

OKLAHOMA SECONDARY SOCIAL STUDIES TEACHERS
AND THE USAGE OF NEW NATIONAL
SOCIAL STUDIES PROJECTS

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CHAPTER I

INTRODUCTION

Many new developments in the social studies curriculum have occurred during the past ten years. Sanders and Tanck make the following statement about these developments:

During this decade a new phenomenon appeared in social studies education in the form of the 'national social studies projects.' These projects commanded an abundance and quality of resources not formerly available for curriculum development. Most were funded by the federal government or by private foundations, and many employed the services of specialists in subject matter, education, curriculum design, and evaluation.¹

Most of the projects are definitely new in many respects. Usually marketed in kit form, the projects contain a variety of material and media aids. These new developments vary in design and flexibility, but the inquiry approach is the principal mode of instruction. A project may suffice as a course in itself, or it may supplement an existing course. Emphasis is placed upon student participation and discovery.

Since the projects are so new, little research has been done concerning teacher utilization of and response to the projects. The focus of this study, therefore, centered upon these two elements.

Need for the Study

The decisions about social studies curriculum change that will count, will not be made in the offices of project directors or publishing houses, but in local school systems and ultimately in the minds of social studies teachers who must implement the new programs.²

At the present time there is a lack of information relative to these projects. In order to determine the impact and scope of the new national social studies projects more empirical data is needed. Such information would be valuable to those who design curriculum projects serving as a foundation for revision of existing programs as well as decisions concerning the direction of future programs.

Statement of the Problem

The purpose of this study was to more fully understand teacher reactions to the projects and to determine the pervasiveness of the projects. Thus, the problem becomes twofold: (1) To what extent are the new social studies projects being utilized in Oklahoma? and, (2) What are the teacher reactions to these projects?

Major Research Questions

The major research questions proposed for investigation were as follows:

- A. To what extent are the new national social studies projects being used by Oklahoma secondary social studies teachers?
- B. Are the following statements perceived by teachers to be favorable or unfavorable in regard to the projects?
 1. Materials furnished with the projects are sufficient in quantity and quality.
 2. Students like the inquiry mode of instruction.
 3. Teacher training and guidance are sufficient within the project.

4. The project accommodates various ability levels of the class satisfactorily.
5. The reading ability required by the project is not too advanced for most students.
6. The project seems to be understood and accepted by the staff, administration, and general community.
7. The project allows for flexibility of instruction.
8. The project curriculum seems to be enjoyed more by the students than the previous type of curriculum.
9. Provisions for evaluation of the students are satisfactory.
10. Appropriate seminar or in-service programs explaining proper use of the project exists.
11. Project materials are sufficient without using supplemental library material.
12. Excessive work is not required of the teacher.

Supplemental Questions

In addition to the above research questions, the following supplemental questions were investigated.

- A. Where are the new projects being used, large cities or smaller towns?
- B. What percentage of Oklahoma secondary social studies teachers belong to the National and/or Oklahoma Council for the Social Studies?
- C. What are the reasons for not using the projects?
- D. How did the teachers who know about the projects learn about them?

- E. What are the educational and demographic profiles of teachers who are familiar and unfamiliar with the projects in regard to the following factors?
1. Number of years of teaching experience
 2. Number of years of teaching in the present school system
 3. Major in college
 4. Number of hours of college credit in the social studies field
 5. Highest degree held
 6. Number of years that have elapsed since attending a college level class as a student
 7. Sex
 8. Age
 9. Population of the city in which one teaches
 10. Size of particular school in which one teaches
 11. Number of social studies teachers in the particular school in which one teaches
 12. Membership in the Oklahoma Council for the Social Studies
 13. Membership in the National Council for the Social Studies

Major Assumptions

For the purpose of this study the following assumption was posited: The questionnaire developed for use in this study was a valid instrument for determining the extent of project usage and teachers' reactions to the projects.

Limitations of the Study

This study was intended to be an initial thrust into a previously unexplored area, consequently, results should be considered tentative, providing base data for more elaborate research. Generalizations drawn from the findings should be limited to the response population. No causation or relationships were made in this study.

Definition of Terms

New National Social Studies Projects refers to recent curricular materials that have been developed in the social studies field. These materials are generally in the form of a kit or package and are designed to be self-sufficient. The new national social studies projects and the new social studies are considered by most authors to be synonymous.³ For the purpose of brevity the new national social studies projects will be referred to simply as the projects in various instances in this research study.

Inquiry Approach refers to a teaching-learning process where the student is faced with a problem, formulates a hypothesis, and reaches a generalization or conclusion. The definition of inquiry varies among different authors. The following terms are used interchangeably with inquiry by many project directors and social scientists: critical thinking, problem-solving, discovery, hypothesis testing, and the inductive method.⁴

Structure refers to the relationships among the fundamental ideas of a discipline. Joseph Schwab states that the structure of an academic discipline has two fundamental parts:

- (1) The conceptual framework-fundamental concepts, generalizations, and principles; and
- (2) The methods of inquiry used by the scholars of the field as they do their research work.⁵

Traditional Curriculum refers to the curricular materials and sequence of courses that have been in common use in the social studies field from 1916 to 1960.

Traditional Teaching Methods refers primarily to the lecture process on the part of the teacher and the memorize and repeat process on the part of the student.

SRSS refers to the Sociological Resources for the Social Studies Project.

NCSS refers to the National Council for the Social Studies.

OCSS refers to the Oklahoma Council for the Social Studies.

Familiar Teachers refers to the teachers in the sample who had knowledge of the new national social studies projects.

Unfamiliar Teachers refers to the teachers in the sample who had no knowledge of the new national social studies projects.

Summary and Organization of the Study

The general problem under investigation has been stated in this chapter. The need for the study and the major research questions under investigation have been given. The terms frequently used in the study have been defined, and the assumptions and limitations basic to the study have been stated. The format for the succeeding chapters is as

follows: Chapter II presents a selective review of the literature which was reviewed for this study. Chapter III explains the research design of the study. The analysis of the data collected is given in Chapter IV. Chapter V presents the findings and makes recommendations in relation to these conclusions for further research.

FOOTNOTES

¹Norris M. Sanders and Marlin L. Tanck, "A Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, April, 1970, p. 383.

²Dorothy McClure Fraser, Social Studies Curriculum Development: Prospects and Problems--39th Yearbook (Washington, D. C., 1969), p. IX.

³Jan L. Tucker, "Teacher Educators and the New Social Studies," Social Education, May, 1972, pp. 548-554.

⁴Richard D. Van Scotter, "A Prescription for Teaching Social Studies in the Seventies," The Social Studies, Vol. LXIII, No. 4 (April, 1972), p. 171.

⁵June R. Chapin and Richard E. Gross, "Making Sense Out of the Terminology of the New Social Studies," The Social Studies, Vol. LXIII, No. 4 (April, 1972), p. 147.

CHAPTER II

SELECTIVE REVIEW OF LITERATURE

Brief History of Social Studies Curriculum

The term social studies was officially adopted by the Committee on Social Studies of the National Commission on the Reorganization of Secondary Education in the year 1916. History had an important influence on the secondary school curriculum many years before it was a requirement for entrance into college. History had continued to dominate the social studies curriculum but is now being challenged seriously by other social studies disciplines.¹ In 1916 the above mentioned committee established a recommended curriculum pattern for the social studies. The pattern is as follows:

- Grade Seven - European history or geography
- Grade Eight - American history
- Grade Nine - Civics
- Grade Ten - European history
- Grade Eleven - American history
- Grade Twelve - Government or Problems of Democracy²

According to Smith and Cox the repetition of courses can be attributed to: (1) The fact that many students terminated their education after completing the ninth grade, and (2) Many educators believed that repetition was a major factor in learning.

Massialas and Smith in New Challenges in the Social Studies cite various studies that indicate that the social studies curriculum remained virtually unchanged during the period 1916-1960.³ During

the past decade many changes and attempts at change have been made in the social studies curriculum.

Lowe in Structure and the Social Studies states six basic reasons for these changes and the resulting development of the new social studies projects. The first reason discussed concerned a general dissatisfaction with the status quo. The social studies curriculum was under constant attack by students, teachers, and the general public for lacking proper organization, for being too provincial, for avoiding issues, and for trying to teach too much. Another reason for curriculum change concerned what Lowe termed the anxiety phenomenon. This was a method of scapegoating by which the social studies curriculum was blamed for failing to properly educate Americans to handle such problems as foreign relations, crime, and racial tension. A third reason for change in the social studies curriculum can be related to the earlier curriculum revolution in math, science, and foreign languages. Such programs as SMSG mathematics, BSCS biology, and audio lingual foreign language instruction received a large amount of attention. These innovations seemed to cause people to question a curriculum that had not been changed since its inception into the school curriculum forty-five years earlier.

This leads into the next reason for change, and that is change for its own sake. The feeling that an old curriculum is a bad curriculum had its influence on social studies curriculum revision. A very important reason for new developments in the social studies was due to the fact that money became available. The United States Office of Education and the National Science Foundation have been very influential in the development of many of the new social studies projects. Finally

Lowe states that social studies curriculum revision was concerned with the effect of the knowledge explosion. So much material exists that teachers can no longer use the ground covering phenomenon in teaching social studies. The social studies curriculum must be revised and changed in order to incorporate new ideas and methods that are essential in handling this vast increase in information and knowledge.⁴

These changes have resulted in the development of many new social studies projects. The exact number of projects is difficult to determine due to their recentness. Some of the projects are national in scope while others are designed for local use. The projects have many characteristics in common. Specific characteristics are discussed in the review of the research that has been done on the projects.

Jerome Bruner had a very important effect on the development of the new social studies projects. Bruner's concept of structure provides the basic foundation of the projects. His ideas concerning inquiry, along with John Dewey's problem solving approach to teaching and learning, constitute the principal mode of instruction.

Selective Review of the Research on the Social Studies Projects

Most of the research that has been done on the projects takes the form of a brief descriptive background and individual analysis of a selected group of the projects. The bulk of the research does not attempt to compare or evaluate the projects on the basis of some predetermined criteria. A sampling of the projects is usually given so the individual teacher or specialist can judge what they would like to inspect in greater detail. A problem that plagues the researcher in

this area is that the projects are numerous, and there appears to be no complete listing of the projects. Another problem is that concerned with the rapid development of the projects. By the time information is published, it is out of date.

