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129
TEACHING OBJECTIVES IN SOCIAL STUDIES
MONTANA HIGH SCHOOLS--SCHOOL YEAR 1965-1966

by

Donald L. Ferguson

B.A. University of Iowa, 1936

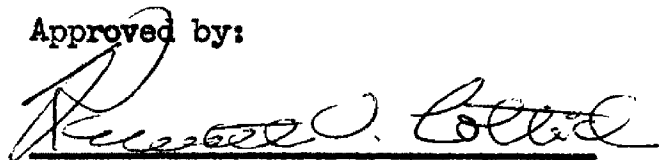
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Master of Arts

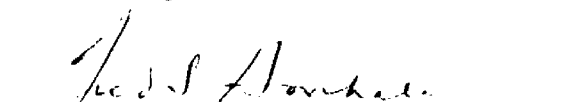
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ACKNOWLEDGMENTS

The writer wishes to express his sincere thanks to his thesis adviser, Dr. Kenneth V. Lottick, to his graduate adviser, Dr. James J. R. Munro, and to Committee member Dr. Carling I. Malouf who provided helpful advice and encouragement in their constructive criticism during the development and preparation of this study.

Special mention must be made here of the author's indebtedness to his wife, Mary, for her consideration and understanding throughout his entire graduate program and teaching career.

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CHAPTER I

Title

Evaluation of The Teaching Objectives in Social Studies in Montana High Schools, School Year 1965-1966.

Purpose of the study

This study attempts to determine the extent of variation in present teaching objectives, if objectives have been formulated, in Montana high schools, and to analyze teacher and/or administrative opinions in regard to the teaching of social studies. This data will lay the groundwork for further study and possible development of a state-wide social studies curriculum. The complexities of human relationships today--individual and social on local, national, and international levels--have placed upon our schools new and dynamic responsibilities, particularly in the field of social studies.

Teachers are too often faced with the alternative of defending or justifying their subject areas or capitulating and retreating before critics who are only too eager to criticize, whether or not they have a thorough knowledge of the matters under attack. Within the teaching profession there are those super critics always ready to criticize and label everything as being wrong.

The social sciences, the particular field of interest in this paper, have come in for their share of criticism as evidenced by such charges as Charles B. Keller's statement:

. . . While the curriculum was being revised and brought up to date in mathematics, science, and the foreign languages and English, things were relatively quiet on the social studies front. A revolution in the social studies was needed. Today I am saying that we may be "on the road to chaos" in the social studies and that a revolution is still needed.¹

Richard E. Cross and Dwight W. Allen charge:

. . . In this heartland of socio-civic education in American schools we must shamefacedly admit that we have been driving a troika on a circuitous, repetitive, and ill-marked course. We have been saddled with three poorly-teamed steeds named tradition, prosa-ism, and improvisation. A long overdue attack upon the problem of revitalizing the social studies can now become a reality. . .²

Gross and Allan go on to propose the establishment of a national research center for social studies and a national commission responsible for the planning of alternative social studies programs, based upon the concept that:

The center would act to classify, summarize, and report the pertinent research. There is at present no single source of information to which researchers, and school administrators, curriculum workers, publishers, teachers, and others interested in the social studies can turn for statements on recent or planned developments . . .³

If we are to adopt the hypothesis that there is an increasing need for the introduction of the basic social science concepts into our history and social science programs it is only fitting that we begin at the beginning of our whole social studies problem, namely, the Teaching

¹Charles B. Keller, "History and The Social Sciences Part I and Part II," (paper read at the Inland Empire Education Convention, Spokane, Washington, April 3-4, 1963).

²Richard E. Cross and Dwight W. Allan, "Time for A National Effort to Develop the Social Studies," Phi Delta Kappan, 8:360-366, 1963.

³Ibid., p. 362.

Objectives in Social Studies. If an educational program is to be planned and if efforts for improvements are to be made it is imperative that we have some concept of the goals--the objectives. These educational objectives therefore become the criteria by which (1) content is outlined, (2) instructional procedures are developed, (3) materials are selected, and (4) tests and examinations on the basis of content for evaluative purposes are developed.

Underlying the development of the instrument used in gathering data for this paper was the basic premise that the data obtained would provide a constant framework of values and their priority to be used in future curriculum development. The entire study has been predicated on the premise that a well designed curriculum had to be structured to produce unity in the dimensions and domains of the entire educational enterprise. If there is to evolve a sound, workable social studies curriculum program, it must be built upon meaningful, coherent, identifiable teaching-learning situations based upon (1) community and social needs of the individual and (2) taking into consideration the individual differences of the students.

Dr. Harlan E. Samson, University of Wisconsin, pointed out:

The design of the curriculum is a process of (1) making an analysis of work done in distribution and marketing and (2) determining the skills, knowledges, understandings, and attitudes necessary to do this work.⁴

⁴Harlan E. Samson, Professor University of Wisconsin, Madison, Wisconsin, Curriculum vs. Methodology, Distributive Education Workshop, Montana State University, Bozeman, Montana, June 6-10, 1966.

That the necessity of identifying the basic problems and then examining the specific factors surrounding the problems are significant to only Distributive Education would be presumptuous. These are, in fact, underlying most, if not all, educational problems.

Through a careful study and analysis of the Teaching Objectives in Social Studies in Montana High Schools, School Year 1965-1966, a constant effort is made to find answers to the following basic questions:

1. How many Montana high schools are furnishing a curriculum of social studies without a set of well planned objectives?
2. What are the course aims or objectives of schools having a clearly defined social studies program?
3. Are the social studies programs history-oriented or other-subject oriented?
4. Are course objectives directed toward the development of desirable socio-civic behavior patterns?
5. What ideas, concepts, and generalizations are being emphasized in the teaching of social studies?
6. What attention is being directed at economic, political, and international situations of the present and the future?
7. Are our social studies programs helping our youth achieve self-realization?

With this data and with historical information developed in some current and past research and writings there is developed a basis for:

1. Development of a composite set of teaching objectives in social studies that could serve as a guideline for teaching of

social studies.

2. Development of recommendations, based upon careful analysis of data collected, as to how social studies curriculum can be improved in both scope and depth.

The real goal in the social studies program--and of teaching in general--must be directed at helping the child, the teenager, to "come into his own," to become capable of functioning in our democratic system through development of the individual, rather than the conformist; to become capable of independent thinking in terms of issues, not pressure groups; in terms of meaning, not fear; in the development of a personal morality in terms of a whole moral approach to life that will insure maximum development of a child's potential.

Significance of the study

An evaluation of the teaching objectives in social studies in Montana high schools is particularly significant because:

1. To understand the challenges being directed at our social studies program in America, it is basic to first study the objectives in Teaching Objectives in Social Studies in Montana High Schools. Only as a result of careful evaluation of these teaching objectives can an environment be established that will be inducive to effective further improvement in the teaching of social studies.
2. Because the present social studies programs are undoubtedly, for the most part, an outgrowth of a number of influences or evolution, it is necessary to recognize that consider-

able benefit could come out of a study in this field.

3. Unfortunately the entire area of social studies has suffered from a lack of research. With such a lack of research, it is only reasonable to be apprehensive of our findings being reflected in the teaching objectives in social studies.
4. Richard E. Gross and William V. Badger, in writing for Encyclopedia of Educational Research, best state another serious problem when they wrote, "A prime problem facing working in the field of the social studies today is the need for agreement on just what social studies are to be."⁵
5. Some hold that objectives and programs in the field of education are seldom the products of any real research but are only too often products of value judgements reflecting the efforts of local pressure groups or forces dominant throughout the country at the time, for example, of Sputnik.

Totalitarianism, as Professor Lindeman puts it, asks very little of the mind. It requires merely a renunciation of freedom and an acceptance of the rule of absolute obedience to authority.

On the other hand, democracy demands a great deal. Based as it is on the commingling of diverse peoples' attitudes, beliefs, and behaviors, it requires the utmost in knowledge and understanding. The cost

⁵Encyclopedia of Educational Research, Third Edition (New York: The MacMillan Company, 1960), p. 1305.

of consensus can easily be descent to the least common denominator.⁶

It is imperative that education begin to provide the tools, through the social sciences, for acceptance of and living with the exciting technological advances of recent years, if we are to continue enjoying the benefits of democracy as we understand it today. Arnold J. Toynbee, in his A Study of History, points out that democracy demands from human nature a greater individual self-control and mature tolerance and public spirited cooperation than the human social animal has been apt to practice.⁷

Some historical background of major efforts in curriculum development in social studies, American high schools

There can be no denial that the United States is engaged in a serious world-wide cultural struggle as well as a political and scientific test of strength. It is generally accepted that the free American way of life and the success of democratic institutions throughout the world today are dependent upon how America withstands these pressures.

