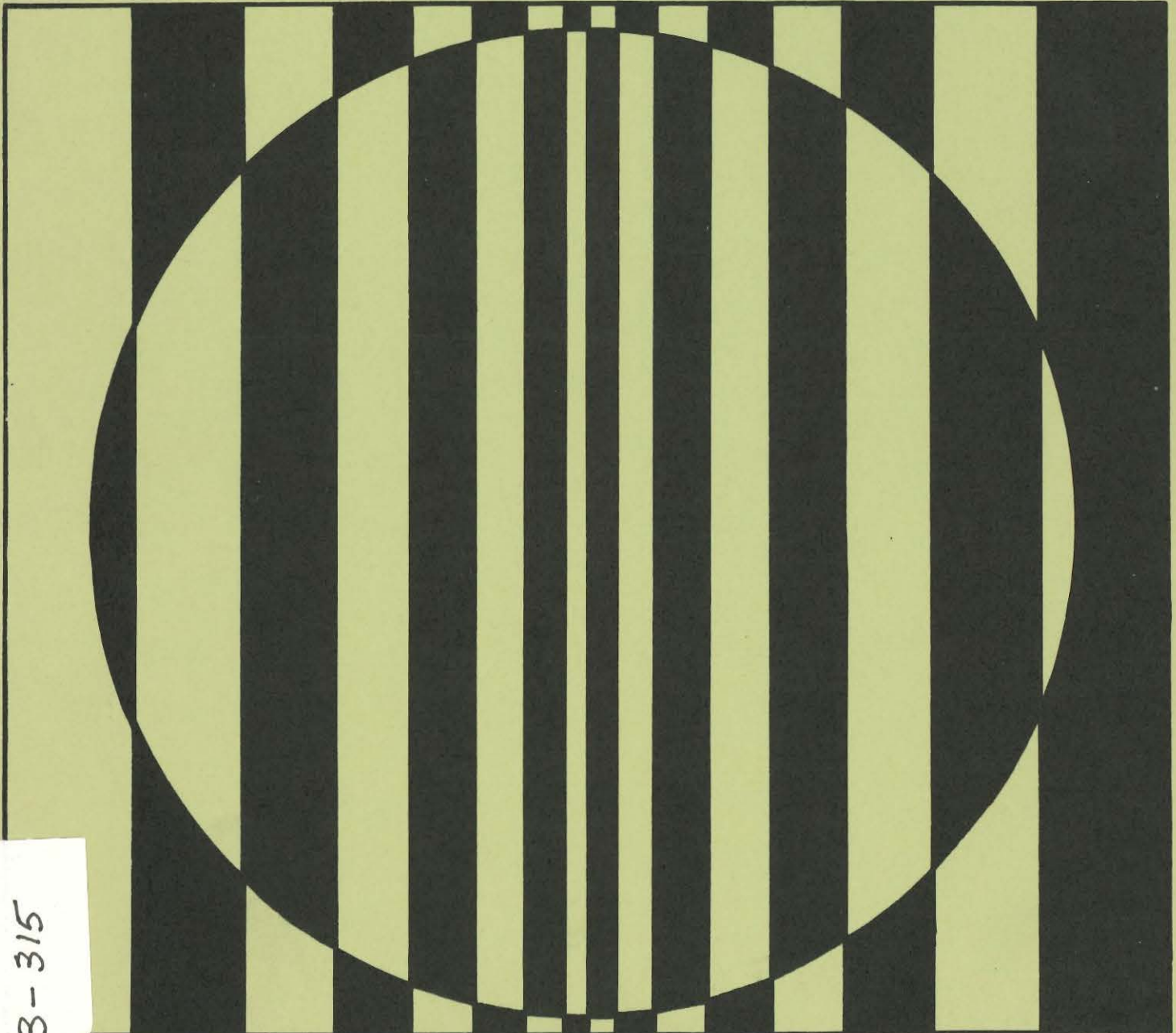


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PROJECT SOCIAL STUDIES ■

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A DIRECTORY



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STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

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ACKNOWLEDGEMENT

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ANTHROPOLOGY

Project: THE ANTHROPOLOGY CURRICULUM PROJECT

Directors: Dr. Marion J. Rice and Dr. Wilfred C. Bailey

Address: University of Georgia
Fain Hall
Athens, Georgia 30601

Summary: The Anthropology Curriculum Project develops and tests instructional materials in anthropology for pupil and teacher use in grades 1-7. The materials are developed on the assumption that any field of knowledge, such as anthropology, consists of a system of concepts, or word labels, which are used to express ideas and describe relationships. An understanding or mastery of any field of knowledge begins with an understanding of the concept system, the meaning of which expands and develops as the knowledge of the discipline is extended.

Material is developed in a primary cycle, grades 1 through 3, and an intermediate cycle, grades 4 through 7. Concepts developed in an introductory manner in the primary cycle are repeated and enlarged in the intermediate cycle. The intermediate cycle, however, may be used independently.

Grade: 1-7

Materials: The following materials are available in either sample set orders or field orders. A sample set consists of one copy of all publications, while a field order consists of materials for 40 students and one teacher. Student material includes textbooks, guide books, pre- and post-tests. Teacher material includes background material and guide book.

*a. "The Concept of Culture"--Grades 1 and 4

Sample Set	\$ 5.00
Grade 1, Field Use	\$30.00
Grade 4, Field Use	\$60.00
Grades 1 and 4, Field Use	\$80.00

*b. "The Development of Man and His Culture"--Grades 2 and 5

Sample Set	\$ 8.00
Grade 2, Field Use	\$80.00
Grade 5, Field Use	\$80.00
Grades 2 and 5, Field Use	\$150.00

c. "Cultural Change"--Grades 3 and 6

Available in February, 1969

d. "Life Cycle"--Grade 7

Available in January, 1969

e. "Language Unit"--Upper Elementary Grades and Junior High

Sample Set	\$5.00
Field Use	\$25.00

*f. Archeological Methods--Programmed text--Grade 5 (parallels the narrative text in Grade 5 Pupil Text)

Sample Set (includes programmed text, test, pronunciation guide, and pronunciation tape)	\$3.00
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Field Order (consists of 10 texts, tests, pronunciation guide and one tape)	\$10.00
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g. Film, 16mm, 28 minutes, color, single reel. "Basic Methods in Archeology: How We Learn About the Past"--parallels the chapter on Archeological Methods in the units for grades 2 and 5. May be used with various grades.

Rental	\$10.00
Purchase	\$250.00

h. For information and brochures write to the Project Office.

Project: ANTHROPOLOGY CURRICULUM STUDY PROJECT

Director: Dr. Malcolm Collier

Address: 5632 South Kimbark Avenue
Chicago, Illinois 60637

Summary: The project is designed to define the role of anthropology in the high school social studies program. They are preparing units and resource materials to implement that role. It is intended that the study be used as an introduction to world cultures or world history courses. Materials now in preparation include a revision of two experimental units, The Study of Early Man and The Great Transformation. The projected course will include much of these units, with a stronger emphasis on culture.

Grade: Secondary

Materials: Materials free upon request from the Project include:

- *a. Newsletter No. 5
- *b. "Anthropology in the Schools" by Robert Hanvey
- *c. Study of Early Man, unit information sheet
- *d. The Great Transformation, unit information sheet
- e. Slide-tape describing their materials, 25 minutes, free LOAN to social studies teachers.
- *f. "Two Dozen Anthropology Books"

Also available from the Project office: "Anthropological Materials in Social Studies Courses: A Case Study," \$1.00.

The following materials are available from the Macmillan Company, 866 Third Avenue, New York, New York 10022:

- a. The Great Tree and the Longhouse: Culture of the Iroquois by Hazel Hertzberg. \$2.40. Teacher's Manual by Hazel Hertzberg.
- b. Kiowa Years: Study in Culture Impact and Profile of a People by Alice Marriott. \$2.44. Teacher's Manual by Rachel Reese Sady.
- c. An Annotated Bibliography of Anthropological Materials for High School Use by James J. Gallagher. \$2.44.

CIVICS-GOVERNMENT

Project: A STUDY OF THE OBJECTIVITY OF MATERIALS USED IN CURRENT EVENTS INSTRUCTION IN SECONDARY SCHOOL SOCIAL STUDIES CLASSROOMS

Director: William T. Lowe

Address: Department of Education
Stone Hall
Cornell University
Ithaca, New York 14850

Summary: A project to determine the objectivity of the five classroom periodicals prepared especially for use in social studies classrooms at the senior high school level.

Grade: Secondary

Materials: All materials have been distributed. The project will appear in Phi Delta Kappa's, School Research Information Service, 8th and Union, Bloomington, Indiana 47401.

Project: COUNCIL ON CIVIC EDUCATION

Director: Henry Toy, Jr.
(Secretary)

Address: 1735 DeSales Street, N. W.
Washington, D. C. 20036

Summary: The goal is to improve civic education through a variety of projects involving research, curriculum materials and teacher education. They have established participating centers at the Lincoln Filene Center, Tufts University; the National Council for the Social Studies, Washington, D. C.; the University of Michigan; and UCLA.