No research was found dealing with actual teacher utilization of the projects on a large scale. Most of the projects had been placed in some type of classroom situation under an experimental basis before being made commercially available. Field testing is, however, an entirely different climate than that experienced by the regular classroom teacher. Although much has been written concerning the new social studies and its structure, it is not research that has been specifically applied to the projects. The principal work that has been done concerning the projects will be discussed at this point.

Smith and Cox have a chapter in their book, New Strategies and Curriculum in Social Studies, where they examine twelve projects. The projects were selected on the basis of dealing with a specific subject in the school curriculum or upon the attempt of the project to design a complete social studies curriculum for the secondary or secondary and elementary program. No attempt was made to evaluate the projects because the projects had not been available for a long enough period of time. The purpose of this Smith and Cox study was to describe a sampling of the various projects. The projects selected were: The Amherst Project in American History, Anthropology Curriculum Study Project, Development of Economics Curricular Materials for Secondary Schools, Econ 12--The Design and Evaluation of a Twelfth Grade Course in the Principles of Economics, High School Geography Project, High School Curriculum Center in Government, Sociological Resources for

Secondary Schools, Harvard Social Studies Project, Social Studies in Grades Nine to Twelve, Social Studies Curriculum K-12, The Greater Cleveland Social Science Program, and a Program of Curriculum Development in the Social Studies and Humanities.

A comparison was made between the above mentioned social studies projects and earlier curriculum developments in mathematics and science. Most of the projects have an abundance of materials that take the form of a kit or package. Smith and Cox illustrate this in the following quotation.

These packages may contain instructional textbooks or a series of textbook-like pamphlets for use by the students, supplementary readings, data samples and artifacts, teachers' manuals with specific instructions and lesson plans on how to use the materials, short films, film loops, special maps, and recordings.⁵

The projects are primarily funded by the federal government or private agencies and are usually designed by a specialist and then handed to the classroom teacher for implementation. Smith and Cox are concerned with the intelligent adoption of these projects. They feel that the projects must be understood completely, especially their objectives and inquiry mode of instruction, before they will be accepted. Smith and Cox state that a public relations program about the projects should be undertaken for the general school staff and community. This aspect of acceptance, including a need for additional teacher training and failure of the community or general faculty to understand the objectives of a particular project, will be a part of the data gathered as a result of this research.

A recent study in Social Education evaluated twenty-six projects on the general criteria of government or foundation funding, national as

compared to regional use, and the availability of commercial materials. The projects were described and appraised on the basis of twelve questions. The essential parts of the questions were as follows: (1) program rationale, (2) objectives of the program, (3) kinds of instructional materials, (4) instructional strategies and activities, (5) variety inherent in the program, (6) individual differences, (7) student and teacher evaluation, (8) preparation and guidance of teachers, (9) additional staff training needs, (10) continuity and sequence, (11) administrative concerns, and (12) alternate uses of the projects.⁶

The reviewers also added their opinion as to factors inherent in various projects that may cause problems for the students. All of the projects reviewed were broken down into four classifications: comprehensive, discipline-oriented, area-oriented, and special purpose. The projects were also classified as to their appropriate grade level usage, kindergarten through twelfth grade. An indication was made on each of the projects reviewed as to whether it was intended to be used as a complete, self-sufficient course or as parts of a course. Sanders and Tanck elaborate upon seventeen characteristics that they consider to be the general features of all projects. These features are of importance to one's general understanding of the entire project concept. Defining materials as a project is a problem. Smith and Cox state that there are over fifty projects and imply that the exact number is unknown. A Directory of Research and Curriculum Projects in Social Education lists over one hundred projects and states that the list of projects that could be included is nearly endless.⁷ A large discrepancy exists in these two estimates which were published at

approximately the same time. This possibly implies a need for a better understanding of some of the common characteristics of a project. The projects all vary and in no way could be thought of as being homogeneous, although they all seem to share certain characteristics. A summary of the list of general features in Sanders and Tanck's literature is as follows:

1. One feature is the greater emphasis on all the social studies subjects such as economics, political science, anthropology, and sociology, and not just an emphasis on history and geography.
2. An integration of important ideas and methodology from other fields is an approach that many of the projects are taking.
3. Most of the projects have a concern for the structure of knowledge but approach the concept in various ways.
4. Inquiry teaching strategies are used in almost every project although the definition and extent to which these strategies are used vary.
5. Training of students in inquiry skills is a characteristic of some projects.
6. The identification, analyzation, promotion, and awareness of values is apparent in many of the projects to varying degrees.
7. The intent of a number of the projects is to make the curriculum more realistic through relation to student experience.
8. A general feature of the projects is the in-depth thinking, such as making one's own value judgments and hypotheses, that is required of the student.

9. Cross-cultural studies are used to illustrate differing perceptions of human behavior.
10. There appears to be a trend in the projects toward emphasizing the non-Western world.
11. In-depth studies of particular topics are preferred to the general survey method when studying aspects like geographic areas.
12. A variety of practices exists concerning expanding curricular sequence.
13. In most projects the single textbook has been discarded in favor of a variety of pamphlets or booklets, audiovisual materials, and educational games.
14. Another feature of most of the projects is that they provide basically all the instructional materials so one does not have to rely on outside resources.
15. Background readings, detailed lesson plans, answers to student questions, workshops, films, and books are provided for teacher preparation and guidance.
16. Most of the projects are a combination of the talents of social science experts, teachers, curriculum specialists, artists, and audiovisual specialists.
17. The final feature discussed by Sanders and Tanck is that almost all of the projects were tested in the classroom, and then revised according to the feedback from teachers and students.⁸

One can see from the above summary of features that a project is some form of curriculum package that may be characterized by certain

features or tendencies and at the same time be markedly different from another project in the same field. This illustrates the difficulty of defining a project and in giving a complete list of the projects. Of course, the relative newness of the projects is a large handicap in obtaining a complete and up-to-date list.

William T. Lowe's Structure and the Social Studies contains relevant research about the social studies projects. The first chapter of Lowe's book is similar to the literature already discussed in that the project concept is discussed, giving an incomplete list of, features of, and reasons for the projects. The second chapter is concerned with what Lowe and the Cornell study group termed the most important idea to come from the project movement. This idea is the concept of structure. In the late 1950's there were over one hundred national projects in such fields as math, foreign language, biology, and chemistry, but the social studies projects were still not in existence. A group met in 1959 at Woods Hole, Massachusetts to study what was taking place in the various fields. Out of this conference came Jerome Bruner's The Process of Education and, consequently, the concept of structure. Bruner's four major hypotheses concerning structure, teaching individuals at any age and ability level, intuitive grasp, and motivation through intellectual curiosity are mentioned in practically all writings about the social studies projects. The definition of structure in this passage is "Structure seems to be the fabric of fundamental ideas of a discipline and the relationships among the ideas."⁹ Structure is not just concerned with fundamental understandings but with organization and method of inquiry which is so important in the projects.

Mary Jane Turner examines forty-six national social studies projects in a dissertation for the American Political Science Association at the University of Indiana. These projects are all compared on the basis of descriptive and substantive characteristics, strategies employed, and evaluation information. An analysis of each of the projects is given by means of a brief description and an extensive chart. The chart shows a large variety of factors and the extent of their use in the program on a scale of one to five. The first scale stands for incidentally used, and the amount of usage increases until scale five is reached which represents the dominant theme. A list of the directors of the projects and a key to the publishers are also given.

A research study by Jan L. Tucker of Stanford University entitled "Teacher Educators and the New Social Studies" examined college social studies teachers' attitudes toward the new social studies materials. The study had a three-fold purpose; (1) to identify the major characteristics of the so-called "new" social studies as perceived by secondary methods teachers; (2) to compare what "is being" emphasized with what methods teachers think "ought" to be emphasized; and (3) to discover if there are relationships between what methods teachers think should be happening in the field and other variables such as the type of academic training, length of service as a secondary teacher, and the type of academic appointment held. The research design took the form of a twenty-one page questionnaire based upon selected characteristics of social studies education. The questions were designed to reflect potential areas of tension and disagreement. The questionnaires were mailed to a sample of two hundred thirty-four social studies instructors. The instructors were randomly selected from the total number of

806 college educators who were members of the National Council for the Social Studies. The following results were reported from the study: (1) Methods teachers perceived the project materials and the new social studies as practically synonymous; (2) Methods teachers wanted curriculum development placed in the hands of the classroom teacher and less control by the United States Office of Education and National Science Foundation. The methods teachers wanted more emphasis on student interests and local affairs; (3) If a teacher was in a school of education, his dissatisfaction with the new social studies was greater than if he held an appointment in a different school. Tucker states three implications from his research: (1) The new social studies has caused some methods teachers' knowledge and skill to become obsolete, and they must learn new skills; (2) There may be a trend to separate the developmental and educational roles; (3) There is a difference in values between project developers and the typical teacher educator. This conflict will have to be dealt with if the social studies curriculum is to improve.¹⁰

Fraser and Switzer have a research study stemming from the national trials of Inquiries in Sociology, a one semester high school sociology course developed by SRSS. The study is entitled, "Inquiries in Sociology: Responses by Teachers and Students" and is contained in the research supplement of the December, 1970, edition of Social Education. The course, Inquires in Sociology, was evaluated by 222 teachers and 9,000 students. One part of the study dealt with the various problems encountered with the new project in the classroom. One problem was the variation in teacher competence. Many teachers were simply not capable of generating and sustaining an inquiry-oriented discussion. The

students were left in a confused state many times because the teacher lacked the skills necessary to generate the discussion. Many of the teachers let the students do whatever they wanted to and in many cases nothing seemed to be accomplished. Fraser and Switzer state, "It is certainly desirable that students have freedom. But 'freedom to' (do something) is not the same thing as 'freedom from' (doing anything)."¹¹

Another problem involved the difficulty of getting students engaged in the process of inquiry. Some teachers simply refused to use the inquiry method. Some students were scared and confused by not knowing what to expect, and some students thought that the only legitimate inquiry was original inquiry. The third major problem concerned these students who had a lack of reading skills. The inquiry process was sharply curtailed when some students had difficulty in reading the material to obtain the same fund of experience that the other students had. Another factor in the research concerned how the SRSS course compared to other courses in terms of student interest. The results were that 75.4 percent of the students felt that the SRSS course was as interesting or more interesting than any of their other courses. The study also indicated that case studies and biographies were most interesting and surveys and table analysis least interesting. Fraser and Switzer hypothesized that increasing amounts of subject matter training would make for more effective and stimulating teaching, and, thereby, higher levels of student interest. The level of interest was uniformly high, and there wasn't any significant difference between teachers' training in sociology and the level of student interest.¹²

William A. Johnson, Jr. made an analysis of a six-week institute in sociology held at Oklahoma State University. The materials from the

Sociological Resources for the Social Studies Project were utilized in the institute. The institute was sponsored by the National Science Foundation. Johnson's research was concerned with the relationship of teacher attitudes with what he termed the "new criticism" in American education. By "new criticism" he meant a movement in American education concerned with humanizing the schools. The principal effects of Johnson's research can be identified in three major statements: (1) The teachers in the institute came to perceive the student more in terms of an individual, (2) The teachers tended to view the evaluation and control of student behavior as being less important and tended to increase the importance of freedom of expression and diversity, and (3) The teachers believed that the inquiry approach offered new hope in enabling teachers and students to work effectively with present and future problems.¹³

Johnson's research is important to this study because it exemplifies the important effect that a thorough examination of a project's materials and teaching methods can have on improving teachers' attitudes toward these methods and materials. The teachers stated at the conclusion of the institute that they thought the inquiry approach to teaching offered new hope in solving today's and tomorrow's problems.