Although these pressures are very real to us today because each of us are living through this period, basically the same pressures were present fifty, seventy-five, or one hundred years ago. Confusion in the social studies curriculum is not a new phenomenon. American colleges during the nineteenth century had considerable difficulty planning

⁶H. H. Remmers and D. H. Radler, The American Teenager (New York: The Bobbs-Merrill Company, Inc., 1957), p. 231.

⁷Arnold J. Toynbee, A Study of History (second printing; London, New York: Oxford University Press, 1947).

college social studies curricula due to the lack of similar course offerings in American high school social studies. That we will not think this chaos is peculiar to the latter half of the Twentieth Century let us study the Course offerings shown in Table XXIII of Roorbach's published thesis for a Doctor's Degree, University of Pennsylvania, 1937 reproduced as Table I on page 9. In speaking of data in the table, Roorbach comments:

By 1861, some of those subjects so far as they concerned curricula problems, were negligible. The historical antiquities were fading from the picture, but civics and political economy had more than supplied those vacancies. Considering all of these factors, however, the field of the social studies represented during this period a heavy curricular load. Furthermore, Table XXIII indicates the perplexing problem of grade placement which faced program makers in academies, seminaries and the first high schools.⁸

In studying Roorbach's Table XXIII we note that by 1860 social studies offerings in American high schools were for the most part history and geography. Approximately 60% of the schools offered some form of history other than United States History, one-half offered geography and nearly one-third offered United States History.

In an effort to restrain the almost ridiculous variation in social studies course offerings, the National Education Association's Committee to Report a Course of Study for all Grades of Schools from Primary School to the University, in 1876, recommended:

1. The elimination of all fields of history, except universal history,

⁸Agnew O. Roorbach, The Development of the Social Studies in Secondary Education Before 1861 (Philadelphia: University of Pennsylvania Press, 1937), p. 245.

TABLE I

Roorbach's Table XXIII, Frequency of Various Social Studies Courses In Grades IX to XII, as Compiled From 105 Courses of Study in Academies, Seminaries, and High Schools, 1830-1860.

COURSE	GRADE			
	IX	X	XI	XII
Ecclesiastical History	0	0	2	5
History in Some Form	4	7	5	3
History of France	0	3	1	3
Ancient and Modern History	1	3	5	1
Mythology	3	8	7	3
Grecian Antiquities	1	5	5	3
Roman Antiquities	4	3	5	3
History of Rome	1	4	8	4
History of Greece	1	4	8	2
History of England	8	9	9	3
Ancient History	9	15	9	3
Medieval History	2	1	0	3
Modern History	3	14	12	4
Universal History	25	9	12	4
United States History	29	10	12	5
History of Civilization	2	1	1	3
Biography	0	2	1	2
Chronology	2	1	1	2
Geography	30	14	14	5
Ancient Geography	12	23	12	7
Modern Geography	7	7	2	3
Physical Geography	0	5	3	3
Sacred Geography	1	1	0	0
Civics	4	6	10	21
Political Economy	2	0	9	33

Agnew O. Roorbach, The Development of the Social Studies in American Secondary Education Before 1861 (Philadelphia: University of Pennsylvania Press, 1937), Opposite p. 244.

2. The elimination of all fields of geography, except physical geography,
3. The elimination of all forms of civics except the Constitution of the United States.⁹

As might be expected from such a radical recommendation departing from the conventional practice of the time, no formal action was taken and the recommendation left little or no effect on curricular programs.

In 1893, the Committee of Ten was established by the National Education Association to make recommendations covering the organization and content of high school subjects, including history and civics. The Committee recommended French History for Grade IX; English History for Grade X; American History for Grade XI; and for Grade XII a course combining history and civil government.¹⁰

Again general approval could not be reached in the National Education Association's recommendations so the matter was referred to a special committee of the American Historical Association for study. Finally in 1898, the Committee of Seven of the American Historical Association recommended the following program of social studies: Grade IX, Ancient History; Grade X, Medieval and Modern History; Grade XI, English History; and Grade XII, American History and Civil Government.¹⁰

⁹The National Education Association, Report of the Committee to Report a Course of Study for all Grades from the Primary School to the University (Proceedings of the National Education Association, 1876), p. 55.

¹⁰The National Education Association, Report of the Committee of Ten on Secondary School Studies (New York: American Book Company, 1894).

Recognizing that "Social Studies" was History, and taking into consideration the changing role of secondary education and the need for a realistic social studies curriculum outside the field of history caused the Committee on Reorganization of Secondary Education of the National Education Association to devote considerable thought and attention to the problems through one of its sub-committees. In 1916, this sub-committee recommended that community civics and vocations be offered in the ninth year and a new course, "Problems of American Democracy," be introduced in the twelfth year, with the general views of the committee expressed as follows:

The only feasible way the committee can see by which to satisfy in a reasonable measure the demands of the several social sciences, while maintaining due regard for the requirements of secondary education is to organize instruction not on the basis of the formal social sciences but on the basis of concrete problems of vital importance to society and immediate interest to the pupil.¹¹

Although lacking in full implementation of their complete recommendations the Committee was successful in gaining recognition of the term "Social Studies" and the importance of economics, sociology, and civics in American education. The Committee also emphasized the need for functional learning based upon both the interests of the student and immediate social problems.

In 1934, the Commission on Social Studies Curriculum of the Department of Superintendence recorded data from 274 four-year high schools in the form of a table reproduced as Table II, on page 12. Thus

¹¹ National Education Association, Commission on the Reorganization Committee on Social Studies of Secondary Education (Bulletin 28, U.S. Bureau of Education, 1916), p. 25.

TABLE II

Frequency of Various Social Studies Courses in Grades IX to XII in 274 Four-Year High Schools, 1934.¹²

COURSE	GRADE			
	IX	X	XI	XII
Ancient History	69	29	6	4
Ancient and Medieval History	24	30	0	0
Medieval History	8	9	7	1
Medieval and Modern History	13	33	14	3
Modern European History	10	67	54	4
World History or Civilization	30	93	12	3
English History	3	8	12	6
State History	6	3	4	2
American or United States History	1	21	127	81
American History and Civics	1	3	30	51
Current Events	11	14	13	12
Advanced Civics or Government	1	8	39	48
Elementary Civics	26	4	0	0
Community Civics	83	7	4	3
Vocational Civics	35	0	2	1
Citizenship	27	5	4	2
Social Problems	3	6	11	27
Sociology	1	1	29	45
Economics	2	9	68	127
Problems of Democracy	2	1	17	87
Geography	10	30	17	9
Early European History	3	2	0	0
Civics	3	1	4	5
American Government	0	0	2	1
International Relations	0	0	3	9
Social Science	4	0	0	1
Business Law	0	1	2	4
Commercial Geography	1	20	7	5
Economic Geography	1	6	4	2

¹²The National Education Association, The Social Studies Curriculum, Fourteenth Yearbook, Department of Superintendence (Washington, D.C., 1936), p. 74.

we see that in the interim between 1916 recommendations of the Committee on Reorganization of Secondary Education and 1934 there evolved a partial shift from the formal history courses to more functional courses dealing with the social and economic problems of life, with the adaptation of methodology and materials to local community needs.

The editors of the Fourteenth Yearbook of the Department of Superintendence, National Education Association, in 1936, made the following statement:

The social studies program should provide for progressive continuous development through the school years. That is, the program is unified and continuous from kindergarten through senior high school, each unit and each grade building upon those that precede and contributing to those that follow.¹³

However, opposition to this point of view was soon raised by those who placed greater values in their fields of interest such as mathematics, science, languages, etc. Their fears were certainly based upon competition for time, a fear that they would be crowded somewhat out of the school curriculum if the social studies became organized as a continuous four year program in the American high school. Spears points this feeling up in his book, The Emerging High School Curriculum:

The extension of the requirements from two years to either three or four years in the social studies, as a result of the current emphasis has brought pressure upon the administration by other departments, which felt that such a move was discrediting the importance of their own offerings.¹⁴

¹³Ibid., p. 94.

¹⁴Harold Spears, The Emerging High School Curriculum (New York: American Book Company, 1940), p. 245.

As we consider the chaotic confusion of course offerings in the latter 1800's and early 1900's we must recognize the futility of successfully doing justice to the student. Charles R. Keller, speaking at the April 3-4, 1963, annual meeting of the Inland Empire Education Association meeting in Spokane, had this to say of attempts to cover too much:

We must give up attempts to try to cover too much in courses and classes. We should have courses post-holed for depth, with a few things covered and covered well. Teachers must realize that some of the best teaching is done before a course ever begins, when the teacher decides what to include and what to omit. Essential for good teaching are the "courage to exclude" and the "imagination to include."¹⁵

¹⁵Charles B. Keller, "History and The Social Sciences, Part I and Part II" (paper read at the Inland Empire Education Association Convention, Spokane, Washington, April 3-4, 1963).