Grade: 1-12

Materials:

- a. Promising Practices in Civic Education, by Donald W. Robinson, et.al., from the National Council for the Social Studies, 1201 16th Street, N. W., Washington, D. C. 20036, 1967, \$4.00 (paper). Identifies and evaluates promising practices in civic education in various American schools.
- b. Your Rights and Responsibilities as an American Citizen, by Charles N. Quigley, Civic Education Committee, UCLA. Two books are involved: "A Civics Casebook" and "A Teaching Guide." Available from Ginn and Company, Statler Office Building, Boston, Massachusetts 02117 (Attention Mrs. Nancy Fairweather). \$1.88 each (paper).
- c. Other studies planned are as yet incomplete.

Project: HIGH SCHOOL CURRICULUM CENTER IN GOVERNMENT

Director: Dr. Howard D. Mehlinger

Address: 1129 Atwater Avenue
Bloomington, Indiana 47401

Summary: A project to develop alternative courses for use in ninth-grade civics and twelfth-grade American government and POD courses. Under development are materials for a course in American Political Behavior for the ninth grade and a course in American and Comparative Political Systems for the twelfth grade. The project seeks to impose concepts utilized by political scientists while emphasizing techniques of social science inquiry.

Grade: 9 and 12

- Materials:
- a. Occasional paper on ninth-grade course in American Political Behavior, available from project upon request.
 - *b. Research paper: "Political Socialization of American Youth," by John Patrick, available through the National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. \$2.50.
 - c. Initial tryout of the ninth-grade materials planned for the 1968-69 school year.
 - d. Initial tryout of the twelfth-grade materials planned for the 1969-70 school year.

Project: LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS

Director: Dr. John S. Gibson

Address: Tufts University
Medford, Massachusetts 02155

Summary: The Lincoln Filene Center for Citizenship and Public Affairs is a research, development and teacher education institute in the social sciences with primary emphasis upon citizenship education. Its major current research and development project is a curriculum improvement program entitled "The Development of Instructional Materials and Teaching Strategies on Race and Culture in American Life" and supported by the U. S. Office of Education.

Grade: Elementary and Secondary

- Materials:
- a. For teacher use:
 - * (1) New Frontiers in the Social Studies: Goals for Students, Means for Teachers, by John S. Gibson, 1967. Citation Press, New York. \$1.35.
 - * (2) New Frontiers in the Social Studies: Action and Analysis, by John S. Gibson, 1967. Citation Press, New York. \$1.35.
 - (3) Anxious Youth: Dynamics of Delinquency, by William C. Kvaraceus, 1966. Charles E. Merrill Books, Columbus, Ohio. \$3.95 (paper).
 - *(4) Negro Self-Concept: Implications for School and Citizenship, by Kvaraceus, Gibson, Patterson, Seacholes and Brambs, 1965. McGraw-Hill Book Company, New York. \$2.45.

- (5) Poverty, Education and Race Relations: Studies and Proposals, by Kvaraceus, Gibson and Curtin, 1967. Allyn and Bacon, Boston. \$3.95.
- *(6) Race and Culture in American Life: A Program for Elementary School Education, by John S. Gibson, 1967. Lincoln Filene Center, Medford, Massachusetts.
 - (a) Volume I of The Intergroup Relations Curriculum outlines the background of the project and places it within the broader framework of intergroup relations in contemporary American life. It includes a series of propositions, critiques, and recommendations with respect to the treatment of intergroup relations through the processes of education. Volume I also describes how the Curriculum has been used in the schools, and focuses upon the Lincoln Filene Center's inservice programs for elementary school teachers and administrators. Evaluation and dissemination procedures are also included in Volume I.
 - (b) Volume II presents the Curriculum, with sections on the intellectual foundations of the Curriculum and extensive teaching strategies, learning activities, and instructional units. Bibliographies for students and teachers are also included. Teachers should be able to launch the teaching of the Curriculum in their classrooms on the basis of the information and procedures provided in Volume II.
- b. For student use:
 - (1) Living Democracy Series (secondary)
 - *They Made a Nation (Constitutional convention), 35¢
 - *Men to Remember (Little-known heroes), 35¢
 - *Get Into the Game! (Politics), 35¢
 - *The 'X' Goes Here (Voting), 35¢
 - *What About War?, 35¢
 - *What Does Citizenship Mean?, 25¢
 - *Can We Create a 'City of Light'?, 25¢

- (2) Ideology and World Affairs, by John S. Gibson,
Revised edition, 1967. Houghton Mifflin Company,
Boston, Massachusetts. \$1.50. (Grades 11-12).

c. Newsletter -- Interchange, available from the center.

Project: THE DEVELOPMENT OF BASIC ATTITUDES AND VALUES TOWARD GOVERNMENT
AND CITIZENSHIP DURING THE ELEMENTARY SCHOOL YEARS

Directors: Robert D. Hess and David Easton

Address: School of Education
Stanford University
Stanford, California 94305

Summary: An exploratory study of the information, concepts, and perceptions that children, adolescents, teachers, and parents have about the informal processes by which political decisions are made, including ways that individual citizens can act to influence political decisions. The study explores views of the appropriateness and the effectiveness of strategies such as demonstrations, student protests, and civil disobedience. A central focus of the study is the individual's perceptions of the effectiveness of attempts to influence action through formal channels and of alternative ways to exert influence upon political decisions.

Grade: Elementary, high school, and adult

Materials: No materials have been prepared for use in the classroom but the results of the study are reported in:

The Development of Political Attitudes in Children,
published by Aldine Publishing Company, 320 W. Adams
Street, Chicago, Illinois 60606.

"Political Socialization," Harvard Education Review,
Vol. 38, Summer, 1968, Business Office, Harvard
University, Longfellow Hall, 13 Appian Way,
Cambridge, Massachusetts 03138, \$2.25.

COMPREHENSIVE

(Comprehensive Projects involve two or more social science disciplines.)

Project: CHICAGO SOCIAL STUDIES PROJECT

Director: Edgar Bernstein

Address: University of Chicago
1362 East 59th Street
Chicago, Illinois 60637

Summary: A study to develop instructional materials for a 9th and 10th grade world history curriculum integrating history and the social sciences. They also hope to determine whether the materials will lead the student into the discovery of principles associated with the social science disciplines.

Grade: 9 and 10 (a two-year sequence)

Materials: a. No materials currently available for distribution.
b. "Structural Perspectives: The Social Sciences and the Social Studies," Bernstein, Social Education, February, 1965, explains the theoretical basis of the project.

Project: CURRICULUM STUDY PROJECT

Director: Glenn W. Hawkes

Address: St. Mark's School of Texas
10600 Preston Road
Dallas, Texas 75230

Summary: A philosophical and historical rationale for a new approach to "Problems of Democracy." Intentions are to use various social science disciplines, such as history and psychology, for developing a rationale. The development of curriculum materials is a secondary objective. The project was begun by the director while he was at Harvard University.

Grade: 12

Materials: Final report is available.

Project: DEVELOPMENT OF A MODEL FOR THE ST. LOUIS METROPOLITAN
SOCIAL STUDIES CENTER

Director: Harold Berlak

Address: Graduate Institute of Education
Washington University
St. Louis, Missouri 63130

Summary: The Center includes two projects. The first is to study the substance of change in the social studies and to initiate a metropolitan social science and social studies curriculum diffusion and implementation coordinating center. The second project is aimed at the development of a unified social science curriculum for the elementary school.

Grade: K-12

Materials: For information on the availability of materials, contact the center.

Project: GREATER CLEVELAND SOCIAL SCIENCE PROGRAM

Director: Raymond English

Address: Educational Research Council of America
Rockefeller Building
Cleveland, Ohio 44113

Summary: The project is designed to construct a new social studies curriculum based on sequential development of concepts and generalizations from the social sciences: American and world history, geography, sociology, anthropology, philosophy-religion-psychology, and political science.

Grade: K-12

Materials: a. K-9 materials for pupils and teachers available from the Order Department of the Council. Write for price list to above address.

*b. Handbook for Social Science Teachers, revised edition, 1969, from the Council, \$4.00--Explains the philosophy, objectives and outline of the GCSSP and includes short essays on the various social science disciplines.

c. "GCSSP In-Service Teacher Education Package"--It has been designed to provide elementary teachers with usable information and background on basic social science disciplines, i.e., history, geography, political science, economics, philosophy, sociology, anthropology and psychology. Cost of materials is as follows:

12 audio-tapes (\$15.00 each)	\$180.00 complete package of 12 tapes
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Administrator's Manual	\$ 3.00 each
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Teacher's Manual	\$ 3.00 each
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Order from the Council.

Project: HARVARD SOCIAL STUDIES PROJECT

Directors: Dr. Donald W. Oliver and Dr. Fred M. Newmann

Address: Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138

Summary: A project to develop a three-year social studies curriculum around controversial public issues. It is further designed to develop critical thinking concepts. The program is built around five elements: (1) historical (context); (2) an ethical and legal concept (skills and critical thinking); and (5) societal problems. They propose to tie all five together in a conceptual framework.

