The research in this report presents and analyzes data on the extent of use of nine new secondary social studies curriculum materials in four states. These include: American Political Behavior, Asian Studies Inquiry Series, Episodes in Social Inquiry, Geography in an Urban Age, Holt Social Studies Curriculum, Justice in Urban America, Patterns in Human History, Public Issues Series, and Units in American History. The data also includes selected characteristics of users, their perceptions about the effectiveness of the products, and comparisons with other social studies materials. Nine hundred and eighty teachers in California, Colorado, Connecticut, and Texas responded to and returned the 15-page questionnaire. Findings show that only 42 percent of the teachers use the materials, with the highest percentage coming from Connecticut and the lowest from Texas. Holt Social Studies Curriculum is the most widely used, while Patterns in Human History is the least. Teacher characteristics affecting utilization include holding of a permanent contract, professional status, membership in professional organizations, and location of school. The users have overwhelmingly positive opinions about the effectiveness and comparison of the new materials. The appendix includes a copy of the questionnaire and data sheets on the materials by the Social Science Education Consortium. (Author/DE)
UTILIZATION OF NEW SOCIAL STUDIES CURRICULUM PROGRAMS
by
Mary Jane Turner
and
Frances Haley
with the assistance of
Donald English and John Timmons

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This paper is a modest but useful contribution to the literature on educational change. It focuses on the characteristics of adopters of new curriculum materials, with additional information on the extent to which a selected list of new social studies materials are being used and on teachers' perceptions of the success of the materials. Somewhat comparable studies, with results so far unpublished, have been made by Hahn (1973) and Switzer (1974). Periodic studies of the perceived effectiveness of similar lists of social studies curriculum materials are being published in Social Education (Morrissett 1973, 1975).

In addition to this limited empirical investigation of curriculum change, ERIC/ChESS and the SSEC have undertaken some broader studies of the nature and conditions of educational change. Jwaideh and Marker (1973) give a broad, integrative view of research results on educational change, with emphasis on change in the social studies. A forthcoming paper, Wingspread Workbook for Educational Change Agents, by James Becker and Carole Hahn, provides a detailed checklist of steps that should be considered by persons who wish to be effective educational change agents. Another forthcoming paper, by Ronald Lippitt, Social Psychology: A Resource for Elementary and Secondary Educators, deals in a very comprehensive manner with all of the interpersonal, intergroup relationships that must be considered in order to accomplish educational change democratically and effectively. Still another forthcoming paper, Coping with Community Controversy: Guidelines for Introducing New Social Studies Programs, by Arthur W. Foshay, deals with how controversies that arise in the process of educational change can be managed creatively.

ERIC/ChESS and SSEC are hopeful that these publications will prove helpful in bringing about effective, informed, democratic change, both in the social studies and in education in general.

Irving Morrissett
Director, ERIC/ChESS
Executive Director, SSEC
ACKNOWLEDGMENTS

The task of collecting data about the extent of use of particular curricula is not an easy one. Principals in every school from which information was received facilitated the task by distributing the questionnaires to their social studies teachers and by urging the teachers to respond. In some instances, school district policy required the approval of superintendents. This approval was generally forthcoming. Social studies teachers, themselves, showed great tolerance and patience by taking the time to read and respond to our rather lengthy questionnaires. The help and cooperation of all of these people is greatly appreciated.

Before the project could even begin, decisions had to be made about which states should be surveyed, what grade levels should be examined, and what questions should be asked. Irving Morrissett (SSEC), Jack Cousins (University of Colorado), and John D. Haas (University of Colorado) offered helpful advice and direction. Robert V. Stover (University of Colorado) served as consultant to the project and guided the quantification and evaluation of data.

We also consulted with Thomas J. Switzer (University of Michigan), Carole L. Hahn (Emory University), and John Guenther (University of Kansas) who made their own studies and insights available to us. Sharryl Hawke who edited the manuscript greatly improved its readability.

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M.J.T., F.H., D.E., and J.T.
UTILIZATION OF NEW SOCIAL STUDIES CURRICULUM PROGRAMS

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Introduction

During the 1960s, designers of social studies curriculum materials created a vast array of instructional packages. While the personnel of each project approached their task with different goals and educational philosophies, a basic concern for quality education guided them all. Millions of dollars were funneled into social studies curriculum development projects by the United States Office of Education, the National Science Foundation, and various other agencies and groups.

The curriculum materials that emerged from these projects are popularly referred to as the "new social studies." They differ markedly in their design and in the nature of their intended use. Some of the programs are multigrade, multimedia presentations. Others provide basic textbook materials for a specific course. There are one-semester programs and programs that are primarily supplementary.

The materials first became available from publishers in the mid-1960s, and some of the earlier materials have already been revised. Yet little has been done to assess the impact of the large expenditure of time, money, and expertise that was involved in developing the programs. Little is known about the extent to which teachers are using these materials. Less is understood about why teachers choose, or do not choose, to use the products. There is scant evidence from teachers using the materials about their effectiveness in the classroom.

This study was designed to investigate and report on the extent of utilization of nine sets of new social studies materials in four states: California, Colorado, Connecticut, and Texas. Also reported are data concerning characteristics of the teachers using these materials, and information on teachers' perceptions of success in using the nine programs.
Purpose and Objectives of the Study

The purpose of this report is to present and analyze data about
1) the extent of use of nine major social studies programs;
2) the characteristics of users of these nine programs; and
3) the perceptions of users about how effective the materials are and how the products compare with other social studies materials.

This study was undertaken because little empirical evidence has been collected about the utilization of new social studies programs and the teachers who use the materials.

There have been some studies which explore the problem of change in social studies education generally, but few studies have looked specifically at adoption of curriculum materials. The exceptions are studies by Guenther and Dumas (1971), Hahn (1973), Bragaw (1974), and Switzer (1974), which are described in the Review of the Literature which follows in the next section of this paper.

Despite the lack of data about the utilization of new materials, at least one study indicates that adoption of specific curriculum materials is an important element of change in schools. In a study of 7,237 accredited high schools, Cawelti (1967) determined that curriculum change appears to be more easily diffused than other, more costly changes. Because the adoption of curriculum materials may be an important determinant of improvement in social studies education, it seems relevant to ask not only how frequently new social studies materials are used but related questions such as: Are there consistent similarities or differences in the patterns of use by states? Does use relate to the size or location of schools? Does the location of the school (urban, rural) affect the use of materials?

In studies which have examined the use of materials in classrooms, the primary focus has been on the programs themselves rather than on the characteristics of individual users of the programs. If behavior was studied at all, it was considered in terms of the interaction between the influenced and the influencer. While such a focus is important, it is also meaningful to examine the characteristics of the teachers who use new materials. Factors such as the user's age, years of teaching
experience, professional status, and teaching contract terms may well be important in the utilization of new materials.

Little research has been reported on teachers' perceptions about use of new social studies materials in the classroom. The Curriculum Information Network (Morrissett 1973) is gathering information from teachers about materials through a twice-yearly questionnaire survey of several hundred volunteer teachers. Teachers are asked how materials worked in the classroom, how they compare with other materials, and whether users would recommend them to other teachers. In general, the new social studies materials were rated higher than other materials. The results also showed relative ratings of about two dozen curriculum packages. This study is designed to present additional data to supplement what has been reported by Morrissett.

Scope of the Study


A list and brief description of the nine material sets can be found in Appendix B. Also included in Appendix B is a data sheet on each program which provides a more complete description of the materials. The data sheets are taken from the Social Studies Curriculum Materials Data Book published by the Social Science Education Consortium.

Three major considerations were made in selecting the curriculum materials used in the study. First, materials had to be products of curriculum development activities sponsored either by the U.S. Office of Education or by the National Science Foundation. Second, the
materials had to be published and widely available to educators. Third, a curriculum package relating to each social studies subject area was selected. Appendix B indicates the curriculum packages that were chosen for the subject areas.

The study does not deal directly with the question of what constitutes innovations. It has been assumed that the materials selected for study are innovative in some important senses because they are relatively new and noticeably different in the content and processes employed.

Because a sampling of users in all 50 states was not feasible for this study, the sampling was limited to four states: California, Colorado, Connecticut, and Texas. These four states were chosen for the variety they represented. The states are geographically diverse. The population size and concentrations of the states are different: California has a large, fairly impacted population, Connecticut is highly impacted, Colorado and Texas both have large rural populations along with some urban centers. Textbook adoption procedures in the states also varied, with Texas having state adoption of both elementary and secondary books, California having elementary adoption, and Colorado and Connecticut having no state adoption systems.
Review of the Literature

The literature reviewed here was selected because it bears a special relevance to the concerns of this study. Four general survey studies completed in the past 15 years provide a comprehensive examination of the literature and research done in the field of innovation and diffusion. Everett M. Rogers and his associates conducted an extensive review of the literature on diffusion of products and practices and attempted to standardize terminology dealing with the diffusion process (Rogers 1962; Rogers and Shoemaker 1971). Havelock (1971) also surveyed the literature and designed a framework for understanding the processes of innovation and knowledge utilization, research findings from social psychology on group and organizational behavior and influence processes, and strategies for diffusion.

A third study by Jwaideh and Marker (1973) reviewed dissemination and utilization literature from all fields, then focused on change in social studies education. The authors also described some of the barriers to change in social studies education and outlined strategies and techniques that might be used to bring about diffusion and adoption of the new social studies. Miles (1964) compiled a reference volume which is not directed specifically to educators but is of interest because it includes studies about innovation in many organizational systems.

The remaining studies reported here deal with three specific concerns—utilization of new ideas and materials, characteristics of innovators, and teacher perceptions about innovative materials.

Utilization of New Ideas and Materials

Much of the research on diffusion of ideas has been done in the fields of agriculture, sociology, medicine, anthropology, business, bureaucracy, and education. A major portion of the research has been in rural sociology, where 286 studies were conducted from 1938 to 1962 (Miles 1973).

Most utilization studies have dealt with (1) characteristics of the innovations which are adopted; (2) distribution of adopted innovations over time; (3) perceptions which are held about innovations and their
effects on rates of adoption; (4) functions of opinion leadership in the diffusion process; (5) channels of communication; (6) cultural diffusion and relative successes of change agents; (7) innovation in industry; and (8) characteristics of school innovation (Jwaideh and Marker 1973).

From 1958 to 1962, faculty members at Columbia University conducted a study of diffusion in education. The majority of the data was gathered through questionnaires sent to school superintendents and principals. Three major findings in the area of educational diffusion were noted: (1) the best predictor of educational diffusion is cost per pupil; (2) there is a considerable time lag for educational innovation because scientific information about innovations in education is lacking; and (3) there are not enough change agents or economic incentives to facilitate adoption of new educational practices (Rogers 1962, pp. 40-41).

A number of research studies indicate that innovations which are perceived by potential adopters as high in complexity are not likely to be adopted. Studies in agriculture which support this conclusion are those of Suttles (1951), Erasmus (1952), Polgar (1963), Fliegel and Kivlin (1966), Christiansen (1966), and Elliott (1968). Studies in education which support the same conclusion are those of Camaren (1966), Richburg (1969), and Brennan (1971).

If innovations are perceived by potential adopters as difficult to understand or use or as requiring particular skills or equipment, the likelihood of adoption is lessened (Cawelti 1967). However, if innovations are perceived as easy to observe and try, they are likely to be adopted. The latter conclusion is supported by Sanderson and Kratochvil (1972), whose study dealt with the development and diffusion of the Holt Social Studies Curriculum. In a study of the Developmental Economic Education Program by the American Institute of Research, it was found that the necessity of having a coordinator and committee to develop an action plan for local priorities and needs lessened the acceptance of this program (Kim and Kratochvil 1972, pp. 9-10). Hahn suggests that:

Research in anthropology, rural sociology, medicine, and education indicated that if potential adopters per-
ceived innovations to be compatible with their values, felt needs, and previous positive experiences, they were likely to adopt them. The research about relative advantage produced more ambiguous conclusions. On balance, however, it did seem that if innovations were perceived to be low in risk, initial and continuing costs, if they were perceived as yielding immediate rewards, they were likely to be adopted. If potential adopters anticipated greater profits from the innovations than from what they were using previously, they were also more likely to adopt the innovations. It was possible that in education, the anticipation of increased student interest might function as profitability does in business (Hahn 1973, pp. 60-61).

Studies on rates of adoption of innovative ideas in education were first undertaken by Mort and Cornell (1941). They found a three percent adoption rate in 15 years, with a 100-year period projected as necessary for complete diffusion of an innovation. That rate may have accelerated by the 1960s. In five years, 17 percent of the schools had adopted language laboratories, 12 percent had adopted team teaching, and 20 percent had adopted the Physical Science Study Committee (PSSC) materials; in eight years, 18 percent had adopted the use of teacher aides (Miles 1964).

Wealthy suburban schools are most innovative, according to Zeigler (1969), who also found that urban centers tend to have the greatest resistance to change, except in times of stress and crisis.

The only research studies dealing with the actual extent of utilization of new social studies materials have been conducted in New York, Kansas, and Missouri. The New York State Department of Education conducted a small survey of New York teachers concerning the materials they were currently using (Bragaw 1974). Guenther and Dumas (1971) conducted a more extensive research project in Kansas and Missouri covering specific usage of several innovative curriculum packages. Research is being conducted currently at the University of Michigan by Thomas Switzer and associates to examine usage of new materials in five states: Wisconsin, Michigan, Indiana, Ohio, and Illinois (Switzer 1974).

Characteristics of Innovators

The literature dealing with innovativeness in education since the beginning of World War II indicates a willingness by researchers to study both personality and background characteristics of teachers.
Barrett (1941) defined the innovator with such terms as frustrated, maladjusted, disgruntled, and incompetent. Mort (1946) indicated that an innovator is often a social reject. Linton (1952) stated that innovators are misfits in their social system, with atypical personalities. Miles (1964) used such terms as agitator, dreamer, and skilled navigator to describe innovators. Leas (1965) compared the innovative teacher with the traditional teacher and discovered that the innovative teacher was younger, had less teaching experience, traveled more, perceived himself as a leader, and was more liberal in social and political beliefs than the traditional teacher. Rogers summarized six general characteristics of innovators, coupling personality and other background characteristics as follows: (1) they are generally young; (2) they have relatively high social status in terms of amount of education, prestige ratings, and income; (3) impersonal and informed sources of information are important to them; (4) they are cosmopolite; (5) they exert opinion leadership; and (6) they are likely to be viewed as deviants by their peers and by themselves (Rogers 1965).

