

A STUDY OF THE PRACTICES OF AMERICAN  
HISTORY TEACHERS IN SELECTED  
TEXAS SECONDARY SCHOOLS

DISSERTATION

Presented to the Graduate Council of the  
North Texas State University in Partial  
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

Douglas Odell John, B. S., M. Ed.

Denton, Texas

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## CHAPTER I

### INTRODUCTION

Social studies education has received considerable attention in the last few years. Several programs have been organized to develop new materials and curricula in an attempt to improve instruction in this area of the curriculum. Much has been written concerning these efforts. Little, however, has been done to determine actual current practices employed in the teaching of social studies. A knowledge of current teaching practices in this field and a comparison of those practices with the recommendations of social studies education authorities could be useful to all groups and persons interested in the improvement of social studies education.

#### Statement of the Problem

The problem of this study was the relationship between practices reported by American history teachers in selected Texas secondary schools and practices recommended by three groups of social studies authorities.

#### Purpose of the Study

The following purposes were formulated:

1. To determine the practices reported by American history teachers in selected Texas secondary schools.

2. To compare the practices reported by American history teachers in selected Texas secondary schools with practices recommended by national social studies education specialists.

3. To compare the practices reported by American history teachers in selected Texas secondary schools with practices recommended by teachers of American history in selected Texas colleges and universities.

4. To compare the practices reported by American history teachers in selected Texas secondary schools with practices recommended by teachers of education in selected Texas colleges and universities.

#### Hypotheses

The hypotheses tested in the study were

I. There will be a significant difference between the practices reported by American history teachers in selected Texas secondary schools and the practices recommended by national social studies education specialists.

II. There will be a significant difference between the practices reported by American history teachers in selected Texas secondary schools and practices recommended by teachers of American history in selected Texas colleges and universities.

III. There will be a significant difference between the practices reported by American history teachers in

selected Texas secondary schools and the practices recommended by teachers of education in selected Texas colleges and universities.

#### Background and Significance of the Study

The status of social studies education in the secondary school has become a matter of much concern. For a decade the major forces of educational change have been directed toward the development of new programs in science, mathematics, and foreign language. The social studies curriculum is now receiving similar attention. A variety of projects have been developed, some through funds provided by the federal government and others through funds provided by private groups and individuals, which will no doubt produce changes in the social studies curriculum. Fraser (10, p. 1) points out that the present concern for improvement of the social studies is rooted in educational history that stretches back more than seventy years to reports made by the Madison Conference in 1894 and the Committee of Seven of the American Historical Association in 1899. Proposals for comprehensive revisions in social studies programs were also made by the 1916 Committee on Social Studies and the Report of the Commission on the Social Studies of the American Historical Association issued in 1934. During the 1950's the National Council for the Social Studies sponsored a number of special committees that have issued documents which provide a basis

for the revision of social studies programs. Thus concern for improvement of social studies is not a new phenomenon, although it has received renewed interest during the last decade.

One of the major current projects for the improvement of the social studies curriculum is Project Social Studies. Twelve curriculum projects have been financed by the Cooperative Research Branch of the Department of Health, Education, and Welfare under this program. These centers are attacking many problems that have long plagued social studies. New ideas, methods, and materials will no doubt be produced by these centers (8).

Other attempts have also been made in recent years to improve social studies education in the secondary school. During the summer of 1965, the federal government financed 84 history institutes on various university and college campuses across the nation. More than 3,000 teachers attended these institutes. In 1966, 100 such institutes were held with 5,000 teachers in attendance. The Higher Education Act of 1965 provided 24,500 fellowships over a three-year period at a total cost of over \$475 millions which will enable teachers, including social studies teachers, to return to colleges and universities for advanced training (19, p. 244).

