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A Survey of Washington State High Schools for Information Concerning Social Studies Curriculum Changes since "Project Social Studies" of 1962

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A SURVEY OF WASHINGTON STATE HIGH SCHOOLS FOR INFORMATION
CONCERNING SOCIAL STUDIES CURRICULUM CHANGES SINCE
"PROJECT SOCIAL STUDIES" OF 1962

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
James Lee Maw
August, 1969

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CHAPTER I
STATEMENT OF THE PROBLEM, TERMS, AND LIMITATIONS
OF THE STUDY

A current emphasis in curricular revision is the reformation of the social studies. Different groups have clamored for immediate change while others are satisfied with current offerings.

In 1962 the federal government sponsored Project Social Studies with twelve centers funded for curriculum development. Additional impetus for reform of social studies curriculum came when private foundations; colleges and universities; professional associations; state departments of education; and local school districts contributed funds and personnel to develop new social studies programs. The number of centers is now over sixty with about half the projects completed and commercially published (8).

A major thrust of Project Social Studies is to facilitate learning of materials which have traditionally been included in the social studies curriculum. An equally important purpose is to introduce new materials pertinent to modern society's student and to seek active involvement of the student in the learning process by the teacher's use of a variety of newer teaching strategies.

I. THE PROBLEM

Statement of the Problem

The problem to be researched was to determine if the commercially published programs listed in Appendix B are being implemented in secondary schools in the state of Washington. A further problem was to find whether implementation of new social studies programs was greater in the large high schools of Eastern or Western Washington.

Procedures of Study

Information from this study was obtained from a questionnaire sent to social studies department heads of the seventy-four large high schools in Washington with a population of one thousand or over. Furthermore, this questionnaire indicated (1) the specific commercially published programs that have been implemented, (2) which groups of district personnel chose these materials, (3) how long these groups deliberated before choosing materials, (4) how these programs were funded, and (5) how much in-service time was allotted for staff proficiency in the use of these programs.

II. DEFINITION OF TERMS

Social Studies

Social studies is not, as Wesley states, ". . . the social sciences simplified for pedagogical purposes" (33:3). For the purpose of this paper, social studies is the curriculum that allows the learner to develop value systems commensurate with exposure to and participation in wide-scale educational experiences. Employing these values allows the citizen to feel comfortable and act in a nondamaging manner in a pluralistic society (27:30).

Spiral Curriculum

This means introducing the basic generalizations of a discipline at the elementary school level and expanding these concepts to greater sophistication as the learner matures and progresses through grade levels.

Discipline

This is a concentration of study in a single area of interest, eg., anthropology, economics, geography, and history.

Traditional Program

For the purpose of this study a traditional social studies program consists of a single textbook approach,

employs the read-recite instructional strategy, and is based on the content courses of history, geography, and contemporary world problems.

Structure

Social studies structure means implementing knowledge from social science disciplines for classroom use. This knowledge does not equip the learner to become a specialist in a discipline while in the public schools but does expose the student to wide-scale learning experiences from emphasis of many disciplines.

Bruner has provided a good rationale for structure.

He states:

. . . to determine the structure of a discipline, one must look to basic assumptions, the procedures, skills, and strategies by which hypotheses are formulated, examined, and subsequently validated (24:32).

Teaching Strategy

Edwin Fenton defines strategy in relation to learning.

Despite library shelves groaning under the weight of books and articles which describe and analyze the teaching process, we still know relatively little about this demanding combination of science and art . . . A definition marks a good place to begin: 'Teaching is a system of actions intended to induce learning' (12:28).

Process

Process is working harmoniously with the teaching strategies which allow the learner to discover, search, evaluate, and conclude with definite ideas about topics of study.

Learning is many things, but it certainly included receiving messages through the senses, meditating upon these messages, sorting out what is of value and rejecting what is not, memorizing, and responding through levels of covert and overt behavior . . . It is quite clear that the response to the stimulus provided by the teacher or instructional materials will be much more lasting and significant if the learner has a part to play in how he receives the stimulus and how he integrates it in his mind (14:148).

III. LIMITATIONS OF THE STUDY

1. Only the social studies materials which have been commercially published as of April 1, 1969 were the target of the questionnaire.

2. Information sought dealt only with the ten commercially published programs listed in Appendix B and not with district initiated innovative social studies programs.

3. This study was limited to the seventy-four large high schools with a student enrollment of one thousand or more in our state.

4. The information from this questionnaire indicated whether these national programs are included in

district curricula not the degree of usage, or success,
if any.

CHAPTER II

REVIEW OF THE LITERATURE

Three basic topics of discussion regarding social studies curriculum development will be reviewed in this chapter. These topics are: (1) the sequence and pattern of social studies courses suggested by a 1916 National Education Association Committee on curricular revision, (2) the demand for change by leading social studies educators from 1955 to 1968, and (3) how, in general, Project Social Studies has met the demand for a new social studies.

I. INFLUENCE OF THE 1916 COMMISSION

1916 is a pivotal date when discussing the development of current social studies programs. Prior to that time workable sequences seemed to evolve in certain subject disciplines. By 1916 those concerned with social studies education wished to develop such a sequential approach.

Twenty-two members of the N.E.A. Committee on Social Studies of the Commission on Reorganization of Secondary Education met during 1916. This commission consisted of two university professors of history, two college teachers, eighteen secondary school teachers and administrators, and employees of governmental education

departments. The Commission's rationale for revising social studies curricula, according to Bolster, was as follows:

. . . The members of the Commission on the Reorganization of the Social Studies were unequivocal in their support of citizenship education. The aims of the social studies should be 'an appreciation of the nature and laws of social life . . . a sense of responsibility of the individual as a member of social groups . . . the intelligence and will to participate effectively in the promotion of social well-being. More specifically social studies in the American high school should have as their conscious and constant purpose the cultivation of good citizenship' (31:217).