Jwaideh and Marker have rather thoroughly summarized studies of the characteristics of teachers in five adopter categories, as follows:

A great deal of research has been done on variables related to individual innovativeness. [F]ive adopter categories...have been compared in a number of research studies, and the following salient characteristics of each category have emerged: (1) innovators are characterized by willingness to take risks; (2) early adopters tend to be respected members of their social systems and often serve as role models for peers (opinion leaders are most often in this category); (3) early majority tend to be deliberate and are willing to consider innovations only after their peers adopt; (4) late majority are skeptical and do not adopt until they are pressured to do so by their peers; and (5) laggards tend to be tradition-bound and oriented toward the past (Jwaideh and Marker 1973, pp. 28-29).

Chesler (1966) found that the innovative teacher tended to have more teaching experience than did the non-innovator. Hensel (1969) concluded that the innovator had taught longer and was older than the non-innovator.

An excellent summary of the literature on characteristics of innovators in many organizational systems was compiled by Miles (1973). He reported that:

From content analysis of research publications in the
findings relate various independent variables to innovativeness. The research findings on the characteristics of adopter categories are summarized as generalizations under the following headings: socioeconomic status, personality variables, and communication behavior. Some of the generalizations are summarized here:

**Socioeconomic Status:**
1. Earlier adopters have more years of education than do later adopters.
2. Earlier adopters have higher social status than later adopters.
3. Earlier adopters have a greater degree of social mobility than later adopters.
4. Earlier adopters are younger in age than later adopters.
5. Earlier adopters have a more favorable financial position than later adopters.
6. Earlier adopters have a type of mental ability different from that of later adopters.
7. Earlier adopters are more cosmopolitan than later adopters.

**Personality Variables:**
1. Earlier adopters are less dogmatic than later adopters.
2. Earlier adopters have a greater ability to deal with abstractions than later adopters.
3. Earlier adopters have greater intelligence than later adopters.
4. Earlier adopters have a more favorable attitude toward change than later adopters.
5. Earlier adopters have a more favorable attitude toward education than later adopters.
6. Earlier adopters have higher aspirations than later adopters.

**Communication Behavior:**
1. Earlier adopters are more highly integrated with the social system than later adopters.
2. Earlier adopters are more cosmopolitan than later adopters.
3. Earlier adopters have greater knowledge of innovations than later adopters.
4. Earlier adopters are more likely to belong to systems with modern rather than traditional norms than later adopters.
5. Earlier adopters prefer impersonal sources of information rather than personal sources more so than later adopters.
6. Earlier adopters prefer cosmopolitan sources of information more so than later adopters (Miles 1973, pp. 20-22).

**Teacher Perceptions about Materials**

Very little research has been done concerning teachers' perceptions of the quality and usefulness of materials. One such study is being conducted periodically by the Social Science Education Consortium and the National Council for the Social Studies, with a national volunteer panel of teachers in a Curriculum Information Network (Morrissett 1973, 1975). Teachers are asked how well the materials they use compare with other materials, how well the materials worked with students, and whether they would recommend such materials for use by others.
Methods and Procedures

Development of the Questionnaire

A 15-page questionnaire was designed to gather data on the three research objectives of this study:

1) the extent of use of nine major social studies programs
2) the characteristics of users of those nine programs
3) user perceptions about the effectiveness of the materials and the comparison of the programs with other social studies materials.

A complete copy of the questionnaire is shown in Appendix A.

To explore the extent of use of the materials, users were asked if they are using the materials and in what course/courses they are using the materials.

The variables explored in studying the characteristics of teachers using materials were the following: age, years of teaching experience, professional organization membership, professional status, status of teaching contract, location of school (urban-inner city, urban-suburban, small town, rural), and size of school.

User perceptions of the materials were determined by questions which asked teachers to evaluate the effectiveness of the materials with the students, to compare the materials with other social studies materials, and to indicate if they would recommend the materials to other teachers.

When the questionnaire was completed, it was informally field tested with visitors to the Resource and Demonstration Center of the Social Science Education Consortium and the ERIC Clearinghouse for Social Studies/Social Science Education. This Center, located in Boulder, Colorado, serves as a resource to social studies teachers and consultants, school administrators, college and university perso...
Distribution of the Questionnaires

For distributing the questionnaires lists of social studies teachers were not available, so sampling was done by schools. From a complete list of secondary schools in the four states, 150 schools from each state were chosen by a random process. It was estimated that these 600 schools would include 4,000 or more social studies teachers.

Questionnaires were sent to the principals of the sample schools with cover letters asking them to distribute the questionnaires to their social studies teachers. One questionnaire was sent for each 100 students in a school. As a check on the possible reactions of principals to this request, 60 randomly selected principals in Texas and Colorado were telephoned. All but two of them agreed to distribute the questionnaires to their teachers.

Questionnaires were mailed on May 3, 1974. A total of 4,783 questionnaires were sent as follows: California, 1,392; Colorado, 1,074; Connecticut, 1,574; and Texas, 741. Texas received this small number of questionnaires because so many of its schools have small student populations. Conversely, Connecticut received more questionnaires because the sample schools were larger.

To increase the return of the forms, a follow-up letter was sent in mid-May to all the principals, again urging them to assist in obtaining information. Later in May, another procedure was used to increase the response. Thirty-two principals, who had been surveyed by phone earlier but whose teachers had not returned questionnaires, were again interviewed by telephone.

Nine hundred and eighty questionnaires of the 4,783 mailed were returned, for a percentage return of 20.5. The return by states closely resembles the total return. California returned 288 out of 1,392 questionnaires, or 20.7 percent. Colorado returned 235 out of 1,076, or 21.8 percent. Connecticut returned 277 out of 1,574, or 17.6 percent, and Texas returned 180 out of 741, or 23.2 percent.

While a 20 percent return is not low for a mailed questionnaire, consideration must be given to how this return rate affects the data. Two assumptions were made by the analysts in evaluating the rate of return: (1) Users of materials discussed in the questionnaire were more likely to complete the questionnaire than were non-users. Therefore,
the proportion of users in the sample probably represents an upper limit of the proportion of users in the population sampled. (2) Although the rates of return of users and non-users may be different, valid comparisons can be made about the characteristics of the users and the non-users who did return the questionnaire. However, no generalizations can be drawn about the characteristics of teachers who did not return the questionnaire since no prior information was gathered about the people who received questionnaires.

Compilation of Data

The returned questionnaires required little editing. The responses were coded and punched on cards. Tabulations were completed by use of a card sorter and a computer.
Results--Analysis of Data

Extent of Use of Nine Major Social Studies Programs

The data indicate that of the 980 respondents, 408, or 42 percent, were users of one or more of the nine packages of new social studies materials. The breakdown by states in Table 1 indicates that of the 288 respondents from California, 125 or 43 percent were users. In Colorado, of the 235 respondents, 103 or 44 percent were users; of the 277 Connecticut respondents, 133 or 48 percent were users. Texas data indicate that of the 180 respondents, 47 or 26 percent used one or more of the nine programs. Thus Connecticut, Colorado, and California show similar patterns of use, while Texas deviates substantially from the others.

Table 1

<table>
<thead>
<tr>
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<th>Number of Respondents</th>
<th>Number of Users</th>
<th>Users as Percent of Respondents</th>
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<tbody>
<tr>
<td>California</td>
<td>288</td>
<td>125</td>
<td>43</td>
</tr>
<tr>
<td>Colorado</td>
<td>235</td>
<td>103</td>
<td>44</td>
</tr>
<tr>
<td>Connecticut</td>
<td>277</td>
<td>133</td>
<td>48</td>
</tr>
<tr>
<td>Texas</td>
<td>180</td>
<td>47</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>980</td>
<td>408</td>
<td>42</td>
</tr>
</tbody>
</table>

The reason for low usage in Texas is that Texas has a state textbook adoption list and only one of the nine packages was on the adoption list at the time of the survey. A state adoption normally does not prohibit the use of non-listed materials but does provide financial incentives which encourage use of adopted materials.

Use of the Nine Sets of Materials, by States. Table 2, on the following page, shows the number and percent of users of each of the nine packages by each state. In reviewing these figures, the reader
<table>
<thead>
<tr>
<th>Material</th>
<th>California N = 288</th>
<th>Colorado N = 235</th>
<th>Connecticut N = 277</th>
<th>Texas N = 180</th>
<th>Total N = 960</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>American Political Behavior</td>
<td>34</td>
<td>12</td>
<td>14</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Asian Studies Inquiry Program</td>
<td>15</td>
<td>5</td>
<td>12</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Episodes in Social Inquiry</td>
<td>13</td>
<td>5</td>
<td>22</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Geography in An Urban Age</td>
<td>17</td>
<td>6</td>
<td>26</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Holt Social Studies Series</td>
<td>48</td>
<td>17</td>
<td>35</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>Justice in Urban America Series</td>
<td>20</td>
<td>9</td>
<td>18</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Patterns in Human History</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Public Issues Series</td>
<td>37</td>
<td>13</td>
<td>19</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>Units in American History</td>
<td>11</td>
<td>4</td>
<td>17</td>
<td>7</td>
<td>24</td>
</tr>
</tbody>
</table>
should remember that the packages differ widely in terms of grade level and scope. For example, the Holt Social Studies Series is a curriculum program consisting of seven courses for grades 9 through 12, while Patterns in Human History is a 16-week program for use in anthropology courses, with some adaptability for world culture courses. For a complete description of each program, see the individual data sheets in Appendix B.

In the sample, the Holt Social Studies Series was clearly the most widely used of the nine programs. Of the 980 respondents, 138 or 14 percent indicated they were using these materials in the classroom. The largest percentage of users of these materials was in California; the smallest in Texas.

The second most frequently used program was the Public Issues Series. Twelve percent of the respondents used these materials, with Connecticut teachers using them most frequently and Texas teachers least frequently.

American Political Behavior, the third most frequently used set of materials, was used by 94 or ten percent of the respondents. Of the nine packages, this was the one most frequently used in the state of Texas. The high frequency of use is explained by the fact that American Political Behavior is on the Texas textbook adoption list—the only one of the nine sets of materials represented on this list.

Justice in Urban America, with 67 users, Episodes in Social Inquiry, with 60 users, and Units in American History, with 56 users, ranked fourth, fifth, and sixth respectively in number of users. Connecticut and Colorado had the highest percentage of use of all three programs.

Geography in an Urban Age is ranked seventh in terms of use, with 55 users, or six percent. The use pattern of this program deviates significantly from the other programs. There were no users in Texas, while 11 percent of the respondents from Colorado reported using this program. Geography in an Urban Age was developed in Colorado; this may serve to support the conclusion that materials tend to be adopted in those areas where there are individuals who were involved in the development and experimental use of the materials (Geib 1972).

The Asian Studies Inquiry Program, with 38 users, and Patterns in Human History, with 36 users, rank eighth and ninth in total use by
Use of Appropriate Materials in Specific Subject Area Courses. Perhaps a more significant finding than the total extent of use of the new social studies materials is a determination of how many practitioners are using appropriate materials in specific courses. For instance, it is significant to know how many American government teachers used American Political Behavior and how many geography teachers used Geography in an Urban Age. The following tables yield that data.

Table 3

<table>
<thead>
<tr>
<th>Number Teaching Courses in American Government</th>
<th>Users of American Political Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>89</td>
</tr>
<tr>
<td>Colorado</td>
<td>50</td>
</tr>
<tr>
<td>Connecticut</td>
<td>62</td>
</tr>
<tr>
<td>Texas</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>264</td>
</tr>
</tbody>
</table>

(1) American Government. Table 3 indicates that 264 respondents teach courses in American government. Of this number, 21 percent used American Political Behavior. Twenty-seven percent of the 63 government teachers in the state of Texas used this package while 25 percent of the 89 government teachers in California used the materials.

Table 4

<table>
<thead>
<tr>
<th>Number Teaching Courses in American History</th>
<th>Users of Units In American History</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>141</td>
</tr>
<tr>
<td>Colorado</td>
<td>129</td>
</tr>
<tr>
<td>Connecticut</td>
<td>154</td>
</tr>
<tr>
<td>Texas</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
</tr>
</tbody>
</table>

(1)
(2) American History. American history is clearly the most frequently taught subject among the respondents, with 524 of 980 respondents indicating they teach one or more such courses. However Table 4 shows only nine percent of the 524 teachers used Units in American History in these courses, making this package the new social studies curriculum least used in an appropriate course. Perhaps this is so because Units in American History is not a textbook or course of study but rather a series of separate units on specific events in the history of the United States. As such, it is probably more commonly used as supplemental material in many courses than as the basis for a semester or one-year course in American history.

Table 5

<table>
<thead>
<tr>
<th></th>
<th>Number Teaching Courses in Anthropology</th>
<th>Users of Patterns in Human History</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Colorado</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Connecticut</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Texas</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
| Total         | 39                                      | 16                                | 41

(3) Anthropology. The only one of the nine programs specifically designed for use in anthropology courses is Patterns in Human History. Of the 39 respondents teaching courses in anthropology, 16 or 41 percent were users of this program, as shown in Table 5. Although the user data reported in Table 2 indicate that Patterns in Human History had the least total usage of the nine packages, it had the highest relative usage among teachers of a related course.

(4) Geography. Seventy-nine respondents indicated they were currently teaching geography. Of this number, 22, or 28 percent, used Geography in an Urban Age, as shown in Table 6 on the following page. Colorado led in usage of this program, with 50 percent of the 26 geography teachers using it. Eleven teachers from Texas responded that they were teaching geography, but none used these materials.
Table 6

<table>
<thead>
<tr>
<th>States</th>
<th>Number Teaching Courses in Geography</th>
<th>Users of Geography in an Urban Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>California</td>
<td>31</td>
<td>6</td>
</tr>
<tr>
<td>Colorado</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Connecticut</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Texas</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>22</td>
</tr>
</tbody>
</table>

(5) Sociology. Like anthropology and geography, sociology is not well represented as a social studies course. Only 89 of the 980 responding teachers indicated they were teaching sociology. Of these 89 teachers, 36 percent reported using Episodes in Social Inquiry, as shown in Table 7.

Table 7

<table>
<thead>
<tr>
<th>States</th>
<th>Number Teaching Courses in Sociology</th>
<th>Users of Episodes in Social Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>California</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Colorado</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>Connecticut</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>Texas</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>32</td>
</tr>
</tbody>
</table>

The data of Tables 2-7 are summarized and compared in Table 8 on the following page, omitting the breakdown by states.