The review of the previous research on the national social studies projects has been given. One book not mentioned in the review, entitled Clarifying Public Controversy, emphasized the theory developed by the Harvard Project concerning the teaching of social controversies. Since this book gives more of a framework on how to teach about social issues than it gives any actual research about the Harvard Project, it was not included in the review of the research. However, Newman and

Oliver, authors of the above mentioned book, and also the directors of the Harvard Project, use a variety of materials from the Harvard Public Issues Series in this book.¹⁴ There are numerous other books that discuss specific projects and the inquiry method of teaching but do not contain actual research on the projects.

Brief Description of Five Projects

The purpose for reviewing specific projects is to add clarity to the term, new national social studies project. Five individual projects have been chosen arbitrarily and are briefly examined according to a variety of factors such as: (1) method of funding, (2) publishing company producing the materials, (3) grade level and subject matter area in which the materials are intended to be used, (4) examples of media aids, (5) examples of units within the project, (6) method of instruction suggested, and (7) a variety of other factors that are unique to each project. As mentioned above, the projects were chosen arbitrarily but had to meet the requirements of being national in scope, commercially published, and presently available. Projects representing various subject matter areas such as history, geography, political science, sociology and multi-disciplinary areas were chosen for inclusion in this selected review.

Amherst Project in American History

The Amherst Project began in 1964 through funding by the United States Office of Education primarily with the goal in mind of improving the teaching of American history in the secondary schools. The project is organized with a perspective on history but deals in length with

various issues and topics. Certain units of the project could easily be used in American government, civics, and problems of democracy courses. Early units are not available through the Addison-Wesley Company. A total of forty units are either available or are being prepared. The D. C. Heath Company published thirteen units under the title, "New Dimensions in American History Series." These thirteen units are as follows:

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: Political Statesmanship or
 Unwise Evasion
 The Monroe Doctrine
 Manifest Destiny and Expansionism in the 1840's
 State's Rights and Indian Removal; The Cherokee Nation vs.
 the State of Georgia
 Andrew Johnson and the Struggle for Presidential Recon-
 struction
 The Spanish-American War: A Study in Policy Change
 The 1920's: Rhetoric or Reality?
 Responses to Economic Collapse: The Great Depression of
 the 1930's
 Immigration: A Study in American Values
 The Negro Struggle for Equality in the Twentieth Century¹⁵

The schools in the survey could be using these older units, the newer units, or a combination of both. Examples of some of the newer units published by the Addison-Wesley Company are as follows:

Embargo of 1807: A Study in Policy Making
 Abraham Lincoln and Emancipation: A Man's Dialogue with
 His Time
 Hiroshima: A Study in Science, Politics, and the Ethics
 of War
 Liberty and Law--The Nature of Individual Rights
 God and Government: Problems of Church and State
 Imperialism and the Dilemma of Power
 Korea and the Limits of Limited War¹⁶

The units are organized on the basis of two week periods. A particular method of instruction to be used is not given in the project although it is implied that some form of inquiry should be utilized.

The units require good reading ability, which may cause some difficulty for students. The units may be used to supplement an existing history course or may be used as an entire course. The materials used in the units consist primarily of student materials, case studies, and readings. Audiovisual materials are utilized very little in this project.

Sociological Resources for the

Social Studies Project

The Sociological Resources for the Social Studies Project was funded by the National Science Foundation in 1964 and sponsored by the American Sociological Association. The original intent of the project was not to develop a separate sociology course in the high school but instead to teach sociological concepts that could be included in the teaching of such courses as government, history, and problems of democracy.

The project takes the form of a series of episodes which are short, two-week units. Sanders and Tanck state in their appraisal of the project: "The episodes are defined as sets of instructional materials designed to provide a brief but dramatic and enlightening first-hand encounter with social data."¹⁷ The episodes are completely self-contained and may be used in any order the teacher desires. The inquiry method of instruction is again the dominant theme. The students must work with data, and then through reading must formulate and test their hypotheses and examine the results.

A variety of episodes has been developed, and many more are in the process of development. A total of forty episodes is planned. Examples of the episodes are:

The Incidence and Effects of Poverty in the United States
 Images of People
 Testing for Truth: A Study of Hypothesis Formation
 Sociology of Religion
 The Family in Three Settings
 The Changing Face of American Science
 The Kid Who Had a Thing for Lincolns
 Social Change: The Case of Rural China
 Leadership in American Society: A Case Study of Black
 Leadership
 Social Mobility in the United States
 Some Prerequisites of Democracy
 Looking at the Social World Through Tables¹⁸

A variety of media aids are included in the project. Transparencies, records, films, film strips, charts, and maps are examples of these aids. All of the project materials are published by Allyn and Bacon, Inc. The project directors have also developed a series of six paperback books on the works of sociologists that have been rewritten for high school use. These books are also available through Allyn and Bacon, Inc.

The High School Geography Project

The High School Geography Project originated in 1961 under the sponsorship of the Association of American Geographers. It was initially funded by the Ford Foundation. It is now published by the Macmillan Company. The project is composed of six basic units of study. The first unit is titled "Geography of Cities" and includes study about city location, growth, shape, structure, and functions. Unit two, "Manufacturing and Agriculture," deals with a variety of realities concerning farming and manufacturing. The students have to locate an imaginary company in the United States and then locate the same company in the Soviet Union. Some other activities include interviews with farmers and a game of farming. Unit three is "Cultural

Geography." The effect of differing beliefs and attitudes is illustrated by studying the different ideas people have about cattle. Cultural diffusion, change, and uniformity are also studied. There are three optional games in this unit illustrating the spread of ideas. The fourth unit is titled "Political Processes" and involves students through role playing. The students do many things such as study the "one man, one vote" concept and reapportion a voting district. Many other activities such as making new school district boundaries to further integration of the schools are offered. Unit five is "Habitat and Resources." This unit is concerned with the impact that man has had on his environment. The unit contains seven active classroom experiences to dramatize man's impact. The final unit is "Japan." The project directors hope that students will understand some of the problems of developing countries by an in-depth study of one such country. A contrast is made between traditional Japan and Japan today.¹⁹

This project has an abundance of media aids in almost every form imaginable. The lesson plans for the teacher have been given great detail, and more work concerning evaluation of the student is available than is in most of the projects. The presence of behavioral objectives and matched evaluation verifies this.

The project is designed as a complete one-year geography course for any grade nine through twelve, but could be used to supplement such courses as American history and sociology. This project appears to have been completed in great detail and attempts to offer something for all students.

Law in American Society Project

The Law in American Society Project is jointly sponsored by the Chicago Board of Education and the Chicago Bar Association. Robert H. Ratcliffe is the director of the project, and the Houghton-Mifflin Company is the publisher. The project's purpose is to help students understand the reasoning behind law and to develop an appreciation of law in our society. Project materials have been prepared for the fifth, seventh, and eighth grades as well as materials for a high school United States history course and a civics course. The materials can be used as a one-year course or can be used as special units to supplement an existing course. The materials are primarily in the form of student readings, but other media such as case studies, charts, and various artifacts are used. All of the courses except the civics course depend mainly upon the casebook approach, but the civics course has a series of materials. The fifth grade materials are concerned with leadership and citizenship especially in earlier periods of U. S. development. Role playing such as an instance where some boys are lost on another planet, and are forced to develop laws, leadership, law enforcement, and citizenship responsibilities is an interesting phase of the fifth grade course. The seventh and eighth grade casebook is entitled "Law and American History." This book examines many topics. Examples of the topics are equal opportunity, loyalty oaths, free speech, criminal procedure, and many more. The casebook, "Legal Issues in American History", is used in the high school U. S. history course. The high school civics series is the most thoroughly developed of all the courses. The series entitled "Justice in Urban America" contains the following major units:

Law and the City
 Youth and the Law
 Law and the Consumer
 Landlord and Tenant
 Poverty and Welfare
 Crime and Justice²⁰

The project has several strong points. Many of the cases have human interest and will probably involve the students emotionally. Another strength is that the students are given a thorough look at history and are reminded that the past was complicated and controversial and not as general as so many history books imply.

Weak points, such as difficulty of the reading material and the fact that few teachers have a sufficient background in law, are also present within the project.

High School Curriculum Center

in Government Project

The specific title of this project is American Political Behavior. It is designed for use in such courses as civics, American government, and problems of democracy in grades nine through twelve.

The project is divided into five basic units and is designed to be used as a two-semester course. The first unit is simply an introduction to the course and aspects of political behavior are discussed. The second unit is an eight-week analysis of natural, cultural, and social environmental influence on political behavior. The third unit is also designed to last eight weeks. Such factors as political participation, voting behavior, citizen influence on public policy and decision making, and campaign strategies are discussed and analyzed. The role of the Negro as a minority group is analyzed in relation to

political socialization. Unit four emphasizes the roles of specific groups and offices such as the president, congressmen, and supreme court judges. The last unit involves a study of the effect factors such as mass media, interest groups, experts, and party leaders have on influencing governmental decision making.²¹

The teaching method suggested is that of inquiry where thought provoking material is presented to the student and hypotheses and generalizations are formed. The project has a variety of material such as case studies, readings, maps, charts, films, filmstrips, tapes, and artifacts to facilitate teaching.²²

Simulation Games in the New

Social Studies Projects

The simulation game is an important part of many new social studies projects. In the analysis of 46 new projects by Turner it was found that 27 of these projects utilized games.²³ Due to this large-scale incorporation of simulation games into the new project materials, a brief discussion of the games will be presented.

