes it to a repair shop. What will the auto mechanic need to do before trying to fix it?)

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realize the need to identify the problem
ts more fully and to analyze causes of
ey can discuss possible courses of
an analogy of the woman who has trouble
s it to a repair shop. What will the
do before trying to fix it?)

These pictures could be taken from
past issues of such magazines as
Look or Life.
See also Stern, The Shame of a Nation,
a pictorial account of poverty in the U.S.

Film: Poverty in America, 28 min., B & W,
United Auto Workers, Educ. Dept. Film Library,
8000 E. Jefferson Ave., Detroit, Mich., 48214.

S. Draws inferences from tables.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

A. IS SCEPTICAL OF "CONVENTIONAL TRUTHS" AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS ABOUT PROBLEMS.

A. Eight million or more
a condition of poverty

1. The number of persons
2.5% of the population
10% of the population

2. A U.S. Senate report
of all persons over
decent housing, proper
acute medical care

3. The White House Commission
that one-fourth of a
receive income of less

4. President Johnson in
Aiding Our Senior Citizens
statistics to summarize

a. Almost half of the
receive \$1000 or

b. Two-fifths of persons
65 have a total net
of less than \$500

c. The main source of
over 65 is one of
programs.

d. A greater proportion
inferior housing

e. The elderly are subject
prolonged periods

1) Of every 100 persons
from some kind

m tables.

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- A. Eight million or more persons over 65 years of age live in a condition of poverty.
1. The number of persons over 65 years of age has grown from 2.5% of the population in 1850 to an estimated 10% of the population in 1965.
 2. A U.S. Senate report in 1960 stated that over one-half of all persons over 65 (8 million) cannot afford decent housing, proper nutrition, preventive or acute medical care or recreation.
 3. The White House Conference on Aging of 1961 reported that one-fourth of all unrelated individuals over 65 receive income of less than \$580 a year.
 4. President Johnson in his 1963 "Speech Message on Aiding Our Senior Citizens" used the following statistics to summarize the plight of the elderly:
 - a. Almost half of those over 65 living alone receive \$1000 or less a year.
 - b. Two-fifths of spending units headed by persons over 65 have a total net worth, including their home, of less than \$5000.
 - c. The main source of income for the great majority over 65 is one or more of the public benefit programs.
 - d. A greater proportion of senior citizens live in inferior housing than is true for younger citizens.
 - e. The elderly are sick more frequently and for more prolonged periods than the rest of the population.
 - 1) Of every 100 persons aged 65 or over, 80 suffer from some kind of chronic ailment.

31. Have students do the skills exercise on making inferences from numerical data. This table should include characteristics of the poor such as education, age, race, sex, etc. The teacher could also use census data, Keyserling's book, and other works which give data on poverty, including President Johnson's 1963 speech on "Aiding Our Senior Citizens."

Leon Keyserling
Poverty.

-37-

ills exercise on making inferences
is table should include characteristics
cation, age, race, sex, etc. The
census data, Keyserling's book, and
data on poverty, including President
a "Aiding Our Senior Citizens."

Leon Keyserling, Progress or
Poverty.

32. Show the film The Golden Age. In this film three different individuals face different situations arising out of pre-retirement or out of post-retirement conditions.

Film: The Golden Age
B & W, National Film Board of Canada, (

33. Have students read Bagdikian's account of an old man trying to live on a \$50 a month social security check. He lives in a cheap slum boarding house. You could ask the students:

- (a) How does this man live?
- (b) What are the luxuries in this man's life?
- (c) Why must he live this way?

Ben H. Bagdikian, Plenty, PE

Or, when the material becomes available, you might use the reading on "Ed MacIntosh: Man on a Pension" from the Sociological Resources episode on poverty. Since you have not used the first case study in this series, help pupils see how sociologists might analyze the case study in terms of relationships. (Refer to the earlier analysis in the student's guide as well as to the teacher's guide.)

Sociological Resources, Man on a Pension
Schools, Man on a Pension
of Poverty
(Not available)
tribution as c

Age. In this film three different in-
situations arising out of pre-
retirement conditions.

Film: The Golden Age, 28 min.,
B & W, National Film Board of
Canada, (U.A.W.).

ian's account of an old man trying
social security check. He lives in a
e. You could ask the students:

Ben H. Bagdikian. In the Midst of
Plenty, pp. 83-89.

re?
in this man's life?
way?

available, you might use the reading
a Pension" from the Sociological
rty. Since you have not used the
series, help pupils see how sociologist
udy in terms of relationships. (Refer
the student's guide as well as to

Sociological Resources for Secondary
Schools, The Incidence and Effects
of Poverty in the United States.
(Not available for general distri-
bution as of Spring, 1968.)

S. Gains information from interviews.

- A. VALUES INITIATIVE AND HARD WORK,
BUT DOES NOT SCORN THOSE WHO LACK
ABILITY OR CANNOT FIND JOBS.
- G. Even in so-called prosperous times,
not all people enjoy levels of
living which most consider neces-
sary for an adequate level of living.
Goods and services are divided un-
evenly among the population.
- G. Poverty . . . has both material and
psychological effects upon people.

- B. Another group included with
stricken Americans are the a
- 1. The school dropout has b
explosive social problem

 - a. The U.S. Department c
of high school age st
teenage youngsters wi
during the 1960's.
 - b. While the total labor
during the decade of
of youths entering th
45%. Thus, more and
competing for jobs re

- 2. The school dropout is le
and thus more likely to

 - a. While the unemployment
high, 14.5% for boys s
unemployment rate for
 - b. Of the school dropouts
compelled to work part
not find full-time emp

interviews.

HARD WORK,
THOSE WHO LACK
JOBS.

perous times,
levels of
sider neces-
level of living.
divided un-
ation.

material and
upon people.

- B. Another group included within the category of poverty -
stricken Americans are the school dropouts.
1. The school dropout has been called "one of the most
explosive social problems in our national history."
 - a. The U.S. Department of Labor reports that 29%
of high school age students or 7.5 million
teenage youngsters will drop out of school
during the 1960's.
 - b. While the total labor force will grow 17%
during the decade of 1960-1970, the number
of youths entering the labor market will grow
45%. Thus, more and more teenagers will be
competing for jobs requiring greater skills.
 2. The school dropout is less likely to find employment
and thus more likely to be poverty stricken.
 - a. While the unemployment rate for teenagers is
high, 14.5% for boys and girls in 1962, the
unemployment rate for dropouts in 1961 was 28%.
 - b. Of the school dropouts in 1961, 20% were
compelled to work part-time because they could
not find full-time employment.

34. Students interested in the aged might investigate the topic further. A report might include information on income, housing, medical care and the impact of inflation on fixed income persons. Students could conduct interviews with persons living in homes for the aged, welfare workers, or officers of Golden Age groups.

35. Show the film, When I'm Old Enough -- Goodbye. This film is produced by the U.S. Department of Labor and is the case history of a school dropout. The film shows that dropouts have a hard time competing in today's job market because of minimum skills and education. Or show the film, The Dropout. This film is a case study of a boy who dropped out of school. The film shows that no single factor alone causes students to drop out. Programs for the prevention of school failures are also shown. Or show the film, Marked For Failure. This film comes in two, 30 minute segments. Both segments are excellent. The film gives a very comprehensive analysis of the difficulties facing slum children in school. Scenes from New York schools in Harlem are shown as well as interviews with school personnel.

Film: When I'm Old Enough -- Goodbye, 28 m
(AFL-CIO prod)
Film: The Dropout
B & W, McGraw-Hill
Film: Marked For Failure
B & W, Indian

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When I'm Old Enough -- Goodbye. This film is S. Department of Labor and is the case of a dropout. The film shows that dropouts are competing in today's job market because of lack of education. Or show the film, When I'm Old Enough -- Goodbye, a film is a case study of a boy who dropped out. The film shows that no single factor alone causes a person to drop out. Programs for the prevention of dropouts are also shown. Or show the film, When I'm Old Enough -- Goodbye. This film comes in two, 30 minute segments. Excellent. The film gives a very comprehensive picture of the difficulties facing slum children in school. Dropouts from public schools in Harlem are shown as well as school personnel.

Film: When I'm Old Enough -- Goodbye, 28 min., B & W, UAW. (AFL-CIO production).

Film: The Dropout, 30 min., B & W, McGraw-Hill Films.

Film: Marked For Failure, 60 minutes, B & W, Indiana University.

3. Even if the school dropout tends to receive less money than the high school graduate. In a study by [unclear] it was found that:
 - a. Only 15% of the graduates earned less than \$50 per week, while 40% of the dropouts were earning less than \$50 per week.
 - b. Among the girl high school graduates, 15% earned less than \$50 a week, while 40% of the dropouts earned less than that.

S. Gains information from listening.

- A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.
- B. The Negro in the United States is found in a state of poverty and ignorance.
- C. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. Goods and services are divided unevenly among the population.

-42-

3. Even if the school dropout finds employment, he tends to receive less money than the high school graduate. In a study by the Bureau of Labor Statistics, it was found that:
 - a. Only 15% of the graduates interviewed earned less than \$50 per week, while 44% of the school dropouts were earning below that amount.
 - b. Among the girl high school graduates 50% earned less than \$50 a week, but 82% of the dropouts earned less than that amount.

from listening.

OF OPPORTUNITY

- C. The Negro in the United States today is more likely to be found in a state of poverty than is true of white Americans.

perous times, not
s of living which
y for an adequate
and services are
th lation.

36. Have your school counselors speak to the class about their life opportunities with and without a high school or college diploma.
37. Bring in a speaker from the State Employment service. He could answer many questions concerning job vacancies, pay scales, future job opportunities, etc.
38. If this unit is used in conjunction with an occupations unit, here might be the place where students could at least begin their research on specific occupations. It would be wise not to have them do all of it until they have also studied the problems arising out of automation.
39. Show the film, The City of Necessity. This film depicts the life of some of Chicago's poverty stricken families and dramatizes the need for improving their lot. Or show the film Puerto Rico. The film depicts the complex problems of Puerto Ricans living in New York City--slum housing, poverty, health, etc.