Concern over the status of social studies education is certainly warranted. Research has revealed student dislike

for social studies courses (12, p. 1305), with the major complaints being attributed not to the content of social studies but rather to the ways in which it is organized and presented (12, p. 1305). Research has further indicated that large numbers of social studies teachers do not have an adequate background and interest in social studies (12, p. 1313). Fenton (7, p. 71) maintains that "the social studies have for too long been the dumping ground for poorly prepared faculty members whose major interest was in some other activity, such as coaching." Such teachers have never done an acceptable job of teaching social studies and will function even more poorly in the face of current trends in social studies education. Fenton's observations seem to be accurate. A survey of social studies programs in Wisconsin revealed that 62 per cent of the teachers included in the survey had neither a major nor minor in social studies and that 18 per cent had not been certified by the state to teach social studies (13, pp. 287, 288). Hahn (11) found that 20 per cent of the social studies teachers in Kansas held undergraduate majors in physical education. A survey of 1,007 of the 1,026 secondary school social studies teachers in Kansas revealed that 55.2 per cent had not majored in social studies (23, p. 26). A study by Black (4) indicated little relationship between teachers' undergraduate training in social studies and their initial assignment. Similar

studies in New York and Illinois revealed that 20 per cent and 25 per cent, respectively, of the social studies teachers in those states had majors in fields other than social studies (3). A survey by Aden, Black, Clarke, and Scott (1, pp. 9, 10) of social studies teachers in Texas indicated that 59.1 per cent of the teachers included in this study had undergraduate majors in history, social science, government, sociology, economics, political science, geography, or anthropology. Thirty-seven and three-tenths per cent of these teachers had undergraduate majors in history.

These conditions seem unjustifiable since there has been a surplus of social studies teachers of 60 per cent for the last several years (21, p. 31).

A consideration of the number of students involved in social studies education further illustrates the need for improvement of the social studies curricula. A survey by Jones (15) of 130 school systems in the United States in cities of 100,000 or more showed that all of these schools required at least one year of American history for graduation. This study also showed that the amount of social studies required for graduation has increased since 1953 with the South showing the greatest amount of increase. Snyder (24, p. 11) found that 93 per cent of the secondary schools in Kansas offered a course in American history the first semester of the 1961-1962 school year. In Texas two and one-half years are required in social studies for graduation from

high school. Social studies is also required in grades seven and eight (26).

In light of the prevailing conditions in social studies education and the number of students involved in these programs, attempts to improve the social studies curriculum are overdue. Fenton and Good (8), however, see two important problems in introducing new ideas, methods, and materials in social studies education. First, how can the present generation of teachers be reeducated to use new ways and new materials? And second, how can teacher training be changed to prepare the next generation of teachers for the challenges of the new social studies? There seems to be general agreement about the need for change in the secondary school social studies curriculum. The problem of executing changes will, however, be difficult. All attempts to change the social studies curriculum should take into account the current conditions. Research has been done concerning current conditions in social studies education in such areas as teacher preparation, program content, and courses offered. Few studies have attempted, however, to determine the actual practices of social studies teachers. Descriptions of existing practices are necessary in order that areas in need of improvement may be recognized.

Since there is a lack of studies dealing with the actual practices of social studies teachers, it has been recommended

that "perhaps the colleges need to take a more realistic look at what is actually going on in elementary and secondary schools and so modify programs and courses for the preparation of social studies teachers" (12, p. 1313). Tumin (27) agrees that we do not have adequate knowledge of the actual practices of social studies teachers. Thus he suggests that we first need to determine the content of current social studies education and the ends that this education is intended to serve. Tumin (27, pp. 48, 49) states that:

We need, in short, research into the content of social studies education as it is now being conducted.

Our first major research need, then, is an inventory of the present intentions of social science education and the extent to which and the ways in which the stated intentions are being served by such education, as it is now being conducted.

. . . Can anyone truly say that we have adequate knowledge of what is presently being done in the schools? Or of what these present practices are intended to serve? . . . Surely, there has been some work done on all these aspects of the problem. But, again, it is important to reiterate that our knowledge is so imperfect we can scarcely recommend policy with any decent basis of sound information.

Bruner (5, p. 3) agrees that whenever changes are desired "the first move necessary is to get a definite and clear picture of the existing educational situation."

McLendon (18) also believes that it is important that the practices in teaching social studies be recurrently examined and compared with the recommendations of those involved in teacher education.



The lack of research in the actual teaching practices used by American history teachers can also be demonstrated by the fact that instruments for this process are not available. Letters from the National Education Association and the National Council for the Social Studies (See Appendix, pages 129 and 130), the two national organizations most concerned with this area, revealed that they had no instruments which could be used in such a study.