CHAPTER II

Assumptions

If Montana schools are to intelligently meet the criticisms being leveled at social studies a careful analysis of Teaching Objectives in Social Studies in Montana High Schools is long overdue. Charles B. Keller contends, "There is a crying need for the introduction of basic social science concepts as part of history and social science programs."¹

The absence of disciplines in the social studies field has weakened the effectiveness of the over-all program.

That our social studies program to date reflects a history-oriented set of objectives at the expense of the other social sciences.

Delimitations

1. The study to include only high schools, grades nine through twelve, in Montana.
2. Written Teaching Objectives providing a clearly defined set of teaching objectives for social studies solicited through a questionnaire.

Limitations

1. All schools may not answer the questionnaire.
2. Some schools may write a set of Teaching Objectives after receipt of questionnaire, rather than admit that they did

¹Charles B. Keller, "History and the Social Sciences, Part I and Part II (paper read at the Inland Empire Education Association Convention, Spokane, Washington, April 3-4, 1963).

not have a well planned and accurately written set of Teaching Objectives in Social Studies.

3. Questionnaire may not be fully understood even though definitions should be available in any school professional library.
4. Questionnaire replies may be "blown up" to give the impression of a good set of Teaching Objectives.

Definition of terms

Conceptual thinking: the process of thinking in which abstract concepts are related without reference to concrete situations . . .

Discipline: (5) a branch of knowledge; (6) a course of training designed to develop a mental or physical ability or an attitude.

History: (1) a systematically arranged written account of events affecting a nation, social group, institution, science, or art, usually including an attempted explanation of the relationships of the events and their significance . . .

Objective: Aim, end in view, or purpose of a course of action or a belief; that which is anticipated as desirable in the early phases of an activity and serves to select, regulate, and direct later aspects of the act so that the total process is designed and integrated.

Objective approach: a method of attack on the problem of curriculum revision in which, by considered judgement, a list of objectives is compiled, stating in as exact terms as possible the skills, abilities, knowledges, characteristics, and attitudes that schools should develop in their graduates to equip them for a wholesome and productive life, materials for study in the schools being then selected for study in the schools on the basis of their probable contribution to the attainment of those objectives.

Social science: (1) the branch of knowledge that deals with human society or its characteristic elements, as family, state, or race, and with the relations and institutions involved in man's existence and well-being as a member of an organized community; (2) one of a group of sciences dealing with special phases of human society, such as economics, sociology, and politics . . .

Social studies: Those portions of the subject matter of the social sciences, particularly history, economics, political science, sociology, and geography, which are regarded as suitable for study in elementary and secondary schools and are developed into courses of study, whether integrated or not, and of which both the subject matter and the aims are predominantly social; not to be confused with the social sciences or with subjects having a social aim but not social content (as in the case of courses in English, art appreciation, and personal health), nor to be confined to too narrow or rigid a combination of studies.

Teaching objective: (1) teaching in which the presentation and treatment of the subject are clearly defined and based as much as possible on factual material; with a minimum of subjective feelings and personal bias, and in which the evaluation of pupil achievement is made largely on a non-subjective basis; (2) teaching based on concrete experiences and perceptions of sense or form rather than on abstractions and verbalization.²

²Chester V. Good, Dictionary of Education (New York: McGraw-Hill, 1959).

CHAPTER III

Directed to administrators

The instrument, or questionnaire (see Appendix A), used in this study was directed to the superintendents of 167 high schools in Montana. Although it was recognized that in many cases the actual completion of the questionnaire would be done by one or more members of the social studies departments, the questionnaire was directed to the superintendents for two reasons; namely,

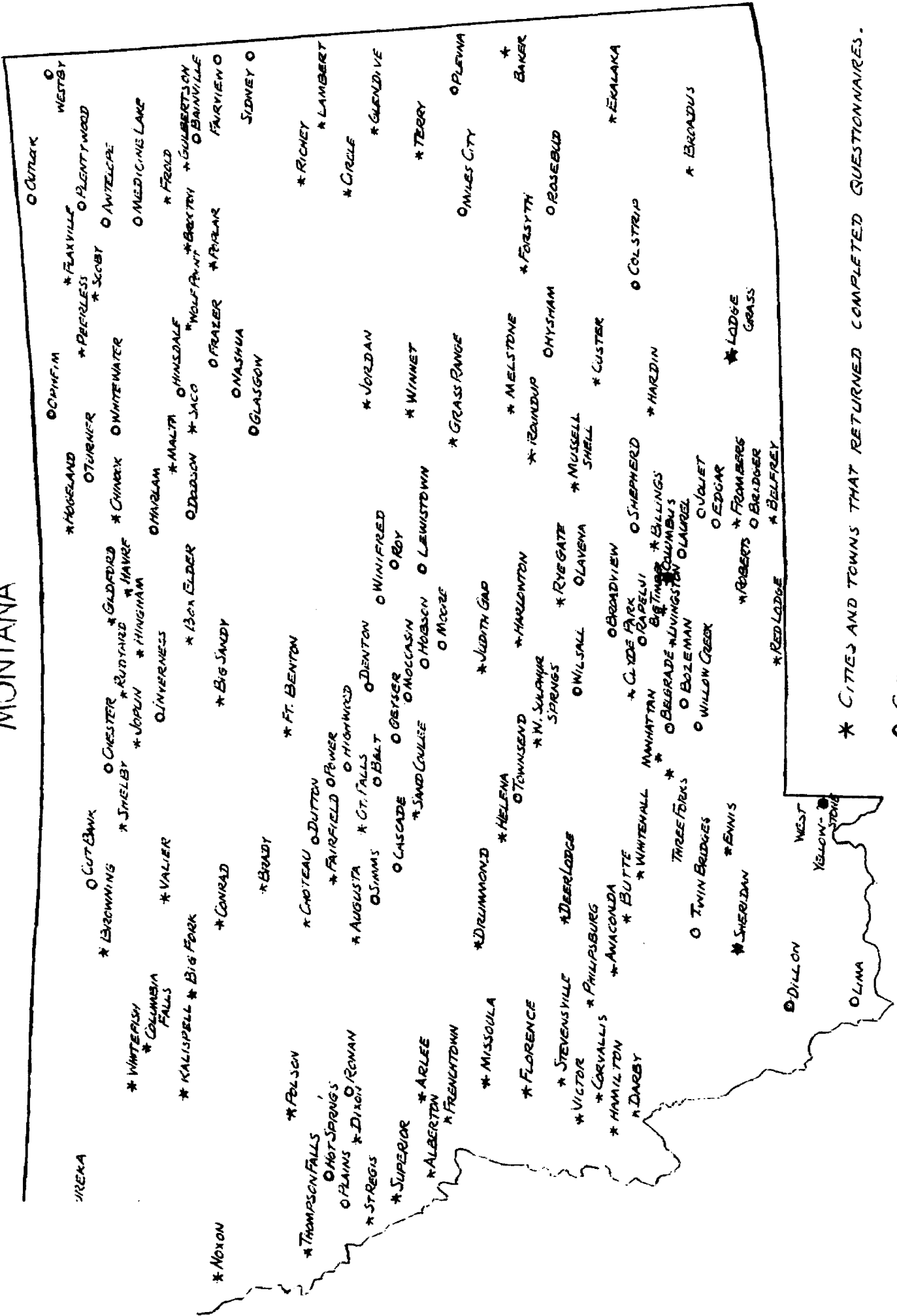
1. To provide the administrators with a first hand knowledge of what information was being requested of their school so a check of outgoing information could be requested, if desired.
2. To solicit cooperation in expediting the return of completed questionnaires.

Of the 167 high schools canvassed, 103 replied with answers to all or to a majority of the questions while one administrator refused to answer any questions because, "I don't consider this to be research. Sorry."

Table III, on page 19, provides a map of Montana showing:

1. Cities and towns marked with asterisk indicate schools that responded to the questionnaire.
2. Cities and towns marked with small circle before the name indicates schools to whom questionnaire was sent but failed to return the questionnaire.

TABLE III
MONTANA



* CITIES AND TOWNS THAT RETURNED COMPLETED QUESTIONNAIRES.
 O CITIES AND TOWNS THAT DID NOT RETURN QUESTIONNAIRE.

Questionnaire developed

Development of this questionnaire offered many problems, the chief one being to identify the meaning of teaching objectives without providing leading statements which might have influenced the respondent's answers. First, it was considered to include definitions in the instrument, but this was omitted to leave each respondent free of any possible influence on the part of the research.