Furthermore, the Commission felt that history and knowledge of past events was necessary to better understand current society (31:217).

The curriculum model upon which the Commission agreed placed the following courses in specific yearly sequences:

Civics	Grade 9
World History	Grade 10
U. S. History	Grade 11
Problems of Democracy . . .	Grade 12 (16:67).

An examination of the 1960 Washington State Curriculum Guide shows today's course offerings to be the same as the 1916 Commission on Reorganization of Secondary Education suggested. The same yearly sequence of courses is offered with the same content available. The influence of the 1916 Commission's decision is clearly seen in the recommended course outlines by the State Department of Education.

The theme of the 1916 Commission that a knowledge of historical development better enables us to understand present society is evident in the Washington State

Curriculum Guide:

Grade 8 - Only a knowledge of man's behavior and actions of the past years has aided these choices between right and wrong. Only a knowledge of our history and government will prevent our future generations from making a wrong choice in the years ahead (4:2).

Grade 10 - The records left purposely or otherwise by mankind contribute greatly to the knowledge of human behavior as well as in the past. Studied with this thought in mind, World History provides the student with a background for making decisions which will aid in improving human relationships (5:3).

Grade 11-12 - A strong background in history is basic to an objective study of contemporary events (6).

Two recent studies done by different groups has found that the decision of the 1916 Committee on Social Studies of the Commission on Reorganization of Secondary Education has been strong enough to influence the secondary school social studies curriculum in other parts of the country.

The Research Division of the North Central Association of Schools in 1963 found that of 368 secondary schools surveyed, three out of four schools required from four to six semesters (two to three years) of social studies. All but three percent of all social studies requirements in these schools were accounted for by the following six courses:

U. S. History	Grade 11
Government	Grade 10
World History	Grade 10
Problems of Democracy . . .	Grade 12
Civics	Grade 9
Economics	Grade 12 (2:205-13).

In 1962 Moreland directed a nation-wide study concerning the social studies curriculum requirements in 500 secondary schools. The study was undertaken in an effort to determine the present trends and emphasis in the social studies programs for grades seven through twelve in the United States. His thesis was that modern society demands a current curriculum which would reflect innovation and relevant course offerings. His findings were:

1. Required courses were mostly in the 10, 11, and 12th grades.
2. The most frequently required courses were:
 - a. Grade 10 - American and World History
 - b. Grade 11 - American History and U. S. Government
 - c. Grade 12 - Contemporary World Problems, American Government, and U. S. History (25:73-76).

His conclusions were that the social studies course offerings have changed little since 1916.

These studies reveal that the decision of the 1916 Commission on Social Studies of the Commission on Reorganization of Secondary Education has strongly influenced curricula patterns that affect today's secondary student. The social studies curriculum of 1916 does not

meet the need of modern society. It is all too evident that today's student needs more relevant course offerings. Knowledge that satisfied the 1916 citizen cannot possibly prepare the citizen of today to make adequate decisions in our pluralistic society.

II. NEED FOR CHANGE IN SOCIAL STUDIES CURRICULUM

Leading social studies curriculum developers have taken an opposite tact concerning the decision of the 1916 Committee on Social Studies. A review of literature from 1955 through 1969 gives evidence of this dissatisfaction with the 1916 Committee's conclusions. Whereas the 1916 decision stressed knowledge of history and geography as the basis for good citizenship education, current writers find this rationale inadequate for the modern student.

Nelson indicated that intense studies of the past are insufficient for student in an ever-changing society.

Social studies is . . . the most changing in its continual interest in current events and contemporary affairs; . . . The least changing in that, as studies of society, it is the victim of cultural lag since society creates the lag . . . It is safe to say that all change is not progress, but there is little progress without change (26:294,343).

Dorothy Fraser, past president of the National Council for the Social Studies, suggests revision for the social studies because of these reasons:

1. Many programs are overpacked with factual data and teachers feel they must "cover" all the material.
2. For safety of the teacher's position, the curriculum can be adjusted to cover only issues which do not cause dissent by anyone.
3. Current issues must be dealt with--not past societies.
4. Problem solving must be stressed more than before to develop skills in critical thinking and participation in civic affairs (13:104-196).

John McLendon states that social issues and current problems have not been handled adequately (23:60-67).

Furthermore, he feels students should be exposed to social issues and current problems throughout their secondary education and not limited to one semester of the senior year.

O. Frank Brown writes that traditional social studies curricula fails the student in at least four ways: individual growth characteristics of the student are not being allowed for; single textbooks should not be allowed as the base for any course; materials should be expanded and varied to involve the student in the learning process; and, there should be stress upon the social process to inform the learner how society functions (3:36,37).

Skills, attitudes, and knowledge have been stressed too lightly in the traditional social studies writes Babcock and Jones. The multiple course offerings of the social studies do not allow enough student participation

in the process of citizenship education. These writers suggest a more student-centered curriculum (21:8).

M. P. Hunt and L. E. Metcalf in their text, Teaching High School Social Studies, declare social studies curricula have not changed greatly in the last fifty years (20:191). As always students must commit to memory large parts of the curriculum content. The traditional curriculum does not allow the skill of reflecting or problem solving. It does not encourage student participation in the learning process.

Correlating the social sciences with the social studies must be done according to Palmer (28:43). Today's student must have content knowledge and analytical skills offered by economics, political science, geography, and sociology to equip him with sound problem solving techniques. Acceptable citizenship, says Palmer, will not be exhibited by the student otherwise.

Park states that social studies content should enlighten the learner to recognize problems in society (29:210). With factual data and opinion, these problems should be confronted and an effort made to solve them. Park indicates these learnings are not evident in the traditional social studies offerings.

Too much content and no evident structure or framework which would apportion this content into neat

packages or divisions is the complaint voiced by Rehage (30:10). He calls for a "scope and sequence" to be developed so the social studies will be more orderly and sequential, better regulated, and more universal.