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depicts the complex problems of Puerto
rk City--slum housing, poverty, health,

Film: City of Necessity, 30 min.,
color, Audio Visuals Council, 1501
Race, Philadelphia. Film: Puerto
Rico (C.B.S. "See It Now" Documen-
tary.), 55 min., B & W, Yeshiva
University, 526 W. 187th St.
N.Y., N.Y.

S. Draws inferences from tables and graphs.

1.

m tables and

1. The plight of the Negro can be seen by using income statistics.
 - a. Using the criterion of \$3000 annual money income for a family of four, in 1963 43% of all non-white families in the U.S. lived in poverty.
 - b. In the Dept. of Labor's report, The Economic Situation of Negroes in the United States (1960), it was noted that in 1939 non-whites earned 41% as much as whites and in 1958 wages had climbed to only 58% of the whites.
 - c. A Department of Labor report for 1966 indicates that in 1964 37% of Negro families lived on less than \$3,000, while only 15% of White families had less than this amount.

40. Review what pupils learned in the seventh grade course about poverty among Negroes.

41. Have students read the essay "Fifth Avenue, Uptown" A Letter From Harlem" by James Baldwin. This essay gives a vivid picture of slum life in a Negro ghetto. Public housing projects are strongly criticized as are other White-Negro relationships. After students have read the essay, discuss the differences in growing up in a middle class suburbia or city to growing up in Harlem. The teacher might ask: How does the life and future of these children differ from your own?

42. Give pupils statistics comparing incomes of Negroes and whites in the U.S. Use project charts comparing income data. Ask: What do these figures show about the extent of poverty among the two groups?

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James Baldwin, "Fifth Avenue, Uptown:
A Letter From Harlem."

For charts, see U.S. Dept. of Labor,
The Negroes in the United States,
Their Economic and Social Situation,
Bulletin #1511, June, 1966.

S. Draws inferences from tables and graphs.

G. Even during prosperous times there may be some unemployment among certain groups because of discrimination.

2. Negroes receive less face greater unemployment. employed tend to hold positions.

a. In 1964 the unemployment rate for white workers and women age 25 and over was 11.3% and 14.6% for occupational categories.

b. A Dept. of Labor study constituted only technical workers, officials, and professional workers. 11.3% and 14.6% for occupational categories.

c. 48% of the Negro population as semi-skilled machine laborers, thus making unemployment caused by automation.

d. Negroes face discrimination entering apprenticeship. 1960 report by the Dept. of Labor. 1.69% of the total population in the country were Negro.

S. Gains information by listening.

es from tables and

opsporous times there may
oyment among certain groups
rimination.

2. Negroes receive less income than whites because they face greater unemployment, and even if they are employed tend to hold the least desirable positions.
 - a. In 1964 the unemployment rate was 3-4% for white workers and 7-8% for non-white men and women age 25 and over.
 - b. A Dept. of Labor study showed that Negroes constituted only 4% of the professional and technical workers and 2.7% of the managers, officials, and proprietors as compared to 11.3% and 14.6% for white workers in the same occupational categories.
 - c. 48% of the Negro male population were employed as semi-skilled mass production workers and laborers, thus making them vulnerable to lay-offs caused by automation.
 - d. Negroes face discriminatory practices in entering apprentice training programs. A 1960 report by the NAACP claimed that only 1.69% of the total apprentices in the country were Negro.

on by listening.

43. Give pupils figures, tables, and charts on rates of unemployment among white and non-white workers aged 25 and over, on Negroes as a percentage of the work force in different jobs, and on the percentage of apprenticeships held by Negroes. Ask: What do these data show? What do you think might account for the differences in unemployment rates? For the differences in the types of jobs held? (Review reasons from seventh grade course, or have pupils investigate further by doing some of the activities suggested in the unit on Intergroup Relations in that course.)

For charts
Dept. of I
for activi

44. Bring in a speaker from one of several Civil Rights organizations -- preferably an organization which has worked closely with finding jobs and housing for minority groups. He could give first hand information on discriminatory practices facing minority groups in the local area. (Whether or not this activity should be used would depend on how Civil Rights was treated in the seventh grade.)

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Dept. of Labor bulletin cited above
for activity #42.

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G. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. Goods and services are divided unevenly among the population.

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1) In 1961 the une boys ages 14-17 boys the same a

2) In a study made urban center wi of Negroes, it the male youth 21 were out of

3. Negroes may even be w employment statistics Batchelder, in his ar Special Case of the N following:

a. Higher rents are o identical or even s

b. Negroes may have to whites.

es from tables

prosperous times there may
employment among certain groups
discrimination.

led prosperous times, not
by levels of living which
necessary for an adequate
3. Goods and services are
ly among the population.

e. The unemployment problem for non-white teenagers
and drop-outs is even greater than for white
drop-outs.

1) In 1961 the unemployment rate for non-white
boys ages 14-17 was 25.4%. For white
boys the same age, it was 13.3%.

2) In a study made by Dr. James Conant of a
urban center with a high concentration
of Negroes, it was found that 59% of
the male youth between the ages of 16 and
21 were out of school and unemployed.

3. Negroes may even be worse off than income and
employment statistics would indicate. Alan
Batchelder, in his article "Poverty: The
Special Case of the Negro", points out the
following:

a. Higher rents are often charged for
identical or even sub-standard housing.

b. Negroes may have to pay more for credit than do
whites.

45. Give pupils figures comparing employment rates among white and non-white dropouts from school. Ask: What does this data show?

46. Show charts on the comparative amount spent on basic expenses by whites and non-whites. Discuss: How can you account for this difference?

47. Students might try setting boundaries of areas where minority groups are heavily concentrated in the local area. These maps could be drawn and used for bulletin board purposes. Students could use census tract statistics.

48. After students have an idea of where minority groups are located, some students might look up rental costs for these areas and compare these costs to areas outside of these concentrations. Photographs could be taken for comparison purposes.

49. Some students might visit and interview bankers, large and small loan companies, and pawn shop owners. Interview questions should get at differences in the costs of credit depending on the social class and occupational status of the borrower.

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outs from school. Ask: What does this data

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U.S. Dept. of Labor, The Negro in
the United States, pp. 37-38.

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d. Thus, even if Negroes are able to

G. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. Goods and services are divided unevenly among the population.

G. Poverty . . . has both material and psychological effects upon people.

4. The economic plight of significant impact on t

a. Roughly one Negro fa more than double the

b. Nearly one-fourth of illegitimate as compared children.

c. More than one-half of A.D.C. checks at some another as compared t

-50-

c. In other ways, too, Negroes are frequently charged more.

d. Thus, even if Negro and white income are the same, Negroes are able to buy less for their dollar.

lled prosperous times, not
joy levels of living which
necessary for an adequate
ng. Goods and services
nevenly among the popu-

4. The economic plight of the American Negro has had a significant impact on the Negro family.

a. Roughly one Negro family in four is fatherless-- more than double the white total.

b. Nearly one-fourth of all Negro children are illegitimate as compared to 2-3% of all white children.

c. More than one-half of all Negro children subsist on A.D.C. checks at some time in their lives or another as compared to 8% of white children.

has both material and
effects upon people.

50. At this point you might use the section on "Do the Poor Pay More?" from the Sociological Resources episode on poverty when it becomes available.
51. The teacher might find examples of people who had to pay extremely high interest rates for loans or where products have been falsely advertised or packaged in such a way as to misrepresent the contents. After students have read about high interest rates and misrepresentation of packaged products, some interested students might give reports or debate the merits of the truth in lending bill or truth in packaging bill. These reports or debates should bring out the fact that lower income groups are those most likely to be taken advantage of by these practices.
52. Other students might wish to compare food store prices in and out of areas where minority groups are heavily concentrated. They might work up a food menu and show comparative costs.
53. Have students read an excerpt from Bagdikian about a Negro mother who is the head of her household. She lives in an urban ghetto. The ghetto is vividly described by a Catholic sister who is a community worker in the ghetto. Also give pupils figures showing the number of fatherless children and the extent of A.D.C. checks for Negro children. Ask: How might poverty help create such conditions?

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from the Sociological Resources episode on
when it becomes available.

Sociological Resources for Secondary
Schools, The Incidence and Effects of
Poverty in the United States. (Not
generally available as yet of Spring,
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Students could read an excerpt from Bagdikian about a Negro
woman who is the head of her household. She lives in an
urban area. The ghetto is vividly described by a Catholic
priest who is a community worker in the ghetto. Also give
students statistics showing the number of fatherless children
in the District of Columbia. Ask:
What kind of help can you create such conditions?

Ben H. Bagdikian, In the Midst of Plenty,
pp. 112-119.

-52-

5. Sometimes Negroes are d.
officials.

6. The Negro ghettos have n
of cities in the trend t

D. Another group found living
United States are those per
depressed areas.

S. Defines problems...by defining terms...

1. The U.S. Dept. of Labor
for a depressed area.

a. Unemployment now of 6%
and temporary factors

b. Unemployment of 50%-1%
for a period of 1-3 y.

-52-

5. Sometimes Negroes are discriminated against by welfare officials.

6. The Negro ghettos have not kept up with other parts of cities in the trend toward less poverty.

D. Another group found living in poverty within the United States are those persons living in economically depressed areas.

...by defining terms...

1. The U.S. Dept. of Labor uses the following criteria for a depressed area.
 - a. Unemployment now of 6%, discounting seasonal and temporary factors.
 - b. Unemployment of 50%-100% above the national average for a period of 1-3 years.

54. Have students read Bagdikian's account of the rural southern woman who hasn't been able to receive welfare because of discriminating practices. She illustrates one of the many poor people in the United States.