Research of past studies and papers in the field of Social Studies failed to provide any worthwhile suggestions as to how this instrument might be designed to bring out the desired information.

The questionnaire therefore was finally developed into two major parts, although not so indicated as such in the format used. Each of the items will be discussed in greater detail as the individual questions are discussed in presentation of the data in charts following in Chapter IV.

Questions one through seven were rather general in nature and sought to orient, so to speak, the respondent for question eight which is considered to be the heart of this study. It is in question number eight, with its nine sub-parts, that we find the basis of the teaching objectives in the individual school social studies programs. However, in seeking answers to these questions we run head-on into the problem of objectivity. Can a respondent really be objective? What do we mean when we refer to the expression "be objective?"

One respondent did not answer Question number eight on the philosophical basis that objectivity is not possible. Another respondent did

not answer question number eight on the basis, "Who would answer NO to this question?"

However, the tabulations of answers shown in Table XI, page 36, does seem to indicate that a number of respondents did at least try to be honest with themselves when they replied "No" when such was the proper answer in applying to their teaching objectives. As to all that answered YES, we can only speculate. Certainly this questionnaire was unable to do more than the tabulations show in the several tables.

Requests for abstracts

A summary of findings will be mailed to any superintendent, or interested person, who requested an abstract at the time the questionnaire was returned to the researcher. No identification of responses by the responding schools will be made and neither will any reference to specific comments be so worded as to identify the individual or the school from which such comments came.

Of the 103 schools returning the questionnaire, sixty-three, or approximately 60%, requested that abstracts be mailed to them upon completion of the thesis.

CHAPTER IV

Teaching Objectives in Social Studies Montana High Schools--School Year 1965-1966. A review of responses.

Once data from a questionnaire are collected, there remains the problem of arranging this data into some logical and reasonable form so that it can be used wisely by either the researcher doing the study or by others who may desire to further explore problems in research. At the start of this study it was felt that this study was only the beginning to several studies which would grow out of it before a sound set of Teaching Objectives in Social Studies could be developed. Some areas needing additional study before the end goal, or objective, of a set of Teaching Objectives in Social Studies can be developed are:

1. What is the distribution of graduates of Montana High Schools, state, nation, world wide? Where do they go upon graduation from high school?
2. What are the specific needs, in the areas of the social sciences, of the graduates in their eventual areas of employment?
3. What subjects can or should we include in the high school curriculum to meet these needs?
4. How sophisticated can a high school social studies curriculum be? Are high school age children ready for an intensive curriculum in social studies?
5. How can we best re-allocate time and subjects in a high

school curriculum so social studies will receive their rightful share of time in the total school academic offerings?

6. Are colleges and universities giving enough attention to the importance of social studies, text materials, etc., in the over-all school program?
7. Are current college and university programs developing teachers qualified to do the job needed in teaching of social studies?

These are only a few of the problems which should be examined and researched carefully to substantially improve upon the quality and content of instruction in social studies. Let us examine the responses to the questionnaire Teaching Objectives in Social Studies Montana High Schools--School Year 1965-1966, based upon 103 questionnaires returned.

Question No. 1

TABLE IV

Distribution of Schools Having a Written Program or Plan of Teaching Objectives in Social Studies Grades IX through XII.

Number of schools having a written program or plan of teaching objectives in Social Studies	17
Number of schools NOT having a written program or plan of teaching objectives in Social Studies	82
Number of schools failing to respond to this question but did answer other questions	<u>4</u>
Total	103

A common commentary from schools reporting that they did not have a set of written objectives was that they leave this matter up to the individual teacher to decide. If we assume this policy to be acceptable do we then accept the premise that eighty-two Montana high school teachers, sincere as they undoubtedly are, are fully qualified to determine the needs of students who will graduate and scatter to the four corners of the world? Is this to assume that Dr. Keller, when he calls for a revolution in social studies, see page 2, or Drs. Gross and Allen, holding we are driving three poorly-teamed steeds, see page 2, or Drs. Gross and Badger, see page 6, pointing out our need to agree on what social studies are to be, are in error in their thinking?

Every school's program must somehow, if it is to be successful, weave their curriculum objectives, curriculum design, and methodology for all courses into a framework of values and establish their priority for dealing with the teaching-learning situations in the school. Therefore it would seem that we should re-evaluate the need for a written program or plan of Teaching Objectives in Social Studies.

Question No. 2

TABLE V

Listing of Statements of Teaching Objectives in Social Studies Grades IX through XII for 28 schools Responding out of 103 Questionnaires Returned.

1. Logical clear understanding of history in its proper sequence. Study of Geography in conjunction with social studies course. Building and understanding of a better vocabulary.

2. Teach students structure and development of society and relation of student with his environment.
3. This is something we have been going to work on as a staff.
4. Develop a social consciousness, and an understanding of social responsibility. We, like many schools, have been floundering in this area, and we hope soon to have the leadership and supervision in the social sciences that will give our program better direction and purpose.
5. In our system one teacher teaches the histories, political sciences, and sociological studies. She, therefore, sets her own goals per class and unit.
6. We are or plan to formulate some definite teaching objectives for the future.
7.
 - a. To teach knowledge and appreciation of American Heritage.
 - b. To teach appreciation and understanding of American ideals.
 - c. To broaden individual background.
 - d. To give instruction and practice in functions of government.
 - e. To develop better Americans.
 - f. To instill a feeling of patriotism.
 - g. To enable students to make wise choices in Republican form of government.
 - h. To appreciate our economic system.
 - i. To instill an interest in political aspects of government.
 - j. To ponder and make good answers on world problems.
 - k. To teach responsibilities and privileges in United States.
8. To provide our students with the facts and philosophies necessary for their active and productive participation in a Democratic society.
9. Adequate basic knowledge of American history and problems to insure good citizenship in adulthood. We are concerned not only with good American citizenship, but good world citizenship as we feel it is necessary in a rapidly shrinking world.
10. Teach facts, and teach the students to think. History is a drama. Much philosophy can be taught through history.
11. To study the past for clearer understanding of the future.
12. This is left to the professional competency of the teacher involved.
13. We attempt to give students an understanding of Montana History and geography, U.S. History and affairs past and present, and world history and affairs past and present.
14. Instill Americanism and patriotism in social science classes as instilled and inspired by our forefathers two centuries ago.
15. Our main objective in the Social Studies is to develop respon-

- sible, well informed citizens who participate in their government. It is imperative that we improve upon that which we have inherited, to accept that which will add to what we have and reject that which will destroy our present system of government. In short, we want to develop intelligent adults to participate in and preserve the free society we all enjoy in this country.
16. Each teacher sets his own standards. This is unfortunate inasmuch as the students do not always receive the instruction they should have.
 17. We have specific objectives for each class taught, but not an over-all master plan. We follow the State Department guides quite closely.
 18. Follow State requirements and inject a few of our own.
 19. We follow the objectives that are listed on pages III, IV, V in the "Montana Instructive Guide for Social Studies" published by the Department of Public Instruction in 1963. Copies may be obtained from the State Department and your school should have one.
 20. Citizenship--Patriotism--Responsibility--Current Events-- appreciation of their heritage.
 21. The objectives are to create an awareness of the traditions, backgrounds and philosophies of our government and country. Depth knowledge of our complete social order cannot be achieved in four years by this age group; consequently, the purpose is awareness and creation of interest that would lead to further study and better citizenship.
 22. No planned set of objectives school-wide. Each teacher prepares objectives for course. The teachers--these differ.
 23. At present we do not have a written program. We are, however, engaged in preparing written objectives for all areas.
 24. To provide a broad background of social studies information and skills designed to help the student in preparing for vocational, educational and citizenship responsibilities.
 25. The social studies instructor has his own objectives for teaching social studies for grades nine through twelve.
 26. Our objectives are to make it possible for the students to exercise their mental and social ability in their classes. We hope to provide citizens who are well informed, useful persons who can make a contribution to our society by means of abilities gained during their developmental years.
 27. To acquaint the students with the world in which we live; to give them an idea of the tremendous strides man has made throughout the ages; to learn about the United States and how we achieved the position we have in the world today; to study government of the U.S. and help the students learn about our laws and make them more responsible citizens; to have the students study the system of human beings and their social relationships.

28. My objective in social studies has been slanted more toward getting people to think even if this steps on a few toes. However, colleges have never taught teachers to teach people how to think, so I am just feeling my way.

Charles Beard, in A Charter for The Social Sciences, made the following commentary:

Such is the unity of all things that the first sentence on instruction in the social studies in the schools strikes into a seamless web too large for any human eye.¹

If we study these twenty-nine statements, we note a lack of similarity, in fact many are so prosaic and traditional that one might imagine schools are still teaching social studies on the basis of 1916 recommendations of the Committee on Reorganization of Secondary Education, see page 11.

