During the 1972-1973 school year, the Intercultural Social Studies Project for Secondary Schools created and maintained a culture studies network involving 103 teachers and their students. More than 50 "Fieldstaff Perspectives" were designed in booklet, photograph, map, and simulation-games formats for field testing within the project network. Materials were prepared to meet a variety of reading ability levels (7-12), conceptual comprehension levels, and interest levels. Staff leadership resulted in the production and testing of materials, workshops for culture studies teachers, articles in professional journals, and newsletters, and the beginnings of a model or pedagogical framework for studying cultures. This was the first of a projected two-year developmental project (1972-1974) initiated jointly by the American Universities Field Staff and the Institute of International Studies of the United States Office of Education. (Author)
ANNUAL REPORT

Contract No. OEC-0 72-3576

James M. Oswald
American Universities Field Staff
3 Lebanon Street
Hanover, New Hampshire 03755

INTERCULTURAL SOCIAL STUDIES PROJECT
FOR SECONDARY SCHOOLS

May 31, 1973

U.S DEPARTMENT OF
Institute of International Studies
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James M. Oswald, Principal Investigator
American Universities Field Staff
Hanover, New Hampshire

May 31, 1973

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Institute of International Studies
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Methods and Procedures</td>
<td>2</td>
</tr>
<tr>
<td>Preliminary Results</td>
<td>5</td>
</tr>
<tr>
<td>Tentative Conclusions</td>
<td>7</td>
</tr>
<tr>
<td>Recommendations</td>
<td>10</td>
</tr>
</tbody>
</table>

**APPENDIX MATERIALS**

- **Appendix A**  List of Field Test Teachers
- **Appendix B**  Questionnaire for Field Test Teachers
- **Appendix C**  Letter sent to each Field Test Teacher
- **Appendix D**  Inventory of Fieldstaff Perspectives in Teaching-Learning Packet, **MAN AT AQ KUPRUK: A TOWN IN NORTHERN AFGHANISTAN**
- **Appendix E**  Evaluation Form for Field Test Teachers
- **Appendix F**  List of Evaluators for the Project
- **Appendix G**  Newsletters #1 through #5
- **Appendix H**  Analyses of Data from Field Tests of Fieldstaff Perspectives, "Witchcraft and Sorcery in Tanzania"
- **Appendix I**  Analyses of Data from Field Tests of Fieldstaff Perspectives, "La Parada, Lima's Market."
- **Appendix J**  Article "Intercultural Social Studies" by James M. Oswald and Manon L. Spitz, published in Indiana Studies Quarterly, XXVI, 1, Spring 1975
Though culture studies have long been included in secondary school social studies curricula, these have not tended to use any coherent framework for presentation and analysis, nor have the materials for student use been adequate. Observing these problems, the American Universities Field Staff proposed and has systematically investigated student and teacher perceptions of need in developing a series of culture study materials for secondary school classroom use.

Fieldstaff Perspectives have been designed to meet needs resulting from the following problems typical of culture study materials:

1. Reading levels are too high.
2. Textbooks are a massive hurdle for many students.
3. Illustrations often are not related to textual material.
4. Geographic perspectives are unclear.
5. The "time" context in which observations are written is unclear.
6. Readers are given conclusions instead of being encouraged to generate their own.
7. Students all read the same information instead of being provided with alternatives with different topics, themes, and difficulty levels.

During the 1972-1973 school year, the Intercultural Social Studies Project for Secondary Schools involved its staff, 103 field-test teachers, and professional evaluators in creating, testing in grades 7-12, and revising more than fifty Fieldstaff Perspectives in several formats. On the basis of student and teacher responses, these materials will be revised for even greater clarity and usability while still more Fieldstaff Perspectives are being designed and field-tested.