A study by Aden, Black, Clarke, and Scott (1, p. 24) recognized the need for research among social studies teachers in Texas into the actual practices used by those teachers. The 1,525 social studies teachers included in this study were asked if they would be willing to cooperate in studies concerning the areas of objectives, methods, materials, evaluation, etc. Eighty-one and nine-tenths per cent replied that they would be willing to cooperate.

It has further been suggested (12, p. 1312) that the "teacher is the key element in a successful learning situation, and more research concerning his attitudes, attributes, training, approaches, and effectiveness in the classroom is needed." Such research can be done by "approaching the teachers themselves" (12, p. 1313) through a "series of continuing inquiries" (27, p. 48). "The inventory of what is now actually intended and done in the name of those intentions, can be laid against the inventory of what should be intended and done in the name of those intentions" (27, p. 48).

### Definition of Terms

1. Practice in this study is used to denote the customary or habitual process of teaching used by American history teachers in secondary schools.
2. American history defined for this study is the area of study concerned with the economic, social, and political development of the United States from the American Revolution to the present.
3. Secondary school refers to grades seven through twelve.
4. Social Studies education specialists refers to educators recommended by the National Council for the Social Studies who have written extensively or have had extensive experience in the field of social studies.
4. Selected Texas colleges and universities refers to the fifteen colleges and universities in Texas that graduated the largest number of social studies teachers in 1964-1965.

### Delimitations of the Study

1. This study was limited to thirty-six American history teachers in selected Texas secondary schools in a six-county area in north-central Texas.
2. This study was limited to teachers of American history in the fifteen colleges and universities in Texas which graduated the largest number of social studies teachers in the 1964-1965 academic year.

3. This study was limited to teachers of education in the fifteen colleges and universities in Texas which graduated the largest number of social studies teachers in the 1964-1965 academic year.

4. This study was limited to the reported practices of teachers of American history in selected Texas secondary schools in the following areas: (1) development and use of teaching objectives, (2) type of content organization used, (3) methods and techniques employed, (4) variety and types of materials used, (5) teaching contemporary affairs, (6) dealing with controversial issues, (7) citizenship education, (8) manner in which school libraries are used, and (9) evaluation of students.

#### Basic Assumptions

1. It was assumed in this study that the necessary data could be secured through the use of questionnaires and interviews.

2. It was assumed in this study that the respondents would respond to a questionnaire and interview honestly.

#### Description of the Schools in the Geographic Area Covered by this Study

The basic information concerning the economic status of this six-county area was obtained from a survey made by the University of Texas for the State Board of Education (25).

economic index for each county in Texas. The economic index is obtained by weighing certain factors. The income of the residents of the county is weighed 72; the appraisal of property in the county is weighed 20; and the scholastic population of the county is weighed eight. When added together, the economic indices of all counties will total 100.0. Therefore, the economic index of each county is a ratio of the economic position of that county to the entire state's economy. The range of the economic indices of the six counties covered by this study was from 0.138 to 0.594 with a mean economic index of 0.292. The mean economic index for all 254 counties in Texas is 0.394. The largest economic index for any county in the state is 14.85. Thus it can be seen that the mean economic index for the counties covered by this study is less than the state mean and considerably less than the largest economic index for one county.

In addition, the United States Bureau of Census (25) revealed that in 1960 the six counties covered by this study had median incomes which ranged from \$2,772.00 to \$4,595.00. The mean of the median incomes for the six counties was \$2,020.50, or 70 per cent below the Texas county with the largest median income.

The schools in this six-county area have been described in a survey completed in 1966 by the North Texas Area Metropolitan Center for Supplementary Educational Services (22). There are fifty-five public school districts in this six-

county area and four nonpublic schools. Thirty-five of these school districts responded to a questionnaire through which the basic data for this survey were gathered. The survey revealed that 43.4 per cent of the teachers in these school districts have the master's degree, 55.9 per cent have the bachelor's degree, .04 per cent have no degree, .03 per cent have the doctor's degree, and 3.9 per cent are teaching without Texas certification. Thirty-three per cent of these teachers have from one to five years of experience, 19 per cent have from six to ten years of experience, 13 per cent have from eleven to fifteen years of experience, 10 per cent have from sixteen to twenty years of experience, and 25 per cent have twenty or more years of experience.