Grade: 7-10

Materials: a. Teaching Public Issues in the High School, D. W. Oliver and J. P. Shaver, Houghton Mifflin, 1966, \$4.50.

b. Public Issues Series - Unit Books, 25¢ each, available from:

American Education Publications
Education Center
Columbus, Ohio 43216

The following titles are now available:

*The American Revolution

*The Railroad Era

*Religious Freedom

*The Rise of Organized Labor

*The Immigrant's Experiences

*Negro Views of America

*Municipal Politics

Taking a Stand: Discussion Guide

Titles scheduled for December, 1967:

*Rights of the Accused

*The Lawsuit

*Community Change

*The New Deal

Project: MATERIALS AND ACTIVITIES FOR TEACHERS AND CHILDREN

Director: Frederick H. Kresse

Address: MATCH Box Project
Children's Museum
Jamaicaway
Boston, Massachusetts 02130

Summary: To develop and evaluate multi-media kits to be loaned to schools for the purpose of finding out about the role that real objects play in the learning process and to discover principles for combining materials and activities into effective teaching/learning instruments.

Grade: K-6

Materials: a. MATCH Boxes are systems of materials and activities that communicate in a variety of ways. Built around specific topics, they contain objects of all sorts, films, pictures, games, recordings, projectors, supplies and a pattern for using these things - the Teacher's Guide.

b. The final report of the MATCH Box project is available and may be ordered from the Museum. The complete report comes in two volumes and may be ordered separately.

VOLUME I -- The basic report containing project purposes, development and evaluation methods, description and assessment of the units developed, how teachers and children responded, project conclusions and new directions. 85 pages. \$2.00.

VOLUME II -- Appendices: evaluation forms, tabulated data, 16 individual unit evaluation reports. 222 pages. \$3.00.

Project: MICHIGAN SOCIAL SCIENCE EDUCATION PROJECT

Director: Robert S. Fox

Address: School of Education
University of Michigan
Ann Arbor, Michigan 48106

Summary: The project is designed to identify major concepts, propositions, conceptual models and methodological principles in social sciences, with emphasis on psychology, social psychology, micro-sociology and anthropology. Plans call for adapting these concepts for a high school curriculum, either as units in current courses or as new courses.

Grade: Elementary

Materials: *a. Seven social science units entitled Social Science Laboratory Units for 4th through 6th grades (6 are substantive, 1 is methodological) are published by

a. (cont.)

Science Research Associates, 259 East Erie Street,
Chicago, Illinois 60611.

- b. Also available from SRA, written by project personnel,
are Teacher Resource Booklets on Classroom Social
Relations and Learning:

- *(1) Problem Solving to Improve Classroom Learning;
Chester, Lippitt and Schmuck. \$1.60 net
- *(2) Diagnosing Classroom Learning Environments;
Fox, Luszki and Schmuck \$1.96 net
- (3) Role-Playing Methods in the Classroom;
Chester and Fox \$1.60 net

Project: PROJECT SOCIAL STUDIES CURRICULUM CENTER

Director: Dr. Edith West

Address: College of Education
University of Minnesota
Minneapolis, Minnesota 55455

Summary: The Minnesota Curriculum Development Center has completed
its revision of curriculum materials for its K-12 program and
has submitted these materials to the Office of Education in the
Department of Health, Education, and Welfare, along with its
final report on the project.

The Curriculum Center has prepared overall grade level
guides and resource units for courses at each grade level
from K-12. Some of the units include a few pupil materials.
All of these materials, plus the background papers, are being
placed in the public domain, along with some sample pupil ma-
terials at other levels.

The materials placed in the public domain, plus limited
copies of the final report when it is released by the Office
of Education, will be available at cost plus postage from
the Center.

Grade: K-12

Materials: Available from Project Social Studies Center:

a. Background papers

- (1) Skills Objectives (West) \$.20
- (2) Role of Social Studies in Teaching
Values (West) .25

(3)	Concepts, Generalizations, and Theories (West)	\$.20
(4)	Learning Principles and Social Studies Curriculum Development (Gardner and Rogers)	.15
(5)	The Social Science Disciplines (West)	.30
(6)	Many Meanings of History (Berkhofer)	.25
(7)	Geography (Steinhauser)	.15
(8)	Political Science (Sorauf)	.40
(9)	Sociology (Rose)	.45
(10)	Anthropology (Holt)	.50
(11)	Some Thoughts on Teaching of Economics (Hurwicz)	.10
(12)	Curricular Framework	.25
(13)	Case Study of Developing a K-12 Curriculum with an Interdisciplinary Staff. (Excerpted from final report to Office of Education.)	
(14)	#1 Rationale for and Analysis of the Curricular Design. (Excerpted from final report to the Office of Education.)	
(15)	The Implications of a Lack of Conceptual Integra- tion in the Social Sciences (Berkhofer)	.20

b. Teacher Materials in Public Domain--Senior High School

(1) Grade Ten

Guide	\$.75
Unit 1 -- Colonial America	.75
Unit 2 -- The Republic Age	.85
Unit 3 -- The Democratic Age	.55
Unit 4 -- Civil War and Reconstruction	.85
Unit 5 -- Industrialization of the U. S., 1840-1920	.85
Unit 6 -- The Consumption Economy	<u>2.15</u>
Total for Teacher's Materials	\$ 6.75

(2) Grade Eleven

Guide	\$.55
Unit 1 -- Western Europe	
Sub-Unit on Introduction and Geography	.50
Sub-Unit on History	2.50
Polit., Social, Econ. Systems and Foreign Policy	1.80
Unit 2 -- U.S.S.R.	
Sub-Unit on Introduction and Geography	.95
Sub-Unit on History	1.25
Sub-Unit on Totalitarian System	1.90
Sub-Unit on Foreign Policy	.55
Teacher's Supplement	.15
Unit 3 -- China	2.50
Unit 4 -- India	1.40
Culminating Suggestions for Year	<u>.10</u>
Total for Teacher's Materials	\$14.15

(3) Grade Twelve

Guide	\$.55
Unit 1 -- How Can We Preserve Our Security Without Sacrificing Our Freedom--mimeographed	1.85
Unit 2 -- Economic Growth at Home	.35
Unit 3 -- Underdeveloped Countries	1.35
Unit 4 -- Area Study on Africa South of the Sahara (Provides contrast for issues raised in this country in units 1 and 5)	1.60
Unit 5 -- Race Problems	.70
Unit 6 -- War and Peace	1.00
Unit 7 -- The Good Life	<u>.45</u>
Total for Teacher's Materials	\$ 7.85

c. Teacher Materials in Public Domain--Junior High School

(1) Grade Seven

Guide	\$.55
Overview Unit	.15
Unit 1 -- Man's Physical Basis	.80
Unit 2 -- Socialization	.65
Unit 3 -- Family	.90
Unit 4 -- Our Behavior in Groups and Crowds	.70
Unit 5 -- Minority Groups	<u>1.50</u>
Total for Teacher's Materials	\$ 5.25

(2) Grade Eight

Guide	\$.55
Unit 1 -- Overview of Our Political System	1.00
Unit 2 -- Political Parties and Elections	2.15
Unit 3 -- The Executive Process	1.65
Unit 4 -- The Legislative Process	1.95
Unit 5 -- The Judicial Process	2.40
Unit 6 -- Local Decision-Making	<u>.40</u>
Total for Teacher's Materials	\$10.10

(3) Ninth Grade

Guide	\$.70
Unit 1 -- The Affluent Society	.75
Unit 2 -- American Economy	.35
Unit 3 -- The Farm Problems	1.20
Unit 4 -- The Auto Industry	.85
Unit 5 -- Poverty in the U. S.	<u>1.25</u>
Total for Teacher's Materials	\$ 5.10

Middle East Unit for grades 8 or 9 \$ 2.15

d. Teacher Materials in Public Domain--Primary Grades

(1) Kindergarten

Guide (includes background paper in geography)	\$.30
Unit 1 -- Earth as the Home of Man	.35
Unit 2 -- World of Many People	.15
Unit 3 -- Our Global Earth	.35
Unit 4 -- Man Changes the Earth	.25
Unit 5 -- Home of Varied Resources	<u>.40</u>
Total for Teacher's Materials	\$ 1.30

(2) Grade One (with stories to be read aloud included in appendix to resource units)

Guide to Grades One and Two	\$.75
Unit 1 -- The Hopi Family	.65
Unit 2 -- The Chippewa Family	.75
Unit 3 -- The Japanese Family	.55
Unit 4 -- The Quechua Family	<u>.85</u>
Total for Teacher's Materials	\$ 3.70

(3) Grade Two (with stories to be read aloud
included in appendix to re-
source units)

Guide to Grades One and Two	\$.75
Unit 1 -- Colonial Family of Boston	1.10
Unit 2 -- Soviet Family of Moscow	.80
Unit 3 -- Hausa Family of Northern Nigeria	.85
Unit 4 -- Kibbutz Family of Israel	<u>.70</u>
Total for Teacher's Materials	\$ 4.20

(4) Grade Three

Guide	\$.35
Unit 1 -- Neighbors Down the Road (Contrasting Communities) Bibliographies	.70 .25
Unit 2 -- Gold Mining Community	.50
Unit 3 -- Manus Community	.90
Unit 4 -- Paris Community	<u>.80</u>
Total for Teacher's Materials	\$ 3.40