Table 8 shows that the percentages of use of the individual packages in the total sample varies from four to ten percent. However, the percentages for use of appropriate materials in specific subject area courses varies from nine to 41 percent. These figures indicate that while the specific subject area packages did not have a high percentage of overall use, they did have a substantially higher percentage of use in courses related to those subject areas. For example, Patterns of Human History was used by only four percent of the total sample of
Table 8

Comparison of Overall Use of Materials with Use of Materials in Specific, Appropriate Courses

<table>
<thead>
<tr>
<th></th>
<th>Number of Respondents Using Materials</th>
<th>Number of Respondents Teaching Specific Courses</th>
<th>Number of Respondents Using Appropriate Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Sample, N=980</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Users</td>
<td>Percent</td>
<td>Respondents</td>
</tr>
<tr>
<td>American Political Behavior</td>
<td>94</td>
<td>10</td>
<td>264</td>
</tr>
<tr>
<td>Episodes in Social Inquiry</td>
<td>60</td>
<td>6</td>
<td>89</td>
</tr>
<tr>
<td>Units in American History</td>
<td>56</td>
<td>6</td>
<td>524</td>
</tr>
<tr>
<td>Geography in an Urban Age</td>
<td>55</td>
<td>6</td>
<td>79</td>
</tr>
<tr>
<td>Patterns in Human History</td>
<td>36</td>
<td>4</td>
<td>89</td>
</tr>
</tbody>
</table>

teachers, but 41 percent of all anthropology teachers sampled used the package. Units in American History seems to be the exception to this trend, possibly because of its separate unit format. The figures in Table 8 should be taken as the upper bounds on the use of materials, in view of the probable bias in the rate of questionnaire return.

Characteristics of Users of New Social Studies Programs

After determining the extent of use of the nine new social studies programs in four states, the background characteristics of users were analyzed to see if relationships between user characteristics and extent of use existed. Seven variables were analyzed in terms of percentage of users within categories.

Age. Is the age of the teacher a factor in determining whether new programs are implemented in the schools? To assess this variable respondents were asked:
What is your age?
1. ___ 20-29
2. ___ 30-39
3. ___ 40-49
4. ___ Over 50

The existing research on this question is varied. Leas (1965), Rogers (1965), and Miles (1973) suggest that innovators are young. On the other hand, Hensel (1969), in a study of opinion leaders among teachers of vocational agriculture, found that older teachers tend to be opinion leaders. Rogers and Shoemaker (1971) report that earlier adopters are no different in age from later adopters. These contradictory conclusions suggest the need for clarification through further research.

The analysis of our data shows only a slight indication that teachers in the younger and middle age groups were actually using the new materials more and the older teachers using them less; however, the difference is not statistically significant at the .05 level. As shown in Table 9, the usage rates in all of the age groups was approximately 42 percent, with the exception of those over 49 years of age, whose reported rate was 37 percent.

Table 9

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Number of Respondents</th>
<th>Number of Users</th>
<th>Percent of Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>292</td>
<td>123</td>
<td>42</td>
</tr>
<tr>
<td>30-39</td>
<td>326</td>
<td>138</td>
<td>42</td>
</tr>
<tr>
<td>40-49</td>
<td>221</td>
<td>95</td>
<td>43</td>
</tr>
<tr>
<td>Over 49</td>
<td>141</td>
<td>52</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>980</td>
<td>408</td>
<td>42</td>
</tr>
</tbody>
</table>

$X^2 = 1.5288$, $df = 3$, $.50 < P < .70$

Years of Teaching Experience. The second background characteristic studied was years of teaching experience. The question asked in the questionnaire was:
At the conclusion of this academic year, how many years teaching experience will you have had?

Leas (1965), when comparing the innovative teacher with the traditional teacher, found that the innovative teacher had less teaching experience. In a study of 1,559 faculty members at six widely diverse colleges in three states, Wilson and Gaff (1970) found that faculty from the senior ranks tended to oppose educational change. On the other hand, Hensel (1969) found that opinion leaders had taught longer than other teachers. Chesler (1966) also concluded that the innovative teacher tended to have more teaching experience than the non-innovator.

The data in Table 10 indicate that teachers with the least experience and those with the most experience are somewhat less likely to use new materials. The percentage of users within categories increases from 38 percent for inexperienced teachers, peaks at 47 percent for teachers with seven to nine years of teaching experience, then decreases to 35 percent for the most experienced group. These results are consistent with the hypothesis that the least experienced and most experienced teachers are less likely to innovate. However, the results are not statistically significant at the .05 level, as indicated by the chi-square test.

<table>
<thead>
<tr>
<th>Years Teaching Experience</th>
<th>Number of Respondents</th>
<th>Number of Users</th>
<th>Percent of Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>172</td>
<td>65</td>
<td>38</td>
</tr>
<tr>
<td>4-6</td>
<td>180</td>
<td>80</td>
<td>44</td>
</tr>
<tr>
<td>7-9</td>
<td>167</td>
<td>79</td>
<td>47</td>
</tr>
<tr>
<td>10-12</td>
<td>141</td>
<td>61</td>
<td>43</td>
</tr>
<tr>
<td>13-18</td>
<td>171</td>
<td>71</td>
<td>42</td>
</tr>
<tr>
<td>Over 18</td>
<td>149</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>980</td>
<td>408</td>
<td>42</td>
</tr>
</tbody>
</table>

\[ x^2 = 6.7130 \quad df = 5 \quad .20 < P < .30 \]
Professional Organization Memberships. To ascertain whether membership in professional associations and organizations had any relationship to use of new materials, the following question was asked:

To how many professional organizations do you belong?

There is little available research directly addressing this question. Lionberger (1960) found that opinion leaders are active in all types of formal organizations and are more likely to be members of groups dedicated to civic and educational improvement.

Rogers (1965) suggested that innovators are more likely to find impersonal sources of information important and are more cosmopolitan in their orientation. Professional organizations may serve as sources of impersonal information and may provide a cosmopolitan outlook for their members.

In his summary of research of various independent variables relating to innovativeness, Miles (1973) generalized that (1) earlier adopters have a higher degree of social mobility than later adopters and (2) earlier adopters have higher aspirations than later adopters. Although neither of these generalizations is directly related to organizational membership, it seems to follow that people with such characteristics might satisfy these characteristics through membership in a professional organization.

The analysis of the data related to professional organization membership shown in Table 11 on the following page indicates that the more professional organizations to which a teacher belongs, the more likely he or she is to be a user of new materials. Of the respondents not holding organizational memberships, only 31 percent were users of the new materials. As the number of memberships in an organization increased, so did the percentage of users, with 57 percent of the respondents holding membership in over four organizations using the new social studies curriculum materials. This pattern was generally true in the four states surveyed. Seventy-four percent of the respondents holding over four professional memberships in the state of Connecticut were users of the new materials. The result for the four states
Table 11

<table>
<thead>
<tr>
<th>Number of Memberships</th>
<th>Number of Respondents</th>
<th>Number of Users</th>
<th>Percent of Users</th>
<th>California N=288</th>
<th>No. of Respondents</th>
<th>% of Users</th>
<th>Colorado N=235</th>
<th>No. of Respondents</th>
<th>% of Users</th>
<th>Connecticut N=277</th>
<th>No. of Respondents</th>
<th>% of Users</th>
<th>Texas N=180</th>
<th>No. of Respondents</th>
<th>% of Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>113</td>
<td>35</td>
<td>31</td>
<td>38</td>
<td>11</td>
<td>29</td>
<td>34</td>
<td>13</td>
<td>38</td>
<td>29</td>
<td>10</td>
<td>34</td>
<td>12</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>1-2</td>
<td>380</td>
<td>146</td>
<td>38</td>
<td>114</td>
<td>54</td>
<td>47</td>
<td>91</td>
<td>37</td>
<td>41</td>
<td>102</td>
<td>42</td>
<td>41</td>
<td>73</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>3-4</td>
<td>362</td>
<td>156</td>
<td>43</td>
<td>96</td>
<td>41</td>
<td>43</td>
<td>87</td>
<td>39</td>
<td>45</td>
<td>107</td>
<td>52</td>
<td>49</td>
<td>72</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>Over 4</td>
<td>125</td>
<td>71</td>
<td>57</td>
<td>40</td>
<td>19</td>
<td>48</td>
<td>23</td>
<td>14</td>
<td>61</td>
<td>39</td>
<td>29</td>
<td>74</td>
<td>23</td>
<td>9</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>980</td>
<td>408</td>
<td>42</td>
<td>288</td>
<td>125</td>
<td>43</td>
<td>235</td>
<td>103</td>
<td>44</td>
<td>277</td>
<td>133</td>
<td>48</td>
<td>180</td>
<td>47</td>
<td>26</td>
</tr>
</tbody>
</table>

For four states combined, $X^2 = 19.0218$  
$df = 3$  
P < .001
combined is statistically significant at the .001 level. Chi-square tests were not made for the individual states.

**Professional Status.** Do department chairpersons tend to provide leadership within their schools in using new materials? Or is the classroom teacher more likely to choose new materials? The following question was asked:

*What is your current position?*

The research findings which seem most pertinent to this inquiry are also those which relate to professional organization membership. Social mobility and degree of aspiration are manifested in professional status. Miles (1973) noted that social status is related to organizational memberships and professional status. Hensel (1969) found that opinion leaders had attained a higher educational status than their fellow teachers and held a higher number of educational offices.

Of the total number of study respondents, 780 were teachers, 101 were department chairpersons, and the remaining 99 held a variety of positions, including curriculum coordinator, administrator, counselor, and coach. The largest number in this "other" group were coaches.

The data in Table 12 on the following page indicate that of the 101 department chairpersons, 64, or 63 percent, were users of the new materials, while only 41 percent of the teachers indicated use. In the group indicating a position other than department chairperson or teacher, only 22 percent were users of new materials. For the four states combined, the results are statistically significant at the .001 level. Chi-square tests were not made for the data on individual states.

In all states a higher percentage of chairpersons than classroom teachers used the new materials and a smaller percentage of "others" (with the exception of Connecticut where the sample of "others" numbered only seven). The differences among the three groups were most marked in Colorado and least marked in Texas. The leadership position of the department chairperson seems to extend to the use of new curriculum materials.

**Status of Teaching Contract.** Much of the research on innovation indicates that the element of risk may be a major barrier to the adoption and use of new programs, materials, or ideas. In a review of research
<table>
<thead>
<tr>
<th>Position of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>California N=288</td>
</tr>
<tr>
<td>Colorado N=235</td>
</tr>
<tr>
<td>Connecticut N=277</td>
</tr>
<tr>
<td>Texas N=180</td>
</tr>
<tr>
<td>Number of Respondents</td>
</tr>
<tr>
<td>Number of Users</td>
</tr>
<tr>
<td>Percent of Users</td>
</tr>
<tr>
<td>No. of respondents</td>
</tr>
<tr>
<td>No. of Users</td>
</tr>
<tr>
<td>% of Users</td>
</tr>
<tr>
<td>No. of respondents</td>
</tr>
<tr>
<td>No. of Users</td>
</tr>
<tr>
<td>% of Users</td>
</tr>
<tr>
<td>No. of respondents</td>
</tr>
<tr>
<td>No. of Users</td>
</tr>
<tr>
<td>% of Users</td>
</tr>
<tr>
<td>No. of respondents</td>
</tr>
<tr>
<td>No. of Users</td>
</tr>
<tr>
<td>% of Users</td>
</tr>
</tbody>
</table>

| Teacher       | 780 | 322 | 41 | 227 | 98 | 43 |
| Department Chairperson | 101 | 64 | 63 | 37 | 22 | 59 |
| Others*       | 99  | 22 | 22 | 24 | 5  | 21 |
| Total         | 980 | 408| 42 | 288| 125| 43 |

**"Others" include curriculum coordinators, administrators, counselors, and coaches.**

For four states combined, \( \chi^2 = 34.9958 \), \( df = 2 \), \( P < .001 \)
in anthropology, rural sociology, medicine, and education, Hahn (1973) found that innovations "low in risk" were likely to be adopted. In another summary of research, Jwaideh and Marker (1973) concluded that innovators must be willing to take risks. Rafky (1971) carried this idea even further when he found that the willingness of 240 elementary school teachers to devote time and interest to the implementation of new programs was strongly related to self-interest.

Since permanent contracts and tenure assure against loss of job, it could be hypothesized that teachers with such contracts would be more likely to take risks than those without this assurance. The opposite viewpoint is expounded in much of the research about bureaucracies. March and Simon (1958) suggest that the longer one stays in any bureaucratic system, the less flexible and innovative he becomes in his role behavior. Standardization of rules and regulations may inhibit even permanent employees from operating in innovative ways.

To find out if teachers with tenure were more likely to use new materials, the following question was asked of respondents:

Do you have a permanent contract?
1. _____ Yes
2. _____ No

The responses to this question are shown in Table 13, page 27. Of the 980 respondents, 762 had permanent teaching contracts. Of this number, 345, or 45 percent, indicated they were using one or more of the new materials. However, of the 218 respondents who did not have permanent contracts, only 29 percent indicated they were using these materials. The figures indicate that a higher percentage of persons having permanent contracts seem willing to take the risks which may accompany the use of new materials. For the four states combined, the difference is statistically significant at the .001 level. Chi-square tests were not made for the individual states.

The results vary considerably among the four states. In terms of the absolute differences between percentages of tenured and nontenured persons who used the new materials, the gap runs from six percent for California to 22 percent for Colorado.
### Table 13

**Number and Percentage of Users, by Permanent Contract**

<table>
<thead>
<tr>
<th>Have Permanent Contract</th>
<th>Number of Respondents N=980</th>
<th>Number of Users</th>
<th>Percent of Users</th>
<th>California N=288</th>
<th>Colorado N=235</th>
<th>Connecticut N=277</th>
<th>Texas N=180</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=980</td>
<td></td>
<td></td>
<td>No. of Respondents</td>
<td>No. of Users</td>
<td>% of Users</td>
<td>No. of Respondents</td>
</tr>
<tr>
<td>Yes</td>
<td>762</td>
<td>345</td>
<td>45</td>
<td>254</td>
<td>112</td>
<td>44</td>
<td>190</td>
</tr>
<tr>
<td>No</td>
<td>218</td>
<td>63</td>
<td>29</td>
<td>34</td>
<td>13</td>
<td>38</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>980</td>
<td>408</td>
<td>42</td>
<td>288</td>
<td>125</td>
<td>43</td>
<td>235</td>
</tr>
</tbody>
</table>

For four states combined, \( X^2 = 18.6886 \)  \( df = 1 \)  \( P < .001 \)
Location of School. The belief is commonly held that people in rural areas are more conservative, hold traditional values longer, and are reluctant to adopt new practices. Research largely supports these generalizations. Gehlen (1969) characterized the small, rural school as having a limited curriculum, a conservative tax picture, and a conservative faculty and staff. In a report on Iowa schools, Maxey and Thomas (1968) found that the best qualified staffs were in schools with enrollments of 1,500 and above. Schools of this size are most frequently found in urban and suburban areas. Zeigler (1969) noted that urban inner-city schools were less likely to innovate, except in times of crisis, while suburban schools were more likely to innovate.