The methods and procedures preliminary results, tentative conclusions, and recommendations are presented in the following sections.
METHODS AND PROCEDURES

A network of cooperating field-test teachers was organized. These ranged from experienced to beginning teachers in a variety of social and economic situations. Appendix A contains a list of the 103 secondary teachers arranged by their geographical location. Appendix B contains the questionnaire to which each responded as a precondition for participating in the ICSSP Field-Test Teacher Network. Appendix C contains a copy of the letter received by each participating teacher. Though it was originally planned that the network would be organized by January 1, 1973, some teachers did not actually begin participating until later.

Initially, each teacher received a classroom set of one Fieldstaff Perspective, a booklet. Suggestions for using the booklet in classroom activities were provided. An evaluation sheet permitted teachers and students to report their perceptions, value judgments, and other observations to the ICSSP staff.

Then, each teacher received a set of three interrelated Fieldstaff Perspective booklets. Suggestions for classroom use and an evaluation form were provided.

This was followed by a packet containing five Fieldstaff Perspectives. These were not directly related and they required more teacher preparation time and student analysis in order to draw out the intercultural relationships in five separate cultures around the world.

A comprehensive and interrelated Teaching-Learning Packet, MAN AT AQ KUPRUK: A TOWN IN NORTHERN AFGHANISTAN was then sent to each participating teacher. These 22 Fieldstaff Perspectives are listed in Appendix D. They include written material, (word essays, word-picture essays, and picture essays), photographs, color prints, photographic slides, maps, and two simulation-games permitting students to role play some aspects of life in Aq Kupruk. Each teacher also received an evaluation form but no specific instructions for using the materials in their classrooms. Later, a set of three "moral dilemma" activities related to Aq Kupruk were sent to each teacher for discussion with their students.

A second comprehensive Teaching-Learning Packet, SOUTHEAST ASIA: AMIDST DIVERSITY IS UNITY POSSIBLE? was
then sent to field-test teachers for evaluation by them and their students. Included were thirty-four Fieldstaff Perspectives. These ranged from written materials (word picture essays) to photographic slides, color prints, maps, and three simulation-games focusing on Southeast Asia. Suggestions for teachers were provided and responses were submitted on the evaluation form which was provided in each packet.

The evaluation forms used during the 1972-1973 field tests are provided in Appendix E.

Throughout the year, all teachers received the same information and materials. Those who could not make use of the materials at the time were encouraged to share them with a colleague who could. No teacher was required to use any materials, but to attempt to integrate Fieldstaff Perspectives with their own curriculum and those of the states, counties, school districts, and schools in which they were teaching.

It was thought that usage in grades seven through twelve would simulate the reading abilities and range of conceptual maturity found in most ninth and tenth grade social studies classes. Urban, suburban, and rural schools were involved in the field tests and every effort was exerted to get responses from learners in difficult situations. Typical teachers with typical students in typical schools participated in the field-test development project. As was desired, there was great variety in people, usage of the materials, and in the evaluation responses.

In addition to evaluation by students and teachers, the materials were also analyzed by social studies supervisors, professors of educational methodology, reading experts, human development psychologists, and others. A list of the formal evaluators is provided in Appendix F. Informal evaluations are contained in the voluminous correspondence file maintained by the project staff.

A monthly Intercultural Social Studies Project Newsletter was instituted in January 1973, and continued through a sixth issue in June. Newsletters #1 through #6 are included in Appendix G.

A series of culture study workshops were conducted in association with professional meetings and also with field-test teachers on an exclusive basis. Staff were thereby involved in the annual meetings of the New York State Council for the Social Studies, the National Council for the Social Studies, the North East Regional Conference for the Social Studies, the Southeast Regional Conference for the Social Studies, and the Lucerne Valley
[Pennsylvania] Council for the Social Studies. Staff met, in addition, with individuals and small groups throughout the network of participating teachers and school systems.

The preliminary results of the 1972-1973 development and field tests are reported in the next section. These are followed by tentative conclusions and recommendations.
PRELIMINARY RESULTS

Data analysis will continue through the summer of 1973 and will be the basis on which materials will be revised. However, it is possible to describe some of the results of the 1972-1973 development and field test of 50 Fieldstaff Perspectives and a pedagogical framework for studying cultures.