A simulation game could be defined as a combination of properties from games and properties from simulations. By games, one is basically concerned with a contest with players abiding by specified rules. By simulation one is basically concerned with a simplified model or replica of a real object or situation. Actually, simulation incorporates any technique which places a learner in a social environment and requires him to respond to game procedures. By doing so, the learner discovers for himself the theoretical basis of his actions, and is led to conceptualize about the practical consequences of courses of action.

Essentially, simulation is a means of allowing the student to live vicariously. Furthermore, the simulation has the desirable quality of enabling the teacher to manipulate various courses of action and their consequences without the students suffering physically for wrong choices. Simulations present simplified models of real-world predicaments. They enable the teacher to force interactions in an interesting way while students conduct experiments and reach goals via reflection. As such they are a useful socialization device because students come to realize that life is full of decision making and consequences.²⁴

In an article published in the May, 1972 edition of Social Education a good review was given concerning the research findings on simulation games. Again the most consistent finding was the ability of the simulation games to stimulate interest. This article voiced concern, however, over the many claims concerning simulation games that are taken to be factual. Decaroli states in this article that statements such as the ability to stimulate interest, the ability to learn more factual information, the ability to develop positive attitude change, and the ability to develop skills were all claims made by various research studies for simulation games. He also states that while in many studies it has been concluded that these claims are true, there are also findings to contradict these claims. Decaroli concludes that the research findings on simulation games are basically very encouraging. The games do have potential for improving the teaching of the social studies if considered carefully and used in a manner to maximize their effectiveness.²⁵

As previously mentioned, simulation games are a part of many projects. The High School Geography Project and the project entitled,

Man: A Course of Study, are two examples where simulation games are an integral part of the curriculum materials. "Farming", "Metfab", and "Point Roberts" are examples of simulation games from the High School Geography Project. "Farming" is a game in which students assume the roles of farmers in Kansas during three different time periods.

"Metfab" is a game where the students take the roles of company officials and decide on the best location for a metal fabricating company in the United States. In "Point Roberts" the students assume the roles of Canadians and Americans and attempt to settle a boundary dispute.²⁶

The games of "Caribou Hunting" and "Seal Hunting" are examples of games from the project, Man: A Course of Study. The games illustrate such factors as the difficulties faced by the Eskimo, hunting techniques used, value of cooperation, sharing patterns, and technological strategies.

Description and Purpose of the National and Oklahoma Council for the Social Studies

This review of the NCSS and OCSS is given to acquaint the reader with the purposes of these organizations. One of the research questions in this study is concerned with membership in these organizations.

The National Council for the Social Studies was founded in 1921 to promote the advancement of professional interests and competence of social studies teachers at all grade levels. The permanent offices of the staff are located at the National Education Association headquarters in Washington, D. C. Membership dues, sale of publications, and grants for specific projects constitute the only source of finance for the National Council. A board of directors, consisting of twelve

individuals, determines the policies and program of the National Council,

In a pamphlet published by the NCSS the following purposes of the organization are given:

To promote the study of the problems of teaching social studies to the best advantage of the students in the classroom; to encourage research, experimentation and investigation in these fields; to hold public discussions and programs; to sponsor the publication of desirable articles, reports, and surveys; and to integrate the efforts of all of those who have similar purposes through the efforts and activities of its members and their cooperative activities with others interested in the advancement of education in the social studies.²⁷

The Council attempts to accomplish its purposes through cooperation, through conferences and field services, through the House of Delegates, through services to members, and through publications. There are dozens of organizations through which the NCSS cooperates. Examples of these organizations are the American Sociological Association, the American Political Science Association, and the American Council of Learned Societies.²⁸

The National Council holds an annual conference for social studies people all over the United States. The conference provides a variety of meetings, activities, exhibits, and programs. The National Council also coordinates conferences, workshops, and seminars for local, state, and regional organizations. Local councils have a means to participate in the development of the NCSS program through the House of Delegates which is composed of representatives from affiliated councils.

The National Council offers various services to its members through such things as a clearinghouse for information about the social studies; through offering assistance to local, state, and regional

groups; through providing the results of research sponsored by the National Council; and through a large variety of publications. The NCSS publications may perhaps be the largest single service of the organization. The Council publishes a professional magazine for social studies teachers entitled Social Education. The magazine presents articles on various subjects such as new social studies materials, teaching methods, teaching problems, and reviews of books and recent research in the field. The Council also publishes a variety of other material. Examples of the material are: a "how to do it series", a curriculum series, a variety of readings on social studies, research bulletins, test item bulletins, general bulletins, and an annual yearbook.²⁹

The Oklahoma Council for the Social Studies has as its major purpose the improvement and advancement of the teaching of social studies in the state of Oklahoma. The Oklahoma Council always organizes the social studies meetings held annually during the State Teachers' Convention. The 1972 meeting held October 19 featured speakers on such subjects as the process approach, simulation, role playing, teaching strategies, values, and ethnic studies. Meetings were held on all the social studies courses such as anthropology, sociology, psychology, economics, American history, world history, political science, geography, and Oklahoma history. Demonstration classes were presented on the Political Science Project and the Fenton Project.

The various services offered by the NCSS and the OCSS could provide members of these organizations with information about new curriculum materials, methods, and research developments.

Summary

The social studies curriculum had changed very little from 1916 to the mid-1960's. Suddenly a large influx of materials designed to be used with new teaching strategies appeared on the scene. These new materials appeared for the most part as self-contained teaching units with all the content materials, audiovisual aids, and teaching instructions deemed necessary. No longer did the subject of history totally dominate the social studies curriculum. Other disciplines such as geography, economics, sociology, anthropology, and political science began to receive a share of the attention. These new "teaching packages" became known as the new social studies projects. The projects had many things in common but were also uniquely different. Most of the projects incorporated various social science concepts and utilized tools of analysis in teaching about these concepts.

The materials of the new social studies projects are not radically different from the traditional social studies materials. The principal difference seems to lie in the method of instruction. The new materials are designed to accommodate and encourage the inquiry process.

Supposedly, one of the prime contributions of the new social studies projects is that the materials furnished with the projects are usually sufficient. This means the teacher doesn't have to search for additional materials in inadequately stocked libraries. The materials in most of the projects are not just student readings but also include such things as films, simulation games, documents, artifacts, records, and tapes.

Fraser states that the true success of the new national social studies projects depends ultimately upon the classroom social studies teacher.³⁰ This statement emphasizes the need for more empirical data to assess the impact and scope of the projects.

FOOTNOTES

¹Norris M. Sanders and Marlin L. Tanck, "A Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, April, 1970, p. 384.

²Frederick R. Smith and C. Benjamin Cox, New Strategies and Curriculum in Social Studies (Chicago, 1969), pp. 2-3.

³Bryon G. Massialas and Frederick R. Smith, New Challenges in the Social Studies (Belmont, California, 1965), pp. 22-31.

⁴William T. Lowe, Structure and the Social Studies (Ithaca, New York, 1969), pp. 2-3.

⁵Smith and Cox, p. 131.

⁶Sanders and Tanck, pp. 387-388.

⁷Sanders and Tanck, pp. 384-387.

⁸Ibid.

⁹Lowe, p. 35.

¹⁰Jan L. Tucker, "Teacher Educators and the 'New' Social Studies," Social Education, May, 1972, pp. 548-554.

¹¹Graeme S. Fraser and Thomas J. Switzer, "Inquiry in Sociology: Responses by Teachers and Students," Social Education, December, 1970, p. 922.

¹²Fraser and Switzer, pp. 922-926.

¹³William A. Johnson, Jr., "Measurement of Teacher Attitudes in Relation to the 'New Criticism' in American Education: An Analysis of a Six-Week Institute in Sociology" (unpublished doctor's dissertation, Oklahoma State University, 1972).

¹⁴Fred M. Newmann and Donald W. Oliver, Clarifying Public Controversy (Boston, 1970).

¹⁵Smith and Cox, pp. 133-134.

¹⁶Mary Jane Turner, Political Science in the New Social Studies Curricula: State of the Art--1970 (Bloomington, Indiana, 1970), p. 6.

- ¹⁷ Sanders and Tanck, p. 433.
- ¹⁸ Pamphlet sponsored by American Sociological Association, "Sociological Resources for the Social Studies" (Boston, Massachusetts, no date).
- ¹⁹ Pamphlet by the High School Geography Project, "Geography in an Urban Age" (New York, no date).
- ²⁰ Turner, p. 36.
- ²¹ Sanders and Tanck, pp. 428-431.
- ²² Smith and Cox, pp. 139-140.
- ²³ Turner, pp. XI-XXVIII.
- ²⁴ Samuel Brodbelt, "Simulation in the Social Studies: An Overview," Social Education, February, 1969, pp. 176-177.
- ²⁵ Joseph Decaroli, "What Research Says to the Classroom Teacher: Simulation Games," Social Education, May, 1972, pp. 541-543.
- ²⁶ Pamphlet by the High School Geography Project, "Manufacturing and Agriculture" (New York, no date).
- ²⁷ Pamphlet by the National Council for the Social Studies, "National Council for the Social Studies" (Washington, D. C., July, 1968).
- ²⁸ Ibid.
- ²⁹ Ibid.
- ³⁰ Dorothy McClure Fraser, Social Studies Curriculum Development: Prospects and Problems--39th Yearbook (Washington, D. C., 1969), p. IX.

CHAPTER III

RESEARCH DESIGN

Introduction

"Science never professes to present more than a working diagram of fact. She does not explain, she states the relations and associations of facts as simply as possible."¹

Such is the nature of this research design. In effect it sets the rules which guided the study and prescribes the manner in which outcomes shall be presented and interpreted.