To ascertain whether differences exist in the extent to which new materials are used in rural, small town, urban-inner city, and urban-suburban schools, the following question was asked:

Which one of the following best characterizes the location of your school?
1. _____ Urban-inner city
2. _____ Urban-suburban
3. _____ Small town
4. _____ Rural

In reporting the results, the data for small towns and rural areas were combined, because the number of respondents from rural areas was small and the data gathered in rural schools appeared similar to that from small towns. For the four states combined, the differences shown are significant at the .001 level. Chi-square tests were not made for individual states.

The data support the view held in the research that teachers in urban schools are more likely to be innovators or users of new materials than are teachers in small-town schools. Zeigler's research is also supported, since teachers characterizing their school as urban-suburban had a higher percentage of usage (49 percent) than those who described their schools as urban, inner-city (40 percent).

Size of School. School size and location are clearly related; however, it is possible for the two factors to operate independently.
Table 14

Number and Percentage of Users, by Location of School

<table>
<thead>
<tr>
<th>Location of School</th>
<th>Number of Respondents N=980</th>
<th>Number of Users</th>
<th>Percent of Users</th>
<th>California N=288</th>
<th>Colorado N=235</th>
<th>Connecticut N=277</th>
<th>Texas N=180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban-Inner City</td>
<td>112</td>
<td>45</td>
<td>40</td>
<td>33</td>
<td>9</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>Urban-Suburban</td>
<td>495</td>
<td>244</td>
<td>49</td>
<td>179</td>
<td>89</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Small Town-Rural</td>
<td>373</td>
<td>119</td>
<td>32</td>
<td>76</td>
<td>27</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>Total</td>
<td>980</td>
<td>408</td>
<td>42</td>
<td>288</td>
<td>125</td>
<td>43</td>
<td>180</td>
</tr>
</tbody>
</table>

For four states combined, $X^2 = 26.5580$  
$df = 2$  
P < .001
There are sizable consolidated schools in rural areas which have graduating classes of over 500 students. There are also a few small, urban-suburban schools in recently populated areas. Previous research seems to link the two variables, but in this study the two factors were treated separately to determine if school size does have a distinguishable effect on the use of new materials. The following question was asked:

What was the approximate size of your school's most recent graduating class?

1. Under 100
2. 100-300
3. 301-500
4. Over 500

Past evidence leads to the conclusion that teachers in larger schools are more likely to use innovative curriculum materials than are those in smaller schools. Table 15 indicates that the data collected in this study support this statement. Twenty-four percent of the teachers in schools with graduating classes under 100 students were using new materials. In schools with graduating classes over 500 students, 53 percent of the teachers used new social studies materials. For schools of intermediate size, the percentages of respondents using the new materials were about 42 percent.

For the four states combined, the differences are statistically significant at the .001 level. Chi-square tests were not made for the individual states.

User Perceptions about Quality of New Social Studies Materials

While it is important to know how many teachers are using new social studies curriculum materials, it is even more desirable to know how teachers perceived the quality of these materials when they were used. To determine user perceptions, questions developed for the Curriculum Information Network (Morrissett 1973) were included in the questionnaire.

The questions included were designed to ascertain how teachers feel about the materials and how they feel the materials compare with other social studies programs. The specific questions asked for each of the
<table>
<thead>
<tr>
<th>Size of Graduating Class</th>
<th>Number of Respondents</th>
<th>Number of Users</th>
<th>Percentage of Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 100</td>
<td>147</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>101-300</td>
<td>259</td>
<td>48</td>
<td>46</td>
</tr>
<tr>
<td>301-500</td>
<td>357</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Over 500</td>
<td>217</td>
<td>114</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>980</td>
<td>408</td>
<td>42</td>
</tr>
</tbody>
</table>

For four states combined, $\chi^2 = 28.5474$, $df = 3$, $P < .001$. 
nine curriculum materials programs were:

1. How often did these materials work well with your students?
2. How do these materials compare with other social studies materials you have used?
3. Would you recommend these materials for use by others?

Tables 16 through 24 report the responses of program users to each of the nine curriculum materials.

Table 16
(Number and Percentage Distribution of Perceived Quality of American Political Behavior)

<table>
<thead>
<tr>
<th>Did Materials Work Well?</th>
<th>No.</th>
<th>%</th>
<th>How Well Compared</th>
<th>No.</th>
<th>%</th>
<th>Would You Recommend For Use?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>11</td>
<td>12</td>
<td>Much better</td>
<td>27</td>
<td>29</td>
<td>Yes</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>Often</td>
<td>53</td>
<td>56</td>
<td>Better</td>
<td>48</td>
<td>51</td>
<td>Yes, with qualifications</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>Sometimes</td>
<td>25</td>
<td>27</td>
<td>About same</td>
<td>15</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>3</td>
<td>Worse</td>
<td>3</td>
<td>3</td>
<td>No</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>2</td>
<td>Much worse</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100</td>
<td></td>
<td>94</td>
<td>100</td>
<td></td>
<td>94</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 17
(Number and Percentage Distribution of Perceived Quality of Asian Studies Inquiry Series)

<table>
<thead>
<tr>
<th>Did Materials Work Well?</th>
<th>No.</th>
<th>%</th>
<th>How Well Compared</th>
<th>No.</th>
<th>%</th>
<th>Would You Recommend For Use?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>16</td>
<td>Much better</td>
<td>9</td>
<td>24</td>
<td>Yes</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>Often</td>
<td>19</td>
<td>50</td>
<td>Better</td>
<td>20</td>
<td>53</td>
<td>Yes, with qualifications</td>
<td>21</td>
<td>55</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
<td>26</td>
<td>About same</td>
<td>7</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>5</td>
<td>Worse</td>
<td>1</td>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>3</td>
<td>Much worse</td>
<td>1</td>
<td>2.5</td>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100</td>
<td></td>
<td>38</td>
<td>100</td>
<td></td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 18
Number and Percentage Distribution of Perceived Quality of Episodes in Social Inquiry

<table>
<thead>
<tr>
<th>Did Materials Work Well?</th>
<th>No.</th>
<th>%</th>
<th>How Well Compared</th>
<th>No.</th>
<th>%</th>
<th>Would You Recommend For Use?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>13</td>
<td>Much better</td>
<td>10</td>
<td>17</td>
<td>Yes</td>
<td>22</td>
<td>37</td>
</tr>
<tr>
<td>Often</td>
<td>33</td>
<td>55</td>
<td>Better</td>
<td>41</td>
<td>68</td>
<td>Yes, with qualifications</td>
<td>36</td>
<td>60</td>
</tr>
<tr>
<td>Sometimes</td>
<td>18</td>
<td>30</td>
<td>About same</td>
<td>8</td>
<td>13</td>
<td>No</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>2</td>
<td>Worse</td>
<td>1</td>
<td>2</td>
<td>No</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>Much worse</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
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<td>100</td>
<td></td>
<td>60</td>
<td>100</td>
<td></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 19
Number and Percentage Distribution of Perceived Quality of Geography in an Urban Age

<table>
<thead>
<tr>
<th>Did Materials Work Well?</th>
<th>No.</th>
<th>%</th>
<th>How Well Compared</th>
<th>No.</th>
<th>%</th>
<th>Would You Recommend For Use?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>11</td>
<td>20</td>
<td>Much better</td>
<td>16</td>
<td>29</td>
<td>Yes</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Often</td>
<td>33</td>
<td>60</td>
<td>Better</td>
<td>30</td>
<td>54</td>
<td>Yes, with qualifications</td>
<td>33</td>
<td>60</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>16</td>
<td>About same</td>
<td>7</td>
<td>13</td>
<td>No</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>2</td>
<td>Worse</td>
<td>1</td>
<td>2</td>
<td>No</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>Much worse</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
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<td>100</td>
<td></td>
<td>55</td>
<td>100</td>
<td></td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>
### Table 20
**Number and Percentage Distribution of Perceived Quality of Holt Social Studies Series**

<table>
<thead>
<tr>
<th>Did Materials Work Well?</th>
<th>No.</th>
<th>%</th>
<th>How Well Compared</th>
<th>No.</th>
<th>%</th>
<th>Would You Recommend For Use?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>9</td>
<td>7</td>
<td>Much better</td>
<td>12</td>
<td>9</td>
<td>Yes</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>Often</td>
<td>65</td>
<td>47</td>
<td>Better</td>
<td>72</td>
<td>52</td>
<td>Yes, with qualifications</td>
<td>94</td>
<td>68</td>
</tr>
<tr>
<td>Sometimes</td>
<td>55</td>
<td>40</td>
<td>About same</td>
<td>39</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>6</td>
<td>4</td>
<td>Worse</td>
<td>13</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>1</td>
<td>Much worse</td>
<td>1</td>
<td>1</td>
<td>No</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>No response</td>
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<tr>
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<td>100</td>
<td></td>
<td>138</td>
<td>100</td>
<td></td>
<td>138</td>
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</tr>
</tbody>
</table>

### Table 21
**Number and Percentage Distribution of Perceived Quality of Justice in Urban America**

<table>
<thead>
<tr>
<th>Did Materials Work Well?</th>
<th>No.</th>
<th>%</th>
<th>How Well Compared</th>
<th>No.</th>
<th>%</th>
<th>Would You Recommend For Use?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>12</td>
<td>Much better</td>
<td>7</td>
<td>10.5</td>
<td>Yes</td>
<td>37</td>
<td>55.2</td>
</tr>
<tr>
<td>Often</td>
<td>39</td>
<td>58.2</td>
<td>Better</td>
<td>40</td>
<td>57.7</td>
<td>Yes, with qualifications</td>
<td>25</td>
<td>37.3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>15</td>
<td>22.3</td>
<td>About same</td>
<td>15</td>
<td>22.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3</td>
<td>Worse</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>Much worse</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>No response</td>
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<td>4.5</td>
<td>No response</td>
<td>3</td>
<td>4.5</td>
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<td>100</td>
<td></td>
<td>67</td>
<td>100</td>
<td></td>
<td>67</td>
<td>100</td>
</tr>
</tbody>
</table>
### Table 22

**Number and Percentage Distribution of Perceived Quality of Patterns in Human History**

<table>
<thead>
<tr>
<th>Did Materials Work Well?</th>
<th>No.</th>
<th>%</th>
<th>How Well Compared</th>
<th>No.</th>
<th>%</th>
<th>Would You Recommend For Use?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>11</td>
<td>31</td>
<td>Much better</td>
<td>14</td>
<td>39</td>
<td>Yes</td>
<td>17</td>
<td>47</td>
</tr>
<tr>
<td>Often</td>
<td>16</td>
<td>44</td>
<td>Better</td>
<td>16</td>
<td>44</td>
<td>Yes, with qualifications</td>
<td>16</td>
<td>44</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>19</td>
<td>About same</td>
<td>4</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>3</td>
<td>Worse</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>Much worse</td>
<td>0</td>
<td>0</td>
<td>No</td>
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<td>6</td>
</tr>
<tr>
<td>No response</td>
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<td>Total</td>
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<td>100</td>
<td></td>
<td>36</td>
<td>100</td>
<td></td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table 23

**Number and Percentage Distribution of Perceived Quality of Public Issues Series**

<table>
<thead>
<tr>
<th>Did Materials Work Well?</th>
<th>No.</th>
<th>%</th>
<th>How Well Compared</th>
<th>No.</th>
<th>%</th>
<th>Would You Recommend For Use?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>10</td>
<td>9</td>
<td>Much better</td>
<td>18</td>
<td>17</td>
<td>Yes</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td>Often</td>
<td>75</td>
<td>71</td>
<td>Better</td>
<td>70</td>
<td>66</td>
<td>Yes, with qualifications</td>
<td>57</td>
<td>54</td>
</tr>
<tr>
<td>Sometimes</td>
<td>20</td>
<td>19</td>
<td>About same</td>
<td>16</td>
<td>15</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0</td>
<td>Worse</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Never</td>
<td>1</td>
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<td>Much worse</td>
<td>1</td>
<td>1</td>
<td>No</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
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<td>100</td>
<td></td>
<td>106</td>
<td>100</td>
<td></td>
<td>106</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 24

Number and Percentage Distribution of Perceived Quality of Units in American History

<table>
<thead>
<tr>
<th>Did Materials Work Well?</th>
<th>No.</th>
<th>%</th>
<th>How Well Compared</th>
<th>No.</th>
<th>%</th>
<th>Would You Recommend For Use?</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>19</td>
<td>34</td>
<td>Much better</td>
<td>19</td>
<td>34</td>
<td>Yes</td>
<td>25</td>
<td>44</td>
</tr>
<tr>
<td>Often</td>
<td>20</td>
<td>36</td>
<td>Better</td>
<td>26</td>
<td>46</td>
<td>Yes, with qualifications</td>
<td>28</td>
<td>50</td>
</tr>
<tr>
<td>Sometimes</td>
<td>13</td>
<td>23</td>
<td>About same</td>
<td>7</td>
<td>13</td>
<td>No</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>5</td>
<td>Worse</td>
<td>1</td>
<td>2</td>
<td>No response</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>Much worse</td>
<td>0</td>
<td>0</td>
<td>No response</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>2</td>
<td>No response</td>
<td>3</td>
<td>5</td>
<td>No response</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
<td></td>
<td>56</td>
<td>100</td>
<td></td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

To rank the nine sets of materials from those most favorably perceived to those least favorably perceived by users, a scoring system was established for responses to the three perception questions. The scores were determined by assigning a numerical value to each possible response for each of the three questions. Numerical values were assigned as follows:

**Question 1: How often did these materials work well with your students?**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Numerical Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always worked well</td>
<td>1</td>
</tr>
<tr>
<td>Often worked well</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes worked well</td>
<td>3</td>
</tr>
<tr>
<td>Rarely worked well</td>
<td>4</td>
</tr>
<tr>
<td>Never worked well</td>
<td>5</td>
</tr>
</tbody>
</table>

**Question 2: How do these materials compare with other social studies materials you have used?**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Numerical Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much better</td>
<td>1</td>
</tr>
<tr>
<td>Better</td>
<td>2</td>
</tr>
<tr>
<td>About the same</td>
<td>3</td>
</tr>
<tr>
<td>Worse</td>
<td>4</td>
</tr>
<tr>
<td>Much worse</td>
<td>5</td>
</tr>
</tbody>
</table>
Question 3: Would you recommend these materials for use by others?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Numerical Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Yes, with qualification</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
</tbody>
</table>

After a numerical value was assigned to each response, an average of the values was computed. If all respondents said "always worked well," the average score would be 1.0; if all said "never worked well," the average would be 5.0. Rated on all three questions, the best possible score for a set of materials is 3.0; the worst possible score is 15.0.