This survey further revealed that 54 per cent of the school districts included in the survey do not require continued professional training of the teachers who teach in those school districts. It was also found that 13.9 per cent of the students in these counties live on farms, 13.2 per cent live in towns with a population of 2,500 or less, 72.9 per cent live in towns with a population of 2,500 to 50,000. Pre-school and adult education programs are practically non-existent in these school districts, according to this survey. Pre-school enrollment accounts for 1.9 per cent of the total enrollment in these school districts while .66 per cent of the students were enrolled in adult education

programs. The average per pupil expenditure for these school districts was \$384.01.

#### Procedures for Collecting Data

The first step in collecting the data was the construction of an instrument which was used as a questionnaire and interview check-sheet from which the basic data for the study were secured. (See Appendix, page 131.) A survey of the literature of current books and periodicals on the teaching of American history was made. Sources used for constructing the questionnaire and interview check-sheet were Wesley and Wronski (28), Fenton (6), Kenworthy (16), High (14), Metcalf (20), Lewenstein (17), and Fraser and West (9). Agreement among these sources was the basis for including a practice in the instrument.

The second step was the selection of a panel of twelve judges for testing the validity of the practices to be included in the instrument. The National Council for the Social Studies was asked to recommend twenty-four nationally recognized social studies experts. A copy of the questionnaire consisting of 178 items, with an accompanying letter (see Appendix, page 136) was mailed to the first 12 experts on the list. Sixteen of the questionnaires were finally returned, of which the first twelve to be received were used to establish validity for the questionnaire. Each of the judges was asked to respond to the questionnaire by

whether he thought each item was valid for use in the study, invalid for use in the study, or whether he was unable to make a decision. It was arbitrarily decided that agreement of seven of the twelve judges that a practice was valid for use in the study was necessary for it to be retained in the questionnaire. Two items were deleted from the questionnaire on the basis of lack of agreement of the judges.

After the practices on which there was insufficient agreement of the judges had been deleted from the questionnaire, a pilot study was conducted to establish a coefficient of reliability. Thirty secondary school American history teachers enrolled in graduate courses at North Texas State University were used in the pilot study. These teachers were asked to respond to the questionnaire by indicating whether they place much emphasis, some emphasis, little emphasis, or no emphasis on each of the practices included in the questionnaire. Three weeks later they were again asked to respond to the questionnaire with the same directions. Twenty-seven responses were returned. Reliability was computed on the two responses of the twenty-seven American history teachers. Items showing a reliability below .80 were to be deleted from the questionnaire. When it became apparent, however, that such would impair the comprehensiveness of the questionnaire, only those items showing a

reliability below .50 were deleted from the questionnaire. Since it was necessary for the questionnaire to cover a wide range of practices, comprehensiveness was important. Furthermore, according to Ahmann and Glock (2, p. 340) reliability is secondary to validity; hence an instrument with satisfactory validity may be used even though the reliability coefficient may be somewhat low. Ahmann and Glock (2, p. 340) further state that instruments with a reliability coefficient of .50 are permissible especially where group responses are being considered. Fifty-five items showing a reliability below .50 were deleted from the questionnaire. Computations for 121 of the items resulted in a reliability coefficient of from .50 to .92.

After validity and reliability had been established, the subjects for the study were selected. There are 115 public and nonpublic secondary schools in the six-county area in north-central Texas included in this study. Each of these schools was assigned a number from a table of random numbers. Thirty-six of these schools were selected by random selection. A second group of schools was selected at the same time and by the same process to be used as alternates if necessary. A letter (see Appendix, page 137) with an accompanying postal card (see Appendix, page 138) was mailed to the superintendents of the school districts in which these thirty-six schools are located. These superin-



cooperate in the study by checking and returning the postal card granting permission to interview an American history teacher in the secondary school which had been selected in their school district. Twenty-four superintendents responded. Two weeks later a follow-up letter (see Appendix, page 139) was mailed to the twelve superintendents who had not responded. Three of these responded to the follow-up. As a result of personal visits four more superintendents agreed to cooperate. Thus thirty-one or 86 per cent of the first random sample agreed to cooperate in the study. The five remaining schools were selected at random from a list of alternates. All the superintendents of these school districts agreed to cooperate.