Instrument Development

The instrument used in the collection of data for this research study was in the form of a questionnaire. The questionnaire was developed by the writer and followed four major phases suggested by Evans:

- (1) Define clearly the purpose of the questionnaire.
- (2) Decide exactly what information is required.
- (3) Analyze it into its component parts.
- (4) Frame a series of questions designed to elicit it.²

The purpose of the questionnaire was stated in a letter of introduction to the teachers. The questionnaire's purpose was to gather information that would assist in determining the extent of project utilization in Oklahoma and teachers' reactions to the projects. This information was further divided into the following component parts:

- (1) Familiarity or unfamiliarity with projects
- (2) Source of learning about projects
- (3) Specific projects used by teachers
- (4) Extent of project utilization
- (5) Favorable and unfavorable statements about projects
- (6) Reasons explaining non-utilization of projects
- (7) Demographic data

Questions were framed to elicit information from each of these seven component parts.

The questionnaire was pretested with 15 social studies teachers who served as a panel of judges. Each panel member was asked to respond to 45 items on the questionnaire relative to the following statements suggested by Good as criteria for face validity.

- (1) Is the question on the subject?
- (2) Is the question perfectly clear and unambiguous?
- (3) Does the question get at something stable, which is typical of the individual or of the situation?
- (4) Does the question pull or have extractive power? Will it be answered by a large enough proportion of respondents to have validity?
- (5) Do the responses show a reasonable range of variation?
- (6) Is the information consistent in agreement with what is known, and in agreement with expectancy?
- (7) Is the item sufficiently inclusive?
- (8) Is there a possibility of obtaining an external criterion to evaluate the questionnaire?³

This procedure resulted in minor revisions to seven items and in a minor revision in the format of the questionnaire. According to the above standards set by Good, the questionnaire used in gathering data for this research study should fulfill the purposes for which it was intended and should, therefore, lead to the assumption of face validity for the instrument.

A copy of the instrument appears as Appendix A.

Scoring the Instrument

The questionnaire was designed for three categories of social studies teachers: (1) Those familiar with and using the projects, (2) Those familiar with but not using the projects, and (3) Those not familiar with the projects. All parts of the questionnaire were not applicable to each group, so the questionnaire was designed for teachers to omit certain parts. Responses were tallied for each of the three categories of teachers for every item on the questionnaire that was applicable to a particular category.

The section of the questionnaire pertaining to the twelve statements about the projects that the teachers were asked to mark as being either favorable or unfavorable was scored as follows: The statements were designed in such a manner that a positive reply represented a favorable statement, and a negative reply represented an unfavorable statement. The statements were categorized as being either favorable or unfavorable by the writer after reading numerous articles about the projects and after analyzing actual project materials. A tally was made of the favorable and unfavorable responses to each of the twelve statements.

Selection of the Social Studies Teacher Sample

The parameters of this study included all the secondary social studies teachers in the state of Oklahoma. A stratified random sample of 550 teachers was drawn from this population of 2,200 teachers. Stratification was based upon city population according to the 1970 census data. The strata were as follows; (1) under 10,000 (2) between

10,001 and 20,000 (3) between 20,001 and 75,000 and (4) over 75,000. These strata were determined by the writer after scanning a list of the sizes of the cities and towns in Oklahoma.

A list of the secondary social studies teachers in Oklahoma was obtained from the Oklahoma State Department of Education. Each teacher in each stratum was assigned a number and 25 percent of the teachers in each stratum were drawn by using a table of random numbers. Van Dalen makes the following statement about this technique:

Since a random sample may by chance have an undue proportion of one type of unit in it, an investigator may use stratified random sampling to get a more representative sample. When employing this technique, he divides his population into strata by some characteristic and from each of these smaller homogeneous groups draws at random a pre-determined number of units.⁴

The number of teachers in each stratum and the actual sample size are shown in Table I.

TABLE I
A SUMMARY OF THE SAMPLE

Stratified Group	Teachers in Population	Teachers in Sample	Percent of Population
Under 10,000	1,274	319	25
Between 10,001-20,000	181	45	25
Between 20,001-75,000	309	77	25
Over 75,000	<u>436</u>	<u>109</u>	<u>25</u>
Total	2,200	550	100

Data Collection Procedures

The data for this study was secured from a sample population of 550 Oklahoma secondary social studies teachers. An introductory letter, questionnaire, and appropriate return material were mailed to the school address of each member of the sample population. Each questionnaire had been individually coded to allow the researcher to distinguish between respondents and non-respondents.

At the end of a three-week waiting period, the writer repeated the process with the non-respondents. In an effort to increase the return rate of non-respondents, the identifying code was eliminated for the second mailing.

The mail-out procedure produced the following response:

300 scoreable returns

3 non-scoreable returns

4 returns which identified the respondents as no longer
on the staff or teaching in a different academic area

8 scoreable returns received after collections were
___ terminated

Total 315

The total response set represents 57 percent of the sample population. The 300 scoreable returns represent responses from 55 percent of the sample population and 14 percent of all Oklahoma secondary social studies teachers. Data collection took place during the time span of December 18, 1972 to January 22, 1973.

Table II presents a summary of the number of questionnaires returned from the total sample.

TABLE II
A SUMMARY OF RETURNED QUESTIONNAIRES

Stratified Group	Number of Returned Questionnaires	Percent of Returned Questionnaires in Total Sample Population	Percent of Returned Questionnaires Compared to the Total No. of Sec. Social Studies Teachers in Oklahoma
Under 10,000	164	51	13
10,001-20,000	32	71	18
20,001-75,000	45	58	15
Over 75,000	<u>59</u>	54	14
Total	300		

A copy of the introductory and follow-up letters appear as Appendix B.

Statistical Treatment

Survey-type studies are used in trying to solve problems. Detailed descriptions of existing phenomena are collected with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them.⁵

The basic intention of this study was to utilize survey type research that could generate data for more elaborate statistical analysis. With this idea in mind, proportion, percentage, and rank order seemed to be appropriate statistical tools to use in this study. For reporting purposes, the writer has arbitrarily denoted a discrepancy

of 20 percentage points between the twelve favorable or unfavorable response sets as being a noticeable difference. Reported statistics were rounded to the nearest whole percent.

FOOTNOTES

¹H. G. Wells, The Work, Wealth, and Happiness of Mankind, Vol. 1 (Garden City, N. Y., 1931), p. 86.

²K. M. Evans, Planning Small-Scale Research (London, 1968), p. 66.

³Carter V. Good, Essentials of Educational Research (New York, 1966), pp. 224-225.

⁴D. B. Van Dalen, Understanding Educational Research (New York, 1966), p. 299.

⁵Van Dalen, pp. 206-218.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

Presented in this chapter is the analysis of the information collected by means of the questionnaires. The analysis is presented according to each of the research questions and the supplemental questions. Interpretation and discussion of the results are reserved for Chapter V.

Question One

What is the extent of usage of the new national social studies projects by Oklahoma secondary social studies teachers?

Table III reports the total percentage of teachers in the sample who were: (1) using any of the projects, (2) familiar with the projects but not using them, and (3) not familiar with any project.

Table IV illustrates the extent, according to specified percentage ranges, that the teachers in the study were using the new national social studies projects.

The data presented in Tables III and IV indicate that 11 percent of the 300 teachers in the sample were actually using the project materials in their teaching. Half of this 11 percent were using the materials less than 50 percent of the time. The data also shows that 75 percent of the teachers in the sample were not familiar with the projects.

TABLE III
FAMILIARITY WITH PROJECTS

Classification	Number in Sample	Percent of Sample*
Using projects	32	11
Familiar with but not using projects	43	14
Not familiar with projects	<u>225</u>	<u>75</u>
Total	300	100

* Percentage is based on a total population of 300 teachers.

TABLE IV
EXTENT OF PROJECT USAGE

Extent of Use in the Social Studies Course	Number in Sample	Percent of Sample*
None at all--0%	268	89
Less than 25%	12	4
25% to 49%	4	1
50% to 74%	6	2
Over 75%	5	2
Entirely--100%	<u>5</u>	<u>2</u>
Total	300	100

* Percentage is based on a total population of 300 teachers.

Question Two

What characteristics are favorably or unfavorably represented in the projects according to Oklahoma secondary social studies teachers?

Only 75 teachers in the sample were familiar with the projects. Table V reports the number and percentage of teachers who marked each of the twelve statements as either favorable or unfavorable.

The favorable statements pertaining to the projects were identified as follows: (1) The project allows for flexibility of instruction; (2) The majority of students like the inquiry mode of instruction; and (3) The project curriculum seems to be enjoyed more by the students than the previous type of curriculum.

The unfavorable statements pertaining to the projects were identified as follows: (1) There are sufficient materials in school libraries to supplement the project materials; (2) There are appropriate seminar or in-service programs explaining proper use of the project; (3) The project seems to be understood and accepted by the staff, administration, and general community; and (4) Teacher training and guidance are sufficient within the project.

Supplemental Analysis

Question One

Where are the new national social studies projects being used, large cities or smaller towns?

The extent of usage and familiarity and unfamiliarity with the projects is reported in Table VI according to the four stratified population groups in the sample.

TABLE V

STATEMENTS ABOUT THE PROJECTS CONSIDERED TO BE FAVORABLE OR UNFAVORABLE

Characteristics of the Projects	Number Favorable	Percent* Favorable	Number Un-favorable	Percent Un-favorable	No Response
1. The project allows for flexibility of instruction.	51	94	3	6	21
2. The majority of students like the inquiry mode of instruction.	42	69	19	31	14
3. The project curriculum seems to be enjoyed more by the students than the previous type of curriculum	35	66	18	34	22
4. The project accommodates various ability levels of the class satisfactorily.	35	58	25	42	15
5. Materials furnished with the project are sufficient in quantity and quality.	34	58	25	42	16
6. Provisions for evaluation of the students are satisfactory.	29	54	25	46	21
7. The reading ability required by the project is not too advanced for most students.	28	48	31	52	16
8. The new projects do not require excessive additional work of the teacher.	25	44	32	56	18
9. Teacher training and guidance are sufficient within the project.	22	39	34	61	19
10. The project seems to be understood and accepted by the staff, administration, and general community.	20	37	34	63	21
11. There are appropriate seminar or in-service programs explaining proper use of the project.	17	30	40	70	18
12. There are sufficient materials in school libraries to supplement the project materials.	15	25	44	75	16

*Percentage is based on the total number of respondents to each characteristic. The respondents were the 75 teachers who were familiar with the projects.

TABLE VI
USE PATTERNS OF PROJECTS

Stratified Group	Number Using Projects	Percent* Using Projects	Number Familiar With Projects	Percent Familiar	Number Not Familiar	Percent Not Familiar
Under 10,000	7	4	23	14	141	86
10,001-20,000	2	6	6	19	26	81
20,001-75,000	3	7	9	20	36	80
Over 75,000	20	34	37	63	22	37

* Percentage is based on the total number of teachers in each stratum. (Total equals Familiar Teachers + Unfamiliar Teachers.)