Effectiveness of Materials in Classroom Use. Table 25 reports the score received by each curriculum program on each of the three questions. A total score for all three questions is also reported for each curriculum program. The materials are ranked in this table from the most favorable total score to the least favorable total score.

Looking first at the total score by program, Patterns in Human History has the most favorable score—5.9. Although this result is based on only 36 responses, and as with similar thin responses throughout the survey should be judged with caution, it is interesting that users of this material generally responded favorably to all three questions about its use in the classroom. Total scores for the other materials range up to 7.7.

The averages for the three columns are of interest. The users of new materials indicate that on the whole the materials compared well with "other" materials in classroom use. The average classroom success score is 2.16 which places it between "often worked well" and "sometimes worked well," but closer to "often worked well."

Comparison of Materials with Other Social Studies Materials. In comparing the new materials with other social studies materials, users perceived the new materials as "better"; the average score was 2.04. While the ranking system used in Table 15 on the following page puts some materials at the top and some at the bottom in terms of scoring, it seems that the selected group of nine, taken as a whole, is judged superior to the other materials being used by social studies teachers.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Materials Title</th>
<th>No. of Users</th>
<th>How Well Materials Worked</th>
<th>How Materials Compare</th>
<th>Would you Recommend to Others?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Patterns in Human History</td>
<td>36</td>
<td>1.94</td>
<td>1.77</td>
<td>2.14</td>
<td>5.9</td>
</tr>
<tr>
<td>2</td>
<td>Geography in an Urban Age</td>
<td>55</td>
<td>2.05</td>
<td>1.87</td>
<td>2.29</td>
<td>6.2</td>
</tr>
<tr>
<td>3</td>
<td>Public Issues Series</td>
<td>106</td>
<td>2.12</td>
<td>2.02</td>
<td>2.15</td>
<td>6.3</td>
</tr>
<tr>
<td>4</td>
<td>Units in American History</td>
<td>56</td>
<td>2.00</td>
<td>2.16</td>
<td>2.11</td>
<td>6.3</td>
</tr>
<tr>
<td>5</td>
<td>Justice in Urban America</td>
<td>67</td>
<td>2.17</td>
<td>2.18</td>
<td>1.90</td>
<td>6.3</td>
</tr>
<tr>
<td>6</td>
<td>American Political Behavior</td>
<td>94</td>
<td>2.27</td>
<td>1.96</td>
<td>2.21</td>
<td>6.4</td>
</tr>
<tr>
<td>7</td>
<td>Episodes in Social Inquiry</td>
<td>60</td>
<td>2.20</td>
<td>2.00</td>
<td>2.33</td>
<td>6.5</td>
</tr>
<tr>
<td>8</td>
<td>Asian Studies Inquiry Series</td>
<td>38</td>
<td>2.28</td>
<td>2.07</td>
<td>2.10</td>
<td>6.5</td>
</tr>
<tr>
<td>9</td>
<td>Holt Social Studies Curriculum</td>
<td>138</td>
<td>2.46</td>
<td>2.40</td>
<td>2.79</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td>Averages</td>
<td></td>
<td>2.16</td>
<td>2.04</td>
<td>2.22</td>
<td>6.45</td>
</tr>
<tr>
<td></td>
<td>Most favorable score possible</td>
<td></td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Least favorable score possible</td>
<td></td>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
<td>15.00</td>
</tr>
</tbody>
</table>

Recommendation of Materials to Other Users. Responses to the final question, "Would you recommend these materials for use by others?" indicate that users would recommend the materials with some qualifications. The average score is 2.22, about midway between "Yes" and "Yes, with qualifications," but a little closer to the latter. Average
responses for individual packages range from 1.90 to 2.79.

There are two possibilities of bias in these results. One is that teachers more favorably disposed toward the materials studied may have responded to the questionnaire in greater numbers than those less favorably impressed. The other is that a "halo" effect may exist; teachers who feel that they are being innovative may show a favorable bias toward their innovation. Taken at face value, however, the total score for each of the nine curriculum materials programs indicates that they work well in the classroom, compare well with other materials, and would be recommended to other teachers by the users.
Summary of Findings and Conclusions

The purposes of this study were to (1) determine the extent of use of nine social studies programs in four states; (2) to collect and analyze data about the characteristics of users; and (3) to collect and analyze data about how users perceived the effectiveness of materials in classroom use.

The data to provide answers to these questions were collected by questionnaires from social studies teachers in a randomly selected subsample of 600 (150 from each state) secondary schools in California, Colorado, Connecticut, and Texas. Nine hundred-eighty teachers (20.5 percent) responded to the 4,783 questionnaires sent out. The data were collected during the spring of 1974.

Summary of Findings

The following are the major findings of the study:

1. Of 980 respondents, 408, or 42 percent, were users of at least one of the nine sets of social studies materials.

2. Forty-eight percent of the practitioners from Connecticut were using at least one of the nine programs; 44 percent from Colorado; 43 percent from California; and 26 percent from Texas.

3. The most widely used of the nine programs was the Holt Social Studies Series. One hundred thirty-eight respondents (14 percent) indicated they were using these materials in the classroom, with the largest percentage of users coming from California and the smallest from Texas.

4. Patterns in Human History, an anthropology program, was least used, with only 36 respondents (3.6 percent) indicating use.

5. American Political Behavior, the third most frequently used program, with 94 teachers (ten percent) indicating use, did not follow the typical use pattern of other programs. In Texas, a state textbook adoption state, APB is the only one of the nine materials which appears on the approved list.
With all other materials, Texas had the fewest users. With APB, 12 percent of the Texas respondents indicated use, putting Texas second in percentage of users.

6. Twenty-seven percent (264) of the respondents teach courses in American government. Of this number 21 percent (55) used American Political Behavior, the program most appropriate for such courses.

7. Thirty-nine of the respondents indicated they are teaching courses in anthropology. Of this number 41 percent (16) were using Patterns in Human History, an anthropology program.

8. Seventy-nine teachers stated they are teaching geography courses. Twenty-two, or 28 percent, of this group used Geography in an Urban Age.

9. Eighty-nine teachers, nine percent of the sample, are teaching sociology. Of this number, 36 percent (32) used Episodes in Social Inquiry, a sociology program.

10. Fifty-three percent of all the respondents (524) are teaching American history courses, but only nine percent (47) used Units in American History.

11. Although anthropology, geography, and sociology are not well represented in social studies course offerings, a significant percentage of practitioners teaching these courses used the new social studies material specific to the discipline.

12. The data indicate that teachers over 49 years of age used the new programs least, but this finding is not statistically significant.

13. Respondents with less than four years of teaching experience and those with over 18 years of experience indicated less use than teachers with between four and 18 years of experience. Again, this result is not statistically significant.

14. Those teachers who belong to one or more professional organizations were more likely to use new materials than those teachers who do not. Only 31 percent of the teachers with no organizational affiliation were users, while 57 percent of those who reported four or more organizational memberships were users.
This result, as well as those numbered 15 to 18 below, is statistically significant at the .001 level.

15. The professional status of users, as described by current position, bears a positive relationship to use of new materials. Department chairpersons represented only ten percent of the total respondents but 63 percent were users. Of the teachers responding, only 41 percent were users of new materials. Of those who describe themselves as curriculum coordinators, administrators, counselors, and coaches (ten percent of total) only 22 percent used one or more of the nine programs.

16. Whether teachers have or do not have a permanent contract affected use of the new materials. Forty-five percent of those with permanent contracts were users, while only 29 percent without contracts were users.

17. Teachers from urban-suburban schools used new materials to a greater extent than teachers from any other category of schools. Teachers in rural and small town schools used the new materials least often.

18. Fifty-three percent of the teachers in schools with graduating classes of more than 500 were users of the new materials, while only 24 percent of those from schools with graduating classes under 100 were users.

19. Of the nine programs, Patterns in Human History was judged most favorably by users in three dimensions—how well the material worked with students, how well the material compared with other social studies materials, and the degree to which it was recommended for use by other teachers.

20. The second most favorably perceived program was Geography in an Urban Age, followed by Public Issues Series, Units in American History, Justice in Urban America, American Political Behavior, Episodes in Social Inquiry, Asian Studies Inquiry Series, and Holt Social Studies Series.
Conclusions

Based upon the foregoing findings, the following conclusions seem appropriate:

1. Teachers in the secondary schools surveyed are not using the new social studies materials in substantial numbers.

2. The limited use of *Patterns in Human History, Geography in An Urban Age,* and *Episodes in Social Inquiry* is partially explained by the fact that only a limited number of courses in anthropology, geography, and sociology are being taught.

3. The fact that the *Holt Social Studies Series* is a multi-level, multi-discipline program partially accounts for its being the most used program. However, it is unlikely that most respondents use all components of the Holt materials.

4. Holding a permanent contract, which tends to protect against threat of job loss, may encourage some teachers to adopt innovative programs.

5. Both professional status, as described by current position, and extent of membership in professional organizations seem to be important characteristics of users. Department chairpersons seem most likely to use new materials, while coaches and others who are not primarily classroom teachers seem least likely to use such materials.

6. The location of schools (urban-suburban, urban-inner city, small town, and rural) and the number of students in a school are important determinants of use. Large, urban-suburban schools have the largest percentage of teachers using materials.

7. Secondary teachers who do use the new programs have positive opinions about how well the materials work in their classrooms, how well the materials compare with other social studies curricula, and whether they would recommend use to other teachers.
REFERENCES


__________. "CIN (Curriculum Information Network) Third Report: Ratings of 24 Social Studies Materials." Social Education. (Forthcoming February 1975.)


APPENDIX A

Letter to Principals
Questionnaire
May 3, 1974

You are one of several hundred high school social studies teachers selected to participate in a four-state study of curriculum implementation trends of nine national social studies projects.

Enclosed you will find a questionnaire to fill out, BUT PLEASE DON'T PANIC. Most, if not all, teachers will find it necessary to respond to only the first one or two items in each Question Set, so the questionnaire should require no more than a few minutes of your time.

You may be assured that the information you provide will be held in the strictest confidence. No mention will be made of you or your school, and no attempt at evaluation is implied or intended. I would also like to point out that no stigma is attached to a teacher's failure to use any of the nine sets of materials which are the subject of this study. You may well use a textbook and materials which are superior in quality to those of the projects.

Recognizing the great demands which are made upon your time, I request your assistance with this study only because it is urgent that we know how effective has been the dissemination of information about the national social studies projects, and that we know what the response of teachers has been to the materials produced by these projects.

Thank you for your time and cooperation in making this study a success.

Sincerely yours,

Mary Jane Turner
Staff Associate

MJT/nd
Questionnaire

Please answer the following questions:

1. At the conclusion of this academic year, how many years teaching experience will you have had?

2. How many years have you been in your present school system?

3. Do you have a permanent contract?
   1. Yes
   2. No

4. What is your current position?

5. What position would you like to hold five years from now?

6. What is your age?
   1. 20-29
   2. 30-39
   3. 40-49
   4. Over 50

7. What universities have you attended?

8. How many semester hours of university credit do you have beyond the BA/BS?

9. To how many professional organizations do you belong?

10. What was approximate size of your school's most recent graduating class?
    1. Under 100
    2. 100-300
    3. 301-500
    4. Over 500

11. Which one of the following best characterizes the location of your school?
    1. Urban-inner city
    2. Urban-suburban
    3. Small town
    4. Rural

12. How far is your school located from a teacher training institution such as a university, college, ERIC Clearinghouse, or Regional Laboratory?
    1. 00-50
    2. 51-100
    3. Over 100

13. List the name, grade level, and number of sections of all social studies courses you are currently teaching.

<table>
<thead>
<tr>
<th>Complete Course Name</th>
<th>Grade Level</th>
<th>Number of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
QUESTIONS SET 1

1. Have you ever heard of American Political Behavior (APB) developed by the High School Curriculum Center in Government, Indiana University, Howard D. Mehlinger and John J. Patrick, Directors: Bloomington, Indiana?
   1. Yes
   2. No

   IF NO, GO ON TO QUESTION SET 2. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined American Political Behavior?
   1. Yes
   2. No

   IF NO, GO ON TO QUESTION SET 2. IF YES, RESPOND TO THE FOLLOWING.

3. From what source did you first hear of American Political Behavior materials before you examined them? Check all that apply.
   1. Professional publication such as a journal or book on social studies
   2. Project newsletter
   3. College or university course
   4. Professional meeting
   5. Special institute or workshop
   6. Friend or colleague
   7. Publisher's representative
   8. Other (please specify)

4. Have you ever attended inservice training sessions or workshops in the use of American Political Behavior materials?
   1. Yes
   2. No

5. Have you used these materials during the 1973-74 academic year?
   1. Yes
   2. No

   IF NO, GO ON TO QUESTION SET 2. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.
   1. You individually
   2. The department chairman
   3. A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.
   1. Yes
   2. No
   3. Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

9. Which one of the following best characterizes the way in which you use these materials? Check only one.
   1. Complete curriculum package
   2. Textbooks
   3. Selected unit books or pamphlets
   4. Resource units or teacher guides
   5. Reference materials
10. How often did American Political Behavior materials work well with your students?
   1. ______ Always worked well
   2. ______ Often worked well
   3. ______ Sometimes worked well
   4. ______ Rarely worked well
   5. ______ Never worked well

11. How do these materials compare with other social studies materials you have used?
   1. ______ Much better than others
   2. ______ Better than others
   3. ______ About the same as others
   4. ______ Worse than others
   5. ______ Much worse than others

12. Would you recommend these materials for use by others?
   1. ______ Yes, without reservation
   2. ______ Yes, with qualifications
   3. ______ No

13. Which units and/or games and simulations are you using?

QUESTION SET 2

1. Have you ever heard of the Asian Studies Inquiry Program developed by the Asian Studies Curriculum Project, University of California at Berkeley; John U. Michaelis and Robin J. McKeown, Directors; Field Education Publications, 1969?
   1. ______ Yes
   2. ______ No

IF NO, GO ON TO QUESTION SET 3. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Asian Studies Inquiry Program?
   1. ______ Yes
   2. ______ No

IF NO, GO ON TO QUESTION SET 3. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Asian Studies Inquiry Program materials before you examined them? Check all that apply.
   Professional publication such as a journal or a book on social studies
   Project newsletter
   College or university course
   Professional meeting
   Special institute or workshop
   Friend or colleague
   Publisher's representative
   Other (please specify)