Ben H.
Plenty

55. When the material becomes available, you may wish to use the tables and questions on the "Number of Poor Persons in the United States: 1959-1964" and "Unemployment, Poverty and Broken Families in Two Poverty Areas in Cleveland: 1960 and 1965." Be sure to discuss the general trend in the extent of poverty in these years and also the trend within the predominately Negro area in Cleveland. Ask: How can you explain the difference in these two trends?

Sociolo
Schools
Poverty
general
1968.)

56. Show the movie, Depressed Area. This movie is narrated by newscaster David Brinkley and is about a West Virginia mining town. This film presents no answers but raises many of the basic problems of trying to improve the living conditions of depressed areas.

Film: D
NBC-TV.
Divisio

57. Ask: How can we decide when an area is depressed and when it isn't? (Discuss the fact that different people might define a depressed area in different ways.) Then tell pupils how the federal government has defined a depressed area.

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Ben H. Bagdikian, In the Midst of
Plenty, pp. 9-11.

Sociological Resources for Secondary
Schools, The Incidence and Effects of
Poverty in the United States. (Not
generally available as yet as of Spring,
1968.)

Film: Depressed Area, 14 min., color,
NBC-TV. Available from AFL-CIO Film
Division.

G. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. Goods and services are divided unevenly among the population.

2. By 1962, 141 u
vations had be
These areas av
unemployment,

S. Draws inferences from graphs.

3. A 1964 Study,
showed that:

a. In 1959 17
using \$3000

b. Of these 17
lion were w
250,000 we

c. The total
years of ag
of the tota

A. IS ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.

E. Closely associat
migrant workers

1. Migrant worker
below wages r

2. Migrant worker
work, are une

3. Few migrant w
of social wel

prosperous times, not all
as of living which
necessary for an adequate
goods and services
only among the population.

From graphs.

2. By 1962, 141 urban, 877 rural areas and 54 Indian reservations had been designated as redevelopment areas. These areas averaged half again the national rate of unemployment, or 7-8%.
3. A 1964 Study, Poverty in Rural Areas of the United States, showed that:
 - a. In 1959 17.4 million persons were living in poverty, using \$3000 yearly income as the criterion.
 - b. Of these 17.4 million people, a little over 12 million were white, over 4 million were Negro, and 250,000 were American Indians.
 - c. The total number of unemployed rural persons 20-64 years of age was approximately 3 million or 18% of the total rural labor force in this age group.

PRIVILEGES, RECOGNIZES
CONCERNED ABOUT THEM.

- E. Closely associated with rural poverty are the 2,000,000 migrant workers in the United States.
 1. Migrant workers, even when employed, receive wages far below wages received in industry for semi-skilled labor.
 2. Migrant workers, because of the seasonal nature of their work, are unemployed for long periods of time.
 3. Few migrant workers are given the benefits and protection of social welfare programs.

58. Some students might wish to give a symposium on Depressed Areas. This report could include problems of the Minnesota Iron Range, Appalachia, and Indian Reservations. The report should describe the general characteristics of a depressed area. (These same students might later present a symposium on programs being used to redevelop such areas. See activity #92.)
59. Have a pupil make a circle graph to show the proportion of the rural labor force which was unemployed in 1964. He might make a second graph showing the proportion of the total labor force unemployed in 1964. Have pupils compare the two graphs.
60. Show the film, The Season People. This film gives a realistic, sympathetic account of the life and health of the migratory agricultural worker and what the state of Florida is doing to try to improve both. The film is produced by Florida's Department of Health. Or show the film Harvest of Shame. This film is a comprehensive report on the living and working conditions of migrant workers as seen by migrant workers, an itinerant minister, the American Farm Bureau, the grower, and the Federal Government.

Film: The Season People, color, Florida Department of Health, Jacksonville
Harvest of Shame, (C.B.S. Documentary), Auto Workers.

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a's Department of Health. Or show the film
This film is a comprehensive report on the
conditions of migrant workers as seen
, an itinerant minister, the American Farm
, and the Federal Government.

Film: The Season People, 30 min.
color, Florida St. Board of Health,
Jacksonville 1. Film: Harvest of
Shame, (C.B.S. "See It Now"
Documentary), available from United
Auto Workers.

-56-

4. Their attained educational level is far below the national average.
5. Their living and working conditions are perhaps the most miserable of all the poverty-stricken groups in the United States.

61. Students might follow up one of the movies on migrant workers by reading magazine articles and books.

Use Reader's Guide
Louisa R. Shotwell
Truman E. Moore

62. When the episode becomes available, you might use the reading on "Shacktown USA: Migrant Farm Labor" from the Sociological Resources episode on poverty. Since you have not used the earlier reading describing a sociological analysis of a case, you might help pupils analyze this case study in terms of relationships as a sociologist might. (Refer to the analysis on the earlier study and the teacher's guide of the episode.)

Sociological Resources
Schools, The Incidence
of Poverty in the United States
generally available
Spring, 1968).

63. A student might wish to draw up maps indicating the routes of migratory labor in the United States. Ask: Are migrant workers important in pupils' own state? If so, where? Another pupil might investigate problems of migrant workers in the state.

64. At this point, you may wish to use the section on "Another Way of Looking at Poverty" from the Sociological Resources episode on poverty when it becomes available.

Sociological Resources
Schools, The Incidence
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generally available

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n it becomes available.

Use Reader's Guide to locate articles.
Louisa R. Shotwell, The Harvesters.
Truman E. Moore, The Slaves We Rent.

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Poverty in the United States. (Not
generally available as of Spring, 1968.)

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

III. Poverty exists in t
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A. IS SCEPTICAL OF "CONVENTIONAL TRUTHS" AND DEMAND THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.

S. Checks, refines, and eliminates hypotheses, working out new ones where necessary.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

S. Sets up hypotheses.

S. Tests hypotheses against data.

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III. Poverty exists in the United States because of several factors existing separately or in combination. People are poor because they can't find jobs, or they live in economically depressed areas, or the pay they receive from their jobs is insufficient for their basic needs or they may be outside the work force and have insufficient resources to live adequately.

65. Have pupils read one or more excerpts from Bagdikian and then discuss: Why do persons become poor and why do they remain poor? This discussion should review the earlier hypotheses about who are the poor and where they are located to see if pupils think their hypotheses are correct or whether they must modify them.

Ben. H. Bagdikian

66. Have pupils think back to what they have already studied and try to write a brief paragraph on "What are the Causes of Poverty in the U.S.?" Read aloud one or two of these paragraphs and discuss them. Be sure to discuss: Are the causes due only to personal qualities of the people, their age, or discrimination against them? (Have pupils set up hypotheses about possible causes.
67. Students should do research on different explanations which have been suggested as hypotheses. The teacher should have materials pertaining to some of the possible explanations in the classroom or the class could use their school library. Reports could be oral or written.

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Ben. H. Bagdikian, In the Midst of Plenty.

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S. Draws inferences from tables.

S. Tests hypotheses against data.

S. Uses models to make sense out of complex data.

4. The circular flow of income in a private enterprise system can be broken down into three general types of flows: between business and the public, between the government and the public (including business), and between savers and investors.

5. If total spending by consumers, business and Government, and foreign countries (aggregate demand) does not equal total production, business will cut back on production and employment.

A. Unemployment is a major cause of poverty. Economists see two major determining factors as the cause of unemployment. These two causal explanations are called the demand shortage hypothesis and the structural hypothesis.

1. The demand shortage hypothesis sees unemployment being caused by an inadequate demand for the goods and services which could be produced if the economy were working up to full capacity. Because the economy is not working up to capacity, both plants and labor are not being fully utilized and the economy is seen to be stagnating.

a. The circular flow of income in a private enterprise economy can be broken down into three general types of flows: between business and the public, between the government and the public (including business), and between savers and investors.

1) Business buys productive resources (labor, capital and natural resources) from the public and pays for them with wages, interest, and rent which the public uses to buy the goods and services from business.

68. Or the teacher could prepare a series of magazine articles on automation, new job skill demands, and on inadequate demands in the economy. After students have read one or several articles, discuss the causes presented in the articles. Then go back to the hypotheses suggested in activity #66 and decide whether or not they can accept them or must modify or reject them.
69. Show pupils a graph or table showing unemployment in the U.S. from World War I until the present day. Ask: Does this data support or raise questions about the hypothesis that those who are unemployed are unemployed only because of personal qualities, age, or discrimination? Why? Now tell pupils briefly about conditions during some of the recessions and the depression of the 1930's. (Point out that they will study the depression in more detail during next year in American History.) What does this information seem to show about one kind of factor causing unemployment?
70. Use several simple charts of the flow of money and spending in our economic system. Begin with a very simple one which just shows the flow between business firms and households. Perhaps show the connecting lines as pipes through which money might flow. Then have pupils suggest other factors which should be added to this simple flow chart (e.g. government, banks). Put them on the chart by marking on a piece of acetate with a China marking pencil. Ask: What would happen if something happened to block off the flow of money through the pipe which leads to the business firm? What would happen if somehow this flow were slowed down? Let pupils suggest possible consequences. Do not go into elaborate detail at this time, but do enough to suggest the idea of the importance of aggregate demand and the possible consequences of a demand shortage.

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prepare a series of magazine articles on skill demands, and on inadequate demands for students have read one or several of the causes presented in the articles. Then discuss the hypotheses suggested in activity #66 and discuss whether they can accept them or must modify

e.g. Ben H. Bagdikian, In the Midst of Plenty, pp. 30-37. (Describes the difficulties facing a poor southern white who comes unskilled to Detroit.)

or table showing unemployment in the United States until the present day. Ask: Does this table raise questions about the hypothesis that the unemployed are unemployed only because of age, or discrimination? Why? Now tell students the conditions during some of the depressions of the 1930's. (Point out that the depression in more detail during next activity.) What does this information seem to indicate as a factor causing unemployment?

parts of the flow of money and spending in the economy. Begin with a very simple one which shows the flow between business firms and households. Draw connecting lines as pipes through which money flows. Have pupils suggest other factors which affect this simple flow chart (e.g. taxes, government spending). Put them on the chart by marking on a piece of paper with a China marking pencil. Ask: What would happen if something happened to block off the flow in the pipe which leads to the business firms? What are the consequences if somehow this flow were slowed down? Discuss the best possible consequences. Do not go into details at this time, but do enough to suggest the importance of aggregate demand and the possibility of a demand shortage.