Question No. 3

Table VI appearing on page 28 shows the frequency distribution of social studies courses offered in Montana High Schools—School Year 1965-1966 grades IX through XII, as compiled from 103 schools responding to the questionnaire.

Although we note in this table an encouraging attempt to shed the shackles of tradition in course offerings, we see there is much to be done in balancing the course offerings in social studies. However, until more study is given to the question of what should be offered and

¹Charles Beard, A Charter for the Social Sciences (New York: Charles Scribner's Sons, 1934) p. 3.

TABLE VI

Frequency Distribution of Social Studies Courses Offered in Grades IX through XII, as Compiled From 103 Schools Responding to Survey Teaching Objectives in Social Studies Montana High Schools.

COURSES	GRADES			
	IX	X	XI	XII
United States History	1	2	96	9
World History	30	73	1	2
Montana History	7	0	1	0
Ancient History	1	0	0	0
Civics	14	2	2	9
Government	2	2	8	51
Contemporary Problems	0	0	5	38
Philosophy of Communism	0	0	0	1
Social Science	5	0	1	0
Orientation	3	0	0	0
Occupations	1	1	0	0
South East Asia	0	0	0	1
Sociology	1	0	18	25
Psychology	0	0	8	11
Economics	1	1	18	31
Geography	37	13	5	4
Business Law	0	1	0	1

at what grade level should courses be offered there can be little meaningful comment to this table.

Question No. 4

T. Marcus Gillespie, executive assistant of the National Council of Social Studies, writes:

Many school systems are experimenting, trying out new ideas, and working to update their social studies program . . .

There is new emphasis on the history and culture of the non-Western World.

The total social studies program is drawing more heavily on the concepts, content, and research of the social science disciplines.

The repetitious cycle in American history is giving way to a more realistic sequence.

World ideologies and controversial questions are receiving increased attention.

Program improvements are involving the K-12 sequence and are not a mere revamping of courses.²

Table VII below shows the distribution of orientation of social studies to history or to other subjects.

TABLE VII

Distribution Showing Orientation of Social Studies Offerings to History or to Other Subjects.

Orientation	No. of Schools
History oriented	72
Other subject oriented	21
Not responding in a positive manner to clearly identify the orientation	10
Total	<u>103</u>

²National Education Association, Education U.S.A. (November 14, 1963).

In writing of new trends in the social science curriculum, Eleanor M. Johnson, Editor-in-Chief, My Weekly Reader, Wesleyan University, reports on a new multi-disciplinary approach to social studies:

Various approaches to content and organization are being tried. A major program is under way in Cleveland, Ohio, in which 22 school systems, 250 teachers, and 275,000 pupils are involved. In this program the disciplines of geography, history, economics, sociology, government, and philosophy are interrelated in various ways at the different grade levels. Thus, all the social sciences serve as source materials. This program identifies the concepts and generalizations that are unique to the various disciplines.³

That approximately 72% of the Montana High Schools social studies are oriented to history poses the question--are Montana High Schools providing the quality of instruction in social studies necessary to prepare the youth of Montana for a full and rich adult life.

Question No. 5

Plato once said, "The direction in which education starts a man will determine his future."

Table VIII below and on page 31 shows the distribution of Montana High Schools having their social studies courses directed towards the development of desirable Socio-Civic behavior patterns for students.

TABLE VIII

Distribution Showing Social Studies Courses Directed Towards The Development of Desirable Socio-Civic Behavior Patterns for Students.

³Department of School Services and Publications, My Weekly Reader, (Middletown, Conn.: Wesleyan University, Curriculum Letter No. 57), 1964.

<u>Course direction</u>	<u>No. of Schools</u>
Courses <u>Directed Toward</u> development of desirable socio-civic behavior patterns for students	89
Courses <u>NOT</u> directed toward development of desirable socio-civic behavior patterns for students	9
Schools reporting but failing to clearly categorize their course offerings	<u>6</u>
Total	<u>103</u>

Professor Michael Scriven, of Indiana University, in writing of Values in the Curriculum, holds:

Our goal should be the straightforward development of cognitive skills for handling value disputes--not persuasion or indoctrination in the usual sense. Moral reasoning and the moral behavior it indicates should be taught and taught about, if for no other reason than that it is immoral to keep students ignorant of the empirical and logical bases behind the morality which is behind the law and the institutions which incorporate this country's virtues and permit its vices. But in addition to this intellectual payoff is the practical benefit to a society of possessing members who are skilled in making value judgements. Such a society becomes a moral community, offering important benefits to all its numbers.⁴

The important factor to consider in Question No. 5 is the fact that nine Montana high schools do not structure their social studies courses toward development of desirable socio-civic behavior patterns for youth attending the schools. The six schools who failed to clearly categorize their social studies course offerings on this issue could possibly be included with the nine, making a total of fifteen.

Question No. 6

⁴Social Science Education Consortium (Purdue University, Vol. 2, Number 1, April 1966), p. 2.

Table IX below gives a good picture of the thinking of thirty-eight schools responding to Question No. 6.

TABLE IX

Listing of any Ideas, Concepts, and Generalizations That Your School Is Emphasizing in Your Social Studies Classes Grades IX through XII.

1. Citizenship, job training--career planning. Love of country. Need for history, art values, lit values, authors, artists, etc. Composition, written reports and reports in front of class. Current events.
2. Man's interdependence on man; one's obligation as a citizen.
3.
 - a. The rights of an individual go only to the point beyond which they would injure others.
 - b. You can't get something for nothing.
 - c. Government is the servant, not the master.
 - d. The world is now much smaller and more interdependent than ever before.
 - e. Democracy is the best government yet devised.
4. Good citizenship plus basic knowledge of social studies vocabulary and information.
5. We study thoroughly the various nations of the world. We do this through map work, reports, term papers, work sheets and movies. In all classes we spend about one and one-half hours discussing current events.
6. This past year in American Government the major emphasis has been placed on the study of communism in comparison with democracy. However, this is being done only at the 12th grade level.
7. Slanted toward geography or civics.
8.
 - a. Comparative government.
 - b. American history first--World second.
 - c. World concepts instead of provincialism.
9.
 - a. Combine geography and World History. An understanding of geographic factors gives better meaning to history.
 - b. Specific dates are not emphasized, but periods of time are generalized.
 - c. Historical events which lead to types of governments throughout world.
 - d. Relation of governments to the progress in industry and agriculture of each country.
10. Development of crises. Effects of events. Interrelation of events in one part of world on other parts.
11. Current Events--World problems as related to our country.

12. Social studies have largely been subject matter oriented.
This is due to the professional limitations of the inadequately inspired and prepared teachers we have been able to hire.
13. We are trying to educate our students into taking interest in government and politics so as to make them into thinking citizens.
14. Trying to organize on concepts basis.
15. We are trying to get away from the textbook. Textbooks are written by one or two authors or companies. This is just their idea. We believe in giving the students a number of ideas or theories and then let them make their own choice.
16. Our courses in social studies are mainly for college entrance requirements.
17. Developing well informed participating citizens.
18. History is oriented towards Problems of American Democracy in some cases and a study of the communist threat to democracy is emphasized.
19.
 - a. Relatedness of man's activity (history) and his place for activity (geography).
 - b. Evolutions of concepts of government.
 - c. Place of important documents of history in man's progress.
 - d. Stressing the relation of present conditions to past events.
 - e. Develop awareness of the operation of social and economic forces in today's world.
 - f. To teach Democracy as a moral way of life rather than a governmental system.
20. We try to emphasize the significance of each important event.
21. A well informed student. A student who can use his knowledge to live a full life as a citizen of the U.S.
22.
 - a. Individual responsibility.
 - b. Personal freedom.
 - c. The importance of our capitalistic system in our production of goods and services.
 - d. The need for social understanding and decisions in a changing society.
 - e. The enlargement of our knowledge horizons in our world.
23. We change Civics from Grade 9 to Grade 12. We think this is better to teach Government at this level just before they graduate. A good course in Civics (Gov't) is too hard for freshmen.
24. I try to make the students aware of the changing world. In doing this, I try to give them an unbiased picture of communism.
25.
 - a. A more thorough understanding of the word democracy, a way of living, not only government.