Haefner and Cummings feel that students are not challenged to think critically and constructively, to develop sound attitudes concerning themselves and others, and to discipline themselves enough to take action to solve problems of society (17:17). The authors feel that more stress should be placed on critical thinking, problem solving, the scientific method, and geographic and historical mindedness.

Traditional social studies programs ignore the gifted writes Nelda Davis. There should be more depth and breadth of course content for those more able students so they can direct their activities in meaningful learning experiences (7:474).

Arthur Bolster, says Hamm, severely criticizes the social studies. Bolster calls social studies "social stew" (18:352). No perspective or basis for careful analysis and no encouragement to ordered thinking on the issues raised by social studies are the basic weaknesses Bolster mentions. Issues as social strife, poverty, and population expansion are either ignored or glibly mentioned in the traditional approach.

A shift in emphasis from the traditional approach to more of a skill building curriculum is called for by Dix (9:83-88). He would have these skills paramount in his program: critical thinking, cause and effect relationships, suspended judgment, controversial issues and alternatives, interpretations of the historical developments and events, and thinking through problems to a sound conclusion. Inadequacies in the present programs which would be righted if his suggestions for these skill developments were heeded.

Barham desires change in the traditional social studies. He calls for study of the cultural background of the people in the new areas of the postwar world. "This unhealthy willingness," states Barham, "to ignore the developments and trends in the contemporary world is shocking" (1:455).

Charles Keller is among many current writers who suggest changing the format of today's traditional social studies curriculum. Keller details the following shortcomings:

1. The fact-by-fact approach has prevailed as the rationale for most classroom teachers.
2. Coverage of the topic seems to be the main aim for these courses.
3. The discovery method has been ignored as a teaching strategy.
4. Most courses are enslaved to some type of textbook.

5. A cyclical approach to courses is still evident, ie., U. S. History in grades 5, 8, 11.
6. A nebulous outcome, citizenship, from the social studies instruction has no way to be measured because of lack of clear-cut objectives for these courses (22:154-64).

Donald W. Oliver complains that present social studies curricula offerings do not involve students in forming independent value systems about current public issues. Oliver synthesizes the findings of two well-known reports on curriculum development, the American Historical Association's Committee for Social Studies and the National Council for Social Studies' Committee on Concepts and Values (31:27-28).

Public schools influencing students' value judgments, confusion about "knowledge" and "values", various ways to view public issues so value judgments can be formed, and the pluralism of our society are the conclusions of the committees' reports. Oliver encourages a course of study for the maturing student who must have his value systems formed or clarified before he can adequately participate in society.

Oliver feels the process of interpreting inflammatory public issues far outweighs knowledge of certain bodies of content. Contrary to traditionalists who rely upon history content as a basis for their curriculum,

Oliver finds little evidence for this rationale. He sees history as only one, and not the only, proof process to society's current dilemmas (31:39-40).

These writers have stated the social studies curriculum is inadequate to prepare students to develop skills, attitudes and knowledge. They saw need for students to develop critical thinking, ability to discern public issues, and to participate more in public affairs. They wanted the students involved in social studies courses so the attitudes, skills and knowledge adequate for acceptable citizenry were exhibited in the lives of the learner. They wanted the social studies more relevant for today's student.

The "new" social studies curriculum developers have indicated their programs were an improvement over the old. They have included opportunities for students to increase skills, participate in simulation exercises, and develop critical thinking which will prepare students to interact in society in an acceptable manner.

III. SOCIAL STUDIES FROM 1962

Project Social Studies, initiated by the U. S. Office of Education and funded by the Cooperative Research Branch of the Department of Health, Education, and Welfare was established in 1963 (19). Twelve centers were

established for writing curriculum programs for inclusion in public school curricula (19). About half of these projects are completed and are being commercially published and distributed for school use. Funding for these centers has come from federal government investment of nearly five million dollars (32), professional associations, private foundations, state departments of education, colleges and universities, and local school districts.

Critics have stated the social studies course offerings have inadequately prepared students to live in present society. Furthermore, they claim that students possess insufficient knowledge and skills to participate in the solution of social problems. The shortcomings most frequently mentioned are analytical questioning techniques, problem solving ability, and adequate knowledge of how our pluralistic society functions.

Curriculum writers at the sixty centers have been cognizant of these criticisms and have devoted themselves to the solution of these problems. Efforts have been made by various groups to design materials and programs which contain relevant topics and provide the student opportunity to become actively involved in the analysis of social issues which plague society today.

New social studies projects are directed at three concurrent thrusts: reorganization of subject matter content, teaching strategies, and materials production for classroom use.

Many of the content programs have been developed to provide bodies of content about certain topics. These topics can be divided into content for single disciplines as well as multidisciplinary content. Of the ten programs listed in Appendix B, three emphasize a single discipline, and seven are multidisciplinary. Single discipline projects are the Anthropology Curriculum Study Project, Developmental Economic Educational Project, and the High School Geography Project. Multidisciplinary projects are NCA Foreign Relations Project, Foreign Policy Association, Lincoln Filene Center for Citizenship and Public Affairs, the Amherst Project, Basic Concepts in History and Social Studies, Harvard Social Studies Project, and the Social Studies Curriculum Project.

The Amherst Project, a single discipline project, was developed to produce new materials for use in teaching American History. Texts, monographs, facsimilies of original documents, and selected readings form the basic format for the course. Students participate in the learning process through the discovery method.

The High School Geography Project is another example of a single disciplinary approach. Based in Colorado, the project produces materials which will be used at the tenth grade. These materials cover urban geography, manufacturing, agriculture, culture change, habitat, and political geography. Problem solving is the underlying strategy to involve the learner.

An example of a multidisciplinary approach is the Lincoln Filene Center for Citizenship and Public Affairs.