The project is apparently successful in the view of secondary students and their teachers. Formal evaluators have made more specific suggestions for revisions than teachers and these have, as one would expect, been related to their particular discipline orientation or previous experience.

Teachers and students report that readability, interest, and motivating factors are present in the substance and format of the new Fieldstaff Perspectives. It appears that there is a correlation between the degree of revision and teacher-student interest. That is, totally new and completely revised materials seem to be perceived as more useful among secondary teachers than the original documentation on which the Fieldstaff Perspectives are based. This is no surprise. Indeed, it is tentative substantiation of the hypothesis on which the Intercultural Social Studies Project was designed, i.e., materials for school use must meet different criteria than scholarly papers written for academic audiences.

Roughly speaking, the higher the percentage of illustrations such as photographs and maps, the more positive the student and teacher response. And, the greater the amount of activity in the materials, tentatively speaking, the more positive the response. Hence, simulation-games involving role playing apparently stimulate greater interest than, to point out the extreme, lengthy, complex, and nonillustrated readings.

Appendices H and I provide analyses of the data from the first two fields tests which involved evaluation of a single Fieldstaff Perspective, "Witchcraft and Sorcery in Tanzania," (Appendix H) and evaluation of a set of three, each related to "La Parada, Lima's Market," (Appendix I). These results are tentative and preliminary but have been of great assistance in designing the new formats contained in the two Inter Teaching-Learning Packets, "A DAY AT AQ MARKET: A TEMPLE IN NAHLEY, AGAINST ISN, and SOUTHEAST ASIA: AMIDST DIVERSITY IS UNITY POSSIBLE?"
Any worthwhile project should generate more than just product results. The staff feel that a common purpose facilitated their developing into a cooperative and coordinated team. This seems to have translated into an increasing refinement of the format and products though in and of itself this result is of value.

While there is no indisputable evidence that student-teacher relationships have been enhanced by participation in the project, the correspondence, notes on evaluation forms, telephone conversations, and workshop results seem to suggest that the interactions generated by the project were almost exclusively positive in nature. A part of this so-called "Hawthorne Effect" whereby people involved in experimental situations perform at a higher level than before the experimental conditions were introduced. Whatever the cause, it is good to be able to report that the project generated no squabbling and was perceived as beneficial by students and teachers and evaluators and staff.

Individual formal evaluators were able to assist by identifying minor discrepancies as, for example, when two reports were inconsistent from one level to another in a particular essay.

Some used all of the suggestions for teachers. A few used none but most used many of these ideas. The evidence is not yet clear as to whether it is better to provide extensive or few suggestions for using materials. It is much clearer, however, that the most desirable introduction to the materials is through actual participation, using them while role playing one's own students. Thus, the workshops seemed most successful because participating teachers could gradually become acquainted with materials by handling and actually using them. This finding is not surprising. But its implications for all funding agencies and materials developers are almost overwhelming. It suggests a much greater investment of time, capital, and energy in introducing new programs than has often been the case in the past. For maximum effect, a field-test teacher network can benefit from personal contacts between staff and teachers. And teachers can benefit from familiarization workshops which pull them away from regular classroom duty and require the planning of future classroom events.

Feasibility is essential and the one year activities of project staff have more than satisfied any doubts that practical and substantial teaching-learning materials could be developed through utilization of the American Universities Field Staff resources. Not only has the project demonstrated its feasibility, but it has probably "opened some new doors" to future opportunities.
TENTATIVE CONCLUSIONS

As has been pointed out, the Intercultural Social Studies Project for Secondary Schools was and is feasible. But that is not to say the task is easy nor that it has been possible to meet every objective originally conceived.