(5) Grade Four

Guide	\$.45
Unit 1 -- Economic Community	1.25
Unit 2 -- Russian Economic Community	.60
Unit 3 -- Trobriand Islanders	.95
Unit 4 -- Community in India	<u>.75</u>
Total for Teacher's Materials	\$ 4.00

(6) Grade Five

Guide	\$ 1.05
Unit 1 -- Overview of the U. S.	1.25
Unit 2 -- The Midwest Region of the U. S.	
Sub-unit on the Twin Cities	1.10
Sub-unit on the Red River Valley	.55
Sub-unit on Midwest as a Region	.60
Unit 3 -- New York and the Northeast	.85
Unit 4 -- Birmingham and the South	.55
Unit 5 -- The West	
Phoenix	.95
Los Angeles	.70
Seattle	.90
The West as a Region	.25
Unit 6 -- Canada	.80

Unit 7 -- Latin America	
Latin America as a Whole	
(plus summary activities	
for unit and year)	\$.45
Buenois Aires	.45
Sao Paulo	.30
Manaus	.45
Chile	.40
Cuzco	.25
Total for Teacher's Materials	<u>\$11.85</u>

(7) Grade Six

Guide	\$.60
Unit 1 -- Indian America	.85
Unit 2 -- The Colonization of North	
America (Spanish and French	
Settlement)	.65
Unit 3 -- The Colonization of North	
America (English Settlement)	.40
Unit 4 -- Revolutionary America	.45
Unit 5 -- National Expansion	.35
Unit 6 -- Civil War and Reconstruction	1.95
Unit 7 -- The Completion of National	
Expansion	<u>1.35</u>
Total for Teacher's Materials	<u>\$ 6.60</u>

e. Pupil Materials in Public Domain

(1) Grade Three

Manus Study Sheets and Readings	\$.45
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(2) Grade Four

Readings on India--1 set of three at	
different readings levels	.35
Readings on the Trobriand Islanders	.60

(3) Grade Five

Student Almanac	.20
Readings on the Twin Cities (Special	
public domain edition)	.25
Readings on the Red River Valley	
(Special public domain edition)	.20
Readings on New York (Special public	
domain edition)	.40
Readings on Birmingham (Special	
public domain edition)	.15
Readings on Phoenix	.15
Readings on Seattle (Special public	
domain edition)	.20

(4) Grade Six

Most of the collections of readings cannot be placed in the public domain.

Readings on Mary Jamison (for unit 1)	\$.05
Readings on the Civil War and Reconstruction	.60
Questions on Other Readings on Civil War and Reconstruction	.20
Completion of National Expansion	.15

(5) Grade Seven

The regular collections of readings cannot be placed in the public domain. Special public domain editions are available for some units. In other units, some of the materials which can be placed in the public domain have been appended to the resource unit; in others, references are given to the sources from which adaptations have been made.

Readings on Socialization (Special public domain edition)	\$.15
Readings on Our Behavior in Groups and Crowds (Special public domain edition)	.20
Readings on Minority Groups (Special public domain edition)	.90

(6) Grade Eight

Most of the pupil materials cannot be placed in the public domain. The following materials are available.

Selected Readings on the Judicial Process (Special public domain edition)	\$.60
Exercises on the American Voter (a set of three at different reading levels)	.80
A collection of papers on political parties and elections (Propaganda Techniques, Campaign Contributions, Campaign Costs, Political Party Organization)	.35
Case Study on the Wilderness Area	.15
Case Study on the Civil Rights Act of 1960	
Form A--highest reading level	.55
Form B--average reading level	.55
Form C--lowest reading level	.55
Law and Court Cases	.15
Background and Attitude of Judges (Special public domain edition)	

(7) Grade Nine

Simulation games and pre-games for unit
two. One complete set of all three
games. \$.35

(8) Grade Ten

Colonial Readings \$.30
Readings on the Republic Age .40
Readings on the Democratic Age .15
Readings on the Civil War and Reconstruc-
tion (Special public domain edition) .15
Readings on the Industrialization of the
United States .35
Readings on the Depression of the 1930's
(Special public domain edition)

(9) Grade Eleven

Most pupil materials cannot be placed in the
public domain.

Questions on Readings on Medieval History \$.10
Readings from Lenin .15
Readings from Marx and Engels .15
Reading on New Agricultural Techniques
in U.S.S.R. .05

(10) Grade Twelve

Most pupil materials cannot be placed in the
public domain.

Project: Project STAR

Director: Bruce R. Joyce

Address: Teacher's College
Columbia University
New York, New York 10027

Summary: The purpose of this project is to develop a model storage
and retrieval system (STAR) from which children may draw social
studies information. An attempt will be made to develop the
system in a form useful to children as young as those in primary
grades. The project staff hopes to ascertain at what ages,
mental ability levels, socio-economic levels, and achievement
levels, children draw information from the STAR system as they
answer questions, study problems, or validate concepts in the
social studies.

Grade: Elementary

Materials: Availability of materials unknown at this time.

Project: SOCIAL SCIENCE CURRICULUM STUDY CENTER

Director: Dr. Ella C. Leppert

Address: University of Illinois
Curriculum Laboratory
1212 West Springfield Avenue
Urbana, Illinois 61803

Summary: The project is designed to develop curriculum materials for a three-year sequential secondary school social studies program to articulate with U. S. History (11th grade), using a partial inductive approach.

The courses as currently identified are:

Course I (8th Grade)

The Family in Society -- 12-week instructional unit with teaching aids.

Economics: Choice Making -- 12-week instructional unit with teaching aids.

Community Political Processes -- 8-9-10 week instructional unit simulated game of 5 possible issues.

Course II (9th Grade)

Man's Physical Environment -- 7- to 8-week instructional unit with teaching aids including transparencies and slides.

Cultural Development -- 11-week instructional unit with teaching aids including slides, tapes and transparencies.

Classical Civilizations -- 6- to 8-week instructional unit with teaching aids including textual and source readings.

European Civilization -- centuries of high development with textual and source readings, etc.

Course III (10th Grade)

Cultural Areas of Today's World:

Sub-Saharan Africa -- 8- to 10-week instructional unit with teaching aids including tapes, slides and transparencies.

Soviet Union -- (same as above)

South Asia-India -- (same as above)

East Asia -- 8- to 10-week instructional unit with teaching aids including tapes, slides and transparencies.

(Materials for the Middle East and Latin America to be developed.)

Grade: Secondary

Materials: Materials for grades 8, 9, and 10 have been developed, trial taught at University High School, University of Illinois Curriculum Laboratory, revised, field-taught in eight public school systems in Illinois and revised in terms of findings. Materials have been revised three to four times and will be readied for the U. S. Office of Education early in 1969.

Project: SOCIAL SCIENCE EDUCATION CONSORTIUM

Director: Dr. Irving Morrissett

Address: 1424 North 15th Street
Boulder, Colorado 80304

Summary: A project to encourage and facilitate better development and use of innovative elementary and secondary social studies curricula and methods of social sciences. Materials have been developed by a group of social scientists and educators, primarily from Midwestern universities. The Consortium adheres to the view that a project should publicize its activities--as the following list of materials will indicate.

Grade: K-12

Materials: a. Concepts and Structure in the New Social Science Curricula, edited by Irving Morrissett, Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017, \$2.95.

b. The following are available from the Consortium, at the prices indicated:

- | | | |
|------|--|--------|
| (1) | SSEC Newsletter -- free upon request | |
| (2) | <u>Sociology</u> , by Robert Perrucci | \$.85 |
| (3) | <u>The Structure of Geography</u> , by Peter Greco | .70 |
| (4) | <u>The Political System</u> , by David Collier | .40 |
| (5) | <u>A System Approach to Political Life</u> , by David Easton | .65 |
| (6) | <u>Economics</u> , by Lawrence Senesh | .50 |
| (7) | <u>Anthropology</u> , by Paul Bohannan | .85 |
| (8) | <u>Retrieving Social Science Knowledge for Secondary Curriculum Development</u> , by C. Jung, R. Lippitt, and R. Fox | 2.00 |
| (9) | <u>The Methodology of Evaluation</u> , by Michael Scriven | 1.60 |
| (10) | <u>Child Development and Social Science Education, Parts I and II</u> , by Irving Sigel | .40 |
| (11) | <u>Child Development and Social Science Education, Part III</u> , by Irving Sigel and Elinor Waters | 1.80 |
| (12) | <u>Child Development and Social Science Education, Part IV</u> , by Irving Sigel | .60 |
| (13) | <u>Morality</u> , by Michael Scriven | 2.50 |
| (14) | <u>Value Claims in the Social Sciences</u> , by Michael Scriven | 1.00 |
| (15) | <u>Student Values as Educational Objectives</u> , by Michael Scriven | .65 |
| (16) | <u>A Short Guide to the Literature of the Social Sciences</u> , by Peter Senn and Mary Senn | 1.50 |

- (17) Inservice Teacher Education to Support Utilization of New Social Science Curricula, by Robert Fox, Emily Girault, Ronald Lippitt and Lucille Schaible \$ 1.00
- (18) Concepts and Structure in the New Social Science Curricula, edited by Irving Morrisett. (May also be ordered from your local bookstore or from College Order Department, Holt, Rinehart, and Winston, 383 Madison Avenue, New York, New York 10017.) 2.95

If total is less than \$2.50, add \$.50 handling charge.