One American history teacher was selected at random from each of the schools which had more than one American history teacher. Twelve of the schools had more than one American history teacher while twenty-four had only one American history teacher. These teachers were interviewed. They were asked to indicate whether they place much emphasis, some emphasis, little emphasis, or no emphasis on each of the practices included in the questionnaire which was used as an interview check-sheet with this group. Their responses were recorded at the time of the interview. The first two interviews were tape recorded and replayed later in an attempt to discover possible weaknesses in the interview process. No important weaknesses were discovered and the

data gathered in these interviews were included in the study.

At the same time the interviews were being conducted, the questionnaire with an accompanying letter (see Appendix, page 140) was mailed to twenty national social studies specialists. These specialists had been recommended by the National Council for the Social Studies as authorities in the field. They were asked to respond to each practice included in the questionnaire by recommending that much emphasis, some emphasis, little emphasis, or no emphasis be placed on each of the practices. A follow-up letter (see Appendix, page 141) was mailed to those national social studies specialists who had not responded at the end of two weeks. Thirteen usable responses were returned.

Three copies of the questionnaire with an accompanying letter (see Appendix, page 142) and a postal card (see Appendix, page 143) were mailed to the directors of the history departments in selected colleges and universities in Texas requesting their cooperation in the study. They were asked to designate three American history teachers in their department to respond to the questionnaires and to return the postal card indicating the names of the respondents. One indicated an unwillingness to cooperate. The respondents were asked to respond to each practice by recommending that much emphasis, some emphasis, little emphasis, or no emphasis be placed on each practice included

in the questionnaire. A follow-up letter (see Appendix, page 144) was mailed to those who had not responded after two weeks. Thirty usable responses were returned. One was received too late to be computed.

Three copies of the questionnaire with an accompanying letter (see Appendix, page 145) and a postal card (see Appendix, page 146) were also mailed to the directors of the education departments in selected colleges and universities in Texas requesting their cooperation in the study. They were asked to designate three education teachers in their department to respond to the questionnaire. None indicated an unwillingness to cooperate. The respondents were asked to respond to each practice by recommending that much emphasis, some emphasis, little emphasis, or no emphasis be placed on each practice included in the questionnaire. A follow-up letter (see Appendix, page 147) was mailed to those who had not responded after two weeks. Twenty-eight usable responses were returned.

#### Procedures for Treating Data

All data were tabulated on keypunch work sheets according to the emphasis placed on each practice. The information was put into structured form for the purpose of computing a Fisher  $t$ -ratio. Results from this treatment indicated (1) whether or not significant differences existed between the emphasis placed on the practices by American history

teachers in selected Texas secondary schools and emphasis recommended by national social studies specialists; (2) whether or not significant differences existed between the emphasis placed on the practices by American history teachers in selected Texas secondary schools and emphasis recommended by American history teachers in selected Texas colleges and universities; and (3) whether or not significant differences existed between the emphasis placed on the practices by American history teachers in selected Texas secondary schools and emphasis recommended by education teachers in selected Texas colleges and universities. All hypotheses were accepted or rejected at the .05 level of significance. Data for this study were processed at the North Texas State University Computer Center, Denton, Texas.

#### Value of the Study

The findings of this study should be of interest to all persons or groups concerned with the teaching of American history. Only through an understanding of existing conditions can plans for change or improvement be made. Thus the findings of this study should be of interest to public school authorities because of their concern with current practices in the teaching of American history in the secondary school. Knowledge of current teaching practices should be useful in helping public schools plan their equipment and materials purchases, schedule meetings with consultants, and

plan for the continuing education of public school teachers. The findings of this study should also be of interest to those concerned with teacher education. Through a better understanding of the actual teaching practices of secondary school teachers, those involved in the education of teachers should be able to adjust the emphasis of teacher education programs to the most pressing needs of public school teachers.

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## CHAPTER II

### SURVEY OF THE LITERATURE

Social studies education has been given considerable attention in the literature in recent years. Much of this attention has been directed to the content included in this area of the curriculum, the grade level at which various social studies courses are taught, the number of students enrolled in social studies courses, and the preparation of teachers of social studies. The research that has been done in these areas seems to support Fraser's (10, p. 421) contention that the basic social studies pattern in many schools in the 1960's continues to be heavily influenced by the recommendations made in 1916 by the National Education Association Committee on the Social Studies. She believes that while significant and new topics and content have been introduced into existing courses, there remains general agreement among social studies personnel that the social studies curriculum needs revising and updating.