Seven percent or less of the teachers in each stratum under 75,000 population were using the project materials. Thirty-four percent of the teachers in the over 75,000 stratum were using the projects.

Question Two

What percentage of Oklahoma secondary social studies teachers belong to the National and/or Oklahoma Council for the Social Studies, and what are the reasons for non-membership?

Table VII shows the number and percentage of teachers who belonged to the National and/or Oklahoma Council for the Social Studies.

TABLE VII
A COMPARISON OF MEMBERSHIP IN THE NCSS AND OCSS

Membership in Organization	Familiar With Projects		Not Familiar With Projects		Both Groups Combined	
	Number	Percent*	Number	Percent	Number	Percent
OCSS	25	33	6	3	31	10
NCSS	17	23	0	0	17	6
Neither	46	61	219	97	265	88

*Percentage is based on 75 teachers in familiar group, 225 in unfamiliar group, and 300 teachers in combined group.

Thirty-three percent of the familiar teachers belonged to the OCSS, and twenty-three percent belonged to the NCSS. Three percent of the unfamiliar teachers belonged to the OCSS and none belonged to the NCSS. Ninety-seven percent of the unfamiliar teachers were not members of either organization. Sixty-one percent of the familiar teachers were not members.

A second aspect of question two was concerned with why a teacher was not a member of the National and/or Oklahoma Council for the Social Studies. Table VIII reveals the number and percentage of teachers who marked the various choices to explain their non-membership.

TABLE VIII
REASONS FOR NON-MEMBERSHIP IN THE NCSS AND OCSS

Reason	Number	Percent [*]
Do not know what membership offers	133	50
Feel that membership provides nothing	61	23
Feel that dues are too expensive	30	11
Do not know whom to contact to join	43	16
Other	65	25

*Percentage is based on the 265 teachers in the sample who were not members of the NCSS or OCSS.

Fifty percent of the teachers who were not members of the NCSS and/or OCSS did not know what membership offered. The reasons given by the teachers who marked the "other" category were as follows:

- (14)* No explanation given for marking "other"
- (7) Physical Education is main interest
- (4) Elementary Education is main interest
- (4) Financially unable
- (3) Administration is main interest
- (3) Business is main interest
- (3) Did not know these organizations existed
- (2) Math is main interest
- (2) Plan to join
- (2) Does little for amount paid
- (2) Teach other courses also
- (2) New teacher in Oklahoma
- (2) Previous member but membership has expired
- (2) Too many organizations already
- (2) No reason to join
- (1) Music is main interest
- (1) Home Economics is main interest
- (1) Spanish is main interest
- (1) English is main interest
- (1) Library is main interest
- (1) Leadership makes me feel like an outsider
- (1) No time
- (1) Only certain people involved
- (1) No literature received after joining as a student

*The number in parentheses represents the number of teachers making that comment.

Question Three

What are the reasons for not using the projects?

This information is based on the 43 teachers familiar with but not using the projects. Table IX reveals the number and percentage of teachers who checked the various reasons to explain why they were not using the projects.

TABLE IX
REASONS FOR NON-USAGE OF PROJECTS

Reason for not Using Projects	Number of Teachers*	Percent of Teachers
Lack of funds to buy the project materials	25	58
Textbooks and related materials are not available	16	37
Do not think that the project curriculum fulfills local needs	13	30
Other reasons	13	30
Think that the conventional course is better than the projects	11	26
A feeling that personal preparation and training is inadequate	8	19
Fellow social studies teachers do not favor use of the new projects	6	14
Excessive additional work is required of the teacher	5	12
Dislike the inquiry approach to teaching the projects	4	9
Local school administration does not favor use of the projects	3	7

*Based on a size of 43 teachers.

Reasons given by the teachers for the "other" classification were as follows, with the number in parentheses representing the number of teachers who made that comment.

- (2) Insufficient information of use
- (2) Use inquiry with present materials
- (2) Current techniques are equivalent
- (2) Do not know of projects on junior high level
- (1) Do not know of any Okla. Hist. project materials
- (1) Students can't handle concepts
- (1) Results of projects not available
- (1) Variety of approaches needed
- (1) Students lack background

The principal reasons explaining why the projects were not being used by these 43 teachers were as follows: (1) Lack of funds to buy the project materials, (2) Textbooks and related materials are not available, (3) Project curriculum would not fulfill the local needs, and (4) The various reasons contained in the "other" classification.

Question Four

How did the teachers who know about the projects learn about them?

The data for this question is based on the 75 teachers in the sample who were familiar with the projects. Table X reveals the number and percentage of teachers who marked the various reasons to explain how they learned about the projects.

"Other" reasons from Table X were:

- (1)* Textbook samples
- (1) OCSS meeting
- (1) State Textbook meeting
- (1) Consultants
- (1) Salesmen
- (1) National Science Foundation

*The number in parentheses represents the number of teachers who made that comment.

TABLE X
SOURCE OF LEARNING ABOUT PROJECTS

Source of Learning About Projects	Number of Teachers	Percent of Teachers*
Professional Literature	25	33
Personal Reading	24	32
College Classes	21	28
In-Service Programs	20	27
Summer Institutes	18	24
Other Teachers	15	20
Other	6	8
Student Teachers	1	1

*Percentage is based on the 75 teachers who were familiar with the projects.

The principal sources through which the teachers learned of the projects were as follows: (1) Professional literature, (2) Personal reading, (3) College classes, (4) In-service programs, (5) Summer Institutes, and (6) Other teachers. Only one teacher listed student teachers as a source through which he learned of the projects.

Table XI reveals a list of all the projects being used by the teachers in the sample. The number of teachers using each project is also given.

TABLE XI
 A LIST OF PROJECTS BEING USED BY OKLAHOMA
 SECONDARY SOCIAL STUDIES TEACHERS

Stratified Group	Project Title	No. of Teachers Using Each Project
Under 10,000	Amherst Project	3
	High School Geography Project	2
	SRSS	1
	Social Studies Curriculum Project	1
10,001-20,000	Amherst Project	1
	Social Studies Curriculum Project	1
20,001-75,000	Amherst Project	1
	SRSS	1
	Social Studies Curriculum Project	1
	Harvard Social Studies Project	1
Over 75,000	Social Studies Curriculum Project	8
	High School Geography Project	7
	Amherst Project	3
	SRSS	3
	High School Curriculum Study Project in Government	3
	Anthropology Curriculum Study Project	2
	Harvard Social Studies Project	1
	Man: A Course of Study	1
	Developmental Economic Education Project	1

Question Five

What are the characteristics of Oklahoma secondary social studies teachers who are using the new national social studies project materials, and what are the characteristics of the teachers who are not?

This research question consists of eleven individual questions pertaining to various personal and professional characteristics of the teachers in the sample. A summary of the personal and professional characteristics of the familiar and unfamiliar groups in the sample is given. This summary is given by means of tables presenting the data involved in each question on the basis of a percentage of the total sample of 300 teachers. Seventy-five teachers or 25 percent of the sample were familiar with at least one project. Two hundred twenty-five, or 75 percent of the sample, were unfamiliar with the project materials.

Subquestion One. How many years of teaching experience do you have?

The information reported in Table XII reveals the number of years of teaching experience for the teachers.

TABLE XII
A COMPARISON OF TEACHING EXPERIENCE

Years of Teaching Experience	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent*	Number	Percent
1-5	31	10	103	34
6-10	19	7	48	16
11-15	12	4	23	8
16-20	4	1	17	6
21+	9	3	34	11
Total	75	25	225	75

*Percentage is based on a total population of 300 teachers.

Both the familiar and unfamiliar groups in the sample had a majority of teachers with ten or less years of experience.

Subquestion Two. How many years have you taught in the present school system?

Table XIII reveals the number of years the teachers in the sample had taught in their present school system.

TABLE XIII
A COMPARISON OF YEARS IN SCHOOL SYSTEM

Yrs. in Present School System	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent*	Number	Percent
1-5	40	13	143	48
6-10	20	7	41	14
11-15	10	3	16	5
16-20	3	1	15	5
21+	<u>2</u>	<u>1</u>	<u>10</u>	<u>3</u>
Total	75	25	225	75

*Percentage is based on a total population of 300 teachers.

Both the familiar and unfamiliar groups in the sample had a majority of teachers with five or less years of experience in their present school system.

Subquestion Three. What was your undergraduate major in college?

Table XIV reveals the particular undergraduate major that the teachers in the sample had in college. Twelve of the familiar teachers had a double major in college, and thirty-three of the unfamiliar teachers had a double major. The existence of these double majors forced the percentage of teachers having a particular major to be calculated on the basis of a total population of 345 majors.

TABLE XIV
A. COMPARISON OF UNDERGRADUATE MAJORS

Undergraduate Major	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent*	Number	Percent
Social Studies	35	10	79	23
Physical Education	5	2	53	15
History	32	9	57	17
Science	0	0	7	2
Mathematics	0	0	6	2
Other	<u>15</u>	<u>4</u>	<u>56</u>	<u>16</u>
Total	87	25	258	75

*Percentage is based on a total population of 345 majors.

Both the familiar and unfamiliar groups in the sample had a majority of teachers with an undergraduate major in either social studies or history. A larger proportion of unfamiliar teachers had an undergraduate major in physical education.

Subquestion Four. How many hours of college credit do you have in the field of social studies?

Table XV reveals the number of hours of college credit the teachers in the sample had in the social studies field.

TABLE XV
A COMPARISON OF COLLEGE HOURS IN SOCIAL STUDIES

Hours of College Social Studies Credit	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent*	Number	Percent
0-10	0	0	4	1
11-20	0	0	29	10
21-30	9	3	45	15
31-40	12	4	55	18
41-50	14	5	41	14
51+	<u>40</u>	<u>13</u>	<u>51</u>	<u>17</u>
Total	75	25	225	75

*Percentage is based on a total population of 300 teachers.

The majority of familiar teachers had more than 51 hours of college credit in the social studies field. The majority of unfamiliar teachers had less than 40 hours of college credit in the field of social studies.

Subquestion Five. What is the highest degree that you hold?

Table XVI reveals the highest degree that the teachers in the sample had received.