Project: SOCIAL STUDIES CURRICULUM PROJECT

Director: Dr. Edwin Fenton

Address: Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213

Summary: This project has been designed to develop a four-year integrated curriculum in history and the social sciences utilizing the inquiry approach to learning. At the outset the materials for the 9th, 10th and 12th grades were designed for the able student; however, the tested materials have been reworked to meet the needs of both able and average students prior to commercial publication. Grade 11 materials have been designed for average student from the start.

Course titles by grade are:

*9 - Comparative Political Systems
Comparative Economic Systems

*10 - The Shaping of Western Society
* Tradition and Change in Four Societies: An Inquiry Approach

11 - A New American History

*12 - An Introduction to the Behavioral Sciences
* The Humanities in Three Cities

Grade: 9-12

- Materials:
- a. Course materials available from Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017:
 - *Grade 9 - Comparative Political Systems, September, 1967
Comparative Economic Systems, January, 1968
 - *Grade 10 - Tradition and Change in Four Societies: An Inquiry Approach, September, 1968
 - Grades 11
and 12 - Tentative date of availability, summer, 1969
 - *b. A Rationale for the curriculum is available free of charge from the Marketing Manager, Social Studies, Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017.
 - c. Eleventh and twelfth grade materials, public domain editions, are available from General Systems and Graphics, Inc., 933 Penn Avenue, Pittsburgh, Pennsylvania 15222.
 - *An Introduction to Behavioral Sciences \$ 5.95
 - *The Humanities in Three Cities 6.95
 - *The American Experience 7.95
 - Complete Set 20.00

(NOTE: Contents include daily readings, each with an introduction, a set of study questions, an article, document, case study, or set of charts which presents the data the students use to develop and test hypotheses, begin formulating value judgments, or gain information about recent scholarly research. In these public domain editions, all copyrighted materials have been deleted; but full citations of the works used and descriptions of the data presented indicate what the students read.)
 - d. Five classroom films (for teacher training) showing Dr. Fenton teaching lessons from one of the experimental units. Available through Holt, Rinehart and Winston and on free loan to Pennsylvania schools from the Division of Social Studies, Department of Public Instruction, Box 911, Harrisburg, Pennsylvania 17126.
 - e. The following materials are available from Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017. The title of the film series is Using Media for Inquiry in Social Studies.
 - (1) What Caused the Rise of Hitler? (A transparency set), Edwin Fenton, Teacher
 - (2) The Homestead Strike: 1892 (A filmstrip), Mitchell P. Lichtenberg, Teacher

- (3) The Mediaeval Cathedral (Picture cards),
Sam Bryan, Teacher
 - (4) The Market Game (An economic simulation),
Mindeala Schultz, Teacher
 - (5) Clarifying Values: Mr. Hopkins' Will (A tape
recording), Edwin Fenton, Teacher
 - (6) Using Historical Statistics: U. S. Southern
Leadership, 1850-1880 (A data bank),
Mitchell P. Lichtenberg, Teacher
- *f. Teaching the New Social Studies in Secondary Schools:
An Inductive Approach, Edwin Fenton, Holt, Rinehart and
Winston, 1966, \$7.95 -- Serves as a model of the inquiry
approach to teaching.
- *g. The New Social Studies, Edwin Fenton, Holt, Rinehart and
Winston, 1967, \$1.95 (paper) -- Survey of the practices
and problems posed by the new projects in curriculum re-
vision under development in the United States. Includes
an evaluation of new approaches to teaching social studies.

THE EDUCATION SYSTEMS RESEARCH PROJECT
CARNEGIE-MELLON UNIVERSITY

Begun in January, 1968, the Education Systems Research Project seeks to develop a social science curriculum which involves the use of computers. Existing computer-assisted instruction concentrates on teaching predetermined knowledge. ESRP envisions using the computer as a teacher of inquiry skills.

Present plans call for the development of curricular units for high school and college United States history courses. From historical descriptions, documents, and provocative essays, students are urged to develop hypotheses which can be tested by using computers. The emphasis is on the student's resourcefulness and ingenuity to ask appropriate questions and manipulate pertinent data. ESRP sees the student as an active researcher pursuing his own path, rather than a passive button-presser, following a preconceived program of instruction.

A prototype model using historical data from the period 1829 through 1860 in United States history illustrates ESRP's concept. The model contains comprehensive biographical data for all congressmen. Approximately five-thousand roll-call votes are included. A set of readings, documents, and historical essays provide information for the student. In conjunction with these materials the student develops a number of hypotheses which he then can test. Using a teletype as his link with the computer, the student asks for the data he needs and the computer relays. No technical expertise on the student's part is necessary. He need know only a few basic operational rules to communicate with the computer.

Six curricular units are now in various stages of completion:

English Merchant Companies, 1575-1630
The United States Congress, 1829-1860
Southern Political Leadership, 1850-1880
Immigration, Industrialization, and Urbanization: A
City War, 1870-1900
A Study of the Industrial Upper Class, 1870-1960
Ethnic Distribution and Voting Patterns in Chicago,
1892-1912

ESRP Consulting Service is available upon request.

For information write to:

Robert L. Ciaburri or Mitchell P. Lichtenberg
Education Systems Research Project
Carnegie-Mellon University
Schenley Park
Pittsburgh, Pennsylvania 15213

____ Yes, we are interested in ESRP and we now have teletypes.
____ Yes, we are interested in ESRP but we have no teletypes.
____ We are presently not interested in ESRP but may be at some later
time.

Please print name and address.

Project: SOCIAL STUDIES CURRICULUM PROJECT

Director: Dr. Ridgway F. Shinn, Jr.

Address: Rhode Island College
Providence, Rhode Island 02908

Summary: A study to determine the validity of using geography and history as integrating disciplines for organizing the social studies curriculum at all grade levels and for all abilities of students. Project includes development of materials and an evaluation of pupil progress. They further plan to investigate methods by which social studies curricular innovations can be most effectively spread throughout a school system in a minimum amount of time.

Grade: Elementary and Secondary

Materials: Some materials (curriculum guides and resource units) available at cost for interested persons; all materials K-11 to be available at cost by September, 1969, but the project is not scheduled for completion until December, 1969.

Project: SOCIAL STUDIES CURRICULUM STUDY CENTER

Director: Dr. John R. Lee

Address: Northwestern University
Evanston, Illinois 60201

Summary: This project is designed to develop materials to implement a new approach to the study of American society. It is planned to develop a sequential curriculum which will avoid much of the present repetition.

Under preparation is a "Handbook of Social Inquiry" for use in grade 12.

Grade: 5-12

Materials: Public domain materials are on file in the U. S. Office of Education. Commercial materials are expected to be available soon.

Project: SOCIAL STUDIES CURRICULUM CENTER

Director: Dr. Roy A. Price

Address: 409 Maxwell Hall
Syracuse University
Syracuse, New York 13210

Summary: The goal of the project is to identify major social science concepts and to translate them into classroom practices for grades 5, 8, and 11. Thus far, they have identified 34 concepts which have been categorized in this manner: 18 Substantive Concepts, 5 Value Concepts and 11 Aspects of Method. Plans call for further identification of concepts.

The project staff is now developing units for trial purposes at various grade levels, utilizing applicable concepts from their list of 34.

Grade: 5, 8 and 11

Materials: *Progress Report: Major Concepts for Social Studies, Price, Hickman and Smith, available from the Center, \$1.50 per copy. The pamphlet contains their 34 concepts plus an outline, discussion and elaboration of one of the concepts.

 Also available: Social Science Concepts and the Classroom, \$1.50 per copy.

Project: SOCIAL STUDIES PROJECT

Director: O. L. Davis, Jr.

Address: Department of Curriculum and Instruction
 College of Education
 University of Texas
 University Station
 Austin, Texas 78712

Summary: A project begun while the director was affiliated with Kent State University, Ohio, to study the effectiveness of using graphic illustrations with social studies textual materials. The project is also designed to investigate untested assumptions regarding the use of graphic illustrations with a text.

Grade: K-12

Materials: Final report submitted November, 1968.

Project: TABA CURRICULUM DEVELOPMENT PROJECT

Director: Dr. Norman E. Wallen

Address: Education Building, Room 10
 San Francisco State College
 San Francisco, California 94132

Summary: Plans call for the development of a comprehensive curriculum model for social studies, grades 1-8. Included will be procedures for implementation. The project is also considering the development of new and effective teaching strategies for instruction in the basic concepts of the social sciences.

Grade: 1-8

Materials: a. "Contra Costa County Social Studies Guides" for grades 1-6, developed by the project:

*Grade 1 - <u>Our School</u>	}	1 Vol.	\$2.50
<u>Family Living</u>			
*Grade 2 - <u>Services to the Supermarket</u>	}	1 Vol.	\$2.50
<u>Services in our Community</u>			
<u>The Farm</u>			
*Grade 3 - <u>A Study in Comparative Communities</u>			\$2.50
Grade 4 - <u>California - Yesterday and Today</u>			\$2.50
Grade 5 - <u>Anglo-America</u>			\$2.50
Grade 6 - <u>Latin America</u>			\$2.50

These materials are available from:

Rapid Printers and Lithographers, Inc.
733 "A" Street
Hayward, California 94541

*b. Teacher's Handbook: For Elementary Social Studies,
Hilda Taba, Addison-Wesley Publishing Company, 2725
Sand Hill Road, Menlo Park, California 94025, \$3.95--
discusses teaching strategies helpful to teachers in
understanding the use of inductive teaching in the
classroom.