A study by Masia (31) supports the contention that modern social studies curricula are still heavily influenced by the recommendations of the Committee on the Social Studies of 1916. Masia surveyed 368 public and nonpublic schools in the nineteen-state accrediting area of the North Central

Association. He found that civics was generally taught in the ninth grade, world history in the tenth grade, American history in the eleventh grade, and problems courses in the twelfth grade. Considerable time, however, was being devoted to new content within the standard courses and two-thirds of the schools had adopted special procedures for taking individual differences into consideration in instruction.

Moreland (35) conducted a survey of 281 schools which he felt constituted a cross section of the schools in the United States. His purpose was to ascertain the status of social studies offerings in grades seven through twelve. He found that 87 per cent of these schools required four years or more of social studies and that 96 per cent required a minimum of at least two years of social studies. Ninety-six per cent of the schools in his sample required American history in the eighth grade and 86 per cent required American history in the eleventh grade. Moreland concluded that the social studies curriculum is still primarily oriented to the more traditionally organized subject matter courses, that some electives are being offered, but that today's pattern of required courses strongly reflects the recommendations of the Committee on the Social Studies of 1916.

A similar study was made by Snyder (48) in the Kansas secondary schools. He surveyed 600 high schools and 91 junior high schools. This study also revealed that the

social studies curriculum reflected the recommendations of the 1916 Committee on Social Studies. Although many of the behavioral sciences have matured since 1916, they appear to have received little consideration in the present social studies curriculum.

Sjostrom (47) surveyed the secondary schools in the nineteen-state area encompassed by the North Central Association of Colleges and Secondary Schools to determine the status of social studies education in that area. His study revealed that most programs are patterned after the recommendations of the 1916 model but that some changes are occurring. These changes, however, are occurring very slowly and only to a limited extent.

In a review of the research in social studies conducted in 1964, Harrison and Solomon (20) concluded that some changes are occurring in social studies education, such as more emphasis on depth studies, the development of sequential curriculum and more emphasis on developing inductive thinking skills. Yet they also concluded that present social studies curriculum organization reflects the 1916 model.

Lindsey (28) surveyed twenty-five school districts in the Texas Panhandle to determine the variety of social studies courses offered at the secondary level and the grade level at which these courses were offered. Courses offered were largely confined to American history in grades eight and eleven, state history in the seventh grade, world

history in the tenth grade, and civics in grade twelve. Eleven of the schools offered a course in geography, eight offered a course in economics, and one school offered a course in sociology. It was apparent that only one school district offered social studies at the ninth grade level and that most of the courses offered were confined to history and civics.

Scott (43) conducted a survey among 732 teachers of American history in Texas secondary schools to determine the practices of these teachers concerning content emphases and time sequence. She concluded that the innovations which have affected other areas of the curriculum, such as science, English, and mathematics have not influenced the social studies curriculum.

The content, organization, and emphases of social studies seem to have changed relatively little in the last fifty years. Yet present trends seem to indicate that marked changes will occur in the immediate future. Fraser (11) believes that coming changes in social studies content may be seen under three headings. First, concepts will be drawn from other disciplines such as economics, sociology, anthropology, and geography. As a result, a wider variety of social sciences will play a vital role in the social studies curriculum. Second, efforts to relate social studies more directly to conditions and problems of our society will receive greater emphasis. And finally, there will be changes

in the grade placement of content. Through better structure, broader and deeper content will be introduced earlier in the child's educational experiences. Fraser (10) further predicts that there will be a move away from general surveys toward depth studies which will permit a more intensive study of selected topics, that more emphasis will be placed upon inductive learning and the discovery approach, and that more and better materials will become increasingly available.

Carpenter (4) agrees that current trends in social studies education are away from the traditional pattern which has long dominated the social studies curriculum. The trend is toward effective objectives which place greater emphasis on the development of skills and abilities rather than the accumulation of knowledge.