25.
 - b. Parallels of today.
 - c. Debates on today's problems.
 26. Try to acquaint students with history cause, effect of events on the American scene with parallels and subsequent effects. An appreciation of what has happened and why, with an attempt to show what possible effect it may have in the future on our way of life.
 27. Problems of present that can be traced to events of the past. (Ex. Civil Rights Act.)
 28. Working on instilling patriotism.
 29. A wholesome development of the whole child.
 30. Directing general course area at a background to provide understanding in the current events areas as they pertain to citizenship.
 31. We try to have the social studies classes to be correlated with the beginning of the topic to the current topics. We have it to be a continuous learning at all times.
 32.
 - a. Awareness of how others live.
 - b. A tolerance of others.
 - c. Individual thinking emphasized--attempt to show fallacies of extremes of conforming or non-conforming.
 33.
 - a. Legislative Assembly on local level during legislative year. Classes divide into House and Senate--run mock legislation.
 - b. Basic ideas and concepts are to emphasize free enterprise system at all levels.
 - c. No set or listed policy.
 34. Responsibilities and abilities and privileges of citizenship. To think and listen and develop your own ideas when new thoughts are expressed. To be able to do research on a given idea and find out the facts. To have ideas formed by the individual, to be well-informed on all issues which may be relevant.
 35. Freedom--Responsibility--Democratic Behavior--Self-discipline.
 36. World understanding.
 37. We try to stress getting ideas, trends, etc., rather than just memorizing names and dates.
 38. Communism, capitalism, individual responsibility for individual actions.
-

As in the Listing of 28 Respondent's Objectives in Social Studies under Question No. 2, pages 24-27, Table V, we again are faced with a lack of unity in basic objectives to be developed. That is not to say that differences are not good in an expression of ideas, concepts, and generalizations emphasized in social studies classes.

In discussing the place of Values in the Curriculum, Michael Scriven, writing for the Social Science Education Consortium, probably best sums up these differences with the following:

In disputes about what is "right," what is "better," and what "ought to be done" the discussion frequently ends with the disputants in disagreement about the issue, but in agreement that the argument cannot be carried further. A common conclusion is that "You can't dispute basic values." Let us use the common term "ultimate values" to refer to these values that are unarguable, in the sense that no further facts or logic can be mustered to show whether they are sound or unsound.⁵

The important point to note here is that thirty-eight schools took the time to indicate some, if not all, of their ideas, concepts, and generalizations used in teaching social studies.

Question No. 7

Table X below shows the degree of attention given in social studies classes to consideration of local, state, national, and international economic and political situations and events affecting both current and future events. These responses will be discussed directly or indirectly in discussions relative to question no. 8, on pages following.

TABLE X

Distribution Showing Degree of Attention Given in Social Studies Classes to Consideration of Local, State, National, and International Economic and Political Situations and Events Affecting Both Current and Future Events.

Degree of Attention Given	No. of Schools
Very little attention given	8
Constant attention given	86
No special attention given	3
Failed to respond to the question	5
Total	103

⁵Social Science Education Consortium (Purdue University, Vol. 2, Number 1, April 1966), p. 2.

Table XI

ution Showing Design of Social Studies Objectives As Compiled From 103 Schools Responding to Survey of
 Teaching Objectives in Social Studies Montana High Schools, School Year 1965-1966

Are your social studies objectives designed to:	No.	%	Answer No	Not Clear Cut Ans.	Failed To Answer
A. Help the child to achieve self-realization, "to come into his own".	67	63%	22	1	13
B. Help the child to become capable of functioning in our democratic system as an individual rather than as a conformist.	85	81%	6	2	10
C. Help the child to become capable of independent thinking in terms of issues, not pressure groups.	91	87%	2	2	8
D. Help the child to become capable of independent thinking in terms of meaning, not fear.	85	81%	3	4	11
E. Help the child to become capable of evaluating right and wrong in terms of moral responsibility to both society and to themselves.	88	84%	3	5	7
F. Help in the development of a personal morality in terms of a <u>whole</u> moral approach to life that will insure development of the child's maximum potential.	70	66%	19	4	10
G. Help the child gain a full appreciation of the benefits of our democratic form of government through an objective undistorted evaluation of other philosophies of government throughout the world.	87	83%	7	3	6
H. Help the child to recognize their <u>privileges</u> and their <u>responsibilities</u> as a citizen through exercise of their right to participate in a political party of their choice and their right to vote.	94	89%	2	0	7
I. Help the child to understand and appreciate how we as a nation came to be what we are as a people, the things which characterize us as a nation, and the decisions which have shaped our course from Colonial beginnings to World Power.	92	87%	1	3	7

Question No. 8

Table XI, appearing on page 36, is submitted as a summarization of the numerous answers to the nine parts of Question No. 8. Because this question is the heart of this study, careful attention to the table is important. However, the answers should be carefully weighed in the light of the importance of objectivity in answering each of the nine parts of the question.

Question No. 8-A

Question No. 8-A asks the school if its social studies objectives are designed to help the child to achieve self-realization, "to come into his own?" To this question, 67 of the 103 schools cooperating in the study responded YES, 22 schools responded NO, one failed to give a clear cut answer, and 13 failed to answer the question.

In discussing the teenage and his problems of "finding himself," Remmers and Radler observe in their book The American Teenager:

Perched on this little planet that one can almost feel spinning beneath him, today's youngsters have a precarious role to play. They must change, almost overnight from dependent cuddly creatures to independent young adults who share all the grown-up perplexity, face all the grown-up problems, of a frantic, kaleidoscopic world.⁶

Perhaps the Okmulgee, Oklahoma, sophomore girl's letter reproduced in The American Teenager better points up the need to help the child to achieve self-realization, "to come into his own:"

⁶H. H. Remmers and D. H. Radler, The American Teenager (New York: The Bobbs-Merrill Company, Inc., 1957) p. 32.

. . . Still another quite important problem is that some of us haven't wholeheartedly accepted ourselves. We need confidence to realize that the world is as much ours as it is any other person's. We need to worry more about the kind of person we live with all the time, our self, rather than worry so much about others. High school children think too much about what the crowd does or thinks rather than what they actually feel inside themselves. They seem to feel that if they go along with the crowd they will be more popular but actually I feel if they stand on their own two feet they will be better off. If we don't learn to think for ourselves we are going to get into deep water when we are put on our own. We are the leaders of tomorrow and we need to develop all our resources.⁷

If one of the objects of education today is to help build tomorrow's leaders, this question becomes increasingly more important to the teaching objectives in social studies. Remmers and Radler succinctly stated this importance in their comment, "The attitudes the American Teenager holds today will very probably influence the way he votes tomorrow, thereby directly affecting the kind of country America will be."⁸

Question 8-B

To the question, "Are your social studies objectives designed to help the child to become capable of functioning in our democratic system as an individual rather than a conformist," 85 schools answered YES, 6 answered NO, 2 failed to give clear cut answers, and 10 failed to answer the question.

Margaret Mead, in an address to the National Association of Dean's of Women, reproduced in The American Teenager, touched upon this problem with her usual incisiveness when she said:

⁷Ibid., p. 33.

⁸Ibid., p. 52.

To the extent that they (the school administrators) provide a framework within which the student is given initiative, within which he is asked to participate in terms of moral choice . . . rather than in terms of group allegiance or the slavish following of a meaningless routine or blind allegiance to authority--to that extent he will develop an integrated personality.⁹

How many times have teachers recognized the very potent role social background of students has upon the child's future life? Are there lessons in this question which might guide teachers in helping the child to become capable of functioning in our democratic system as an individual rather than a conformist?

The importance of functioning as an individual is poignantly pointed up in Samuel Tenenbaum's article, The Teacher, The Middle Class, The Lower Class, when he wrote:

In our sanctimonious way, we have assumed that this, our middle-class culture represents the best of all possible worlds. We have never examined lower-class culture with the view to asking: Is there perhaps something in another way of life to alleviate our own sickness? . . . Even if all these feelings about middle-class values are right; even if we should continue to force lower-class children into middle-class molds, shouldn't we recognize that for some children this can never be achieved? It isn't for them, as a duck isn't for running a race with a rabbit. In this world isn't there a need and an honorable place for carpenters, plumbers, and, yes, laborers? Aren't we doing infinite harm to children by our insistence that they be something they cannot be, and then making them feel like failures because they have not achieved what they cannot achieve? Wouldn't it be better if we found out what they CAN BE, and then set about changing our schools so that we can help them, not to become middle-class, but to become the best selves they are capable of becoming?¹⁰

Question 8-C

⁹Ibid., p. 227.

¹⁰Samuel Tenenbaum, "The Teacher, The Middle-Class, The Lower-Class," Phi Delta Kappan, 45:82-86, No. 2, November 1963.

To the question, "Are your social studies objectives designed to help the child become capable of independent thinking in terms of issues, not pressure groups," we find the following replies: 91 schools replied YES, 2 NO, 2 gave answers not clearly yes or no, and 8 failed to answer the question.