Project: THE DEVELOPMENT OF FIRST GRADE MATERIALS ON "FAMILIES IN JAPAN"

Director: Dr. Melvin Arnoff

Address: Department of Elementary Education
405 Education Building
Kent State University
Kent, Ohio 44240

Summary: The project is designed to develop a unit of instruction at the first-grade level which is part of a larger proposed social studies curriculum K-12, A Comparative Problems Curriculum.

Grade: 1

Materials: "Families in Japan," grade one, \$2.50, from Dr. Melvin Arnoff, Education Building, 405M, Kent State University, Kent, Ohio 44240.

Project: THE SOCIAL STUDIES CURRICULUM PROGRAM

Director: Peter B. Dow

Address: EDC Social Studies
15 Mifflin Place
Cambridge, Massachusetts 02138

Affiliated with: Educational Development Center
55 Chapel Street
Newton, Massachusetts 02172

Summary: A social studies curriculum program to develop model social science units and sequences. They will be related, but each is to be a self-contained entity which can be used within the existing framework of social studies courses. The project is designed to produce a set of straight principles while also producing a set of assumptions (values, attitudes, qualities of mind and character) with which a student should be equipped by completion of school. This, they plan to do in a structure, not necessarily the only structure. The project involves the inductive learning process.

What may have changed at EDC in the few years since 1962 is the knowledge and competence in going about the business of creating social studies materials--a competence gained through honest mistakes and hard revisions.

Plans call for introducing newer instructional methods, less reliance on the textbook and a broader range of educational materials, e.g., films, original documents, games, manipulative kits.

The elementary course is devoted to a study of man. Man: A Course of Study is a fifth grade social studies program that asks questions--What is human about human beings? How did they get that way? How can they be made more so? Incorporated in the study are baboon troops of Africa and the Netsilik Eskimo culture.

The junior high course consists of comparative case studies (mainly English and American history) from the 5th to the 20th century. Course titles by grade:

7 - "Inventing the Western World" (Unfunded at moment)

8 - "From Subject to Citizen" (Final edition)

9 - "The Civic Culture" (Unfunded)

(See Man and Politics, an occasional paper by Dr. Franklin K. Patterson, published by EDC, for a fuller explanation.)

The senior high course presently is centered around the 19th century (especially the Industrial Revolution and the intellectual revolution) and the 20th century culture. Course titles are:

10 - "The Impact of Science and Technology" (Very tentative first edition)

11 - "Ideology and Reality" (Not developed or funded at moment)

Grade: Elementary and Secondary (1-12)

Materials: a. Occasional Papers (single copies free upon request, while supply lasts):

*No. 4 Man and Politics, by Franklin K. Patterson

No. 8 The Growth of Mind, by Jerome S. Bruner (out of print)

*No. 9 The Game of Empire, by Peter Wolff

*b. Man: A Course of Study

Introductory paper and two sample booklets \$ 1.00

*Complete set of children's booklets and teacher's guide \$ 9.00

Available from:

Man: A Course of Study
Education Development Center, Inc.
15 Mifflin Place
Cambridge, Massachusetts 02138

Project: U.S.U. SOCIAL STUDIES PROJECT

Director: James P. Shaver

Address: Bureau of Education Research
Utah State University
Logan, Utah 84321

Summary: The U.S.U. Social Studies Project, funded by the U. S. Office of Education under a proposal entitled "A Curriculum Focused on Thinking Reflectively About Public Issues," is now completing its second year of operation.

The U.S.U. Social Studies Project stems from the lack of systematic curriculum development work speaking directly to the common concern of social studies educators for citizenship education as a central thrust of the social studies program. In particular, the project is concerned with what is generally regarded as a major aspect of citizenship education: educating students to make more reflective, rational decisions as adult citizens. Statements of goals and objectives for the social studies have commonly included teaching students to think reflectively. Yet, there have been very few attempts to identify specifically and prepare a curriculum to teach those analytic tools which would be particularly helpful in thinking about public issues.

Materials: A Curriculum Focused on Thinking Reflectively About Public Issues: Interim Report #2, available from the project center.

CONSERVATION

Project: CONSERVATION EDUCATION IMPROVEMENT PROJECT

Director: Howard M. Hennebry

Address: College of Education
University of Wyoming
Laramie, Wyoming 82070

Summary: A project to investigate the possibility of increasing the awareness and interest in conservation problems by employing the discovery approach, through analysis of data, during the formative years of children. They also plan to develop recommended procedures for strengthening the status of conservation in public school curricula.

Grade: K-9

- Materials:**
- a. Materials that have been developed are now being tested in classroom situation.
 - b. A descriptive brochure is available from the project office.
 - c. Schools interested in project materials for school use should contact Mr. Howard M. Hennebry at the address given above.

Project: SURVEY OF PRINTED MATERIALS ON CONSERVATION EDUCATION

Director: Dr. Carl S. Johnson

Address: Ohio State University
1735 Neil Avenue
Columbus, Ohio 43210

Summary: A study to determine quantity, scope, appearance, accuracy, bias and READIBILITY of materials and probability of acceptance of sponsored conservation-education materials for schools.

Grade: Elementary and Secondary

- Materials:**
- a. Copy of paper presented to Conservation Education Association, available from Dr. Johnson.
 - b. For information on final report write to ERIC, U. S. Office of Education, Washington, D. C. 20202.

ECONOMICS

Project: COOPERATIVE RESEARCH PROJECT

Director: Dr. Meno Lovenstein

Address: Ohio University
Athens, Ohio 45701

Summary: A project for the development of economics materials for secondary schools, completed June, 1966. Report contains materials listed below. Primary purposes of project were: (1) to demonstrate the importance and possibility of developing a structure for the presentation of economics, (2) to demonstrate the effectiveness of sequenced materials and (3) to incorporate in the materials an emphasis on teacher orientation and student discovery.

Grade: 9

Materials: Full report not available. The following materials are limited but may be obtained from:

Roman F. Warmke, Executive Director
Ohio Council on Economic Education
College of Business Administration
Bentley Hall
Ohio University
Athens, Ohio 45701

- a. Teacher's guide. Cost \$5.00 a copy. Present supply, 500 copies, 410 pages.
- b. Student materials. Cost \$1.65 a copy. Present supply, 500 copies, 176 pages.

Project: DEVELOPMENTAL ECONOMIC EDUCATION PROJECT

Director: Dr. John E. Maher, Senior Economist

Address: Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

Summary: PHASE I: A five-year, nationwide program, begun in 1964, to improve economic understanding through teacher education and materials development in 29 major school systems.

PHASE II: A further extension of the Joint Council's Program, in cooperation with a network of 44 affiliated councils, to share the experiences gained in Phase I. Participation is open to any school which will cooperate with an affiliated council.

Grade: K-12

- Materials:
- a. The Joint Council's Check List contains over 50 publications
 - b. DEEP '67 - A Progress Report on the Development Economic Education Program. Free

Project: ECON 12 PROJECT

Directors: Dr. John G. Sperling and Dr. Suzanne E. Wiggins

Address: San Jose State College
San Jose, California 95114

Summary: A project designed to develop a twelfth grade one-semester course in economics, for all levels and abilities of students, taught by teachers with a minimum training in economics. The general goal is to help students develop the economic reasoning powers which are essential to making more rational economic choices as well as taking effective action in our society.

They have used systems-design procedures in constructing the course. The materials developed do not require a high reading ability for students.

A nation-wide test of materials was conducted during the 1967-68 school year.

Grade: 12

Materials:

- a. Set of class materials, from the Center--\$10.00 (Not available)
- *b. The Final Report (of Project), from Center--\$5.00 (Not available)
- c. Progress Report: Office of Education Project H153 ECON 12 Report on Progress, from Center--\$5.00 (Not available)
- d. Early in 1970, complete course materials will be available from Addison-Wesley Publishers. Direct inquiries to:

Mr. Richard Royer
Project Editor, ECON 12
Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, California 94025

Project: ECONOMIC EDUCATION COMMITTEE OF SOUTHERN STATES WORK CONFERENCE

Director: Dr. Marvin Lee

Address: West Virginia University
Morgantown, West Virginia 26506

Summary: A project to develop guidelines for economic education, preparation of materials for use in schools, and teacher education programs.

Grade: Secondary

Materials: Availability of materials unknown.

Project: ELEMENTARY SCHOOL ECONOMICS PROGRAM

Director: William D. Rader

Address: Industrial Relations Center
University of Chicago
Chicago, Illinois 60637

Summary: Projected is the development of supplementary economics materials for elementary grades designed to be integrated with existing curriculum or taught as a separate 6- to 8-week unit. Grades 4 and 5 have been field-tested and revised. Grade 6 in progress of development.