Within the body of content of any subject lies an analytical system. This system aids the learner in understanding the content of a given discipline in a logical and orderly manner. Bruner calls this analysis method the "structure" of a discipline. He believes in presenting the structure of a given subject in terms which the student can comprehend. Any subject matter can be taught to any child at any stage of development Bruner states. Making the discipline's basic concepts easily understood, however, is the problem that educators face. Bruner says,

A learned discipline can be conceived as a way of thinking about certain phenomena . . . Underlying a discipline's "way of thought," there is a set of connected, varyingly implicit, generative propositions . . . There is nothing more central to a discipline than its way of thinking. There is nothing more important in its teaching than to provide the child the earliest opportunity to learn that way of thinking--the forms of connection, the attitudes, hopes, jokes, and frustrations that go with it (15:105-106).

The "spiral curriculum" (15:161) model may serve as a phrase to describe what philosophy Bruner has attempted to establish. The concept, according to Charles Frankel, is learning in a sequential manner (15:161). It is the line upon line, precept upon precept philosophy. Learning theorists feel this approach is admirable because students can participate in a mature manner as the concepts of the curriculum become more sophisticated. John Gibson states,

Beginning with some of the most elementary principles of a discipline, such as economics, and organizing or "spiraling" the curriculum so that these principles become more sophisticated and fully developed as the student proceeds up through the grades combines sheer good sense with both the student's learning readiness and the essential structure or framework for a social discipline (15:161).

Research development of materials and teaching strategies, and spiraling political science up through the K-12 curriculum all have an intimate relation to any broad program in qualitative citizenship education (14:77).

The Lincoln Filene Curriculum Center produces innovative instructional materials for classroom teachers. The Negro in American life, racial and cultural diversity, and the basic concepts of race and human behavior are topics of focus from the center. The writers believe their publications will fill the void of needed materials for this sensitive and controversial area. Close-looped films dealing with unresolved situations, role-playing

openers, in-class research devices, and tape recordings are a sampling of the strategies used to involve students in the learning process.

Further examples of multidisciplinary projects are exemplified by the Foreign Policy Association and the North Central Association programs. The Foreign Policy Association concentrates on world affairs. Published materials such as Intercom, Great Decision booklets, and Headline Series provide a capsulized look at major problem areas of the world and suggest teaching strategies to involve the learner in the educational process. These studies emphasize different nation's economic, political, and social systems in relation to current world events. Reviewing these problem areas gives the learner better understandings of the position of the U. S. in world affairs. Films, selected readings, case studies, recordings, and class discussions involve the student in the classroom learning process.

The North Central Association Foreign Relations Project focuses on stimulating interest in United States' foreign policy. They wish to incorporate foreign relations instruction as an integral part of the social studies curriculum so students will be aware of problems of foreign policy which face nations. To accomplish their

goal the NCA sponsors workshops for teachers to develop a curriculum for the social studies. Publications by the NCA give case studies which focus on specific issues of international interest. Students participate in the classroom through discussion, research data, film viewings, and simulations.

Strategies

A myriad of teaching procedures have been designed. Strategies developed by most projects stress student participation rather than teacher direction. Role playing, gaming, simulation, problem solving, case studies, and pupil deployment are the most visible strategies of current social studies projects. By using one or a combination of these activities, students are placed in a position as participators rather than observers.

Two popular analytical processes are available. They are Fenton's Social Studies Curriculum Project and Oliver and Newman's Harvard Social Studies Project. These studies employ and emphasize the individual student's value clarification and ability to analyze social problems by employing analytical questioning.

Fenton's program has a structured approach to the selection of content. This structured format forces students to recognize a problem from data, formulate a

hypothesis, recognize the logical implications from the hypothesis, gather data, analyze and interpret data, and evaluate hypothesis in the light of the data (11:6).

This program has a four-pronged theme: attitude development, value clarification, inquiry skills, and knowledge. Through a four year course, the student develops these characteristics of inquiry.

Oliver and Newman's program takes a different slant. Over a three year course, the learner develops skills of critical thinking. Their program is based on five principles: (1) historical, (2) ethical, (3) social science, (4) general analytical concepts-skills and critical thinking, and (5) societal problems. Exposure to current public issues and controversial topics draws the student into a lively personal repartee with members of small or large groups. Cognate learnings are inherent in the programs as students must research to participate in a logical, learned way. Value formation and attitude clarification are the goals of the program.

Materials

The production of educational materials has mushroomed. Commercial companies are vying for the public schools' finances through various offerings of materials. The decision to purchase materials to supplement the

social studies curriculum rests with the individual district. Some centers have incorporated audio-visual materials with their programs, eg., filmstrip-record combinations.

Software productions which aid the development of a course of studies could be textbooks, paperback books, monographs, newspapers, magazine articles, and maps.

The availability of communication devices such as television, radio, video tapes, and computers have caused no small impact on modern education. These hardware devices have complimented the programs written in the curriculum centers. The employment of these innovations allow much greater student participation in class activities than ever before. No single program must include all or some of these materials to provide learning value. The addition of these materials, however, enhances the success of student participation in the learning process.

Curriculum project writers have attempted to provide programs which would meet the critic's attacks. The directors have prepared programs which teach knowledge and skills for future living. Programs provide opportunity for skill development in analyzing social problems, for designing techniques for problem solving, and provide impetus enough to participate more freely in our pluralistic society.

CHAPTER III

METHODS USED FOR THE STUDY

In order to gather material for the study on modern social studies projects, these procedures were followed.

Three basic information sources were used for the study: a Pennsylvania State Department of Education "Directory of Social Studies Curriculum Projects" (8), a U. S. Office of Education "Social Studies Programs in Research for Elementary and Secondary Schools" (32), and the questionnaire sent to the seventy-four largest high schools in the state (Appendix B). The Directory and the U.S.O.E. bulletin provided the information concerning projects which were written and published by each curriculum center (Appendix D). The questionnaire provided information from large secondary schools in Washington stating the degree of implementation of those completed projects into the school curricula.