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G. Misallocation of resources costs consumers what they could otherwise have had. The alternative cost of unemployed resources is what could have been produced if existing resources had been put to work. That is, the alternative cost is a lag in or drop in G.N.P.

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- 2) The public pays taxes to government and the government provides services to the public and also buys productive resources from the public.
- 3) Many people save part of their income by putting it in banks which lend the money to business which in turn pays interest and eventually repays the loan.
- 4) Fluctuations in business activity result from changes in the circular flow of income.

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- b. The demand shortage position for explaining unemployment was strongly emphasized in the 1963 Annual Report of the Council of Economic Advisors to the President. The report concluded that:
 - 1) The slowdown of 1962 was rooted in the prolonged lag of demand below capacity that had continued since 1957.
 - 2) In the past five years the economy had been consistently out of balance with too little demand to match our supply capabilities.

71. Instead of activity #70 or in addition to it, you might use fake paper money and divide the class into groups representing business firms, households, and government. Give pupils a going wage rate and price for one commodity such as a Schmo which could supply all needs. Perhaps give the business firms a number of cut-out figures of Schmos. Then tell some of the pupils to stop buying Schmos. Or have the pupils representing government stop buying Schmos. What happens to the number of Schmos which the business firms have on hand? What would they be likely to do if they cannot sell so many Schmos at the old price? (Let pupils work out effects if they cut prices and cannot reduce wages or if they keep the old price but do not hire so many workers to produce Schmos, etc.)

72. Now use diagrams and graphs to illustrate the ideas and figures in the outline of content for conditions reported by the Council of Economic Advisors in 1963. Again, do not try to explain the demand shortage theory in detail, but through questions, lead pupils to see the possible effects of demand shortage. Point out that they will study this and other theories in more detail during the next year when they study business cycle theories.

- 3) Both the average number of workers unemployed and the average length of each spell of unemployment had risen.
 - 4) While aggregate output rose by 35 billion a year from 1957-62, the production capacity rose even faster.
 - 5) From 1958-1962, actual G.N.P. fell short of potential G.N.P. by more than 6% on the average.
 - 6) If G.N.P. were 3% higher than it was (1963), the unemployment rate would be approximately 1% lower.
 - 7) If new entrants to the labor force were to find jobs, greater economic growth was essential.
- c. Leon Keyserling in his book Progress or Poverty also sees inadequate demand as being primarily responsible for the high unemployment rate. He points to WW II where grandmothers were brought into the labor force because the economy was near full capacity and faced a labor shortage. Keyserling urges the Federal Government through expanded service expenditures to stimulate greater demand and thus stimulate economic growth which would reduce unemployment.

- G. Increasing specialization and diversity of skills needed for different jobs reduce labor mobility.
- G. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.
- G. New inventions open up whole new fields of production or substitutes for natural resources.
- G. New technological developments bring improved efficiency to tools and machines and increased labor productivity.
- G. Even during prosperous times there will be some structural unemployment among those changing jobs, those without any skills, those whose skills are made obsolete by technological changes. There may also be some unemployment among certain groups because of discrimination.

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2. The structural explanation for unemployment sees the characteristics of available workers, their locations, skills, education, race, sex, age etc. as not fully matching the characteristics employers are seeking in filling jobs that are now and will be available.

a. A very significant causal factor in changing the structure of labor demand is the impact of automation.

• 1) Charles C. Killingsworth in his article, "Automation, Jobs, and Manpower", sees automation as twisting the demand for labor, that is, pushing up the demand for workers with large amounts of training while pushing down the demand for workers with minimum training. His article goes on to point out that:

a) The shift from goods to services is a major factor twisting labor demand.

b) Automation of today differs from earlier technological change in that it has broader application and is diffusing faster in its use.

c) Between 1957 and 1962 manufacturing production workers declined nearly a million, while non-production workers increased about 1/3 of a million for a net reduction of 600,000.

2) The United States Commerce Department in a study of career field changes between 1950 and 1960 found that:

a) Farmers and farm managers declined 41.9%.

73. Show the film, The Awesome Servant. This film shows the impact on workers and communities in which they live when workers are displaced by automation. Raises basic issues of society's responsibility for retraining and help to these displaced workers. Or show the film, Automation -- Weal or Woe. This is a three part film done by Edward R. Murrow. This film shows the effects of automation on the aircraft and auto industries.

Film:
B & W
Film:
(CBS
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Now discuss the effects of automation. What possible advantages are there for the industries which automate? For the country as a whole? Perhaps show pupils additional figures on automation (such as those in the outline of content). Then discuss: What are the disadvantages of automation for workers? Which types of workers are hit hardest by automation? Why?

The Awesome Servant. This film shows the impact
of automation on the lives of workers
in various industries in which they live when workers
are displaced by automation. Raises basic issues of society's
responsibility for training and help to these displaced
workers. Film, Automation -- Weal or Woe. This
film was done by Edward R. Murrow. This film
focuses on automation on the aircraft and auto

Film: The Awesome Servant, 32 min.,
B & W, AEC-TV, U.A.W.

Film: Automation -- Weal or Woe
(CBS "See It Now"), 1 hr., 18 min.,
U.A.W.

of automation. What possible advantages
does automation offer? For the country
show pupils additional figures on
the cost of automation (those in the outline of content). Then
show the disadvantages of automation for
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- G. Output can be increased by technological progress in the development of tools and machines and power to replace man-power.
- G. New inventions open up whole new fields of production or substitutes for natural resources.
- G. New technological developments bring improved efficiency to tools and machines and increased labor productivity.

b. Another factor demand is dem in her pamphl traces demogr finds:

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- S. Checks on the bias of authors.
- S. Identifies value-conflicts.

- b) Farm laborers and foremen declined 40.2%.
- c) Laborers declined 9.6%.
- d) Operatives and kindred workers increased only 6.4% while the total number of persons employed increased 14.5%.

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- b. Another factor changing the structure of labor demand is demographic change. Juanita Kreps, in her pamphlet Automation and Employment, traces demographic changes since 1900 and finds:
 - 1) The percentage of younger workers in the labor force is growing.
 - 2) The percentage of men over 65 who work are declining.
 - 3) These changes are accounted for by increased birth rates and earlier retirements, both of which change the structure of the labor force.

74. Show the students demographic data which illustrates changes in the age of the labor force from 1900 to the present. Ask questions which will direct their attention to the fact that the percentage of young workers in the labor force is growing while the percentage of those over 65 is declining. The teacher could ask questions as to the implications for labor force expansion and for early retirement provisions.

75. Have students read the excerpt from Robert Hunter's Poverty. The book was written in 1904 and the author was one of the progressive reformers of the period. He later converted to the Socialist Party. This particular excerpt raises the question of the morality of white collar crime as illustrated by high rents of tenements and low wages given to the working classes. The class could try to determine when the excerpt was written as well as the values and biases of the author. In the discussion of this excerpt, raise the question of social responsibility for persons hurt by changes in the economy which are beyond individual control. These could include changes caused by automation, urban renewal, etc. Identify the value-conflicts in arguments over aid to such persons.

Robert Hu

demographic data which illustrates changes in the labor force from 1900 to the present. Ask students to direct their attention to the fact that the number of young workers in the labor force is growing while the number of those over 65 is declining. The assignment raises questions as to the implications for labor force for early retirement provisions.

This excerpt from Robert Hunter's Poverty, written in 1904 and the author was one of the leading economists of the period. He later converted to socialism. This particular excerpt raises the question of the responsibility of white collar crime as illustrated by the high unemployment and low wages given to the working class. The working class could try to determine when the blame is placed on them as well as the values and biases of the society. In the discussion of this excerpt, raise the question of responsibility for persons hurt by changes that are beyond individual control. These changes are caused by automation, urban renewal, etc. The assignment raises questions in arguments over aid to such persons.

Robert Hunter, Poverty, pp. 186-189.

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G. Even during prosperous times there will be some structural unemployment among those changing jobs, those without any skills, those whose skills are made obsolete by technological changes. There may also be some unemployment among certain groups because of discrimination.

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c. John Galbraith uses the term "case poverty" to describe those persons who have not mastered their environment because of some quality or qualities peculiar to that person or his family. These qualities include:

- 1) Mental deficiency
- 2) Bad health
- 3) Excessive procreation
- 4) Alcoholism
- 5) Inadequate education
- 6) A combination of all or some of the above characteristics.

prosperous times there will be
unemployment among those
those without any skills,
skills are made obsolete by
changes. There may also
unemployment among certain
of discrimination.

d. The older worker may fail to find employment for several reasons:

- 1) Company policies may discriminate against workers 45 years old and older.
- 2) These older workers may also lack sufficient educational backgrounds to make retraining possible.
- 3) The workers may refuse to leave their present communities.

e. Families who have females as their heads tend to be poverty stricken proportionally more often than do families with male heads.

f. The unequal treatment afforded minority groups, regardless of education or ability, is an ugly fact of American history. This fact translated into economic consequences may spell poverty.

76. Show the film, Superfluous People. This film focuses on the people who are unable to cope with problems of urban living. The film includes interviews with the aged, school drop-outs, and social workers in New York City. Discuss the causes of poverty in these cases. Can pupils think of any other personal or family causes of poverty?