Grade: 4-8

Materials: The following materials are available from The Allied Education Council, P. O. Box 78, Galien, Michigan 49113:

Grade 4:

Teacher's Guide	\$ 5.00
Set of 3 Charts	6.00
Student Readings	2.30
Project Book	.75
Pre- and Post-Tests (2 Forms)	.15
*Progress Checks (4)	.20

Grade 5:

Teacher's Guide	\$ 5.00
*Student Readings	2.15
Project Book	.75
Pre- and Post-Tests (2 Forms)	.15
Progress Checks (2)	.10

Examination Sets:

Grade 4	\$14.40
Grade 5	8.15
Both	\$22.55

Project: ELKHART, INDIANA, EXPERIMENT IN ECONOMIC EDUCATION

Director: Dr. Lawrence Senesh

Address: Purdue University
Lafayette, Indiana 47907

Summary: A project designed to develop an organic curriculum in economics with key generalizations identified at each grade level. They will also include concepts of political science, micro-sociology, anthropology, history and geography. The design calls for introducing generalizations in increasing depth and complexity at each grade level. This, they hope, will provide students with tools with which they may discover and understand new ideas - emphasizing methods, the analytical tools.

Grade: K-6

Materials: a. The following materials are available from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611:

Grade 1:

Record Set (to create an awareness of important ideas to be explored in depth later)	\$25.00
* <u>Families at Work</u> (text)	2.95
*Activity Book	.60
Teacher's Resource Unit	4.00
Specimen Set	6.75

Grade 2:

*Record Set	\$19.50
* <u>Neighbors at Work</u> (text)	3.10
Activity Book	.60
Teacher's Resource Unit	4.00
Specimen Set	6.85

Grade 3:

<u>Cities at Work</u> (text)	\$ 3.45
Activity Book	.75
Teacher's Resource Unit	2.90
Specimen Set	Write for price

b. Also available from McGraw-Hill Book Company are two filmstrips on methods for Grade 1.

GEOGRAPHY

Project: A STUDY OF THE EFFECTIVENESS OF TAPED LESSONS IN GEOGRAPHY INSTRUCTION

Director: Richard W. Elliott

Address: Westfield Public Schools
Westfield, Massachusetts 01085

Summary: A project to determine how effective taped lessons might be in helping pupils to learn geographic facts by discounting measured intelligence and by-passing reading difficulties.

Grade: 5 and 6

Materials: Availability of materials unknown.

Project: ELEMENTARY SCHOOL GEOGRAPHY PROJECT

Director: Dr. Charlotte Crabtree

Address: University of California at Los Angeles
Los Angeles, California 40524

Summary: A project to investigate the teaching of geography in grades one to three while studying the effects of instruction in the core concept of geographic theory.

Evaluation of field-tests shows marked growth in comprehension and application of geographic principles, but not much difference with regard to the growth of knowledge.

Grade: 1-3

Materials:

- a. Materials involved in the units are highly localized and the project has limited production of them. Most materials can be produced locally.
- b. "Inquiry Approaches to Learning Concepts and Generalizations in Social Studies," Charlotte Crabtree, Social Education, XXX (October, 1966), 407-411, 414.
- c. "Inquiry Approaches: How New and How Valuable?", Charlotte Crabtree, Social Education, XXX (November, 1966), 523-525, 531.

Project: HIGH SCHOOL GEOGRAPHY PROJECT

Director: Dr. Nicholas Helburn

Address: P. O. Box 1095
Boulder, Colorado 80302

Summary: The project's goal is the development of new geography materials for use at the tenth grade level. Course title: Geography in an Urban Age.

School trials of several units were conducted in 1967-68 and additional trials of units were scheduled in 1968-69. Commercial publication will begin in late 1969 or early 1970, by the Macmillan Company.

Grade: Secondary

Materials: a. Newsletter, available upon request from Project Office.
b. The Geography of Cities, Unit I. Classroom Set (for 40 students), \$263.32.
c. Manufacturing and Agriculture, Unit II. Classroom Set (for 40 students), \$99.97.
d. Cultural Geography, Unit III. Classroom Set (for 40 students), \$47.36.

HISTORY

Project: A CULTURAL APPROACH TO THE STUDY OF HISTORY IN GRADES 7 AND 8

Director: Winthrop S. Alden (Project written by Gregory R. Anrig and Lawrence H. Vadnais, Jr.)

Address: Mt. Greylock Regional High School
Cold Spring Road
Williamstown, Massachusetts 01267

Summary: A project to develop two courses which will utilize a cultural approach to the study of history. Students will be introduced to each of the social sciences and will gain appreciation for the interdependence of social sciences, sciences and the humanities in understanding man and his culture. They hope to develop a basis of concepts and skills useful in later courses. Presently under development are evaluative devices to assess the effectiveness of their program.

Grade: 7 and 8

Materials: Final report and course materials have not been released.

Project: BASIC CONCEPTS IN HISTORY AND THE SOCIAL SCIENCES

Director: Edwin C. Rozwenc

Address: Amherst College
Amherst, Massachusetts 01002

Summary: Designed to produce a series of volumes to supplement teaching of senior high school American history in a chronological organization.

Each volume of readings is organized around a "key" concept applied in a particular historical situation, designed to lead students to discover the organizing power of concepts that historians employ in developing their explanations of the events and trends of American history.

The purpose of the project is to encourage secondary school teachers to use their own resources of teaching imagination rather than to impose any rigid course structure.

Grade: Senior High

Materials: a. Sample copies of paperback volumes in print are available from the High School Department, D. C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts 02116, at a cost of approximately \$1.56 each:

- *(1) Conflict and Consensus in the American Revolution
- *(2) Liberty and Power in the Making of the Constitution
- *(3) Democracy in the Age of Jackson
- *(4) Slavery and the Breakdown of the American Consensus
- *(5) The Entrepreneur in the Gilded Age
- *(6) Realism and Idealism in Wilson's Peace Program
- *(7) The Status Revolution and the Progressive Movement
- *(8) Presidential Power in the New Deal
- *(9) Myth and Reality in the Populist Revolution
- *(10) Containment and the Origins of the Cold War
- (11) Reconstruction and the Race Problem
- (12) The United States and the New Imperialism, 1898-1912

b. Additional titles in preparation include:

- (1) Ideology and the Coming of the Revolution, 1765-1775
- (2) Jefferson and the Problems of Power

Project: THE AMHERST PROJECT

Directors: Dr. Van R. Halsey, Jr. and Dr. Richard H. Brown

Address: Amherst College
Amherst, Massachusetts 01002
and
The Newberry Library
Chicago, Illinois 60610

Summary: Designed to develop new materials for use in teaching history and social studies, to include original historical evidence, utilizing the discovery learning approach.

The project covers junior and senior high school.

Thirty additional units are in process of revision, to be available later. Eight experimental units for college preparatory students and five for non-college preparatory students were tested in 1966-67. Ten "multi-level" units are being tested in 1967-68.

Grade: Secondary

Materials: Thirteen volumes prepared in 1962-65 with the series titled, New Dimensions in American History, are available in teachers' and students' editions from D. C. Heath and Company, 475 S. Dean Street, Englewood, New Jersey 07631, cost \$1.40 each.

- *(1) The European Mind and the Discovery of a New World
- *(2) British Views of the American Revolution
- *(3) The Ratification of the Constitution and the Bill of Rights
- *(4) The Missouri Compromise
- *(5) The Monroe Doctrine
- *(6) Andrew Johnson and the Struggle for Presidential Reconstruction
- *(7) States' Rights and Indian Removal

- *(8) The 1920's Rhetoric or Reality
- *(9) Responses to Economic Collapse (1930's)
- *(10) Immigration: A Study in American Values
- *(11) The Negro Struggle for Equality in the Twentieth Century
- *(12) Manifest Destiny and Expansionism in the 1840's
- (13) The Spanish-American War: A Study in Policy Change

SOCIOLOGY

Project: SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES

Director: Robert C. Angell

Address: 503 First National Building
Ann Arbor, Michigan 48108

Summary: Purpose is to produce materials with inductive emphasis suitable for various high school courses.

Thirty to thirty-five two-week teaching units called episodes are being developed. Twenty-five will have been tested by June, 1969. Three or four will have been published by Allyn and Bacon, Inc. Processes of evaluation and revision will continue through 1969-70. Episodes are designed to be introduced into courses such as problems of democracy, American history, economics, world cultures, psychology, political science, as well as sociology.

A one-semester sociology course emphasizing inductive exercises is being tried out in 250 schools during the spring of 1969.

Operation Paperback, another segment of the project, is producing six paperback books for supplementary reading in all sorts of social studies courses. The first two of these, Cities and City Life and Life in Families, will be published in 1969. Others on race and cultural relations, population, crime and delinquency, and large-scale organizations will be put out subsequently.

Grade: Senior High School

Materials: *Newsletter available from project on request.

Student text and teacher's guide of a few episodes available for examination for a dollar a set.