One obvious conclusion is that the staff and field test teachers have gained momentum with each passing month. The ending of a school term comes as a halting point and is somewhat disappointing. Hopefully, a large number of students feel the same way and their interest in culture study will continue through the summer. Hopefully teachers too will take advantage of the summer interlude and prepare for the very best performance next school year. Inasmuch as teachers themselves have possession of the Field-staff Perspectives, the likelihood is increased that they will take the materials home and to summer school with them. It seems desirable to follow up next fall with an inquiry into whether and how the Intercultural Social Studies Project affected students and teachers during their nonschool summer involvements.

It is extremely difficult to consider all perspectives when writing and composing illustrated reading material for secondary school students. Balancing accuracy, style, motivation, cognitive level, and limited space is no small task. No wonder publishers employ such large staffs and pass each item through many stages of development. The project staff simply could not have produced more Field-staff Perspectives during a year. Even with the expertise and momentum gained this year it seems unwise to promise greater production next year.

Another conclusion is that there is a natural order, a logical sequence in at least some things and culture studies materials are included among them. Stages of effort and attention are essential. A pedagogical framework for culture studies could not be completed before developing the materials themselves. They are not mutually exclusive affairs either. Therefore, objectives and models of probable use were included in earlier reports. As the ideas developed they were written and rewritten and a "spring 1975" version appeared in an article, James M. Oswald and Manon L. Spitzer, "Intercultural Social Studies: A Project for Secondary Schools," Illinois Studies Quarterly, XXVI, 1, Spring 1975, 55-65. It is included in Appendix J. Of the several models it suggests, the three of immediate value.
CULTURE STUDY MODELS

I. DIMENSIONS

intercultural = between cultures (comparative)
intracultural = within a culture (breadth)
Infracultural = within a culture (depth)

II. TIME

<table>
<thead>
<tr>
<th>PAST</th>
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<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>intracultural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>infracultural</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. PERCEPTIONS

1. one's own perception of one's own culture
2. one's own perception of another culture in which one lives
3. one's own perception of another culture in which one has lived
4. one's perception of another culture in which one has not lived
5. another's perception of one's own culture in which the other lives
6. another's perception of one's own culture in which the other has lived
7. another's perception of one's own culture
8. one's own perception of one's own culture while living in another culture

These three models can, of course, be integrated into a single one and both have provided criteria for the Field-staff Perspectives which have been developed for the two Teaching-Learning Packets.

It is premature to conclude that integrated self-contained packets are preferable to permitting teachers
to select from a list of titles and receive only those selected. It seems likely, however, that the project is demonstrating that distribution of the packets is both simpler and least expensive. In the end, students and teachers do make selections. In this project they have been permitted to "select on site" instead of "by mail order lists." Of all the possibilities, "selecting on site" seems the most desirable. In the one instance in which field-test teachers were invited to request items by title only, the response was numerically small. And of those requests received, most asked for many more copies of each item than could be called useful or justifiable. Therefore, there seem to be no reasons to modify the plan of developing interrelated culture study packets instead of individual titles. Logistically, economically, and educationally, units seem preferable.

Personal contact, relaxed conferences, and informal correspondence seem to warrant being continued as aspects of the project.

The clearer and simpler the response sheets have been, the higher has been the response. Yet, there is a point where while response is high, its potential meaningfulness is low. Therefore, it seems wise to continue to be satisfied with incomplete responses and to encourage "written" as well as "check list" response requests.

But the major conclusion is substantive. It is simply that it is worthwhile to continue translating the diverse and complex phenomena of culture into formats understandable and of interest to young people. And it seems likewise of value to avoid presenting conclusions but rather to stimulate students to generate their own conclusions and to test these cultural hypotheses with those of others -- scholars, teachers, parents, and peers.
- RECOMMENDATIONS -

At the end of the first year of experience it seems justifiable to recommend continuation of the Intercultural Social Studies Project for Secondary Schools. A comparison of the original proposal with the actual accomplishments of the project lead the staff to feel good about their performance as a culture studies team.

It would be desirable to have another associate investigator, perhaps in the northeast or north central states. Additional central staff would also be desirable if budget could permit.