4. Have you ever attended inservice training sessions or workshops in the use of the Asian Studies Inquiry Program materials?
   1. ______ Yes
   2. ______ No
5. Have you used these materials during the 1973-74 academic year?
1. ______ Yes
2. ______ No

IF NO, GO ON TO QUESTION SET 3. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.
1. ______ You individually
2. ______ The department chairman
3. ______ A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.
1. ______ Yes
2. ______ No
3. ______ Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

9. Which one of the following best characterizes the way in which you use these materials? Check only one.
1. ______ Complete curriculum package
2. ______ Textbooks
3. ______ Selected unit books or pamphlets
4. ______ Resource units or teacher guides
5. ______ Reference materials

10. How often did Asian Studies Inquiry Program materials work well with your students?
1. ______ Always worked well
2. ______ Often worked well
3. ______ Sometimes worked well
4. ______ Rarely worked well
5. ______ Never worked well

11. How do these materials compare with other social studies materials you have used?
1. ______ Much better than others
2. ______ Better than others
3. ______ About the same as others
4. ______ Worse than others
5. ______ Much worse than others

12. Would you recommend these materials for use by others?
1. ______ Yes, without reservation
2. ______ Yes, with qualifications
3. ______ No

13. How many unit booklets are you using?
1. Have you ever heard of *Episodes in Social Inquiry Series* developed as part of the Sociological Resources for the Social Studies Project, Robert C. Angell, Director, Allyn and Bacon, 1961?
   1. [ ] Yes
   2. [ ] No

   IF NO, GO ON TO QUESTION SET 4. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined the *Episodes in Social Inquiry Series*?
   1. [ ] Yes
   2. [ ] No

   IF NO, GO ON TO QUESTION SET 4. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the *Episodes in Social Inquiry Series* materials before you examined them? Check all that apply.
   - Professional publication such as a journal or a book on social studies
   - Project newsletter
   - College or university course
   - Professional meeting
   - Special institute or workshop
   - Friend or colleague
   - Publisher's representative
   - Other (please specify)

4. Have you ever attended inservice training sessions or workshops in the use of the *Episodes in Social Inquiry Series* materials?
   1. [ ] Yes
   2. [ ] No

5. Have you used these materials during the 1973-74 academic year?
   1. [ ] Yes
   2. [ ] No

   IF NO, GO ON TO QUESTION SET 4. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use the materials? Check only one.
   1. [ ] You individually
   2. [ ] The department chairman
   3. [ ] A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.
   1. [ ] Yes
   2. [ ] No
   3. [ ] Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

9. Which one of the following best characterizes the way in which you use these materials? Check only one.
   1. [ ] Complete curriculum package
   2. [ ] Textbooks
   3. [ ] Selected unit books and pamphlets
   4. [ ] Resource units or resource guides
   5. [ ] Reference material
10. How often did Episodes in Social Inquiry Series materials work well with your students?
   1. ______ Always worked well
   2. ______ Often worked well
   3. ______ Sometimes worked well
   4. ______ Rarely worked well
   5. ______ Never worked well

11. How do these materials compare with other social studies materials you have used?
   1. ______ Much better than others
   2. ______ Better than others
   3. ______ About the same as others
   4. ______ Worse than others
   5. ______ Much worse than others

12. Would you recommend these materials for use by others?
   1. ______ Yes, without reservation
   2. ______ Yes, with qualifications
   3. ______ No

13. How many unit booklets are you using?
    ___________________________

QUESTION SET 4

1. Have you ever heard of Geography in an Urban Age developed by the High School Geography Project (HSGP)? Nicholas McLain, Director; The Macmillan Co., 1969-70?
   1. ______ Yes
   2. ______ No

IF NO, GO ON TO QUESTION SET 5. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Geography in an Urban Age?
   1. ______ Yes
   2. ______ No

IF NO, GO ON TO QUESTION SET 5. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Geography in an Urban Age materials before you examined them? Check all that apply.
   Professional publication such as a journal or a book on social studies
   Project newsletter
   College or university course
   Professional meeting
   Special institute or workshop
   Friend or colleague
   Publisher's representative
   Other (please specify)______________________

4. Have you ever attended inservice training sessions or workshops in the use of Geography in an Urban Age materials?
   1. ______ Yes
   2. ______ No
5. Have you used these materials during the 1973-74 academic year?
   1. ______ Yes
   2. ______ No

   IF NO, GO ON TO QUESTION SET 5. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.
   1. ______ You individually
   2. ______ The department chairman
   3. ______ A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.
   1. ______ Yes
   2. ______ No
   3. ______ Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

9. Which one of the following best characterizes the way in which you use these materials? Check only one.
   1. ______ Complete curriculum package
   2. ______ Textbooks
   3. ______ Selected unit books or pamphlets
   4. ______ Resource units or teacher guides
   5. ______ Reference materials

10. How often did Geography in an Urban Age materials work well with your students?
    1. ______ Always worked well
    2. ______ Often worked well
    3. ______ Sometimes worked well
    4. ______ Rarely worked well
    5. ______ Never worked well

11. How do these materials compare with other social studies materials you have used?
    1. ______ Much better than others
    2. ______ Better than others
    3. ______ About the same as others
    4. ______ Worse than others
    5. ______ Much worse than others

12. Would you recommend these materials for use by others?
    1. ______ Yes, without reservation
    2. ______ Yes, with qualifications
    3. ______ ?

13. How many ______ you using?
QUESTION SET 5

   1. _______ Yes
   2. _______ No

IF NO, GO ON TO QUESTION SET 6. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Holt Social Studies Series?
   1. _______ Yes
   2. _______ No

IF NO, GO ON TO QUESTION SET 6. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Holt Social Studies Series materials before you examined them? Check all that apply.
   _______ Professional publication such as a journal or a book on social studies
   _______ Project newsletter
   _______ College or university course
   _______ Professional meeting
   _______ Special institute or workshop
   _______ Friend or colleague
   _______ Publisher's representative
   _______ Other (please specify)

4. Have you ever attended inservice training sessions or workshops in the use of the Holt Social Studies Series materials?
   1. _______ Yes
   2. _______ No

5. Have you used these materials during the 1973-74 academic year?
   1. _______ Yes
   2. _______ No

IF NO, GO ON TO QUESTION SET 6. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.
   1. _______ You individually
   2. _______ The department chairman
   3. _______ A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.
   1. _______ Yes
   2. _______ No
   3. _______ Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

9. Which one of the following best characterizes the way in which you use these materials? Check only one.
   1. _______ Complete curriculum package
   2. _______ Textbooks
   3. _______ Selected unit book pamphlets
   4. _______ Resource units and teacher guides
   5. _______ Reference materials
10. How often did Holt Social Studies Series materials work well with your students?
   1. ______ Always worked well
   2. ______ Often worked well
   3. ______ Sometimes worked well
   4. ______ Rarely worked well
   5. ______ Never worked well

11. How do these materials compare with other social studies materials you have used?
   1. ______ Much better than others
   2. ______ Better than others
   3. ______ About the same as others
   4. ______ Worse than others
   5. ______ Much worse than others

12. Would you recommend these materials for use by others?
   1. ______ Yes, without reservation
   2. ______ Yes, with qualifications
   3. ______ No

13. Which textbooks and audio-visual materials are you using?

---

**QUESTION SET 6**

1. Have you ever heard of Justice in Urban America series developed by the Law in American Society Foundation; Robert H. Ratcliffe, Director; Houghton-Mifflin, 1970?
   1. ______ Yes
   2. ______ No

IF NO, GO ON TO QUESTION SET 7. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Justice in Urban America Series?
   1. ______ Yes
   2. ______ No

IF NO, GO ON TO QUESTION SET 7. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Justice in Urban America Series materials before you examined them? Check all that apply.
   ______ Professional publication such as a journal or a book on social studies
   ______ Project newsletter
   ______ College or university course
   ______ Professional meeting
   ______ Special institute or workshop
   ______ Friend or colleague
   ______ Publisher's representative
   ______ Other (please specify)

4. Have you ever attended inservice training sessions or workshops in the use of the Justice in Urban America Series materials?
   1. ______ Yes
   2. ______ No
5. Have you used these materials during the 1973-74 academic year?
   1. _____ Yes
   2. _____ No

   IF NO, GO ON TO QUESTION 7. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.
   1. _____ You individually
   2. _____ The department chairman
   3. _____ A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.
   1. _____ Yes
   2. _____ No
   3. _____ Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?


9. Which one of the following best characterizes the way in which you use these materials?
   Check only one.
   1. _____ Complete curriculum package
   2. _____ Textbooks
   3. _____ Selected unit books or pamphlets
   4. _____ Resource units or teacher guides
   5. _____ Reference materials

10. How often did Justice in Urban America Series materials work well with your students?
    1. _____ Always worked well
    2. _____ Often worked well
    3. _____ Sometimes worked well
    4. _____ Rarely worked well
    5. _____ Never worked well

11. How do these materials compare with other social studies materials you have used?
    1. _____ Much better than others
    2. _____ Better than others
    3. _____ About the same as others
    4. _____ Worse than others
    5. _____ Much worse than others

12. Would you recommend these materials for use by others?
    1. _____ Yes, without reservation
    2. _____ Yes, with qualifications
    3. _____ No

13. How many unit booklets are you using?
1. Have you ever heard of Patterns in Human History developed by the Anthropology Curriculum Study Project (ACSP); Malcolm Collier, Director; The Macmillan Co., 1971?
   1._______ Yes
   2._______ No

   IF NO, GO ON TO QUESTION SET 8. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Patterns in Human History?
   1._______ Yes
   2._______ No

   IF NO, GO ON TO QUESTION SET 8. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Patterns in Human History materials before you examined them? Check all that apply.
   __________ Professional publication such as a journal or a book on social studies
   __________ Project newsletter
   __________ College or university course
   __________ Professional meeting
   __________ Special institute or workshop
   __________ Friend or colleague
   __________ Publisher's representative
   __________ Other (please specify)

4. Have you ever attended inservice training sessions or workshops in the use of the Patterns in Human History materials?
   1._______ Yes
   2._______ No

5. Have you used these materials during the 1973-74 academic year?
   1._______ Yes
   2._______ No

   IF NO, GO ON TO QUESTION SET 8. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.
   1._______ You individually
   2._______ The department chairman
   3._______ A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.
   1._______ Yes
   2._______ No
   3._______ Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

9. Which one of the following best characterizes the way in which you use these materials? Check only one.
   1._______ Complete curriculum package
   2._______ Textbooks
   3._______ Selected unit books or pamphlets
   4._______ Resource units or teacher guides
   5._______ Reference materials
10. How often did Patterns in Human History materials work well with your students?
   1. Always worked well
   2. Often worked well
   3. Sometimes worked well
   4. Rarely worked well
   5. Never worked well

11. How do these materials compare with other social studies materials you have used?
   1. Much better than others
   2. Better than others
   3. About the same as others
   4. Worse than others
   5. Much worse than others

12. Would you recommend these materials for use by others?
   1. Yes, without reservation
   2. Yes, with qualifications
   3. No

13. How many units are you using?

[Question Set B]

1. Have you ever heard of Public Issue Series developed by the Social Studies Project at Harvard University; Fred M. Newman and Donald W. Oliver, Directors; American Education Publications, 1967-70?
   1. Yes
   2. No

IF NO, GO ON TO QUESTION SET 9. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Public Issue Series?
   1. Yes
   2. No

IF NO, GO ON TO QUESTION SET 9. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Public Issue Series materials before you examined them? Check all that apply.
   Professional publication such as a journal or a book on social studies
   Project newsletter
   College or university course
   Professional meeting
   Special institute or workshop
   Friend or colleague
   Publisher's representative
   Other (please specify)

4. Have you ever attended in-service training sessions or workshops in the use of the Public Issue Series materials?
   1. Yes
   2. No
5. Have you used these materials during the 1973-74 academic year?
   1. ______ Yes
   2. ______ No

   IF NO, GO ON TO QUESTION SET 9. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.
   1. ______ You individually
   2. ______ The department chairman
   3. ______ A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.
   1. ______ Yes
   2. ______ No
   3. ______ Does not apply because state does not have textbook adoption list

8. In what social studies course are you using the materials?
   ______________________________

9. Which one of the following best characterizes the way in which you use these materials?
   1. ______ Complete curriculum package
   2. ______ Textbooks
   3. ______ Selected unit books or pamphlets
   4. ______ Resource units or teacher guides
   5. ______ Reference materials

10. How often did Public Lung Series materials work well with your students?
   1. ______ Always worked well
   2. ______ Often worked well
   3. ______ Sometimes worked well
   4. ______ Rarely worked well
   5. ______ Never worked well

11. How do these materials compare with other social studies materials you have used?
   1. ______ Much better than others
   2. ______ Better than others
   3. ______ About the same as others
   4. ______ Worse than others
   5. ______ Much worse than others

12. Would you recommend these materials for use by others?
   1. ______ Yes, without reservation
   2. ______ Yes, with qualifications
   3. ______ No

13. How many unit booklets are you? .
1. Have you ever heard of "Units in American History" developed by the Committee on the Study of History, Amherst Project? Richard H. Brown, Director; Addison-Wesley, 1970-72?
   1. _______Yes
   2. _______No

   IF YES, YOU ARE DONE. THANK YOU FOR YOUR COOPERATION. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined "Units in American History"?
   1. _______Yes
   2. _______No

   IF NO, YOU ARE DONE. THANK YOU FOR YOUR COOPERATION. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Units in American History materials before you examined them? Check all that apply.
   _______Professional publication such as a journal or a book on social studies
   _______Project newsletter
   _______College or university course
   _______Professional meeting
   _______Special institute or workshop
   _______Friend or colleague
   _______Publisher's representative
   _______Other (please specify)

4. Have you ever attended inservice training sessions or workshops in the use of the Units in American History materials?
   1. _______Yes
   2. _______No

5. Have you used these materials during the 1973-74 academic year?
   1. _______Yes
   2. _______No

   IF NO, YOU ARE DONE. THANK YOU FOR YOUR COOPERATION. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.
   1. _______You individually
   2. _______The department chairman
   3. _______A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.
   1. _______Yes
   2. _______No
   3. _______Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

   ____________________________

9. Which one of the following best characterizes the way in which you use these materials? Check only one.
   1. _______Complete curriculum package
   2. _______Textbooks
   3. _______Selected unit books or pamphlets
   4. _______Resource units or teacher guides
   5. _______Reference materials
10. How often did *Units in American History* materials work well with your students?
   1. ________ Always worked well
   2. ________ Often worked well
   3. ________ Sometimes worked well
   4. ________ Rarely worked well
   5. ________ Never worked well