I. MATERIALS RESEARCHED

Ten projects chosen for the focus of this study were selected because they were written for the secondary school, and because the materials were commercially published and available for public school use (8).

II. QUESTIONNAIRE

The questionnaire was developed with three main sections (Appendix B). These sections dealt with the ten social studies projects for the secondary area, who decided which program(s) or materials should be purchased with what funds, and how much time was dedicated to in-service training for implementing these new programs into the district curriculum.

III. PERSONNEL INFORMATION

To obtain names of current social studies department chairmen, a phone call was placed to each of the large high schools. The assumption was that a personal letter to each department head would benefit the project with higher return of the questionnaire.

IV. MAILING OF MATERIALS

Enclosed in a medium-sized manilla envelope addressed to each social studies department head of the large high schools was a copy of the introductory letter (Appendix A), the questionnaire (Appendix B), and a self-addressed stamped envelope where the results could be sent. The respondents were in no way to identify their school building or district where they taught. The date of

mailing was March 13, 1969, and the cut off date for return was April 10, 1969.

V. RETURNED QUESTIONNAIRES

When the returned questionnaire arrived it was numbered. A chart was prepared with corresponding numbers to the questionnaire so an accurate tally could be kept on the selections made by the respondents in all categories of the questionnaire.

From this chart two tables were constructed (Table I, II) and included in Chapters Four and Five.

CHAPTER IV
TREATMENT OF THE DATA

Forty-one of the seventy-four social studies department chairmen responded for a 55 percent return. The questionnaire was treated as follows:

I. SECTION I, SOCIAL STUDIES PROJECTS AND
GENERAL INFORMATION

The indications of preference for programs or program materials was plotted on a graph and totaled. These totals were then divided by the total possible choices of the forty-one responses and the results were listed in rank order (Table I).

$$\frac{\text{Total of Choices}}{\text{Total possible choices}} = \text{Percentage of preference by respondents}$$

The data revealed that information mailed to the department heads (32), conferences attended (19), and solicitation to companies by individual teachers (15) were the first, second, and third sources for information about new social study projects.

Information sent to teachers was the initial way of learning about programs being prepared and readied for publication. The source of this information, publishers of project directors, is unknown. Conferences attended

and teacher solicitation of information accounted for the remainder of information sources for teachers.

The time from which the material was received until a decision was made to purchase these programs was two years (11), three or more years (9), and one year (6).

Information received about new programs purchased was, for the majority of respondents, within the last two years. This time lapse indicated there were influencing variables causing a delay in the purchase of programs available.

II. SECTION II, SOCIAL STUDIES PROJECTS OBTAINED

The time spent by personnel considering materials to be purchased was four or more months (16), one month (4), and three months (1).

Time devoted to the selection of materials to be purchased within a year's time was four or more months. This selection was four times as great as the next two choices, one and three months. This indicated haste was not exercised in choosing these materials. Another indication may be that several influencing factors accounted for the time span, ie., further study about the program, school board acceptance, or classroom trial of program materials.

Decision making for materials chosen was shared among these groups: classroom teachers (34), department heads (32), curriculum directors (20), principals (8), and superintendents (2).

Classroom teachers, department heads, and curriculum directors were the groups influential in choosing materials, while principals and superintendents were the least influential. This signifies that classroom teachers are more active in the actual change process than the writer thought possible.

Local funds was an overwhelming source (31 to 3) for funding these new programs. Other answers were N.D.E.A. (2) and personal funds (1).

Purchasing power stemmed from the local budget by ten to one over other sources of financing. Two programs were purchased by federal funds and one individual bought his own materials.

Tallies show teachers' choices of materials were honored by the districts which purchased these programs by a thirty to four ratio. The significance being that teachers who chose those programs were backed financially by their districts more than they were refused a choice of purchasable materials.

III. SECTION III, SOCIAL STUDY PROJECTS
AND IN-SERVICE TRAINING

The ratio of respondents who stated that in-service training for new programs was not necessary was almost two to one, twenty-one tallies no to twelve yes.

Reasons given for holding in-service training were grouped under two main headings:

1. To familiarize teachers with new materials from programs purchased, ie., Anthropology Curriculum Study Project.
2. To develop strategies for classroom implementation of program materials, ie., Fenton's Inductive or Inquiry Approach.

Twenty-one of the thirty-three respondents said no in-service training was necessary when new programs were purchased. This was disappointing to the researcher, but the results were not unexpected.

Those who did hold in-service sessions mentioned that covering new materials and developing teaching strategies were the main reasons for devoting attention to these new programs.

Table I shows the tabulations of returns from the forty-one questionnaires. These returns were totaled for each project by multiplying the forty-one possible responses by project items. These returns were then

divided by the total possible returns to give the percent or degree of implementation of each program.

Projects were listed in rank order preference to show degree of implementation.

TABLE I
 DATA TABULATION FROM SEVENTY-FOUR LARGE HIGH SCHOOL
 SOCIAL STUDIES DEPARTMENT CHAIRMEN

Project Number on Questionnaire	Project Items	Total Possible Responses	Total Responses	Percent of Implementation	Project Rank Order
1	6	246	11	.05	9
2	12	492	15	.03	10
3	16	656	262	39.94	5
4	10	410	109	26.59	6
5	1	41	17	41.46	4*
6	3	123	6	.08	8
7	10	410	183	44.63	2
8	13	533	223	41.84	3
9	4	164	43	26.21	7
10	11	451	206	45.68	1

*This rank order position is based on the fact that information offered by the Joint Council on Economic Education totals some fifty publications.