Fraser (10) and Ellsworth (8) have noted that present trends in social studies education are bound to affect social studies teachers. Most social studies teachers received the bulk of their training in history and geography. The preparation of these teachers will need to be strengthened in sociology, anthropology, psychology, and economics. Social studies teachers will also be required to pay closer attention to the learning process and the development of new instructional resources.

If the content, organization, and emphases of social studies education have changed relatively little in the last fifty years, it would also seem reasonable to conclude that

classroom methods, practices, and techniques have also changed very little during the same period. There is much research which indicates that such a conclusion is justified.

Monroe (34) surveyed the social studies programs of 1,273 secondary schools in the North Central Association of Colleges and Secondary Schools. This study revealed that the use of notebooks, supervised study, and socialized recitation were the predominant methods used in these schools. The dominant role of the textbook was indicated by the fact that 93 per cent of the schools attempted to cover the entire period with which the textbook dealt. Monroe's study was completed in 1923. A study several years later by the National Education Association (36), involving 584 elementary school social studies teachers, indicated that 42 per cent used textbook recitation and socialized recitation predominantly.

Another study of methods and practices was made by Gross (16), who surveyed 100 California high schools to determine the major causes of dissatisfaction with the typical American history course. Since the author felt that the types of course organization and instructional methods used would suggest causes of dissatisfaction, his study included an analysis of course organization, methods, and motivation. It was found that 63 per cent of the schools used a straight chronological organization or some variation of that organization. Seventy-nine per cent reported

following the textbook closely with the textbook serving as the heart of the course. While 89 per cent claimed to use the unit method of instruction, classroom practices revealed a misunderstanding of what is meant by a unitary concept. Group discussion and supervised study were the most frequently used methods. Some use was made of teacher-pupil planning, individualized assignments, library research, and group projects. Among the least used methods were sociodrama, field trips, the use of resource persons, critical work in the sources, the construction of maps, and the drawing of cartoons. There was little attempt to participate in community affairs or coordinate social studies with other subjects. The question-and-answer recitation method was still high on the list of many teachers. Variety and range of methods used was limited. The political aspects of history still received the major emphasis. Evaluation continued to be largely an attempt to measure the knowledge of content. Few attempts were made to evaluate attitudes and behavior beyond the classroom. Most of these teachers felt that they needed a stronger background in sociology, anthropology, psychology, and geography.

Siemers (46) also surveyed 100 social studies teachers in California in order to determine the variety of materials and methods to which world history students were exposed. He drew the following conclusions: (1) more time was given to political and historical concepts than to social, military,

and religious concepts; (2) a majority favored a chronological approach to teaching rather than a topical approach; (3) two-thirds used some type of teaching unit; (4) most favored lectures and discussion as teaching devices; (5) two-thirds used teacher constructed objectives and class contributions for evaluation; and (6) one-half never used committee work.

A study by Posey (38) also indicated that a traditional approach was being taken to the teaching of eighth grade social studies in Louisiana. According to this study, outdated textbooks were being used, limited supplementary books were available, some teachers of social studies were unqualified to teach the subject, the unit method was not commonly used, and teachers needed opportunities to learn to use new materials and methods.

A study was conducted by Gandy (12) in the San Francisco area in which he tried to determine the teachers' evaluation of twenty-three teaching techniques, the extent to which they were used, and the availability of necessary facilities, materials, and equipment. The data were collected by interviewing thirty-eight geography teachers. He found that map exercises and textbook assignments were the most commonly used methods. Field trips, dramatizations, independent work, and correspondence with foreign students ranked low in use.



Thompson (50) surveyed 169 teachers of twelfth grade social studies in Alabama in an attempt to discover what courses were being taught and to gather pertinent information concerning the teaching of these courses. He found that a majority used the discussion method, less than one-half required their students to subscribe to some periodical, tests and classwork served as the major basis of evaluation, and many indicated a need for a wider variety of teaching materials. Thompson also found that in a majority of the cases students participated in the selection of some topics to be studied and that a variety of instructional materials were being used.