Film:
B & W,
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77. Have several pupils interview: (a) a company personnel manager, and/or (b) an employment agency official about policies related to hiring workers over 45 years of age and policies toward hiring women in different kinds of jobs. They should report their findings to the class.

Discuss these findings. Then ask: What other group have we studied which should be grouped with older workers and sometimes women among those who cannot find work because of the group to which they belong?

Superfluous People. This film focuses on the
unable to cope with problems of urban living.
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Film: Superfluous People, 60 min.,
B & W, WCBS-TV, free rental from
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Dept. of Health, Educ. & Welfare,
Bureau of Family Services, Division
of Tech. Trng., Rm 1708 Tempo
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G. In a private enterprise system, allocation of resources to different kinds of production is achieved largely by changing patterns of consumer demands and by the responses of producers who wish to make a profit.

G. In the long run in a private enterprise economy, the quantity of a specific product which is produced depends upon the difference between the cost of production and selling prices (and so the market). Producers tend to produce those goods on which they can make the greatest profits. The profit motive not only encourages producers to produce, but it provides the incentive for the production of specific kinds of goods and services rather than others, thus shifting production in terms of change in consumer demands.

G. Competition among producers determines how things will be produced in a private enterprise economy, since each producer will try to arrive at the most efficient use of productive resources in order to compete with others and make profits.

G. The quantity of a specific product or service which will be demanded at a specific price depends upon: (1) consumer desires, (2) availability of alternative goods and services, (3) the prices of alternative goods and services, and (4) the amount of money consumers have and are willing to spend.

B. Another major cause of economically depressed areas is the migration of population in both urban and rural areas. The synthesis of these changes within the economy is the result of:

1. More specific changes in product demand in certain industries and industries from other parts of the country and exhaustion of resources.

2. These areas are dependent on a single industry. When this industry is diversified or moved to another area, the following are:

a. The coal mines of West Virginia.

b. The old cotton centers of the South states.

c. Centers of the railway car industry.

d. Industrial areas such as automobile.

3. Although many people are leaving the economic structure for staying in the same place.

a. Lack of knowledge.

b. Lack of training.

c. Familiarity with the old.

d. Exhaustion of resources.

e. Retirement from service than the old.

B. Another major cause of poverty is the existence of economically depressed areas. These depressed areas are in both urban and rural America. They represent the synthesis of inadequate demand and structural changes within the economy.

1. More specifically these areas are caused by changes in product demand, geographic shifts of plants and industries, technological change, competition from other parts of the country or from abroad, and exhaustion of local natural resources.

2. These areas include communities which have been dependent on single industries and thus, lacking diversification, have been particularly hurt when this industry slowed down, shut down, or moved to another area. Examples of these areas are:

- a. The coal mining areas of Appalachia.
- b. The old cotton and wool textile manufacturing centers of New England and the Middle Atlantic states.
- c. Centers of railway equipment manufacture and railway car repair.
- d. Industrial areas dependent on single industries such as auto manufacturing or defense.

3. Although many persons leave these areas to escape the economic stagnation, others do not. Reasons for staying include:

- a. Lack of knowledge of opportunities elsewhere.
- b. Lack of training.
- c. Familiarity with the community.
- d. Exhaustion of personal savings.
- e. Retirement programs which depend on more years of service than have been performed to date.

78. Review from the earlier study the causes of poverty in depressed areas. Perhaps use additional charts to illustrate such things as: (a) changing production or consumption of coal and gas and electricity over the years, (b) changing production or consumption of cotton goods and synthetic fiber goods, (c) changing production of iron on the Minnesota iron range or increase in number of mines closed on the iron range, and (d) technological changes in a coal plant, etc. Ask: What do these figures show about causes of poverty in depressed areas? If conditions are so poor in these regions, why don't people leave to work elsewhere? Have pupils try to imagine that they are a coal or iron miner or a cotton textile worker in a specific area. Then have several pupils role-play a discussion about why they do not leave. Let the class suggest other possible reasons or call on volunteers to role-play other possible reasons.

Also discuss: Why don't these depressed areas bring in new industries? Discuss the difficulties involved, but point out that some have tried to do so.

- G. Adjustment of supply to demand is hampered by factors which decrease mobility of productive resources.
 - a. Wage contracts and minimum wage laws make it difficult to adjust wage rates to changes in supply and demand for labor.
 - b. People's attitudes toward where they live reduce labor mobility.
 - c. Increasing specialization and diversity of skills needed for different jobs reduces labor mobility.

 - G. The incentive to achieve the largest income possible is modified by other incentives such as a desire for security, a desire to remain in a certain section of a country, a desire for certain kinds of working conditions, a desire for more leisure, occupational preferences, a desire for prestige, etc.

 - G. Output is affected by the quality as well as the quantity of natural resources (land); quality is affected by access as well as by fertility, richness, etc.

 - G. Some things can be produced better in one place than in another, because of climate, resources, access, people's skills, etc.

 - G. Specialization of individuals, regions and countries make for interdependence.
- 4. These areas often lack the advantage to attract new business and help the community. They possess such disadvantages as:
 - a. Depletion of natural resources
 - b. Educational level of the workforce
 - c. Inadequate public utilities
 - d. A narrow tax base.
 - e. General public apathy and resistance to change

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4. These areas often lack the advantages which would attract new business and help the distressed community. They possess such limitations as:

- a. Depletion of natural resources.
- b. Educational level of the work force.
- c. Inadequate public utilities.
- d. A narrow tax base.
- e. General public apathy and resignation.

G. Poverty and unemployment have both material and psychological effects upon people; these effects may help keep them in continued poverty.

C. Some analysts see the existence of poverty as being caused by self-perpetuation of itself.

1. Maxwell Stewart, writing in The Culture of Poverty, characterizes the culture of poverty as follows: "The children of the poor grow up in a family where they are inadequately nourished and often lack parental supervision. They are frequently ill-trained, lack training, experience, and initiative. They are often jobless or move from one casual job to another at the lowest pay. Marrying at an early age results in an unrestricted number of children and a hopeless, deprived life."

2. Michael Harrington describes the "culture of poverty" as follows: "There are poor in the affluent society; there are poor who are poor; and who stay poor because they are poor. These are Americans who are born poor. Some are simply not covered by Social Security and are omitted from Social Security."

3. Poverty can create a sense of helplessness and a world view which sees little chance of being changed through one's own efforts.

G. In a private enterprise system, supply and demand for productive resources is chiefly responsible for the way in which goods and services are divided among different groups.

D. Insufficient wages for certain jobs is a major cause of living in poverty.

1. The Bureau of the Census reports that:

a. More than 44% of the families engaged in agriculture, forestry, and fishing live in poverty.

b. More than 38% where the health services live in poverty.

G. The money incomes people receive, whether in the form of wages, interest, rent or profits is the chief determinant of their share of the national output.

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C. Some analysts see the existence or maintenance of poverty as being caused by self-perpetuating aspects of poverty itself.

1. Maxwell Stewart, writing in The Poor Among Us, characterizes the culture of poverty in the following manner:
"The children of the poor grow up in filth and squalor. They are inadequately nourished, poorly clothed, and often lack parental supervision. They attend school infrequently and drop out as soon as possible, lacking training, experience, and incentive, they either remain jobless or move from one casual job to another at the lowest pay. Marrying at an early age, they bring up an unrestricted number of children in the same kind of hopeless, deprived life."
2. Michael Harrington describes the poor in a similar way :
"There are poor in the affluent society because they are poor; and who stay poor because they are poor. These are Americans who are beyond the welfare state. Some are simply not covered by social legislation; they are omitted from Social Security and minimum wage laws."
3. Poverty can create a sense of hopelessness, pessimism, and a world view which sees life as a fate which can't be changed through one's own efforts.

D. Insufficient wages for certain jobs result in some workers living in poverty.

1. The Bureau of the Census reports that:
 - a. More than 44% of the families where the head is engaged in agriculture, forestry, and fisheries live in poverty.
 - b. More than 38% where the head is engaged in personal services live in poverty.

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79. Have students review the excerpts which they've read from Bagdikian's book In the Midst of Plenty. After the general characteristics of each person has been brought to mind, ask: How do you suppose these people look at life? What future do you suppose these people see for themselves? Could their outlooks affect their getting out of poverty?
80. In order to develop the idea that low-paying jobs give insufficient income to persons in the labor force, the teacher might raise the question: Which occupations do you suppose receive the lowest wages in this country? These guesses could be listed on the board. This listing could be followed by more questions such as: Where would these occupations most likely be found? (Now show the class figures such as those in the outline of contents.)

G. Government policies affect the allocation of goods and services among the population.

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- d. 73%
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- a. 80% .
- b. 75% c
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- d. Only
- e. None

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policies affect the allocation
of services among the population.

- c. 18% where the head is engaged in entertainment and recreational services live in poverty.
 - d. 73% of families headed by private household workers live in poverty.
2. Present Federal legislation dealing with minimum wages fails to cover all workers.
- a. 80% of those in construction are covered.
 - b. 75% of those in wholesale trade and finance, insurance, and real estate are covered.
 - c. Only about 35% in retail trade are covered.
 - d. Only about 15% in the service fields are covered.
 - e. None of those in agriculture are covered.
3. As a result of the inadequacy of existing minimum wage laws, we see the following: (as of 1964):
- a. About 1/5 of the 1.5 million non-supervisory workers in restaurants and other food service enterprises are paid less than 75¢ an hour.
 - b. Nearly 50,000 of the non-supervisory workers in hotels and motels are paid less than 50¢ an hour.
 - c. More than 250,000 of the non-supervisory laundry and cleaning workers are paid less than \$1.25 an hour.
 - d. A quarter of the approximately 700,000 non-supervisory, and professional workers in non-governmental hospitals appear to be making less than \$1.25 an hour.

Also ask: Why should the wages be so low? Why can't they be raised? If they are raised, what consequences would follow? What policies by either the private or government sectors could help these people? How much per hour must a worker receive to be above the poverty line?