TABLE XVI
A COMPARISON OF COLLEGE DEGREES

Highest Degree Received	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent*	Number	Percent
B.A.	22	7	53	18
B.S.	10	3	84	28
M.S.	14	5	48	16
M.S.+	29	10	40	13
Ed.S.	0	0	0	0
Ed.D.	0	0	0	0
Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	75	25	225	75

*Percentage is based on a total population of 300 teachers.

The majority of the familiar teachers had a Master's degree or had done work beyond the Master's degree. The majority of the unfamiliar teachers had only obtained a Bachelor's degree.

Subquestion Six. How many years have elapsed since you attended a college level class?

The number of years that had elapsed since the teachers in the sample attended a college level class is reported in Table XVII.

TABLE XVII
A COMPARISON OF YEARS SINCE ATTENDING
A COLLEGE CLASS

Number of Years Since Attending a College Class	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent*	Number	Percent
1-5	72	24	198	66
6-10	3	1	16	5
11-15	0	0	3	1
16-20	0	0	4	1
21+	<u>0</u>	<u>0</u>	<u>4</u>	<u>2</u>
Total	75	25	225	75

*Percentage is based on a total population of 300 teachers.

The majority of teachers both familiar and unfamiliar with the projects had attended a college class within the last five years.

Subquestion Seven. Are you a male or female?

The information in Table XVIII reports the number of male and female Oklahoma secondary social studies teachers in the sample.

TABLE XVIII
A COMPARISON OF MALE AND FEMALE TEACHERS

Sex	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent*	Number	Percent
Male	52	17	157	52
Female	<u>23</u>	<u>8</u>	<u>68</u>	<u>23</u>
Total	75	25	225	75

* Percentage is based on a total population of 300 teachers.

There was a majority of male teachers in both the familiar and unfamiliar categories of the sample. The proportion of male to female teachers was approximately the same in both the familiar and unfamiliar groups.

Subquestion Eight. What is your age?

Table XIX reveals the age of the teachers with respect to their familiarity and unfamiliarity with the projects?

TABLE XIX
A COMPARISON OF TEACHER AGE

Age in Years	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent [*]	Number	Percent
21-30	34	11	100	33
31-40	25	8	54	18
41-50	8	3	33	11
51-60	6	2	27	9
Over 60	<u>2</u>	<u>1</u>	<u>11</u>	<u>4</u>
Total	75	25	225	75

* Percentage is based on a total population of 300 teachers.

The majority of both familiar and unfamiliar teachers were under 40 years of age.

Subquestion Nine. What is the enrollment of the school in which you teach?

The enrollment of the school in which each teacher was employed is reported in Table XX.

The majority of familiar teachers taught in schools with an enrollment in excess of 800 students. The majority of unfamiliar teachers taught in schools with less than 800 students.

TABLE XX
A COMPARISON OF SCHOOL ENROLLMENT

School Enrollment	Familiar With Projects		Not Familiar With Projects	
	Number	Percent [*]	Number	Percent
Less than 200	5	2	43	15
201-400	11	4	67	22
401-800	13	4	50	17
801-1,200	9	3	31	10
Over 1,200	<u>37</u>	<u>12</u>	<u>34</u>	<u>11</u>
Total	75	25	225	75

* Percentage is based on a total population of 300 teachers.

Subquestion Ten. How many secondary social studies teachers are in your school building including yourself?

The number of secondary social studies teachers who taught in the school building is reported in Table XXI.

The majority of familiar teachers had over six secondary social studies teachers in the building with them. The majority of unfamiliar teachers had four or less secondary social studies teachers in the building with them.

TABLE XXI
A COMPARISON OF THE NUMBER OF SOCIAL STUDIES
TEACHERS IN THE SCHOOL BUILDING

Number of Social Studies Teachers in Building	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent [*]	Number	Percent
1	2	1	23	8
2	5	2	28	9
3	8	3	44	15
4	6	2	36	12
5	7	2	21	7
6	4	1	10	3
Over 6	<u>43</u>	<u>14</u>	<u>63</u>	<u>21</u>
Total	75	25	225	75

*Percentage is based on a total population of 300 teachers.

Subquestion Eleven. Did you attend the social studies meetings at the State Teachers' Convention in Oklahoma City on October 19, 1972?

Table XXII reveals the number and percentage of teachers who attended the state social studies meetings.

The majority (51%) of familiar teachers attended the state social studies meeting in October, 1972. The majority (80%) of unfamiliar teachers did not attend the state social studies meeting.

TABLE XXII
A COMPARISON OF ATTENDANCE AT STATE
SOCIAL STUDIES MEETING

Attendance of Meeting	<u>Familiar With Projects</u>		<u>Not Familiar With Projects</u>	
	Number	Percent [*]	Number	Percent
Yes	38	51	45	20
No	<u>37</u>	<u>49</u>	<u>180</u>	<u>80</u>
Total	75	100	225	100

* Percentage is based on 75 teachers in the familiar group and 225 teachers in the unfamiliar group.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V attempts to draw together the major findings of this research, attach meaning to the presentation of data in preceding chapters, draw conclusions, and make recommendations for further research.

Findings of the Study

The findings of this study considered to be most important were as follows:

1) Eleven percent of the teachers were using project materials and 89 percent were not. The breakdown in extent of project usage was as follows: (a) Four percent were using the projects for less than 25 percent of the course, (b) One percent were using the projects for 25 percent to 49 percent of the course, (c) Two percent were using the projects from 50 to 74 percent of the course, (d) Two percent were using the projects over 75 percent of the course, and (e) Two percent were using the project materials entirely.

2) The following statements about the projects were perceived by the teachers to be favorable: (a) The project allows for flexibility of instruction, (b) The majority of students like the inquiry mode of instruction, (c) The project curriculum seems to be enjoyed more by the students than the previous type of curriculum.

The following statements about the projects were perceived to be unfavorable: (a) There are sufficient materials in school libraries to supplement the project materials; (b) There are appropriate seminar or in-service programs explaining proper use of the project; (c) The project seems to be understood and accepted by the staff, administration, and general community; and (d) Teacher training and guidance are sufficient within the project.

Supplemental Findings

The findings from the supplemental questions considered to be most important were as follows:

1) The following information illustrates where the projects were being used: (a) Four percent of the teachers living in towns with a population of less than 10,000 were using project materials; (b) Six percent of the teachers living in cities having a population between 10,001 and 20,000 were using project materials; (c) Seven percent of the teachers who lived in cities having a population between 20,001 and 75,000 were using project materials; and (d) Thirty-four percent of the teachers living in cities having a population in excess of 75,000 were using project materials. Also, 63 percent of the teachers living in the over 75,000 population stratum were familiar with the projects. The next highest stratum in the extent of project familiarity contained 20 percent of the teachers in that stratum.

In the response population the largest percentage of teachers who were familiar with and were using project materials were in the over 75,000 stratum.

2) Thirty-three percent of the familiar teachers were members of the OCSS. Three percent of the unfamiliar teachers were members of the OCSS. Twenty-three percent of the familiar teachers were members of the NCSS, as compared to total nonmembership from the unfamiliar teachers.

For the entire response population, ten percent belonged to the OCSS and six percent belonged to the NCSS. Eighty-eight percent did not belong to either organization. The principal reason given by the 265 teachers to explain their nonmembership in the NCSS or the OCSS was that they did not know what membership offered.

3) The principal reasons explaining the non-use of the projects by the familiar teachers were as follows: (a) lack of funds to buy the project materials, (b) the fact that textbooks and related materials were not available, (c) the belief that the project curriculum would not fulfill the local need, and (d) the various reasons contained in the "other" classification.

4) The principal sources through which the teachers learned about the projects were as follows: (a) college classes, (b) in-service programs, (c) summer institutes, (d) personal reading, (e) professional literature, and (f) other teachers.

Conclusions From the Study

The following conclusions refer only to the secondary social studies teachers in the response population.

1) The new national social studies projects were being used by a small percentage (11%) of Oklahoma's secondary social studies teachers.

2) The majority of Oklahoma secondary social studies teachers were not familiar with the new national social studies projects.

3) The majority of Oklahoma secondary social studies teachers perceived the following statements about the projects to be favorable:

(a) The project allows for flexibility of instruction; (b) The majority of students like the inquiry mode of instruction; and (c) The project curriculum seems to be enjoyed more by the students than the previous type of curriculum.

4) The majority of Oklahoma secondary social studies teachers perceived the following statements about the projects to be unfavorable:

(a) There are sufficient materials in school libraries to supplement the project materials; (b) There are appropriate seminar or in-service programs explaining proper use of the project; (c) The project seems to be understood and accepted by the staff, administration, and general community, and (d) Teacher training and guidance are sufficient within the project.

5) The majority of projects being used in Oklahoma were found in cities having a population of over 75,000.

6) Thirty-nine percent of the familiar teachers belonged to the NCSS and/or OCSS, while only three percent of the unfamiliar teachers belonged to the OCSS, and none belonged to the NCSS.

7) Overall membership of Oklahoma secondary social studies teachers in the NCSS and OCSS was less than 12 percent.

8) The majority of Oklahoma secondary social studies teachers who were not members of the NCSS or OCSS did not know what membership offered.

9) The principal reasons used to explain why the projects were not being utilized by Oklahoma secondary social studies teachers who were familiar with the projects were as follows: (a) lack of funds to buy the project materials, (b) the fact that textbooks and related materials were not available, (c) the belief that the project curriculum would not fulfill the local need, and (d) the various reasons contained in the "other" classification.

10) There was no central source through which Oklahoma secondary social studies teachers learned of the projects.

11) The majority of Oklahoma secondary social studies teachers who were familiar with the projects attended the social studies meetings at the State Teachers Convention, while the majority of the unfamiliar teachers did not attend.

Recommendations for Further Research

The findings and conclusions of this study will be of importance only to the extent that they stimulate new research in the social studies field. The following represents a few of the research topics which may be derived from this investigation.

1) A comparable study should be done in a different state to see how pervasive these tendencies are.

2) A detailed study should be attempted comparing students using the project-type curriculum and students using the traditional type curriculum. The purpose of this comparison would be to see which type of curriculum is superior and which aspects of the curricula need strengthening.

3) A detailed investigation should be attempted to provide information about more effective means of communicating information about new innovations to teachers.

4) An investigation needs to be attempted for the purpose of providing information by which local, state, and national professional social studies organizations can provide better services to social studies teachers.

5) A study should be attempted for the purpose of assessing the effectiveness of the social studies meetings at the Oklahoma State Teachers Convention.