WORLD AFFAIRS

Project: FOREIGN POLICY ASSOCIATION

Director: James M. Becker

Address: 345 East 46th Street
New York, New York 10017

Summary: The Foreign Policy Association's "School Services" was formed in 1965, and expanded in 1967 to include five regional directors, to provide an organization of national scope, with long experience in the general field of international relations, that could serve educators and schools in all the 50 states in improving the teaching of world affairs. Their services include: suggesting materials and methods of teaching to school systems; arranging conferences and workshops with the aim of improving the teaching of world affairs; providing consultants to national, regional and state organizations; and publishing suggested, model materials for classroom teachers of world affairs courses.

Grade: K-12

- Materials:
- a. "A Bibliography of Paperback Series on World Affairs," from the FPA, cost unknown.
 - b. Intercom, published six times a year, as a special service for those interested in world affairs. Each issue includes a special feature about a particular phase of world affairs plus information on teaching ideas, new materials, conferences and special events. Subscription \$5.00 per year, single copies \$1.00 each. Write for list of back copies available.
 - c. Great Decisions booklets available to high schools at special prices through Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111. Write publisher for costs.
 - d. Headline Series, published six times a year, subscription \$4.00 per year, series represents expert analysis of major foreign policy problems. Single copies available for \$.75 each. Write for publication list.

- e. World Affairs Book Center - the largest selection of books, pamphlets and other materials in the field of world affairs. Contact FPA office for information on mail order service.

Project: FPA INTERNATIONAL AFFAIRS EDUCATION STUDY

Directors: James M. Becker and Dr. Lee Anderson

Address: Foreign Policy Association
345 East 46th Street
New York, New York 10017

Summary: A project designed to seek the answers to such questions as: What should we teach in the field of international studies? Toward what objectives should learning in this field be directed? What kinds of learning experiences ought to be provided students? What kinds of research are most needed? What teaching strategies are most appropriate? What teacher training programs hold most promise?

They plan to use a series of small conferences and consultations to canvass a large number of social scientists, educators, classroom teachers and school officials in an effort to develop a set of guidelines useful in planning future research and curriculum development in the general area of world affairs education, and to encourage some of these people to undertake some of the high priority tasks identified in the conferences.

Grade: K-12

Materials: None yet available. The project was scheduled for completion in the spring of 1968.

Project: IMPROVING THE TEACHING OF WORLD AFFAIRS

Director: Harold M. Long

Address: Glens Falls Public Schools
Glens Falls, New York 12801

Summary: A community-effort study of ways to improve the teaching of world affairs in the elementary and secondary schools.

Grade: K-12

- Materials:
- a. "Improving the Teaching of World Affairs," by Harold M. Long and Robert N. King, Bulletin No. 35, 1964, The National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. \$2.00.
 - b. "Bringing the World Into Your Classroom: Gleanings from Glens Falls," edited by Mary Renaud, Curriculum Series No. 13, National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. \$2.75.

Project: NCA FOREIGN RELATIONS PROJECT

Director: Jerry R. Moore

Address: Room 740
53 West Jackson Boulevard
Chicago, Illinois 60603

Summary: In addition to continuing and up-dating their materials on foreign relations, they are considering the development of a new series of supplementary materials for high school American history. Each publication would focus upon a major concept or cluster of concepts--developed through documents and essay readings.

Their projected goals: to promote the development of critical thinking skills, use of basic resources in history and student understandings of human experiences that transcend national consideration.

Grade: Secondary

- Materials:
- a. Materials available on foreign relations from project office, write for publication list.
 - b. Foreign Relations Series, secondary level, prepared by the North Central Association, published by Laidlaw Brothers, 36 Chatham Road, Summit, New Jersey 07901, \$.75 each, a teacher's guide for each at \$.30 each. These publications are updated and revised every two years. Titles:
 - *(1) The U. S. and World Affairs
 - *(2) Chinese Dilemma
 - *(3) America's Role in the Middle East
 - *(4) The New Europe, the Common Market, and the U. S.
 - *(5) Southeast Asia and American Policy
 - *(6) The U. S. and the Soviet Challenge

- *(7) Africa and the World Today
 - *(8) The U. S. in the United Nations
 - (9) The United States' Role in Latin America
 - *(10) India and the World Today
 - *(11) Japan--Ally in the Far East
- c. Materials promoted by NCA, but not distributed by them:
- (1) Focus (newsletter), published by American Geographical Society, Broadway at 156th Street, New York, New York 10032, \$2.00 per year.
 - (2) "The Strategy of World Order," edited by Richard A. Folk and Saul H. Mendlovitz, World Law Fund, 11 West 42nd Street, New York, New York 10036.

WORLD CULTURES

Project: SURVEY OF ASIAN STUDIES IN SECONDARY SCHOOLS IN NEW ENGLAND

Director: Allan B. Cole

Address: Tufts University
Medford, Massachusetts 02155

Materials: Copies of report can be obtained from:

EDRS
The National Cash Register Company
Box 2206
Rockville, Maryland 20852

The prices of hard copy for all reports announced to date have not changed. Thus, all orders for hard copy will be serviced routinely by the National Cash Register Company.

The prices for microfiche have changed. The price for standing orders (all ERIC Documents) has been reduced to 8.4¢ per fiche and has increased to 25¢ per fiche for individual titles.

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IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE
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\$.09 -----	\$.25
.18 -----	.50
.27 -----	.75
.36 -----	1.00
.45 -----	1.25

IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE
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\$.54 -----	\$ 1.50
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.72 -----	2.00
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.90 -----	2.50

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USOE Research Reports	1214	280
Pacesetters in Innovation (Title III)	1075	100

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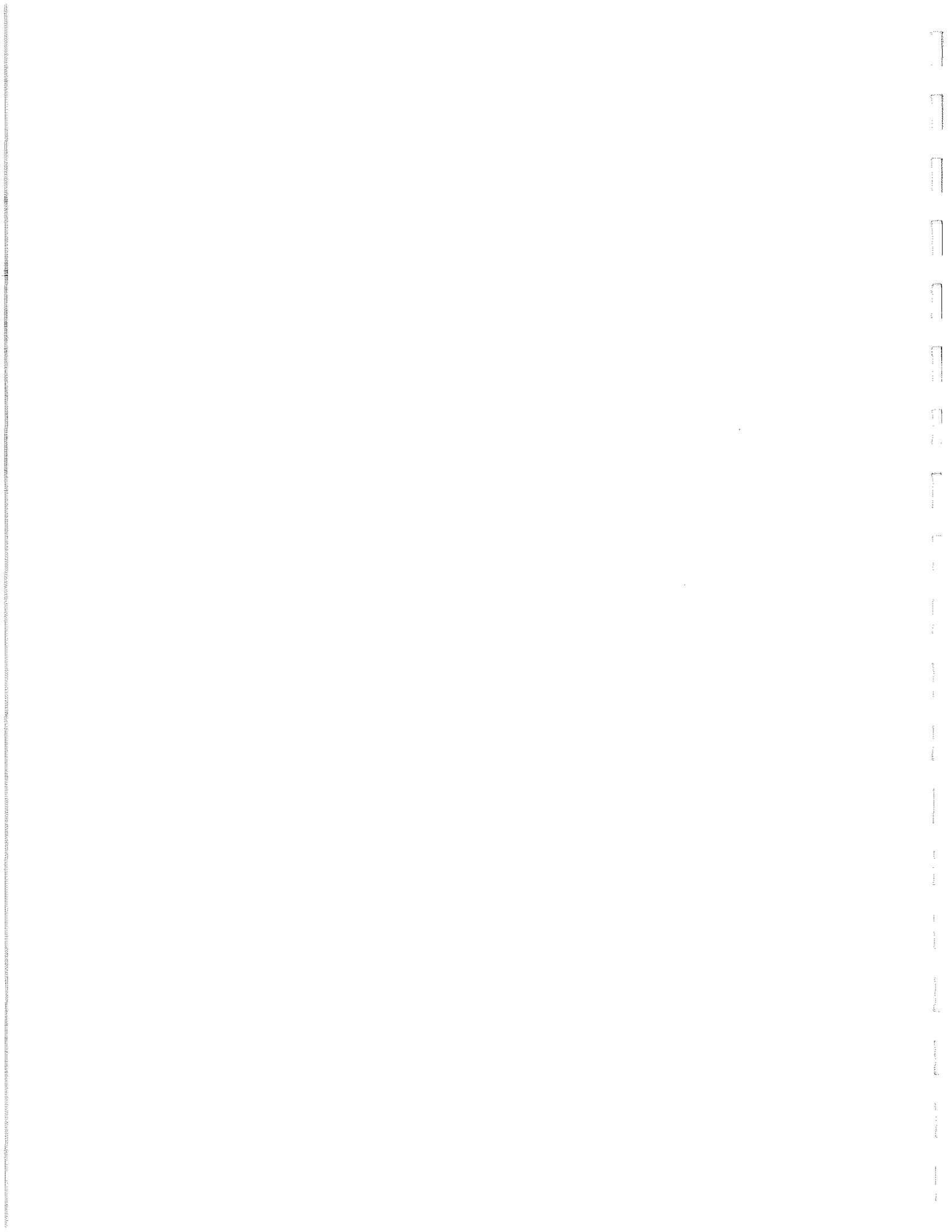
\$20.00 Prepaid EDRS Coupons are available upon request from EDRS.

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