There can be little value in education if it consists of only the acquisition of bare facts with little ability or desire to critically evaluate such facts or information. Robert L. Brackenbury, Professor of Education at UCLA, writing in the National Elementary Principal, stated, "It is possible for men to learn to discuss without discounting the motives of their adversaries, to disagree without being disagreeable, and to differ without doubting the integrity of their fellow men."¹¹

The life blood of all learning must be the willingness to challenge and examine, as Abelard, the French philosopher, once said, "By doubting we come to question, by seeking we may come upon the truth."

Question 8-D

In Question 8-D, 85 answered YES, 3 answered NO, 4 were not clear and 11 failed to answer the question, "Are your social studies objectives designed to help the child to become capable of independent thinking in terms of meaning, not fear."

Closely related with 8-C, it is imperative that in developing a social studies curriculum one recognize the fundamental basis or founda-

¹¹National Education Association, Education U.S.A., November 14, 1963.

tion of democracy is compromise. However, compromise in itself does not mean capitulation or forfeiture of the privilege of independent thinking free of pressure groups or fear. On the contrary, compromise should only be reached after critical thinking and evaluation free of insidious fear or the influence of pressure groups.

Question 8-E

To the question, are your social studies objectives designed to help the child become capable of evaluating right and wrong in terms of moral responsibilities to both society and to themselves, 88 schools answered YES, 3 NO, 5 gave unclear answers, and 7 failed to answer the question. Because this question is closely related to Question 8-F, it will be discussed indirectly with discussion of the following question, Question 8-F.

Question 8-F

Responses to the question, are your social studies objectives designed to help the child in the development of a personal morality in terms of a whole moral approach to life that will insure development of the child's maximum potential revealed 70 schools answering YES, 19 NO, 4 unclear answers, and 10 not responding. Based upon these responses, assuming the unclear and no responses to be taking something less than a clear cut YES stand, 32 of the 103 schools responding, roughly one-third of the schools, are not consciously working at development of a personal morality in terms of a whole moral approach to life!

One respondent stated, "An honest answer requires me to state that I am hopeful that this is achieved. However, how does one "teach" morality? The environment of the school does much, but it is operative but one-fourth of the day and one-half of the year. The community, the large community, has a much greater impact."

An outstanding example of a whole moral approach is succinctly exposed in the article titled, "It's O.K., Son, Everybody Does It," by Jack Griffin for the Chicago Sun-Times, on page 43.

Closely related to Griffin's article is John W. Gardner's article, "Moral Decay and Renewal," in the Saturday Review:

Young people do not assimilate the values of their group by learning words (truth, justice, etc.) and their definitions. They learn attitudes, habits, and ways of judging. They learn these in intensely personal transactions with their immediate family or associates. They learn them in the routines and crises of living, but they also learn them through songs, stories, drama, and games. They do not learn ethical principles; they emulate ethical (or unethical) people. They do not analyze or list the attributes they wish to develop, they identify with people who seem to them to have these attributes. That is why young people need models, both in their imaginative life and in their environment, models of what man at his best can be.

. . . In some cases, young people find that the moral precepts their parents have to offer are no longer relevant in a rapidly changing world. And they often find that, in moral matters, the precepts their parents utter are contradicted by the behavior their parents exhibit.¹³

Can one-third of the Montana high schools continue to overlook or ignore the importance of helping the child develop a personal morality that will insure development of the child's maximum potential?

¹³John W. Gardner, President, The Carnegie Corporation, "Moral Decay and Renewal," The Saturday Review, December 14, 1963.

"IT'S O.K., SON, EVERYBODY DOES IT"

When Johnny was six years old, he was with his father when they were caught speeding. His father handed the officer a five-dollar bill with his driver's license. "It's O.K., Son," his father said as they drove off. "Everybody does it."

When he was eight, he was permitted at a family council, presided over by Uncle George, on the surest means to shave points off the income tax return. "It's O.K., Kid," his uncle said. "Everybody does it."

When he was nine, his mother took him to his first theater production. The box office man couldn't find any seats until his mother discovered an extra two dollars in her purse. "It's O.K., Son," she said. "Everybody does it."

When he was 12, he broke his glasses on the way to school. His Aunt Francine persuaded the insurance company that they had been stolen and they collected \$27. "It's O.K., Kid," she said. "Everybody does it."

When he was 15, he made right guard on the high school football team. His coach showed him how to block and at the same time grab the opposing end by the shirt so the official couldn't see it. "It's O.K., Kid," the coach said. "Everybody does it."

When he was 16, he took his first summer job at the big market. His assignment was to put the over-ripe tomatoes in the bottom of the boxes and the good ones on top where they would show. "It's O.K., Kid," the manager said. "Everybody does it."

When he was 18, Johnny and a neighbor applied for a college scholarship. Johnny was a marginal student. His neighbor was in the upper three per cent of his class, but he couldn't play right guard. Johnny got the assignment. "It's O.K.," they told him. "Everybody does it."

When he was 19, he was approached by an upper classman who offered the test answers for three dollars. "It's O.K., Kid," he said. "Everybody does it."

Johnny was caught and sent home in disgrace. "How could you do this to your mother and me?" his father said. "You never learned anything like this at home." His aunt and uncle also were shocked. If there's one thing the adult world can't stand, it's a kid who cheats
 . . .

¹²"It's O.K., Son, Everybody Does It," The Chicago Sun-Times, reprinted with the permission of the Chicago Sun-Times and Jack Griffin.

Question 8-G

To Question 8-G, are your social studies objectives designed to help the child gain a full appreciation of the benefits of our democratic form of government through an objective, undistorted evaluation of other philosophies of government throughout the world, 87 replied YES, 7 NO, 3 unclear answers, and 6 failed to answer the question.

Question 8-H

Someone once made the observation that we get the government we deserve. Stewart Alsop, in his article "The Failure of Congress," wrote, "Empty stomach, full head; full stomach, empty head. As long as most stomachs are full people don't want to think about politics."¹⁴ In an interview with Alsop, an unidentified senator commented, ". . . the country is fat, dumb, and happy today. Most people would just as soon we did nothing, but talk."¹⁵

Of the 103 Montana high schools cooperating in the study, 94 answered YES, 2 NO, and 7 did not answer the question, are your social studies objectives designed to help the child recognize their privileges and their responsibilities as a citizen through exercise of their right to participate in a political party of their choice and the right to vote.

¹⁴Stewart Alsop, "The Failure of Congress," The Saturday Evening Post, December 7, 1963.

¹⁵Ibid.

Question 8-I

Help the child to understand and appreciate how we as a nation came to be what we are as a people, the things which characterize us as a nation, and the decisions which have shaped our course from Colonial beginnings to world power, our final part of Question No. 8, showed 92 schools responding YES, 1 NO, 3 unclear answers, and 7 failing to answer the question.

Senator Mike Mansfield, in an address to the Montana Education Association Convention in Missoula, Montana, posed the question, "Who then is worthy of being called an American," and followed with the following answer:

1. No one, no party has all the answers.
2. All are Americans, each has a contribution to make and can make if we have mutual respect and compromise.¹⁶

Knowledge brings understanding, understanding dispels prejudice and hate. Reading is the basic tool of all learning, therefore it is the duty of all teachers to fully understand the meaning covered in Question 8-I, and to work continuously to see that its fullest meaning is taught in the nation's schools.

"Democratic government fails unless citizens show the same eagerness to serve their country that they expect the country to show in serving them."¹⁷

¹⁶The Honorable Mike Mansfield, United States Senate, Address to special session Montana Education Association Convention, Missoula, Montana, October 25, 1963.

¹⁷World Book Encyclopedia (Volume 3, 1959), p. 1453.

Not a single Montana high school indicated that a unit of instruction or a course was offered in presenting the major religions of the world.

Question No. 10

Question No. 10, see Table XII below, sums up additional comments of six respondents. This listing, as did the listing covered in Table V on pages 24-27, and Table IX on pages 32-34, shows a noticeable lack of similarity. Could this dissimilarity be the result of the need for a complete revision of the whole social studies program, long overdue according to Keller, see page 2, or Gross, see page 2?

TABLE XII

Listing of Other Comments Pertinent to the Study

1. The students are expected to be aware of present world affairs as they are quizzed over this particular material. In many issues the students do a great deal of research and become involved in many active debates.
 2. We group our students in social studies so better students take World History at 9th, U.S. Government at 10th, American History at 11th and P.A.D. as 12th graders. The slower students are directed to easier social studies courses, but must take U.S. Government as seniors.
 3. The teacher has certain materials to work with and is limited by these. Unfortunately teacher colleges do not provide the novice with a sound or true picture of what secondary school teaching at the small school level is like. If they did there would not be many teachers.
 4. I am sure you cannot remove subjectivity from human interaction and thus neither can you remove it from the teaching objectives of social studies.
 5. Since we do not have a social studies department I feel we are limited to a teacher's personal opinion in the field of social studies. One teacher handles all social studies--courses are independent of one another--only correlation would be because of the teacher.
 6. Our social studies program is weak and I hope to improve on it in years to come.
-

CHAPTER V

Summary and Conclusions

One of the most critical problems in considering the dilemma of social studies today is the problem of a common agreement as to what is meant by the term "social studies," what is to be included.