11. How do these materials compare with other social studies materials you have used?
   1. ________ Much better than others
   2. ________ Better than others
   3. ________ About the same as others
   4. ________ Worse than others
   5. ________ Much worse than others

12. Would you recommend these materials for use by others?
   1. ________ Yes, without reservation
   2. ________ Yes, with qualifications
   3. ________ No

13. How many unit booklets are you using?
   
   THANK YOU FOR YOUR COOPERATION.
APPENDIX B

New Social Studies Materials List
Data Sheets on Nine Social Studies Programs
(from Social Studies Curriculum Materials Data Book,
Boulder, Colorado: Social Science Education
Consortium, Inc., 1971--.)
## New Social Studies Materials List

### Best Copy Available

<table>
<thead>
<tr>
<th>Title</th>
<th>Director</th>
<th>Publisher</th>
<th>Pub. Date</th>
<th>Grade Level</th>
<th>Required Time</th>
<th>Components</th>
<th>Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Political Behavior</td>
<td>Howard D. Mehlinger &amp; John J. Patrick</td>
<td>Ginn &amp; Co.</td>
<td>1972</td>
<td>9-12</td>
<td>one year</td>
<td>text, games, simulations, media &amp; worksheets</td>
<td>American government</td>
</tr>
<tr>
<td>Asian Studies Inquiry Series</td>
<td>John U. Michaelis &amp; Robin J. McKeown</td>
<td>Field Educational Publications</td>
<td>1969</td>
<td>10-12</td>
<td>8-12 weeks</td>
<td>15 booklets</td>
<td>culture studies</td>
</tr>
<tr>
<td>Episodes in Social Inquiry</td>
<td>Robert C. Angell</td>
<td>Allyn &amp; Bacon, Inc.</td>
<td>1969-74</td>
<td>10-12</td>
<td>supplementary</td>
<td>23 booklets</td>
<td>sociology</td>
</tr>
<tr>
<td>Geography in an Urban Age</td>
<td>Nicholas Helburn</td>
<td>The Macmillan Co.</td>
<td>1970</td>
<td>10-12</td>
<td>one year</td>
<td>unit booklets, worksbooks, games, simulations, &amp; media</td>
<td>geography</td>
</tr>
<tr>
<td>Holt Social Studies Series</td>
<td>Edwin Fenton</td>
<td>Holt, Rinehart &amp; Winston, Inc.</td>
<td>1967-69</td>
<td>9-12</td>
<td>4 years</td>
<td>texts, media</td>
<td>multi-discipline</td>
</tr>
<tr>
<td>Patterns in Human History</td>
<td>Malcolm Collier</td>
<td>The Macmillan Co.</td>
<td>1971</td>
<td>9-10</td>
<td>one semester</td>
<td>student readings, artifacts, media</td>
<td>anthropology</td>
</tr>
<tr>
<td>Public Issues Series</td>
<td>Fred M. Newmann &amp; Donald W. Oliver</td>
<td>American Education Publications</td>
<td>1967-70</td>
<td>7-12</td>
<td>supplementary</td>
<td>24 unit booklets</td>
<td>public issues</td>
</tr>
<tr>
<td>Units in American History</td>
<td>Richard H. Brown</td>
<td>Addison-Wesley Publishing Co.</td>
<td>1970-73</td>
<td>9-12</td>
<td>supplementary</td>
<td>13 unit booklets</td>
<td>American history</td>
</tr>
</tbody>
</table>
March 15, 1972

INDIANA UNIVERSITY
HIGH SCHOOL CURRICULUM CENTER IN GOVERNMENT
AMERICAN POLITICAL BEHAVIOR (APB)

Directors: Howard D. Mehlinger, Professor of History and Education Indiana University John J. Patrick, Professor of Social Studies Education Indiana University

Project Address: High School Curriculum Center in Government Indiana University 1129 Atwater Bloomington, Indiana 47401

Publisher: Ginn and Company 691 Spring Street Lexington, Massachusetts 02173

Publication Date: 1972

Availability: From publisher

Grade Level: 9-12

Subject Area: Political Science

The materials have been designed for secondary students in grades 9 through 12. According to the evaluation of the final trial edition, APB requires no special teacher training beyond that provided by the Teacher’s Guide.

Rationale and General Objectives
The developers of APB felt that existing courses in civics and American government did not teach students to acquire those concepts which would enable them to understand political phenomena; neither do those skills of inquiry which would help them assimilate, analyze, and evaluate the data which confronts them. Among the many objectives established for APB are the following: developing student abilities to select, organize, and interpret information; developing the ability to utilize concepts and make generalizations about political activity and behavior; increasing the capability to develop and select appropriate alternatives; developing an ability to make rational value judgments based upon empirical evidence; and reinforcing democratic political beliefs.

Content
The content is structured in terms of basic behavioral science concepts, such as culture, socialization, status, roles, social class, and decision making, that can enhance understanding of political behavior. The course seeks to bring these concepts into some logical and scientific relationship to each other to translate them into terms high school students can understand, and to provide practice in their proper use by guiding investigations through which the concepts are made operational. The five major units of instruction which make up the course are entitled: 1) Introduction to the Study of Political Behavior; 2) Similarities and Differences in Political Behavior; 3) Elections and Voting Behavior; 4) Political Decision Makers; and 5) Unofficial Political Specialists.

Teaching Procedures
APB employs four basic learning steps, each of which has different purposes and requires different instructional techniques. The first is the “tale example” step in which the student is presented with a provocative material to focus his attention and to stimulate speculation or hypothesizing. The second is a “rule-example” step in which there is systematic inquiry into pertinent data using a variety of skills. During the third, or “application,” step the skills and ideas previously acquired are applied to raw data to provide clues about the extent to which the instructional objectives have been attained. The final is the “value judgment” stage in which there is value clarification. The students are encouraged to think normatively, while relating their judgment to an empirical context.

Evaluative Data
The results of an evaluation of the published APB materials are not yet available, however, the experimental materials were field tested successfully by approximately 100 teachers and 10,000 students in suburban, urban, and rural areas. The results of evaluation of the final experimental version were published in 1970 and 1971.

References

BEST COPY AVAILABLE
CALIFORNIA, UNIVERSITY OF, AT BERKELEY
ASIAN STUDIES CURRICULUM PROJECT
ASIAN STUDIES INQUIRY PROGRAM

Directors: John U. Michaels, Professor of Education
University of California at Berkeley
Robin J. McKeown, Assistant Professor of Education
University of California at Riverside

Project Address: School of Education
Tolman Hall
University of California
Berkeley, California 94720

Publisher: Field Educational Publications, Inc.
2400 Hanover Street
Palo Alto, California 94304

Publication Date: 1969

Availability: From publisher

Grade Level: 10 (11, 12)

Subject Area: Asian Studies

Overview
Developed as a part of the USOE's Project for Social Studies, the materials represent about eight to 12 weeks of a cultural studies program for a 10th-grade world history course. The materials are designed to help students in developing their own conclusions about Asia, past and present, and are based on well-defined social science concepts, an extensive rationale, and well-tested classroom exercises.

Materials and Cost

Student Text:
Cluster I: Asian Thought: Confucianism and Taoism. By A. Jeff Tidico 64 pp., packs of 10 $9.00

Beginnings. By A. Jeff Tidico 64 pp., packs of 10 $9.00

Confucian Thought. By David L. Weitzman 48 pp., packs of 10 $9.00

Chinese Popular Folklore. By David L. Weitzman 64 pp., packs of 10 $9.00

Beginnings. By Daniel R. Birch and D. Ian Allen 64 pp., packs of 10 $9.00

Cluster II: Changing Patterns of Asian Life:
East Meets West. By David L. Weitzman 64 pp., packs of 10 $9.00

Cluster Pack contains 50 pupil editions $10

Copies of 5 titles plus a comprehensive teacher's guide in a corrugated storage unit Asian Thought. $42.00

Changing Patterns of Asian Life. $42.00

Traditional Patterns of Asian Life. $42.00

Teacher's Guide:
Asian Thought. 48 pp. $75

Changing Patterns of Asian Life. $75

Traditional Patterns of Asian Life. $75

Each Teacher's Guide and Student Text is a 7 1/4 x 9 1/4" paper-covered booklet.

The five units on Asian Thought use Asian culture to introduce the student to traditional patterns of life in Asia. The materials reflect the influence of geography, climate, and cultural patterns in the life of Asia. The materials reflect the influence of geography, climate, and cultural patterns in the life of Asia.

The third cluster of five units, Traditional Patterns of Asian Life, contrasts traditional patterns of life in Asia. The materials reflect the influence of geography, climate, and cultural patterns in the life of Asia.

Subject Area: Asian Studies

Intended User Characteristics
Materials are intended for average-ability secondary students, especially 10th-graders. The teacher needs some background in Asian history and discussion-leading ability.

Rationale and General Objectives
Rather than memorizing such minutiae as the dynasties of China, a student should confront universal concepts such as the nature of man, progress, man's relation to man, and the purpose of government. In the Teacher's Guide it states that one of the most convincing reasons for studying Asia is that it offers a rich variety of views of man.

General objectives for the program are to provide knowledge of Asian cultural patterns, classroom experience with universal issues and problems illuminating human behavior from a variety of cultural perspectives, use of inquiry skills, and the development of positive attitudes toward Asia and its study.

Content
The five units on Asian Thought use Asian culture to introduce the student to discussions on art, literature, religion, and their underlying principles. These five units improve the student's understanding of concepts and attitudes presented in the other two sets of units.

The five units on Changing Patterns of Asian Life are intended to improve student understanding of the critical problems affecting the 20th-century Asia and Eastern relations; they explore how political changes take place, the impact of modernization on traditional societies, and the interaction between sharply contrasting cultures.

The third cluster of five units, Traditional Patterns of Asian Life, contrasts traditional patterns of life in Asia. The materials reflect the influence of geography, climate, and cultural patterns in the life of Asia.

Teaching Procedures
The general classroom strategy consists of discussions based on the readings. Students are expected to raise questions of their own and to create ideas and try them out on their classmates. The teacher is to restrict himself to open-ended questions and refrain from giving absolute answers.

Evaluative Data
Not available.

References
SO CI OLOGICAL RESOURCES FOR THE SOCIAL STUDIES
EPISODES IN SOCIAL INQUIRY SERIES

Director: Robert C. Angell
Project Address: Sociological Resources for the Social Studies (SRSS)
503 First National Building
Ann Arbor, Michigan 48108

Publisher: Allyn and Bacon, Inc.
Rockleigh, New Jersey 07647

Publication Date: March 15, 1971

Availability: From publisher

Overview

SRSS is sponsored by the American Sociological Association and funded by the National Science Foundation. The ideas were written by teams of professors in soci- ology and social studies teachers. After extensive field testing in a wide variety of school settings, the Episodes were evaluated and revised by the developers, and commercially published by Allyn and Bacon Inc. The Episodes were designed to provide students with a direct but danger- ous and involved with social data, the expectancies placed in a position to analyze the data and draw conclusions based on the scientific process of sociological inquiry. The expectation that learning is most effective when students are actively engaged in the process of gathering and analyzing data is the foundation on which the approach is built. The Episodes may be used for individual study in courses in social studies, economics, and other academic areas.

Rationale and General Objectives

SRSS is based on the conviction that an understanding of society is a vital aspect of the educational experience. An episodic approach was selected because an episodic approach can be integrated into traditional social studies courses. A basic premise of the project is that experience is the most direct path toward meaningful learning. Since the Episodes offer firsthand experience with empirical data, they encourage careful use of scientific techniques rather than reliance on unsupported value judgments in considering sociological problems. The underlying objective is to teach students to reason from evidence and to appreciate the utility of sociological concepts and procedures through knowledge of their results.

Content

No effort is made to review the literature or provide a textbook approach to sociology. The materials have been selected to emphasize that sociology is concerned primarily with the facts of social reality, with life as it is rather than as it should be. Although students are encouraged to visualize alternative solutions to social problems, the materials do not indicate preferences. Concepts emphasized include social mobility, social stratification, poverty, discrimination, prejudice, social institutions, leadership, and social change.

Teaching Procedures

Students are provided with data consisting of case studies, charts, graphs, and diagrams. The Instructor's Guides suggest a variety of teaching techniques and strategies for engaging students in active inquiry, analysis, and reasoning towards tentative conclusions. Sometimes the deductive process is employed. Generalizations or tested hypotheses are applied to new situations to help students understand what is happening, and why. However, emphasis on inquiry approach is evident in the inductive nature of the majority of the activities.

Evaluative Data

Not available.

References


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March 15, 1971

HIGH SCHOOL GEOGRAPHY PROJECT GEOGRAPHY IN AN URBAN AGE

Director: Project closed in August 1970
Former directors are William Patterson, Nicholas Helburn, and David Kurtman

Project Address: Project business is being handled by the Association of American Geographers
1146 16th Street, N.W.
Washington, D.C. 20006

Publisher: The Macmillan Company
School Division
865 Third Avenue
New York, New York 10022

Publication Date: Unit 1: Geography of Cities, 1969
Unit 2: Manufacturing and Agriculture, 1969
Unit 3: Cultural Geography, 1970
Unit 4: Political Geography, 1969
Unit 5: Habitat and Resources, 1970
Unit 6: Japan, 1970

Availability: From publisher

Grade Level: 10 (7-12)

Subject Area: Geography Core
Anthropology. Economics, History
Dental Science, and Sociology

Overview
Sponsored by the Association of American Geographers, HSGP received funds from various sources, including over $2 million from the National Science Foundation, during a 10-year developmental period which ended in 1970. The materials are now available for a one-year, multimedia geography course intended particularly for the 10th grade, or with a potential for use at any point in the secondary social studies program. They focus on the themes of settlement of urban and rural areas, and utilize concepts from anthropology, sociology, political science, and economics. Different activities and forms of educational media are employed in each of the six units with the teacher functioning primarily as a consultant to the learning. Evaluative data indicate positive results in both cognitive and affective domains.

Materials and Cost
All student and teacher's books, maps, and other student materials are available for purchase.