Otherwise, it is recommended that the strategies begun during 1972 and 1973 be continued, that the momentum generated thus far be continued, and that the openness to experiment with different formats and conceptualizations of culture studies be continued.
### ALABAMA

- Mrs. Wynnell Burroughs  
  Tuscaloosa High School  
  915 15th Street  
  Tuscaloosa, Alabama 35401

- Frank J. Coleman  
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- James Hudson  
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  Tuscaloosa, Alabama 35401

- George M. Jackson  
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  Prichard, Alabama 36610

- Mrs. Linda Pearl Jones  
  905 15th Street  
  Tuscaloosa, Alabama 35401

- Mrs. Arcola B. King  
  2263 St. Stephens Road  
  Mobile, Alabama 36617

- Mrs. Irene Little  
  Tuscaloosa High School  
  905 15th Street  
  Tuscaloosa, Alabama 35401

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  Austin High School  
  Danville Road  
  Decatur, Alabama 35601

- Louise P. Minton  
  Austin High School  
  Danville Road  
  Decatur, Alabama 35601

- Mrs. Margaret B. Nettles  
  Box 6  
  Grand Bay, Alabama 35641

- Mrs. Charlene Patrick  
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  Tuscaloosa, Alabama 35401

- Richard Waller  
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  Tuscaloosa, Alabama 35401

- Linda D. Towe  
  Decatur High School  
  Decatur, Alabama 35601

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  San Rafael, California 94903

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  Hartford, Connecticut 06114

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  Miami, Florida 33169

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  Clearwater, Florida 33756

- Mrs. Lessie Rochelle  
  Horace O'Bryant JHS  
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  Key West, Florida 33040
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James L. Nay
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Columbus, Indiana 47201

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Theodore A. MacDonald
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Oxon Hill, Maryland 20022

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Edward J. Walsh
Old Rochester Regional JHS
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Mattapoisett, Massachusetts 02739

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Staten Island
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Rochester, New York 14611

Mrs. Ellen Yokel
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- **Daniel L. DiBono**  
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  Ardmore, Pennsylvania 19003

- **Thomas Fisher**  
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  Rosemont, Pennsylvania 19010

- **Richard W. Musser**  
  Secondary School  
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  York, Pennsylvania 17402

- **Sister Diana Taufner**  
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  Pittsburgh, Pennsylvania 15205

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  230 Lloyd Avenue  
  Providence, Rhode Island 02906

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  Memphis, Tennessee 38138

- **Farley M. Hill**  
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  Memphis, Tennessee 38133

- **Josephine Hughes**  
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  Memphis, Tennessee 38122

- **Jacquelyn L. Irvine**  
  2870 Deadrick  
  Memphis, Tennessee 38114

- **Ms. Mary Maskey**  
  Overton High School  
  1770 Lanier Lane  
  Memphis, Tennessee 38117

- **Mrs. Catherine C. Pickle**  
  1591 Pennsylvania Avenue  
  Memphis, Tennessee 38109

### TEXAS

- **Vernon Lee Norris**  
  1501 Quincy  
  Plainview High School  
  Plainview, Texas 79072

### VERMONT

- **Martin Smit**  
  Oxbow High School  
  Bradford, Vermont 05033

### WEST VIRGINIA

- **Ronald E. Alvaro**  
  P.O. Box 744  
  Keyser High School  
  Keyser, W. Va. 26726

### CANADA

- **Mr. James W. McColeman**  
  College Heights, S.S.  
  371 College Avenue, W  
  Guelph, Ontario  
  Canada

### CANAL ZONE

- **Joe Norton**  
  Balboa High School  
  Box C  
  Balboa, Canal Zone

### MEXICO

- **Mrs. Peverlee Van Der Nagel,**  
  Col. Del Valle  
  Nuevo Leon, Mexico
If you would like to participate as a teacher in the field tests of AUFS Intercultural Social Studies Project materials, please complete and return this form in the envelope provided. You will receive a reply indicating whether or not your application is selected. The information you provide will be treated as confidential material and used only in selecting participants for the AUFS, ICSS Project.