Project Rank Order With Program Titles

1. NCA Foreign Relations Project (Contemporary World Problems)
2. Basic Concepts in History and Social Studies (U. S. History)
3. The Amherst Project (U. S. History)
4. Developmental Economics Education Project
5. Harvard Social Studies Project (U. S. History and Contemporary World Problems)
6. Social Studies Curriculum Project (U. S. History)
7. Foreign Policy Association (Contemporary World Problems)
8. High School Geography Project
9. Anthropology Curriculum Study Project
10. Lincoln Filene Center for Citizenship and Public Affairs (Civics and U. S. History)

Table I shows the rank order listing of programs from the most to the least popular. The first seven choices indicate a continuum of close percentage grouping with only a six point difference among the first five programs. The sixth and seventh choices have only a .38 separation. The latter three programs have little significance statistically on the total implemented programs in school district curricula.

IV. COMPARISON OF "WEST SIDE" AND "EAST SIDE" PERCENTAGE OR DEGREE OF IMPLEMENTATION

Table II shows an "East side" - "West side" comparison of programs chosen. The division was the Cascade Mountains. Even though the total responses from the coastal schools were greater, the possibility of the percentage of implementation remains constant for any geographic area.

Table II shows, however, that the percentage of implementation of new social studies programs was almost two to one for the West side schools (29.22 to 14.12 percent). This comparison also shows a somewhat different rank order of preference. Both areas ignored anthropology, citizenship, and geography almost totally. Discarding the three least chosen programs from each list, the percentage of implementation is still twice as much for the West (41.56 to 20.18 percent).

A Spearman (RHO) Analysis was used to correlate the choices. Non-parametric equivalent of the Pearson product moment R was used to obtain a measure of agreement (or disagreement) between rank ordered responses when grouped arbitrarily into East side versus West side (10:179). In the present case only the seven major program

titles, as indicated and checked by the respondents, were so analyzed.

The obtained (RHO) = $-.04$ indicated lack of agreement between East side and West side, and also showed a slight inverse association (disagreement) at that. The programs which showed the widest rank order difference was No. 4, Fenton's Social Study Curriculum Project and No. 5, Developmental Economic Education Project. The East side rated Fenton third and the West side rated it seventh. The East side rated Economics seventh while the West side ranked it third.

TABLE II

COMPARISON OF EAST SIDE AND WEST SIDE SCHOOLS CONCERNING IMPLEMENTATION
OF NEW SOCIAL STUDY PROGRAMS IN DISTRICT CURRICULUM

Program Number	East Side			West Side		
	Possible Responses	Percent of Implementation	Rank Order	Possible Responses	Percent of Implementation	Rank Order
1	0	48	00.00	11	363	.03
2	0	96	00.00	15	396	.03
3	17	128	13.28	245	528	46.40
4	21	98	26.25	88	330	26.66
5	1	8	00.01	16	33	48.48
6	0	18	00.00	6	99	.06
7	22	163	21.16	161	330	48.79
8	28	104	26.92	195	429	45.45
9	7	32	21.86	36	132	27.27
10	28	308	31.81	178	363	49.03

Totaling the percent of implementation column and dividing by the total amount of programs gives the average percent for each group. The East has 141.29 divided by ten equals 14.13 percent average. The West has 292.20 divided by ten equals 29.22 percent average. Striking the three least desirable items and dividing the totals by seven for each side shows a ratio still favoring the West. East has 141.29 divided by seven for 20.18 percent implementation. The West has 292.08 divided by seven for a 41.72 percent implementation.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This study was designed to find out whether new social studies programs of Project Social Studies are being implemented in the large high schools of our state. An historical review of the development of the social studies curriculum showed why the 1916 curriculum is inadequate for today's student.

Results listed in Tables I and II show new social studies projects which have been implemented and ranks them from the most to the least popular. Western Washington was the geographic area which implemented a greater percentage of the new social studies programs or materials.

Results also show from which sources teachers learned about new programs, how these programs were chosen and financed, and whether in-service training was devoted to the new social studies programs.

II. CONCLUSIONS

Preferential listings of implemented social studies programs in school district curricula show that history and contemporary world problems are most popular. This fact enforces the results of previous studies which have

shown that history, contemporary world problems, and world history have constituted the bulk of the social studies curriculum. These new programs and materials have seemingly swelled the content for these particular disciplines.

An original purpose of Project Social Studies was to offer a broader base of ancillary disciplines for a more diversified general education. The purpose has not been fulfilled, at least not in 1969--because anthropology and geography were almost totally ignored in the implementation of newer social studies materials. The majority of materials available are presently prepared in the area of history and contemporary world problems, but the fact is that less than one percent preference was shown for anthropology, geography or citizenship education programs which were also available.

A further result of the study is that materials purchased by local district funds at the request of teachers and department heads were not supported by inservice training programs. It is difficult to believe that maximum effectiveness could result from implementing a specific program with such little formal teacher preparation. Ignoring this fact may tend to jeopardize a program's success in most districts.

An additional result from the study showed the difference in implementing new social studies programs in the larger high schools of Eastern and Western Washington. The figures show a greater percentage of responses from Western Washington, and a greater percent of implementation of programs in Western Washington. This indicates that where there are population centers containing large high schools, these high schools seem more willing to experiment with new social studies programs. Whatever the actual factors or combination of variables for this difference, the implication is that the dichotomy of program implementation in Washington is significant.

III. RECOMMENDATIONS

The first recommendation would be that social studies department heads of larger high schools in Washington state continue to research programs and materials available from Project Social Studies.

A second recommendation would be that more department heads learn of the materials available for classroom use. Study results show a definite lack of information regarding newer social studies programs. Three questionnaires were not answered. Several respondents indicated knowledge of only two or three programs. Thirty-three failed to return the questionnaire.

A third recommendation would be that these materials be made available at teacher training institutes, so that prospective social studies teachers will be cognizant of these programs before they student teach. There should be a model pre-service training program for these students.

A further recommendation would be that a model in-service training program for experienced teachers be established. Results showed a definite lack in the in-service time devoted to preparing teachers to work with these new materials.

A final recommendation is to initiate further study which would examine medium and small size school districts throughout the state to determine the degree to which new social studies materials have been implemented in their curriculum.