D. The money incomes people receive, whether in the form of wages, interest, rent, or profits, is the chief determiner of their share of the national output. However, general socialized benefits (shared by all) and transfer payments by government for welfare purposes add goods and services to the money incomes.

4. Even if all members of the work force were covered by minimum wage legislation, which they are not, their income would only be slightly above the poverty line. (i.e. 52 weeks at 64.00 per week = \$3,328.00 per year.)
- E. Poverty exists for some Americans because they are out of the functioning economic system in the sense that they are not producers or income earners. The vast bulk of this group are those persons over 65 years of age.
 1. In 1962 about 47% of the almost 7 million families with heads aged 65 and over, and more than 63% of the more than 4 million unattached individuals aged 65 and over lived in poverty.
 2. The median annual money income from all sources was only \$3,204 for families headed by those aged 65 and over, contrasted with \$7,840 for families headed by those aged 45-54.
 3. The median annual income of unattached individuals aged 65 and over was \$1,248 contrasted with \$3,129 for those aged 45-54.
 4. The aged in America are very dependent on O.A.S.D.I. for their income.
 - a. In 1962 almost 80% of all married couples with heads aged 65 and over, and 62% of other persons aged 62 and over received retirement benefits under O.A.S.D.I.
 - b. Among all those aged 65 and over, less than a third of their income was earned, and much less than a sixth came from interest, dividends and rent.
 5. The income received from O.A.S.D.I. isn't always enough.

81. Have students briefly review the kinds of persons found living in poverty. Ask the students: Of these persons living in poverty, which are not members of the labor force? Where do these persons get income? Why isn't their income sufficient for their needs? To what extent do private and public agencies help these people? Is the amount of help adequate to their needs?

If students have visited homes for the aged or have relatives living in such a home, they might contribute concrete examples to the class of income and living levels. If this is not the case, some interested students might visit such a home or interview welfare workers who work with O.A. S.D.I.

S. Tests hypotheses against data.

A. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION
IN THE SOCIAL SCIENCES.

S. Considers possible consequences of
alternative courses of action.

IV. Because
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S. Identifies value-conflicts.

A. IS COMMITTED TO THE FREE EXAMINATION
OF SOCIAL ATTITUDES AND DATA

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A. IS SCEPTICAL OF PANACEAS.

-82-

- a. Among all those aged 65 and over receiving O.A.S.D.I. benefits in 1962, almost three-fifths of the married couples and unattached men were below the poverty level.
- b. In April of 1964 the average O.A.S.D.I. benefit to retired workers was \$77.28 a month or \$927.36 a year. The annual rate of payment was less than \$1,750 in the case of a retired couple.

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ossible consequences of
e courses of action.

IV. Because the condition of poverty is as significant as it is and because of its multiple causal factors, no single private or public group nor any single program will abolish inadequate living levels. Reduction in the number of persons living in poverty will require cooperation between private and public sectors, using a varied arsenal of programs.

value-conflicts.

ED TO THE FREE EXAMINATION
TTITUDES AND DATA

A. Private groups combine with governmental agencies to provide welfare payments and services for those who are poor. Such programs may include advice as well as financial or material help.

L OF PANACEAS.

82. Have students check their original list of hypotheses about causes of poverty. Ask: Do you wish to eliminate or modify any of them? Do you wish to add to the list?

83. After students have confirmed, modified, or rejected their earlier hypotheses about the causes of poverty, ask them to suggest possible solutions for the problem of poverty in the United States. Make a list of suggested courses of action or solutions. Have pupils try to relate each proposal to one or more causes of poverty. Also have them try to predict what might happen if each course of action were followed. (Keep a list of all of these suggestions for further examination after pupils have studied more data.)

84. Bring in a speaker from the local Public Welfare department. The speaker could elaborate on the number and various characteristics of various welfare programs. Or have two to four students present a symposium on public welfare programs. The symposium should include arguments in favor of existing programs as well as criticism leveled at specific welfare measures and the programs in general. Discuss:

G. In all societies people have certain economic goals and frequently use their governments to help achieve these goals.

B

G. Government spending on goods and services and for transfer payments may make up for a lack of demand by the private sector.

G. Government policies can either help reduce or exaggerate fluctuations in business activity and so unemployment.

ies people have certain
s and frequently use their
o help achieve these goals.

B. The most significant programs in terms of expenditures and coverage have been initiated by the federal government. The Johnson administration has used: (1) Fiscal-monetary policies, (2) Manpower policies, and (3) Civil rights legislation.

ending on goods and services
fer payments may make up for
and by the private sector.

1. The major method used to end poverty has been through fiscal and monetary policies.

licies can either help reduce
fluctuations in business
so unemployment.

Would such private and public welfare programs be enough to solve the problem of poverty in this country even if their funds were increased greatly? Why or why not?

85. Bring in newspaper or magazine headlines and clippings dealing with "The Great Society" or the "War on Poverty." Have pupils try to tell from these headlines and clippings what the general purposes of the program are. Perhaps read aloud a quotation from Johnson describing the purposes.

86. Let the class read the introduction to chapter IV of the Economic Report to the President 1965. Ask the class to list the goals of the "Great Society". Which of these are economic goals? Are these goals necessary? How are they to be achieved? Whose responsibility is it to achieve these goals? List various positions and evaluate them as more information is compiled.

The Economic Report to the President, 1965.

87. Ask: What has happened to government expenditures as a result of wars? (Use the most recent example.) Show pupils tables on increasing government expenditures. Ask: How does this government spending affect the demand for goods from private producers? Now suppose the government were to spend money on other things rather than on war? Would these expenditures have a similar effect? (Go back and look at a flow chart if necessary as pupils discuss this question.)

G. A reduction in tax rates when productive resources are not fully used, increases money available for consumption (disposable income) in the private sector and may lead to higher production and employment and not much or any loss in tax revenues.

- a. Fiscal policies are those which influence directly or indirectly the purchase of goods and services. These include direct purchase of goods and services by federal government, transfer payments, subsidies, grants-in-aid, and taxes.
 - 1) In 1964 a tax cut was passed by Congress. Tax reductions were made on both personal income and corporation profits so as to increase personal consumption and business investment. The tax cuts coupled with other policies resulted in:
 - a) G.N.P. growing 4.5% (from 1963-64) and continued growth at a higher rate than was true before.
 - b) Unemployment falling to below 4% during 1966.
 - c) A growth in average weekly wages.
 - d) A growth in income after taxes.
 - e) Steady growth in corporation profits.

88. Have students read pertinent portions of the AFL-CIO's pamphlet Government Spending and Full Employment. This pamphlet does a good job of showing how the federal government through its fiscal policies can influence total aggregate demand in the economy. Discuss the ways in which different policies might work. Then ask: How does the AFL-CIO feel about the use of these policies? Why? Do you think all groups in the country would agree? Why or why not?

AFL-CIO
Employment

89. Have a student check into the 1965 Economic Report to the President to see what the results of the 1964 tax cut were to the economy. He might prepare a series of charts and graphs to illustrate the results.

Economic

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AFL-CIO. Government Spending and Full Employment.

Economic Report to the President, 1965.

G. Government spending on goods and services and for transfer payments (pensions, social security, welfare) may make up for a lack of demand by the private sector.

2) The government has reduce poverty and services by passing Security Act which These amendments :

a) A 7% increase in disability benefits

b) Liberalized eligibility increased earnings by Social Security

S. Identifies value-conflicts.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

c) Medicare or Hospital Act. This act provides nursing home, aged 65 and over

G. Government spending on goods and services and for transfer payments (pensions, social security, welfare) may make up for a lack of demand by the private sector.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

3) The Appalachia Act purpose was to help depressed area in act included highway funds for health care funds for mine areas example of the use

on goods and
transfer payments
(security, welfare)
lack of demand by the

2) The government has used other fiscal policies to reduce poverty and increase demand for goods and services by passing amendments to the Social Security Act which increased transfer payments. These amendments included:

a) A 7% increase in old age survivors, and disability benefits.

b) Liberalized eligibility requirements and increased earning levels for persons covered by Social Security.

c) Medicare or Hospital Insurance for the Elderly Act. This act provides important hospital, nursing home, and outpatient service to persons aged 65 and over.

conflicts.

FREE EXAMINATION OF
DATA.

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FREE EXAMINATION OF
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3) The Appalachia Act was passed in 1965. The purpose was to help redevelop the largest single depressed area in the country. Provisions of the act included highway and access road construction, funds for health programs, aid to farming, and funds for mine area restoration. This act is an example of the use of fiscal policies.

90. Have students read parts of the pamphlet The Search for Economic Security. This pamphlet traces the evolving pattern of family security from colonial times to the present. Because the pamphlet is rather long, the reading could be broken down with students reading different chapters. After pupils have read the pamphlet, have a class discussion which synthesizes the evolutionary pattern of security. Use charts to illustrate different aspects of the social security program in this country.
91. Have three or four pupils investigate the Medicare program and present a panel discussion on the pros and cons of this program.
92. Ask: How would these increases in social security payments and other kinds of medical benefits help solve some of the problems of poverty? How would it help the aged? the unemployed? How would it help those who do not receive payments? (Relate to other fiscal policies of the government.)
93. Have students who previously gave a symposium describing the characteristics of poverty in economically depressed areas follow up their initial report with an examination of the Appalachia Act of 1965. The report should demonstrate how fiscal policies can reduce poverty.

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The Search for Economic Security.

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t should demonstrate how fiscal policies

G. Government expenditures act just like consumer expenditures to affect allocation of resources to the production of different goods and services and to affect the total amount produced.

G. Government monetary policies can be used to influence lending, the amount of money in circulation, and so aggregate demand for goods.

G. Raising or lowering interest rates tends to affect borrowing from banks and so the amount of money in existence.

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G. People on fixed incomes can buy more with their money in periods of low prices and less in periods of inflation.