Name______________________________

School Mailing Address______________________________

School Telephone______________________________

Home Mailing Address______________________________

Home Telephone______________________________

Grade Levels, Subjects Taught, and Number of Students

6
7
8
9
10
11
12

HAVE YOU PREVIOUSLY PARTICIPATED IN FIELD TESTING SOCIAL STUDIES MATERIALS? PLEASE DESCRIBE.

__________________________________________________________________________

HAVE YOU UTILIZED A PEDAGOGICAL FRAMEWORK IN STUDYING CULTURES? PLEASE DESCRIBE.

__________________________________________________________________________

WOULD A PEDAGOGICAL FRAMEWORK FOR STUDYING CULTURES BE HELPFUL IN YOUR TEACHING?

__________________________________________________________________________

WHAT WOULD BE THE BEST DAYS AND MONTHS FOR A WORKSHOP ON INTERCULTURAL STUDIES IN YOUR AREA?

__________________________________________________________________________

Circle Degrees Earned:

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Circle Years of Teaching:

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<td>19-21</td>
<td>21-30</td>
<td>31-40</td>
<td>40-50</td>
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</tbody>
</table>

SUBJECT MOST PREPARED TO TEACH:

__________________________________________________________________________

SUBJECT MOST WANT TO TEACH:

__________________________________________________________________________

TRAVEL EXPERIENCE INCLUDES

__________________________________________________________________________

DESIRED FUTURE TRAVEL EXPERIENCES INCLUDE

__________________________________________________________________________
In each column below, circle the one category most descriptive of the situation in which you teach, or write in another choice. (This project seeks to work with a population which is representative of the southeastern and northeastern United States.)

| Inner City | High Income Levels | Increasing Population |
| Urban     | Median Income Levels | Stable Population |
| Suburban  | Low Income Levels   | Decreasing Population |
| Rural     | Mixed Income Levels  |                      |

MY STUDENTS ENGAGE IN INTERCULTURAL STUDIES ON A REGULAR DAILY WEEKLY MONTHLY INTERMITTENT BASIS (Circle the most descriptive word).

COMPLETE THE FOLLOWING STATEMENTS:

Reasons why I would like to participate in a field test of intercultural materials include

My students most need intercultural studies materials which

Particular advantages our school can provide include

Any additional comments or questions may be written below. Many thanks for your interest. Please return this form to: American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire 03755.
Dear Colleague:

We are writing to inquire of your interest in participating in a field test of intercultural social studies materials. Participation will involve using AUFS materials in some of the classes which you teach. We would expect feedback from you and from students as to the interest and usefulness of the materials. And we would hope that you could attend teacher orientation conferences planned for your area and we would, of course, make proper arrangements with local school administrators.

We are looking for professional educators who will work with us in refining intercultural study materials and a pedagogical framework for studying cultures. Over the next few years we want to make a positive contribution in this area. This will require actually trying materials to see what works ... and with whom. We are committed to developing materials for a wide range of student interests and abilities. These materials must also preserve the integrity of the cultures which they represent.

Though this school project is new, the American Universities Field Staff has, since 1951, been serving colleges and universities with Fieldstaff Reports. Over a thousand of these are in print. Sixty of these Reports are prepared each year by American scholars in residence in countries of the non-Western world. About twenty of the Reports have been rewritten for secondary school students and these Fieldstaff Perspectives booklets have had considerable success. Now, with the assistance of a grant from the Institute of International Studies of the United States Office of Education, the AUFS plans to systematically develop new intercultural studies materials which are appropriate for use by secondary school students. These field tests and teacher conferences will be centered in the southeastern and northeastern
United States. A few teachers from other regions will also be involved. Thus we will be able to develop materials in and out of the United States and secure feedback from using students, using teachers, American scholars abroad, and teachers in other cultures as well. To our knowledge, no previous social studies project has used such a comprehensive intercultural evaluation system. You can help in this unique intercultural endeavor.