These projects are not a panacea to the ills of the social studies curriculum. They do, however, offer newer and more relevant materials and a variety of approaches to the social studies which should justify the time and effort expended on behalf of Project Social Studies.

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APPENDIX A

LETTER TO DEPARTMENT CHAIRMEN

The department chairman's name was typed so each letter appeared as a personal letter.

Dear Mr.

There are currently over sixty national curriculum projects geared toward producing innovative approaches to the social studies. These projects are prepared to expand the approaches teachers use in presenting information--including media and methods--, incorporating a multidisciplinary format of study, and evaluation of teaching strategies.

This study makes no attempt to judge the value of materials from the enclosed social studies projects. The purpose of this study is merely to determine to what extent large high schools in Washington State have implemented these newer social studies materials.

Your sincere cooperation is solicited. Please do not identify your school when you return this form in the enclosed, self addressed stamped envelope. When the study is completed, you will receive a copy of the results.

If you can help me, I would appreciate it greatly.

Sincerely yours,

James L. Maw

APPENDIX B

QUESTIONNAIRE

Please check (x) the program(s) you have implemented in your curriculum.

If you are using parts of programs or selected materials, place a circle (o) on the appropriate line.

I. Social Studies Projects and General Information

A. Which programs or parts of programs listed below are you using?

1. ___ (Title) Anthropology Curriculum Study Project
 (Author) Dr. Malcolm Collier, University of Chicago
 (Materials available and publisher)
 ___ Anthropology in the Schools
 ___ Study of Early Man
 ___ The Great Transformation
 ___ Kiowa Years: Study in Culture Impact, Macmillan
 ___ Profile of a People, Macmillan
 ___ Studying Societies: The Kwakitul as a Model

2. ___ (Title) Lincoln Filene Center for Citizenship and Public Affairs
 (Author) Dr. John Gibson, Lincoln Filene Center
 (Materials available and publisher)
 ___ Anxious Youth: Dynamics of Delinquency, Charles E. Merrill Books
 ___ Negro Self-Concept; Implications for School and Citizenship, McGraw-Hill
 ___ Poverty, Education and Race Relations: Studies and Proposals, Allyn and Bacon

 Living Democracy Series, Lincoln Filene Center
 ___ They Made a Nation
 ___ Men to Remember
 ___ Liberty and the Law
 ___ Get into the Game
 ___ The 'X' Goes Here

- _____ What about War
 _____ What does Citizenship Mean
 _____ Can We Create a 'City of Light'?
 _____ Ideology and World Affairs, Houghton
 _____ Mifflin Co.
3. _____ (Title) Harvard Social Studies Project
 (Author) Dr. Donald W. Oliver and Dr. Fred
 M. Newman, Harvard University
 (Materials available and publisher)
 _____ Teaching Public Issues in the High
 School, Houghton Mifflin
 _____ The American Revolution, American
 Education Publication
 _____ The Railroad Era, American Education
 Publication
 _____ The Rise of Organized Labor, American
 Education Publication
 _____ The Immigrant's Experiences, American
 Education Publication
 _____ Negro View of America, American
 Education Publication
 _____ Municipal Politics, American Education
 Publication
 _____ Taking a Stand: Discussion Guide,
 American Education Publication
 _____ Rights of the Accused, American
 Education Publication
 _____ The Law Suit, American Education
 Publication
 _____ The New Deal, American Education
 Publication
 _____ Community Change, American Education
 Publication
 _____ Nazi Germany, American Education
 Publication
 _____ 20th Century Russia, American Education
 Publication
 _____ Communist China, American Education
 Publication
 _____ Colonial Kenya, American Education
 Publication
4. _____ (Title) Social Studies Curriculum Project
 (Author) Dr. Edwin Fenton, Carnegie Mellon
 University
 (Materials available and publisher)
 _____ Comparative Political Systems, Holt,
 Rinehart & Winston

- ___ Comparative Economic Systems, Holt, Rinehart & Winston
- ___ An Introduction to Behavioral Science, General Systems and Graphics
- ___ The Humanities in Three Cities, General Systems and Graphics
- ___ The American Experience, General Systems and Graphics
- ___ Teaching the New Social Studies: An Inductive Approach, Holt, Rinehart & Winston
- ___ The New Social Studies, Holt, Rinehart & Winston
- ___ Studies in Non-Western World: An Inductive Approach, Holt, Rinehart & Winston
- ___ The Shaping of Western Society: An Inductive Approach, Holt, Rinehart & Winston
- ___ A New History of the U. S.: An Inductive Approach, Holt, Rinehart & Winston

5. ___ (Title) Developmental Economic Education Project
 (Author) Dr. John E. Maher, Senior Economist of Joint Council on Economic Education
 (Materials available and publisher)
 ___ The Joint Council's Check List of 50 Publications from the Council's printing office
6. ___ (Title) High School Geography Project
 (Author) Dr. Nicolas Helburn
 (Materials available and publisher)
 ___ Geography Textbooks for Secondary Schools: Annotated Bibliography, P. O. Box 1095, Boulder, Colorado
 ___ Selected Classroom Experiences: High School Geography Project, National Council for Geographic Education Publication Center, Normal, Illinois
 ___ Demonstration Kits, Project Center Office