2) Since
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G. If purchasing power increases without some corresponding increase of available materials, there is an upward pressure on prices; if it falls without an equal decline in available materials, there is a downward pressure on prices.

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Expenditures act just like
expenditures to affect allocation
to the production of different
goods and to affect the
output produced.

Monetary policies can be
used to influence lending, the amount
of money in circulation, and so aggregate
demand.

Lowering interest rates tends
to increase borrowing from banks and so the
amount of money in existence.

Higher incomes can buy more
goods in periods of low prices
and periods of inflation.

When the price level rises without
an increase of available
goods, there is an upward pressure
on the price level. When the price level
falls without an equal
increase in available materials, there is
a downward pressure on the price level.

b. The Johnson administration has used monetary policies
to both stimulate and check economic expansion.
Monetary policies operate by changing the availability
and cost of credit to businesses, consumers, and
governments. Monetary policy's impact on expendi-
tures, and thus on unemployment, comes when businesses,
consumers, or governments--finding borrowing easier
or harder, less costly or more costly--are induced
to spend more or less than they otherwise would have
spent.

1) From 1961-1965 monetary policies supported the
objectives of fiscal policies by maintaining a
ready availability of credit, thus accommodating
an expansion of demand for goods and services.

2) Since December of 1965 the Federal Reserve Board
has initiated policies which have made borrowing
more costly so as to check an inflationary trend.

3) From 1961-1965 the wholesale price index remained
essentially unchanged and the consumer price in-
dex rose only 1.2% each year.

4) Since the end of 1965 and through 1967 both the
wholesale and consumer price indexes have risen
significantly, and the economy is now experiencing
a period of inflation.

94. If students are still somewhat puzzled about fiscal policies, use questions aimed at helping pupils see the effects of building highways, government buildings or airports, etc. on the amount of money available to purchase goods and services.
95. After students have grasped the significance of fiscal policies, introduce the concept of monetary policy. You might briefly review the topic of money and banking from Unit II. The idea of how banks "create" money should have been developed at that time. Do not spend much time on this aspect of government policy at this time, since more will be done next year. At present merely raise questions about what would happen if: (a) the government were to pass legislation or issue rules making it more difficult for people to borrow money, or easier for people to borrow money; (b) the government were to take action making it possible for banks to pay out higher interest rates or limiting the rates which might be paid; (c) the government were to use any one of several plans to increase the amount of money in circulation. Have pupils draw simple flow charts showing what would happen in each case. (They might use the device of making their flow lines larger or smaller.)
96. Have pupils read magazine articles which both praise and criticize fiscal and monetary policies. The teacher might select those articles which center on criticisms of overstimulating the economy, thus leading to inflation. An example might deal with fixed income groups who are hurt by the increasing costs of living.

G. Levels of living are affected by the amount of goods and services money incomes can buy, not just by changes in money income which may be offset by changes in prices.

S. Increases his accuracy of observation through the use of questionnaires.

S. Uses simple sampling techniques.

S. Gains information through interviews.

A. EVALUATED PROPOSALS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

A. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.

A. VALUES INITIATIVE AND HARD WORK, BUT DOES NOT SCORN THOSE WHO LACK ABILITY OR CANNOT FIND JOBS.

A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

S. Identifies value-conflicts.

G. The quality of labor is usually increased by education and training.

2. The Education Act of 1965
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Programs include pre-sch
cultural enrichment, heal
and special programs for

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tion and training.

2. The Education Act of 1965 provides for greater educa-
tional opportunity to children from low income families.
Programs include pre-school children's education,
cultural enrichment, health and nutritional services,
and special programs for school-drop-outs.

97. Students might interview a series of people in the community who represent different income levels to see how increasing costs of living affect them. Before they go out on interviews, discuss interview techniques and review the concept of sampling. Also work out the questions to be asked.

98. Have a student report on the "Aid to Education Act of 1965". The report could include specific examples of programs financed by the act along with criticisms of the act. Criticisms could include the possible dangers of federal control and also the possibility of violating the constitutional separation of church and state.

3. Since 1961 the Kennedy-Johnson administrations have also used manpower policies to reduce unemployment and poverty. These policies attempt to train or relocate workers so that manpower requirements of the economy will be met. Examples of this would be:
 - a. The 1961 Area Redevelopment Act which had as one of its provisions revenues for retraining and relocation for workers thrown out of work because of industrial slow downs or shut-downs.
 - b. The Manpower Development and Training Act of 1962. The purpose of this act is to train and upgrade persons who do not possess sufficient job skills for the the labor market.
 - c. The Economic Opportunity Act of 1964. The act provides the most comprehensive attack upon poverty that has ever been initiated in the United States. Programs authorized by the act include:
 1. Youth programs of which the JOB CORPS and work-study programs for students from low income families attending high schools and colleges are the major emphasis.
 2. Community Action Programs which are planned and carried out at state and local levels, but are financed up to 90% of their costs by the federal government.
 3. Programs to Combat Poverty in Rural Areas which provide loans to low income rural families and cooperatives. Money is also authorized to improve housing, sanitation, education, and child-day-care programs for migrant farm workers and their families.

99. Have pupils read articles about the Area Redevelopment Act of 1961, the Manpower Retraining Act of 1962 and the Economic Opportunity Act of 1964. Break the class up onto groups, each group reading about one act. You might wish to have several groups working on different aspects of the Economic Opportunity Act, such as Job Corp, Vista, various community action programs, and redevelopment projects. Or you may wish to have individual students read on these acts. Whichever you do, encourage pupils to present their information in different ways. For example, they might do one or more of the following or similar activities:

- a. Pretend that they are working for the agency running the program and prepare posters or displays which will explain the purposes of the program to the public or which will attract the appropriate people to the program. (Pupils who do this should be prepared to elaborate upon the purposes and how the program works.)
- b. Pretend that they are working for the agency running the program and are trying to explain the program in a brief leaflet. Ditto the leaflets and distribute to class members.
- c. Pretend that they are a congressman or a representative of a group which opposes the program and draw up posters or prepare displays or leaflets criticizing the program.
- d. Role-play interview between a reporter and a government official in charge of the agency and perhaps other interviews with those affected by the program. The interview should deal with the purposes of the program, how it works, and people's reactions to the program.
- e. Prepare tables and graphs to illustrate how the program has worked. (Pupils should be prepared to explain these to the class.)

4. Employment a
form of loan

S. Gains information by listening.

A. IS COMMITTED TO THE FREE EXAMINATION OF
SOCIAL ATTITUDES AND DATA.

A. IS SCEPTICAL OF PANACEAS.

-96-

4. Employment and Investment Incentives in the form of loans to small businesses.

tion by listening.

TO THE FREE EXAMINATION OF
RES AND DATA.

OF PANACEAS.

100. Have a Job Corps graduate speak to your class. Questions could be raised as to: (1) How was he selected? (2) What kind of training did he receive? (3) What was it like living in such a camp? (4) What jobs could he now hold that he couldn't hold before he went to the Job Corps camp?
101. Have a former VISTA worker speak to your class. Questions could be raised as to:
- (a) Why did you enter VISTA?
 - (b) What training did you receive?
 - (c) What were your general living conditions?
 - (d) How were you able to help the people help themselves?
 - (e) What problems did you face?
102. Show the film, The Run From Race. This film is Part 2 of a series, "Metropolis Creator or Destroyer?" This particular film examines a redevelopment project in Philadelphia. A sociologist criticizes and a city planner defends redevelopment plans.

Film:
B. & W
Center
Bloom

graduate speak to your class. Questions to: (1) How was he selected? (2) What did he receive ? (3) What was it like camp? (4) What jobs could he now hold that before he went to the Job Corps camp?

worker speak to your class. Questions to:

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Run From Race. This film is Part 2 of "Is Creator or Destroyer?" This particular development project in Philadelphia. ...cizes and a city planner defends redevelop-

Film: The Run From Race, 30 min., B. & W, Rental from: Audio-Visual Center, Indiana University Bloomington, Ind. 47405.

- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.
- A. IS SCEPTICAL OF PANACEAS.
- A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

- 4. Along with the fi training programs Act of 1964. Thi discriminatory pr many groups but p attempts to end t
 - a. Discriminatio
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- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.
- A. IS SCEPTICAL OF PANACEAS.
- A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

- C. Although the federal e hensive programs to re programs requires the of government. Many c to be done by local cc public agencies. This Area Development Act of 1964, and the Educa
 - 1. The Area Redevelop initiative using l
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QUALITY OF OPPORTUNITY

4. Along with the fiscal-monetary policies and manpower training programs, Congress passed the Civil Rights Act of 1964. This legislation outlaws a variety of discriminatory practices which have been applied against many groups but particularly against Negroes. The act attempts to end the following practices:
 - a. Discrimination in the use of public accommodations.
 - b. Discrimination in the use of public facilities.
 - c. Discrimination in public education.
 - d. Discrimination in employment opportunities.

- C. Although the federal government has initiated many comprehensive programs to reduce poverty, the success of these programs requires the cooperation of state and local levels of government. Many of these programs require the planning to be done by local community leaders in either private or public agencies. This need has been recognized in the Area Development Act of 1961, the Economic Opportunity Act of 1964, and the Education Act of 1965.
 1. The Area Redevelopment Act demands local planning and initiative using local leadership.
 2. The Community Action program of the Economic Act depends on the use of private and local public agencies to develop anti-poverty programs.
 3. The 1965 Education Act requires local school districts to ascertain their needs and plan programs to help children from low income families.