The ICSS Project is headquartered in the AUFS office in Hanover, New Hampshire. This staff will be responsible for overall field testing and for the northeastern region. In the southeastern region, another office and smaller staff will be associated with the International Programs of the University of Alabama School of Education.

If you would like to field test intercultural study materials and will cooperate in gathering student responses to these materials, then please complete the attached form and return it in the enclosed envelope. We will put together a network of selected field test teachers and notify you of our decision as quickly as possible.

Sincerely,

James M. Oswald
Intercultural Studies
Social Studies Project

JO/et
Enc.
A stamped and addressed return envelope is enclosed for your use.
<table>
<thead>
<tr>
<th>NO./BOX</th>
<th>ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AQ KUPRUK: A COLOR TRANSPARENCY PERSPECTIVE</td>
</tr>
<tr>
<td>1</td>
<td>AQ KUPRUK: A COLOR PRINT PERSPECTIVE</td>
</tr>
<tr>
<td>1</td>
<td>AQ KUPRUK: A TOWN IN NORTH AFGHANISTAN (gold)</td>
</tr>
<tr>
<td>1</td>
<td>DYNAMICS OF POPULATION IN AFGHANISTAN (red)</td>
</tr>
<tr>
<td>1</td>
<td>AQ KUPRUK: A PHOTOGRAPHIC PERSPECTIVE (five photos in envelope)</td>
</tr>
<tr>
<td>1</td>
<td>PILGRIMAGE: HADJ TO MECCA: A SIMULATION GAME</td>
</tr>
<tr>
<td></td>
<td>Envelope includes: 1 game board, 28 money sheets (Afghanis), 1 each of trouble and satisfaction sheets.</td>
</tr>
<tr>
<td>1</td>
<td>A DAY AT THE AQ KUPRUK BAZAAR: A SIMULATION GAME</td>
</tr>
<tr>
<td></td>
<td>Envelope includes: 1 photograph, 7 money sheets (Afghanis), 1 each of farmer, nomad, and shopkeeper need sheets, and 1 each of farmer, nomad, and shopkeeper merchandise sheets.</td>
</tr>
<tr>
<td>1</td>
<td>AQ KUPRUK: A VISUAL PERSPECTIVE</td>
</tr>
<tr>
<td>1</td>
<td>AQ KUPRUKIS AT WORK: PHOTOGRAPHIC SCENES</td>
</tr>
<tr>
<td>1</td>
<td>POPULATION DYNAMICS IN AFGHANISTAN</td>
</tr>
<tr>
<td>1</td>
<td>NOTES ON THE AQ KUPRUK BAZAAR</td>
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<tr>
<td>1</td>
<td>POWER AND STATUS IN AQ KUPRUK</td>
</tr>
<tr>
<td>1</td>
<td>AQ KUPRUK: AN ANCIENT VILLAGE IN CENTRAL ASIA</td>
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<td>1</td>
<td>BELIEFS AMONG AQ KUPRUKIS</td>
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<tr>
<td>1</td>
<td>FARMING AND GARDENING: AQ KUPRUKI AGRICULTURE</td>
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<tr>
<td>1</td>
<td>NOMADS AND AQ KUPRUK</td>
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<tr>
<td>1</td>
<td>FACES OF AQ KUPRUK</td>
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<tr>
<td>1</td>
<td>ISLAM: THE HADJ AND THE MULLAH</td>
</tr>
<tr>
<td>3</td>
<td>WHERE ARE THE WOMEN AT AQ KUPRUK?</td>
</tr>
<tr>
<td>3</td>
<td>BAZAAR AT AQ KUPRUK</td>
</tr>
<tr>
<td>3</td>
<td>THE TOWN OF AQ KUPRUK</td>
</tr>
<tr>
<td>15</td>
<td>MAN AT AQ KUPRUK (map insert)</td>
</tr>
</tbody>
</table>