Wesky pioneered in drawing the distinction between social studies and the social sciences. The social sciences are scholarly and advanced studies of human relationships. The social scientist is concerned with experimentation, research, and discovery to widen the frontiers of knowledge about man and his relationships with other men and with his environment. The social studies comprise a portion of the school curriculum wherein the content, findings, and methods of the social sciences are simplified and reorganized for instructional purposes. Thus the social studies are those studies that provide understandings of man's ways of living, of the basic needs of man, of the activities in which he engages to meet his needs, and of the institutions he has developed. Briefly, the social studies are concerned with man and his relationship to his social and physical environments.¹

With the above distinction and definition of social studies as a basis the shortcomings in social studies offerings and objectives revealed in this study are evident. However, this study does reveal a tremendous opportunity, and invitation, to work in the area of curriculum development in the social studies field. Again referring to the Encyclopedia of Educational Research on the subject of curriculum improvement and selecting content:

Curriculum improvement at the local level may be most effective, but studies such as Helzels (112) in which he found fewer than 40% of the graduates of a high school staying in the locality, raise

¹Encyclopedia of Educational Research, Third Edition, 1960, p. 1296.

serious questions about basing curriculums on purely local demands. It is still not clear just what the implications are for the social studies of such phenomena as population mobility, the growing uniformity of American culture, and the general education movement.²

The problems of selecting content for the social studies and of organizing a most effective scope and sequence are complex and intertwined with many other aspects of the educational process . . . The three most common approaches used consist of (a) rearranging and modifying established subject matter, (b) organizing in terms of youth tasks and needs, and (c) restructuring in relation to social factors and problems. Although the latter has been suggested upon numerous occasions, few school programs have been so designed. The needs of youth are often considered and have been carefully explored over the past twenty years (211), but few curriculum are based upon them except in part.³

As repeatedly shown in this study, course content is, all too often, inadequately determined by the teacher. Unfortunately it appears that he teaches only the material with which he is familiar. Dr. Bernard Hughes, during a recent conversation on this subject, made the comment, "Regardless of how brilliant or well read a man is, if he limits his course to what he knows, it will be relatively ineffective as a course over the long haul."⁴

Therefore, it would seem the time has come when Montana high schools must give immediate attention to the development of:

1. a set of Teaching Objectives in Social Studies,
2. a curriculum that will best meet the needs of both our youth and our communities.

²Ibid., p. 1305.

³Ibid., p. 1306.

⁴Bernard Hughes, Director Campus School, Mankato State College, Mankato, Minnesota, 1966.

The teaching objectives should, if they are to serve their full responsibility in the educational process, be based upon the following three factors:

1. Needs and interests of the students,
2. Needs of society and school resources,
3. Philosophy of life and education of those responsible for the education programs.

In conclusion

The primary task of education is to teach young people how to think clearly about those things that really matter. Therefore, it remains the task for those in the field of social studies to develop a sound set of teaching objectives for social studies and then develop a curriculum plan which will enable all schools throughout the state to provide a meaningful social studies program that will teach our young people how to think clearly about those things that really matter in making well adjusted good citizens.

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A P P E N D I X

A

APPENDIX A

Cover letter to go with questionnaire

Dear Mr. _____:

Would you please help the undersigned conduct this survey--
TEACHING OBJECTIVES IN SOCIAL STUDIES, MONTANA HIGH SCHOOLS--by complet-
ing the attached questionnaire? This study, a partial fulfillment of
requirements for a Master's Degree, will be of special interest to admin-
istrators as well as to teachers in the social studies field.

Abstracts will be mailed, when the thesis is completed, to all
administrators who indicate that they want an abstract by signing the
proper space on the last page of the questionnaire. It is believed that
this study will be welcomed by most administrators as a starting point
for an objective re-appraisal of their social studies program, either
for the purpose of curriculum revision or for enriching their present
social studies program.

No identification of participating schools or school personnel
will be made in this research paper.

I earnestly solicit your cooperation in this study and ask that
you complete the questionnaire as accurately, completely, and promptly
as possible. The stamped, self-addressed envelope is furnished for your
convenience in answering.

I wish to thank you in advance for your time and cooperation.

Very truly yours,

APPENDIX A

Questionnaire for Use in Study

The results of this questionnaire will be used in a thesis paper planned for completion by Summer 1966. Your cooperation in completing this questionnaire as accurately, completely, and promptly as possible will be an appreciated contribution to the paper.

Please return the completed questionnaire in the accompanying stamped envelope to Donald L. Ferguson, P.O. Box 645, Hamilton, Montana.

QUESTIONNAIRE

1. We _____ have a written program or plan of Teaching
(Do Do Not)
Objectives in Social Studies for our grades nine through
twelve.
2. Following is a statement of our Teaching Objectives in Social
Studies, grades nine through twelve. If you have printed
copies of your Teaching Objectives in Social Studies, or
other descriptive information I would appreciate your attaching
any such available material.
3. What social studies courses are offered by your school in
grades nine through twelve?

Grade NineGrade TenGrade ElevenGrade Twelve

4. Are your social studies history-oriented or other subject oriented?

Please

Check One

_____ History oriented

_____ Other subject oriented

Comments:

5. Are your social studies courses directed towards the development of desirable socio-civic behavior patterns for your students?

Please

Check One

_____ Yes

_____ No

Comments:

6. Please list any ideas, concepts, or generalizations that your school is emphasizing in your social studies classes, grades nine through twelve.

7. What attention is being given in your social studies classes to consideration of local, state, national, and international events affecting both current and future events?

Please

Check One

_____ Very limited attention is being given in our social studies classes to consideration of local, state, national, and international events.

_____ Constant attention is being given in our social studies classes to consideration of local, state, national, and international events.

_____ No special attention is being given in our social studies classes to consideration of local, state, national, and international events.

Comments:

8. It is highly desirable that the following questions (8A-8I) be studied carefully before answering and that they be answered as objectively as possible, recognizing that schools may or may not be giving full consideration to each in our teaching of social studies. Are your social studies objectives designed to:

Please Answer

Yes or No

_____ A. Help the child to achieve self-realization, "to come into his own?"

- _____ B. Help the child to become capable of functioning in our democratic system as an individual rather than as a conformist?
- _____ C. Help the child to become capable of independent thinking in terms of issues, not pressure groups?
- _____ D. Help the child to become capable of independent thinking in terms of meaning, not fear?
- _____ E. Help the child to become capable of evaluating right and wrong in terms of moral responsibility to both society and to themselves?
- _____ F. Help in the development of a personal morality in terms of a whole moral approach to life that will insure development of the child's maximum potential?
- _____ G. Help the child to gain a full appreciation of the benefits of our democratic form of government through an objective, undistorted, evaluation of other philosophies of government throughout the world?
- _____ H. Help the child to recognize their privileges and their responsibilities as a citizen through exercise of their right to participate in a political party of their choice and the right to vote?
- _____ I. Help the child to understand and appreciate how we as a nation came to be what we are as a people,

the things which characterize us as a nation, and the decisions which have shaped our course from colonial beginnings to world power?

9. Number of students in your school at start of school year

1965-1966:	<u>Grade Nine</u>	<u>Grade Ten</u>	<u>Grade Eleven</u>	<u>Grade Twelve</u>
Boys	_____	_____	_____	_____
Girls	_____	_____	_____	_____

10. Other comments which you care to make:

Signed _____
 Title _____
 School _____
 Date _____

Note: No identification of participating schools or school personnel will be made in this research paper.

Please send abstract of this study to: _____

A P P E N D I X

E

APPENDIX B

Copy of follow-up letter

Dear Mr. _____:

On _____ the undersigned forwarded your office a questionnaire to be used in a research study of Teaching Objectives in Social Studies as partial fulfillment of the requirements for a Master's Degree.

However, my records show that your school has not returned the completed questionnaire mailed on _____. It may be that my original letter and questionnaire was either lost or mis-laid, so I have attached another copy of the questionnaire.

Results of this study, I am sure, will be of special interest to you as an administrator as well as to your teachers in the social studies field. It is planned that abstracts of this study will be mailed to all cooperating schools who request these abstracts by completing the return address portion of the questionnaire.

Thank you for your cooperation in completing and returning the attached questionnaire at your earliest convenience.

Very truly yours,