103. Review what pupils learned in the eighth grade about the Civil Rights Act of 1964. If pupils did not have the eighth grade Project Social Studies course, have one or more pupils read selected sections of the eighth grade case study on this act and either: (a) prepare a bulletin board display explaining the major features of the act or (b) prepare an oral or written report on the major features of the act. If pupils prepare a written report, it should be dittoed for use by the rest of the class. Once class members have reviewed the provisions of the act or have learned about them from other class members, discuss: How might this act reduce poverty in this country? Do you think it will have any major effect on poverty if its provisions are enforced? Why or why not? (Relate back to causes of poverty.)
104. In order to see the need and extent of local planning in federal legislation aimed at reducing poverty, the teacher might ask students, who previously had given reports on these pieces of legislation, to explain the need and extent of local cooperation. These same students might follow up their reports by finding projects in their local areas which illustrate federal-state-local cooperation. Examples of such projects would be Project Head Start or the YMCA's Project Motivation.

- S. Identifies and examines assumptions to decide whether he can accept them.
- S. Checks on the bias of authors (or on values held which might affect his statements).
- S. Distinguished between relevant and irrelevant information such as persuasion devices.

D. The War on Poverty met criticism ranging from appropriations are made by persons who see the program as a by the federal government. American economic

- S. Identifies value-conflicts.
- A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.
- A. IS SCEPTICAL OF PANACEAS.

- G. In all societies, people have certain economic goals and frequently use their governments to help achieve these goals. Although some economic goals are very much alike, different societies place differing emphasis upon them.
- G. People generally would like to see their economic systems provide both economic growth (and so higher levels of living)

1. Some people do not believe that as only a beginning can be brought upon the expanded benefits of laws, a complete set of Americans, and

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- D. The War on Poverty as it is presently being carried out here met criticism ranging from those who feel the programs and appropriations are inadequate to their task to those persons who see the programs as being just one more attempt by the federal government to regulate and/or dominate the American economic system.

1. Some people do not think the program is sufficient.
 - a. Michael Harrington sees the present war on poverty as only a beginning. He advocates that every American be brought under coverage of Social Security with expanded benefits, increased and expanded minimum wage laws, a comprehensive medical care program for all Americans, and an expanded civil rights program.

105. Hand to the class or distribute various letters to the editor which are both critical and approving of the "War on Poverty" or of public welfare programs. Pick those which tend to be somewhat extreme. Have students identify the assumptions and value positions of each. Have them also look for persuasion devices employed by the writers.

106. Have students read from a variety of periodical articles on the need and worth of Great Society proposals. This reading can be used as a skills exercise. Have the students list loaded words. Ask students if both sides have been presented (cardstacking). Have students try to pick out other persuasive devices found in their articles.

107. A group of students might play the roles of Michael Harrington, Leon Keyserling, Robert Theobald, and a Republican party official. They might present a symposium on "What is Wrong with Present Efforts to End Poverty in America?" The rest of the class should ask questions of the panel members. Then ask: Why do some of these men differ about what should be done? Is it because they differ as to goals or values? Is it because they differ in terms of what they think the consequences would be of different courses of action? Is it because of both factors? Or is there any other reason?

and stability (and so economic security).

G. People differ in the degree to which they desire economic justice or a reduction in inequalities of economic opportunity or income.

b. Leon Keyserling
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c. Robert Theobald
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2. Others criticize
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of economic opportunity

- b. Leon Keyserling also advocates an expanded attack on poverty. He urges increased public assistance and unemployment benefits, comprehensive medical care, greater aid to education, tax reforms, and more vigorous fiscal policy implementation to speed economic growth.
 - c. Robert Theobald in his book Free Men and Free Markets, urges a guaranteed annual wage for those persons who are unable or choose not to work. This wage would be near the present poverty line with the exception of higher paid personnel who, upon retiring from the work force, would receive a proportionately reduced salary each year. He urges this guarantee because he feels that: (1) automation will be implemented to the extent that there won't be sufficient jobs for the labor force and (2) that the economy could well afford to support those persons who are displaced.
2. Others criticize the program because it involves too much government spending or interference because the programs have not been administered efficiently.
- a. The Republican party has been quite critical on the "War on Poverty". They feel that the criterion for poverty is faulty and that many programs under the Economic Opportunity Act of 1964 have been poorly administered.
 - b. Another critic has been C. Lowell Harris. In Senate hearings on the Act he raised questions concerning the power given to the director and particularly about the evaluation of the experimental programs. Without evaluation devices, no determination could be made as to the cost/effectiveness ratio.

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S. Identifies value-conflicts.

3. The Economic Opportunity Act
racial, religious, and union
provisions or aspects of prog

a. Negroes have complained th
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b. The Catholic church has b
control clinics establishe
the Act.

c. The American Jewish Congre
aids to parochial schools
church and state

d. Labor unions have complain
Neighborhood Youth Corps p
paid to union members.

4. The "War on Poverty" programs
criticism by state and local
who see the possibility of co
stirring up trouble for them
they will not win reelection

a. VISTA workers assigned to
ark, New Jersey were so s
charity patients received t
which they released to the
barrassed city officials an
removed from the hospital.

b. In 1965 funds received from
Syracuse, New York to supp
the city administration and
arrested demonstrators.

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3. The Economic Opportunity Act has been criticized by racial, religious, and union organizations for specific provisions or aspects of programs.
 - a. Negroes have complained that they are underrepresented in community action program planning.
 - b. The Catholic church has been critical of the birth control clinics established with funds authorized by the Act.
 - c. The American Jewish Congress considers certain school aids to parochial schools as being a violation of church and state
 - d. Labor unions have complained that wage scales of some Neighborhood Youth Corps projects undercut wages paid to union members.

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cts.

4. The "War on Poverty" programs have also come under criticism by state and local political party leaders who see the possibility of community action programs stirring up trouble for them with the possibility that they will not win reelection to office.
 - a. VISTA workers assigned to the county hospital in Newark, New Jersey were so shocked at the treatment charity patients received that they wrote up a report which they released to the public. The report embarrassed city officials and the VISTA workers were removed from the hospital.
 - b. In 1965 funds received from O.E.A. were used in Syracuse, New York to support demonstrations against the city administration and to provide bail for arrested demonstrators.

108. To demonstrate that the Economic Opportunity Act has come under fire from various special interest groups, the teacher could find magazine articles which illustrate these criticisms. The articles could include criticisms of church-state violations, sponsorship of birth control clinics, competition with wage scales, and under-representation of minority groups in community action programs. A discussion following these readings should bring out the fact that even groups which generally support the "War on Poverty" may find specific aspects of its programs objectionable.
109. To show that "War on Poverty" programs have been criticized by local political leaders, a particularly dramatic incident might be read to the class. After the reading the teacher could ask if students could think of other ways poverty programs might create problems for local politicians. The teacher could ask: Are these "problems" necessarily bad? Could these "problems" create any difficulties for poverty programs implementation?

Christian Science
Jan. 31, 1966 an

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Christian Science Monitor
Jan. 31, 1966 and Feb. 10, 1966.

5. Identifies value-conflicts.

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6. More recently, both conservative and liberal economists and leaders have been proposing a negative income tax to provide a basic income to people whose other income is below a certain level.
 - a. The Income tax division would pay out money automatically, if the income tax return showed an income below a certain amount. People could then use the income as they wished without interference from welfare agencies.
 - b. Those arguing in favor of the proposal cite both the need for bolstering the incomes of the poor and the expected greater efficiency of administration.

110. Have students with artistic ability draw editorial cartoons on Great Society proposals. These cartoons should be both favorable and critical of the programs. These cartoons could be shown on either the opaque or overhead projector. Questions could be raised as to which groups would accept or be critical of the cartoons.

111. Have several students investigate proposals for a negative income tax. They should explain how such a proposal would work and then argue for and against the proposal.

e.g., See Harris, "a Living." Look, A 25-27.

Culminating Activities

112. Show the film The Hard Way. This film is 60 minutes long and comes in two 30 minute segments. Both segments are excellent. They show that the poor of today are unique in many ways from the poor of the past. The film covers such topics as slums, public housing, school drop-outs, and various welfare and retraining programs. A series of interviews with the poor and with those persons trying to help the poor are included.

Film: The Hard Way.
B & W, Indiana Uni-
Nat. Educ. Televisi-

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e.g., See Harris, "Do We Owe People
a Living." Look, April 30, 1968, pp.
25-27.

Activities

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Film: The Hard Way, 60 min.,
B & W, Indiana University and
Nat. Educ. Television.

S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in light of basic values, lists arguments for and against such proposals, and selects course of action most likely to achieve goals.

113. Have an A.F.S. student speak to your class. He could give the students insights into differences in standards of living and ways in which his country tries to deal with unemployment, the aged, minority groups, and general social welfare. Compare with programs in the U.S.
114. Conduct a unit review. You could break students into buzz groups, with each group electing a secretary. Material presented in the unit which was vague can be brought out in these small group discussions. A series of questions can be written down by each group. These questions can serve as the nucleus for the unit review discussion. Also analyze the controversy over poverty in terms of concepts learned in political science such as political conflict and allocation of scarce values. How does the concept of allocation help one understand both political science and economics?
115. Have pupils examine their earlier list of possible courses of action and their hypotheses about what might happen if different courses were followed. Have them try to decide whether these hypotheses would hold true. Let them add other courses of action which have been suggested by their study and list consequences of these programs. Now discuss the alternatives in terms of these consequences and the values which pupils hold.
116. Give a unit test or assign each student a paper in which the student must put forth his own proposals to reduce and/or eliminate poverty. In this paper he would have to justify his proposals on the basis of evidence coming from the unit's activities or find additional evidence from other sources.

- A. BELIEVES THAT THE SOCIAL SCIENCES CAN
CONTRIBUTE TO MEN'S WELFARE BY PROVIDING
INFORMATION AND EXPLANATORY GENERALIZA-
TIONS WHICH HELP THEM ACHIEVE THEIR
GOALS.

117. Discuss: How have or can the social sciences be used to help reduce poverty? What other kinds of information could economists, sociologists, and psychologists provide which might be helpful in trying to develop programs?

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