6) A committee should be established to provide workable proposals suggesting ways of disseminating information about the new national social studies projects to all social studies teachers in the state of Oklahoma.

7) Additional research should be conducted in Oklahoma to substantiate the validity of the results of this study. A similar study utilizing a more statistically oriented approach seems warranted.

Summary

This research study lends support to the idea that the social studies field is experiencing a communication problem. The findings provide evidence that the vast majority of Oklahoma secondary social studies teachers are not familiar with the new project developments. This communication problem could have serious consequences. As noted earlier in this study, Fraser states that the decisions about social studies curriculum change that will count will be made ultimately in the minds of social studies teachers who must implement the new

programs. If teachers are unaware of the new programs, their usefulness in testing these developments and in improving the social studies curriculum would appear limited.

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APPENDIX A
QUESTIONNAIRE

A STUDY OF TEACHER USAGE OF NEW NATIONAL
SOCIAL STUDIES PROJECTS

Questionnaire

Directions: Please read each question carefully, then circle the letter provided which best answers each question.

1. What is the name of the course or courses that you teach?
- | | | |
|--------------|--------------------------|----------------|
| a. History | d. Sociology | g. Civics |
| b. Geography | e. Political Science | H. Other _____ |
| c. Economics | f. Problems of Democracy | |

2. What grade level or levels do you teach?
- | | | | |
|--------|---------|---------|----------------|
| a. 7th | c. 9th | e. 11th | g. other _____ |
| b. 8th | d. 10th | f. 12th | |

3. Are you familiar with any of the new national social studies projects, such as the Amherst Project, High School Geography Project, Sociological Resources for the Social Studies Project, etc.?
- a. Yes b. No

(If your answer to question 3 was no, omit questions 4-10 and complete question 11.)

4. Did you learn about the projects through:
- | | | |
|------------------------|----------------------------|----------------|
| a. College classes | d. Student teachers | g. Other |
| b. In-service programs | e. Personal reading | teachers |
| c. Summer institutes | f. Professional literature | h. Other _____ |

5. Are you using any of the new social studies project material in your teaching? a. Yes b. No

(If your answer to question 5 was no, omit questions 6, 7, and 8 and then continue to answer questions 9, 10, and 11.)

6. What project or projects are you using? (Please fill in the name of the project.)
- | | |
|----------|----------|
| a. _____ | c. _____ |
| b. _____ | d. _____ |

7. To what extent are you using this or these projects?
 a. None at all--0% d. 50% to 74% of the course
 b. Less than 25% of the course e. Over 75% of the course
 c. 25% to 49% of the course f. Entirely--100%
8. Do you feel that you are using the project as the project directors intended? a. Yes b. No
9. If you are familiar with any of the projects, which of the following factors about the projects do you consider to be true (favorable) and which ones false (unfavorable)? (Please check the appropriate blank.)

True (favorable)	False (unfavorable)	
_____	_____	a. Materials furnished with the project are sufficient in quantity and quality.
_____	_____	b. The majority of students like the inquiry mode of instruction.
_____	_____	c. Teacher training and guidance are sufficient within the project.
_____	_____	d. The project accommodates various ability levels of the class satisfactorily.
_____	_____	e. The reading ability required by the project is <u>not</u> too advanced for most students.
_____	_____	f. The project seems to be understood and accepted by the staff, administration, and general community.
_____	_____	g. The project allows for flexibility of instruction.
_____	_____	h. The project curriculum seems to be enjoyed more by the students than the previous type of curriculum.
_____	_____	i. Provisions for evaluation of the students are satisfactory.
_____	_____	j. There are appropriate seminar or in-service programs explaining proper use of the project.
_____	_____	k. There are sufficient materials in school libraries to supplement the project materials.
_____	_____	l. The new projects do not require excessive additional work of the teachers.

10. If you are not using any of the new project materials, please circle any of the letters provided to explain why.
- a. A feeling that personal preparation and training is inadequate.
 b. Lack of funds to buy the project materials.
 c. Excessive additional work is required of the teacher.
 d. Local school administration does not favor use of the projects.
 e. Textbooks and related materials are not available.
 f. Think that the conventional course is better than the projects.
- (Continued)

- g. Do not think that the project curriculum fulfills local needs.
- h. Fellow social studies teachers do not favor use of the new projects.
- i. Dislike inquiry approach to teaching the projects.
- j. Other reasons. _____

11. Personal information (Please circle the appropriate letter.)

1. Number of years of teaching experience?
 - a. 0-2 yrs. c. 6-10 yrs. e. 16-20 yrs.
 - b. 3-5 yrs. d. 11-15 yrs. f. 21+ yrs.

2. Number of years of teaching in the present school system?
 - a. 0-2 yrs. c. 6-10 yrs. e. 16-20 yrs.
 - b. 3-5 yrs. d. 11-15 yrs. f. 21+ yrs.

3. What was your undergraduate major in college?
 - a. Social Studies c. History e. Mathematics
 - b. Physical Education d. Science f. Other _____

4. Number of hours of college credit in the social studies field?
 - a. 0-10 hrs. c. 21-30 hrs. e. 41-50 hrs.
 - b. 11-20 hrs. d. 31-40 hrs. f. 51+ hrs.

5. What is the highest degree that you hold?
 - a. B.A. c. M.S. e. Ed.S. g. Other _____
 - b. B.S. d. M.S. plus hours f. Ed.D.

6. Number of years that have elapsed since attending a college level class as a student?
 - a. 0-2 yrs. c. 6-10 yrs. e. 16-20 yrs.
 - b. 3-5 yrs. d. 11-15 yrs. f. 21+ yrs.

7. Are you a male or female? a. Male b. Female

8. What is your age?
 - a. 20-30 c. 41-50 e. over 60
 - b. 31-40 d. 51-60

9. In what type of school do you teach?
 - a. Public b. Private c. Parochial

10. What is the approximate population of the city in which you teach?
 - a. under 10,000 c. 20,001-75,000
 - b. 10,001-20,000 d. over 75,000

11. What is the enrollment of the school in which you teach?
 - a. Less than 200 c. 401-800 e. over 1,200
 - b. 201-400 d. 801-1,200

12. How many secondary social studies teachers are in your school building? (Include yourself.)
 - a. 1 b. 2 c. 3 d. 4 e. 5 f. 6 g. over 6

13. Did you attend any of the social studies meetings at the State Teachers' Convention in Oklahoma City on Oct. 19, 1972?
- a. Yes b. No
14. Are you a member of the Oklahoma or National Council for the Social Studies?
- a. Oklahoma b. National c. both d. neither
15. If answer #14 is neither, do any of these reasons explain why?
- a. Do not know what membership offers.
- b. Feel that membership provides nothing.
- c. Feel that the dues are too expensive.
- d. Do not know whom to contact to join.
- e. Other _____

APPENDIX B

LETTERS OF INTRODUCTION

Tim J. Wells
Route 1
Cushing, Okla. 74023
December 18, 1972

Dear Social Studies Teacher:

I need about ten minutes of your valuable time to answer a few important questions. The primary purpose of the enclosed questionnaire is to ascertain the extent to which the new national social studies projects are actually being used by Oklahoma secondary social studies teachers and to obtain distinct reasons for use or disuse. The results of this survey will be an essential part of my dissertation in social studies education at Oklahoma State University, Stillwater, Oklahoma. It is hoped that a study of this type will shed light on the project movement by the professional teacher and facilitate the improvement of the social studies curriculum.

You are part of a stratified random sample of 550 Oklahoma secondary social studies teachers. I will assure you that you and your school will remain anonymous in all respects concerning this study.

I would appreciate your cooperation in completing the questionnaire and returning it as soon as possible in the attached self-addressed stamped envelope. It is extremely important that I have all of the questionnaires returned so that I can generalize about the state as a whole.

I would be very happy to send you a copy of the results of the study when it is completed. Also, if you would like a bibliography of recent research and literature on the various projects, please check below and return this sheet with your questionnaire.

I would like a copy of the results. _____

I would like a bibliography concerning the projects. _____

Thank you so much for your time and assistance, and I hope you have a very happy holiday season.

Respectfully,

/s/ Tim Wells

Tim J. Wells

Tim J. Wells
Route 1
Cushing, Okla. 74023
January 8, 1973

Dear Social Studies Teacher;

About three weeks ago you should have received a questionnaire in the mail. The questionnaire was sent to a random sample of 550 Oklahoma secondary social studies teachers in an attempt to ascertain the extent to which the new national social studies projects are actually being used in Oklahoma and to obtain distinct reasons for use or disuse.

I have not received your completed questionnaire, and I need it in order to complete my study. I have enclosed another questionnaire and would certainly appreciate your cooperation in completing it and returning it as soon as possible in the attached self-addressed stamped envelope. You and your school will remain anonymous in all respects.

The results of this survey are an essential part of my dissertation in social studies education at Oklahoma State University, and it is extremely important that I have all of the questionnaires returned so that I can generalize about the state as a whole.

I would be very happy to send you a copy of the results of the study when it is completed. Also, if you would like a bibliography of recent research and literature on the various projects, please check below and return this sheet with your questionnaire.

I would like a copy of the results. _____
I would like a bibliography concerning the projects. _____

Thank you again for your time and assistance.

Sincerely,

/s/ Tim Wells

Tim J. Wells

VITA

Tim Joe Wells

Candidate for the Degree of

Doctor of Education

Thesis: OKLAHOMA SECONDARY SOCIAL STUDIES TEACHERS AND THE USAGE OF
NEW NATIONAL SOCIAL STUDIES PROJECTS

Major Field: Secondary Education

Biographical:

Personal Data: Born in Cushing, Oklahoma, September 23, 1944, the
son of Mr. and Mrs. Jack E. Wells.

Education: Attended elementary school in Cushing, Oklahoma;
graduated from Cushing High School, Cushing, Oklahoma, May,
1962; received Bachelor of Science degree in Personnel
Management from Oklahoma State University, Stillwater, Okla-
homa in May, 1966; received Master of Science degree in
Secondary Education from Oklahoma State University in July,
1968; completed requirements for the Doctor of Education
degree at Oklahoma State University in July, 1973.

Professional Experience: Classroom teacher in intermediate grades
in the Sunnyside Elementary School, Cushing, Oklahoma, 1967-
69; principal and teacher at Sunnyside Elementary School,
Cushing, Oklahoma, 1969-73.