Unit 1: Geography of Cities
Student Materials: kit contains
2 Resources book: 14 pp. each
1 map packet: each kit accommodates 2 students
$ 5.97
Teacher's Materials: kit contains
1 transparency: 1 "New Orleans and Vicinity" map
15 viewers: 4 "Pittsburgh" module maps: 4 sheets of "Pittsburgh" activity sheets: 2 tablets of maps and data sheets: 6 sheets of statistical data on Chicago $ 240.00

Unit 2: Manufacturing and Agriculture
Student Materials: kit contains
1 Manual Workbook: 1.80
14 pp. in sets of 10
Teacher's Materials: kit contains
1 transparency: 2 records
$ 32.80

Unit 3: Cultural Geography
Student Materials: kit contains
1 Manual workbook: 111 pp. in sets of 10
Teacher's Materials: kit contains
1 transparency: 1 activity; 2 filmstrips
$ 15.00

Unit 4: Political Geography
Student Materials: kit contains
1 Manual workbook: 48 pp. in sets of 10
Teacher's Materials: kit contains
1 transparency, 1 set of newspaper reprints: 1 set of game sheets: 2 tablets of role profiles
$ 31.50

Unit 5: Habitat and Resources
Student Materials: kit contains
1 Manual workbook: 20 pp. in sets of 10
Teacher's Materials: kit contains
1 transparency: 1 record: 8 sets of data sheets: 3 sets of role profiles: 3 sets of readings: 15 sets of maps $ 39.75

Unit 6: Japan
Student Materials: kit contains
1 Manual workbook: 1.20
20 pp. in sets of 10
Teacher's Materials: kit contains
1 transparency: 1 filmstrip: 1 transparency packet
1 Complete set for 30 pupils $651.90

Required or Suggested Time
The course is designed for a one-year course in geography. Units can be purchased and used separately in the following time periods:
Unit 1: 5-7 weeks
Unit 2: 6-8 weeks
Unit 3: 5-7 weeks
Unit 5: 5-7 weeks
Unit 6: 3-6 weeks

International User Characteristics
Since geography courses in high schools are generally offered at the 9th- or 10th-grade level, the materials have been designed to meet these general interest and reading levels in mind. They could be used successfully, however, at any level from 7th through 12th. Prior teacher training in geography, although helpful, is not essential, but effective implementation of the course materials is necessary.

References
CARNEGIE-MELLON UNIVERSITY
SOCIAL STUDIES CURRICULUM PROJECT
(SUMMARY DATA SHEET)

March 15, 1971

Director: Edwin Fenton, Professor of History
Carnegie-Mellon University

Project Address: Carnegie-Mellon University
Scherley Park
Pittsburgh, Pennsylvania 15213

Publisher: Holt, Rinehart and Winston, Inc.
362 Madison Avenue
New York, New York 10017

Publication Date:
Grade 9: Comparative Political Systems, 1967
Comparative Economic Systems, 1968
Grade 10: The Shaping of Western Society, 1968
Tradition and Change in Four Societies, 1968
Grade 11: A New History of the United States, 1969
Grade 12: The Humanities in Three Cities, 1969
Introduction to the Behavioral Sciences, 1969

Availability: From publisher
Grade Level: 9-12
Subject Area: Anthropology, Economics, History, Humanities,
Political Science, and Sociology

Overview
Carnegie-Mellon University and the public schools of Pittsburgh began working
in tandem in 1965 on new ways to teach the social studies. The Carnegie
School Social Studies Curriculum Development Center was
founded in 1965, with the program well under
way, and operated with funds from the
United States Office of Education. The
Curriculum Center was established to write
and test an entirely new program for high
school students. Terms of writers and teachers
from Carnegie and the public schools
developed materials, tried them out in
classrooms, revised them, and tried them again.

Materials and Cost
These materials are designed for a
sequential and cumulative series of social
study courses for students in grades 9-12.
Each course is divided into modules, one
of which is an introduction to reading, and a
teaching guide. In each module, seven plans
cover content and focus, and authors
of textbooks, teacher's guides, and test
books are indicated on the data sheets
which follow.

Required or Suggested Time
For each grade level there are two
packages of material. Each package represents
a semester's work. The authors intentionally
leave some days open in each semester to be
used by the teacher or his discretion.

Intended User Characteristics
These materials are to be used by students
of average or above-average ability in
grades 9-12. The teacher should be familiar
with Fenton's theory for an inquiry method in
social studies. A guide for teachers is provided
with the student edition of Edwin Fenton's
book entitled "The New Social Studies" (New

Rationale and General Objectives
The overall objective, as stated in the
introduction to each Teacher's Guide, is "to help
the student become an independent thinker and a
responsible citizen." This objective is divided into three parts: 1) knowl-
dge of content in the particular subject
area; 2) development of inquiry skills; and
3) development of a personal value system

Content
The project has identified several
levels of concepts and has used some of them in
developing classroom materials. The first
level of concepts is referred to as
universal: culture, society, and civilization.
These are then divided into subcategories,
called macro-concepts, including: political
system, economic system, social system, and
region. A culture, society, or civilization
can be studied by using the concepts of the
discipline related to each macro-concept.
Thus, political systems are classified as
totalitarian, democratic, authoritarian,
and so forth. Economic systems are
classified as traditional, free market,
and command. Societies in most
instances are divided into classes: upper-class,
middle-class, etc.

For analytical purposes the macro-
concepts are broken down into the following
categories:

Political System
- Economy
- Society
- Culture

Leadership
- Power
- Status
- Roles

Ideology
- Norms
- Values

Identification
- Function
- Group

Leadership
- Size
- Complexity

Economic Growth
- Culture Change

Such concepts imply questions to be used
in research. For example, leadership sug-
gests such questions as: Who are the lead-
ers? and What are their personal character-
istics? There are similar questions from the
social science disciplines to be asked by the
student as he studies a culture, soci-
ety, or civilization.

The authors have intended to present
the materials in a value-free manner. The
processes employed in the presentation of
value-laden topics are primarily those of
clarification and generalization. The goal is at-
tempt to instruct; in fact, one objective of the
course is to prepare students to resist
indoctrination. However, there is room for
tempt to effect from the student a verbal
commitment to his personal values.

Teaching Procedures
The materials require a range of teaching
strategies from exposition to student-
directed discovery. The lesson plans occa-
sionally call for the teacher to give brief
lectures in the midst of discussions, and
frequently to ask recitation questions
to verify whether students are having
their generalization, on evidence from readings.

Most of the lesson plans have been
organized around directed discussion in
which the teacher, by skillful questioning,
leads the students through data to generalizations.

Data are presented to the students in
the form of readings, transparencies,
recordings, films, stories, pictures, and handouts.

Evaluative Data
The Project used seven testing devices to
measure student achievement at various
grade levels. The evaluation of the effects
of the curriculum indicated that students who
were in the experimental classes suf-
fared no great loss in the mastery of con-
tent as measured by standardized tests. Use
of the materials did not have a
significant impact on test scores
in helping students develop the
generalized skills measured by standardized tests.

Many, however, in its area of major emphasis—the
development of social studies inquiry skills
-the experimental curriculum proved to be
significantly better than the regular cur-
culum materials.

References

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March 15, 1971

LAW IN AMERICAN SOCIETY FOUNDATION
JUSTICE IN URBAN AMERICA SERIES

Director: Robert H. Ratcliffe, Professor of Education
University of Illinois at Chicago

Project Address: Law in American Society Foundation
Barrister Hall, Suite 850
29 South LaSalle Street
Chicago, Illinois 60603

Publisher: Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Publication Date: 1970
Availability: From publisher
Grade Level: 9 (9-12)
Subject Area: Civics, Government, Social Problems

Overview
Developed jointly by the Chicago Bar Association and the Chicago Board of Education, the materials present a frank view of the problems confronting urban America. The purposes and functions of law within society and the relationship of law to each individual are the core of the six-booklet program. Student activities are varied, with inquiry-oriented discussion being the primary instructional mode.

Materials and Cost
Student Text: Robert H. Ratcliffe, ed. 6.25 x 9.25, stapled paper cover contains illustrations, photographs, notes, charts, graphs.

Law and the City, by Richard G Doll and Jack Zevin. 133 pp. $ .90

Crime and Justice, by M. Cherif Bassam and others. 82 pp. $ .90

Law and the Consumer, by Robert Berger and Joseph Tepil. 96 pp. $ .90

Poverty and Welfare, by Robert Bennett and Thomas Newman. 95 pp. $ .90

Landlord and Tenant, by George Bassam, Jr and Edmund Parker. 77 pp. $ .90

Youth and the Law, by M. Cherif Bassam and Sister Thecla Shiel. 108 pp. $ .90


Required or Suggested Time
The materials comprise a full year's course. However, each booklet may be used separately as a supplement to an existing course.

Intended User Characteristics
The materials seem best suited for 9th-grade students in lower middle class urban and suburban schools. Well-to-do suburbanites and rural students might not have the appropriate frame of reference for effective implementation of the program. Inner-city students in grades 10 through 12 should find the materials interesting and relevant. Other than the usual preparation for high school social studies teachers, special courses or training are not essential.

Rationale and General Objectives
The authors contend that alienation, evidenced by many facets of human behavior, is the primary social problem facing America. It is their belief that an understanding of the purposes and functions of law will provide a tool for urban citizens to cope effectively with their total environment and thereby reduce alienation. The overall objective of the program is to enable students to understand the nature of individual and societal rights and the relationships between them.

Content
The authors have identified four major functions of law: 1) to determine lines of behavior acceptable in society and penalties for contradictory behavior; 2) to allocate and recognize authority which may legitimately apply force to maintain legal norms; 3) to settle conflicts between individuals or groups as they arise; and 4) to redefine societal relationships as conditions change within society. This four-part model is applied to crime, youth, alienation, poverty, welfare, consumer law, and other urban problems in order to provide students with the knowledge and skills needed to cope with them.

Teaching Procedures
Recommended teaching strategies are based upon an inquiry approach to learning. Case studies, stories, and graphic data are used to stimulate student interest. The teacher and students then engage in data gathering, inference making, and discussion, until they feel that all significant ramifications of the issue have been considered. The teacher's role is primarily to facilitate discussion.

Evaluative Data
The project report contains an extensive description and analysis of the evaluative program carried out by the project and independent teams of evaluators. Assessment of the data available indicates success in increasing both cognitive achievement and positive attitudes toward law and its functions within society.

References
ANTHROPOLOGY CURRICULUM STUDY PROJECT (ACSP)
PATTERNS IN HUMAN HISTORY

March 19, 1272
Revised

ANTHROPOLOGY CURRICULUM STUDY PROJECT (ACSP)

STUDY PROJECT (ACSP)

PATTERNS IN HUMAN HISTORY

They can also be used for a longer period than the suggested 26 weeks.

Director:
Malcolm Collier, Research Associate
University of Chicago

Project Address:
Anthropology Curriculum Study Project (ACSP)
5632 Kimbark Avenue
Chicago, Illinois 60637

Publisher:
The Macmillan Company
866 Third Avenue
New York, New York 10022

Publication Date:
1971

Availability:
From publisher

Grade Level:
9, 10

Subject Area:
Anthropology

The Anthropology Curriculum Study Project (ACSP) was sponsored by the American Anthropological Association and supported financially by the National Science Foundation. The authors identify the principal task of the Project as the attempt to "define the role of anthropology in the high school curriculum" and to prepare materials "to make possible the fulfillment of that role."

The Project has developed a 16-week multi-media curriculum package which consists of an introductory kit and three additional kits that can be used in sequence and in various combinations. The materials in these kits concentrate on two anthropological study topics: society and culture. These activities are designed for 9th- and 10th-grade students of different abilities. Much of the important data is presented in forms accessible to unsophisticated readers: transparencies, drawings, illustrations, artifact casts, filmstrips, retrieval charts, maps, and verbal questions. The Project reports that this assortment of materials has proven to be of interest to, and within the comprehension of, a wide variety of students. Minority groups often find the materials interesting since they stress understanding and appreciation for the living and behavior patterns of others. According to one of the publisher's brochures, "Ninety percent of the cooperating teachers who worked with the project over the last several years have had formal training in anthropology. Their experience demonstrated to the Project staff that with the help of detailed lesson plans, anthropology can be taught very competently by teachers without previous formal training in the discipline."

Rationale and General Objectives

The materials are based on two learning principles: 1) what is learned in any instructional setting is determined by what the learner does with the materials in question; and 2) what the students do in any instructional setting is determined to a considerable extent by the behavior of the teacher. The students begin each lesson by "confronting" new data in some form other than written records, and in part by reading, and in part by studying archaeologic site maps, photographs, casts of artifacts, transparencies, recordings, and filmstrips. After analyzing the data presented in the manner just mentioned, the students make inferences and sometimes hypotheses about man and his culture. These activities are supplemented or reinforced by readings and other study endeavors. The teacher's role is to pose questions, to encourage responses, and to direct and clarify discussion.

Evaluative Data

Net available.

References


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Developed for use with students of average ability in grades 9 through 12. Although they were designed for use by student teachers and for use on a professional, but not an educational, level, the approaches are also likely to find the materials particularly useful. The most important requirements for the teacher are: that he/she be able to tolerate a variety of ideals and values among students; deal with controversial issues; and accept pluralism as one of the defining characteristics of a democratic society. No special teacher training is required; however, it is suggested that the teacher be thoroughly familiar with the materials before beginning to teach them.

Copyright © 1972 by Social Science Education Consortium, Inc., Boulder, Colorado 80302. Duplicated, paperbound: each page may be removed individually and duplicated for classroom use; includes student test, filmstrip frames, script for cassette tape, transparency originals, tests, homework assignments, rational, objectives and detailed lesson plans $ 8.97

Audio-Visual Kit: 3 color filmstrips (Controversy, Importance of Language, and Definitions); 40-minute cassette tape; and 54 transparencies $64.50

Tests and Homework Assignments: duplicating masters $27.00

Materials and Cost

Student Text: Decision-Making in a Democracy. By James P. Shaver and A. Guy Larkin, 420 pp., 6" x 9", paperback $ 4.80

Teacher's Guide: Instructor's Manual. Analysis of Public Issues. By James P. Shaver and A. Guy Larkin, 420 pp., 8.125" x 11", 3 hole punched and perforated, paperback: each page may be removed individually and duplicated for classroom use; includes student test, filmstrip frames, script for cassette tape, transparency originals, tests, homework assignments, rational, objectives and detailed lesson plans $ 8.97

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Tests and Homework Assignments: duplicating masters $27.00
The project is designed to be used by secondary school students in a variety of learning situations. Possibilities of units, topics, and groups of units can be incorporated into existing American history, humanities, and social studies courses. The materials can also be used in mini or semester courses organized around particular topics, issues, or themes. The Guide varies in the extent to which it suggests teaching strategies, some doing it extensively and others very little. Teachers should have a creative approach to using materials and should perceive historical evidence as something students take rather than make. Teachers may also be able to help students with the process of historical inquiry.

Rationale and General Objectives

The purpose of the project is to provide students with a comprehensive understanding of the development, form, and influence of the American Constitution. It is designed to help students analyze the historical context in which the Constitution was written and to consider the implications of its provisions for contemporary society. The project also aims to encourage students to think critically about the values and principles that underlie the Constitution and to consider the challenges facing the nation in the 21st century.