7. _____ (Title) Basic Concepts in History and
the Social Sciences
(Author) Edwin C. Rozwenc, Amherst College
(Materials available and publisher) All
are from D. C. Heath & Company
_____ Conflict and Consequences in the
American Revolution
_____ Liberty and Power in the Making of the
Constitution
_____ Democracy in the Age of Jackson
_____ Slavery and the Breakdown of the
American Consensus
_____ The Entrepreneur in the Gilded Age
_____ Realism and Idealism in Wilson's
Peace Programs
_____ The Status Revolution and the
Progressive Movement
_____ Myth and Reality in the Populist
Revolution
_____ Containment and the Origins of the
Cold War
8. _____ (Title) The Amherst Project
(Author) Dr. Van R. Halsey & Dr. Richard H.
Brown, Amherst College
(Materials available and publisher) All
from D. C. Heath & Co.
_____ The European Mind and the Discovery of
the New World
_____ British Views of the American Revolution
_____ The Ratification of the Constitution and
the Bill of Rights
_____ The Missouri Compromise
_____ The Monroe Doctrine
_____ Andrew Johnson and the Struggle for
Presidential Reconstruction
_____ States' Rights and Indian Removal
_____ The 1920's: Rhetoric or Reality
_____ Responses to Economic Collapse (1930's)
_____ Immigration: A Study in American
Values
_____ The Negro Struggle for Equality in the
Twentieth Century
_____ Manifest Destiny and Expansion in the
1840's
_____ The Spanish-American War: A Study in
Policy Change

9. ___ (Title) Foreign Policy Association
 (Author) James M. Becker
 (Materials available and publisher) These pamphlets and books are published by the F. P. A.
 ___ Great Decision booklets from Allyn and Bacon, Inc.
 ___ New Dimensions
 ___ Headline Series
 ___ Intercom
10. ___ (Title) NCA Foreign Relations Project
 (Author) Jerry R. Moore, Room 70, 53 West Jackson Blvd., Chicago, Illinois
 (Materials available and publisher) Laidlaw Brothers
 ___ The U.S. and World Affairs
 ___ Chinese Dilemma
 ___ America's Role in the Middle East
 ___ The New Europe, the Common Market, and the U.S.
 ___ Southeast Asia and American Policy
 ___ The U.S. and the Soviet Challenge
 ___ Africa and the World Today
 ___ The U.S. in the United Nations
 ___ The United States' Role in Latin America
 ___ India and the World Today
 ___ Japan-Ally in the Far East
- B. How was this information brought to your attention?
 1. ___ information mailed to you, 2. ___ conference attended, 3. ___ personal solicitation from professional periodicals, 4. ___ U.S. Office of Education.
- C. Did you receive this information within the last
 1. ___ year, 2. ___ two years, 3. ___ three or more years?

II. Social Studies Projects Obtained

- A. Was any program or project materials which you liked purchased by your district? ___ yes, ___ no.
- B. About how much time was spent during the year in considering this new program before it was chosen?
 1. ___ one month, 2. ___ two months, 3. ___ three months, 4. ___ four or more months.

- C. In choosing the programs for your curriculum which group or groups helped make the decision?
 1. ___ classroom teachers, 2. ___ department heads, 3. ___ principal, 4. ___ superintendent, 5. ___ curriculum director.
- D. How was this purchase financed? 1. ___ local funds, 2. ___ other, specify _____

III. Social Studies Projects and In-Service Training

- A. When the project(s) were adopted in your district, was any in-service training time devoted to any particular program(s)? ___ yes, ___ no.

Which one(s)? _____

- B. Was there any reason for in-service time being devoted to these programs?

APPENDIX C

FOLLOW-UP LETTER TO DEPARTMENT CHAIRMEN

Department Chairman,

Earlier this year you cooperated in a study about the implementation of social studies programs in your district. The research results from the department chairmen who responded from the forty-one out of seventy-four large high schools are listed below.

I. The percentage of implementation of ten programs is listed in rank order.

Rank Order	Project Title	Percent of Implementation
1	NCA Foreign Relations Project	46
2	Basic Concepts in History and Social Studies (Amherst College U.S. History)	45
3	The Amherst Project (U.S. History)	42
4	Developmental Economic Education Project	41
5	Harvard Social Studies Project (Public Issues, U.S. History)	40
6	Social Studies Curriculum Project (Fenton, U.S. History)	27
7	Foreign Policy Association	26
8	High School Geography Project	.05
9	Anthropology Curriculum Study Project	.05
10	Lincoln Filene Center for Citizenship and Public Affairs	.03

Percentage of implementation was reached by dividing the total possible choices into actual choices tallied from questionnaires.

Information sources concerning programs came from the mail (32), conferences attended (19), and personal solicitation from professional periodicals (15).

The information about programs received was within the last two years (11), three years (9), and one year (6).

- II. Materials that department heads liked which were purchased by the district--yes (30), no (4).

The time lapse in considering which materials to purchase was four or more months (16), one month (4), and three months (1).

Those who made decisions to choose materials were classroom teachers (34), department heads (32), curriculum directors (20), principals (8), superintendents (2).

Financing purchases of programs was local funds (31), N.D.E.A. (2), personal (1).

- III. Whether to allocate in-service time for teachers concerning new materials purchased was no (21), yes (12).

Particular programs which received in-service training were Fenton's inquiry and Anthropology Curriculum Study Program.

I trust that sharing this information with you might be helpful and informative as you continue to aid your staff in making decisions about curriculum innovations.

Thanks again for the cooperation you offered.

Sincerely yours,

James L. Maw

APPENDIX D

PROJECT SOCIAL STUDIES DEVELOPMENT CENTERS

1. Anthropology Curriculum Study Project
5632 South Kimbark Avenue, Chicago, Illinois 60637
2. Basic Concepts in History and the Social Sciences
Amherst College, Amherst, Massachusetts 01002
3. Developmental Economic Education Project
Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036
4. Foreign Policy Association
345 East 46th Street
New York, New York 10017
5. Harvard Social Studies Project
Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138
6. High School Geography Project
P. O. Box 1095
Boulder, Colorado 80302
7. Lincoln Filene Center for Citizenship and Public
Affairs
Tufts University
Medford, Massachusetts 02155
8. NCA Foreign Relations Project
Room 740
53 West Jackson Boulevard
Chicago, Illinois 60603
9. Social Studies Curriculum Project
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213
10. The Amherst Project
Amherst College
Amherst, Massachusetts 01002