Similar conditions were found by Lea (26). Her study among social studies teachers at the intermediate level showed that little use was made of magazines, newspapers, radio, or television. It was also found that teachers who made use of more materials also made more extensive use of unit planning and that their students made greater gains in achievement and reported a more positive attitude toward social studies. Wendt (51) also found evidence of the traditional approach. Her study involving 147 elementary homeroom teachers revealed that these teachers were more concerned with teaching facts than with concept and generalization building, problem solving, and critical thinking. Fraser (10, p. 421) agrees that traditional teaching methods are still much in evidence. She believes that instruction

in many classrooms is ineffective or at least less effective than it should be and that there is still too much emphasis upon recitation, textbook assignments, and evaluation based on the retention of specific facts. Rundell (41, pp. 521-522) believes that history is often treated as a closed body of facts which must be transferred from the mind of the teacher to the minds of the students. Many of the methods used by history teachers, according to Rundell, have been borrowed from their college teachers.

In a study by Duffey (7) an attempt was made to discover the prevailing practices of 538 teachers and student teachers of social studies. These practices were compared with practices recommended by college teachers and recognized authorities in the teaching of social studies. Disagreement was found in four of the nine areas surveyed.

Traditional methods also seem to prevail in the teaching of government, geography, and economics. Holman (21) found that secondary school government teachers in Texas are strongly in favor of lecture and discussion as methods employed in their classrooms. A study by Anderson (1) revealed that geography still occupies the place traditionally assigned to it. This study, which was conducted in the North-central states in schools in cities having a population of 10,000 or more, concluded that geography is still presented primarily as a basis for studying and interpreting other

subjects. Green (13) examined 125 available research reports and 739 related articles in order to determine the present status of economics teaching. He found that most teachers place heavy emphasis on the lecture-discussion method. According to the research which he reviewed, most economics teachers were inadequately prepared even at a minimum level of six semester hours.

Other studies which have been limited to one particular aspect of teaching practices used by social studies teachers also reveal the continuance of traditional methods. Gross (15) attempted to analyze the evaluative techniques used by 100 history teachers. He found that teacher-made objective tests were the major evaluative instruments employed. Class discussion, recitation, and oral reports were used more often than essay tests, student papers, notebooks, group projects, or individual projects for evaluating students. Subjective and projective methods of evaluation such as anecdotal records, inventories, student self-evaluation, and sociometry were almost completely neglected. Evaluation practices revealed that history teachers evaluate primarily in terms of command of content, the overwhelming concern of these teachers' efforts. Gross (17) conducted a similar study several years later. A sixty-item questionnaire was given to 600 social studies teachers whose names were selected at random from the mailing list of the National Council

for the Social Studies. These teachers represented a professionally oriented group whose practices were assumed to be in advance of those followed by a general sampling of social studies teachers. The study indicated that these teachers (1) frequently failed to relate their evaluation practices to the aims they claimed for their offerings, (2) failed to use the full range of available evaluation techniques, (3) were lacking in statistical sophistication, (4) failed to use student constructed tests, (5) by their practices leave the impression with students that testing is a coercive weapon to be used against the student, and (6) failed to perceive the implications of evaluation beyond grading students.

Kepner's (24, p. 143) assertion in 1935 that the "textbook has reigned supreme in the educational world from the first edition of the New England Primer" still appears to be an accurate estimate of the role of textbooks in social studies classes. Horn (22, p. 218) agrees that the textbook determines the course of most social studies courses "either as a whole or in part." Feany (9, p. 123) found that the textbook was the first item of equipment to be found in a typical social studies class in the schools he surveyed. Spradlin (23) reported similar findings. A survey by Gross (14) of 100 California secondary schools revealed that 79 per cent of the American history teachers in those schools

followed one textbook closely. On the basis of this study it was concluded that the textbook was the heart of the courses taught by these teachers, that it furnished the basic organization of most of the courses they taught, and that command of textbook content is a major end in itself.

Hansen (19) has also reported that the textbook is the major organizing center for classroom learning activities. This conclusion was based on the results of a study of the social studies programs in selected Wisconsin junior high schools. The study included 125 social studies teachers. Following a meeting with the history teachers from five eastern high schools, Halsey (18) reported that these teachers required their students to read from one textbook. The day-to-day reading assignments were discussed in class with only an occasional lecture on background information on particular topics. McAulay (30) surveyed 250 social studies teachers and found that 116 had seldom or never used the course of study provided by their school system. One of the main reasons for their failure to use the prescribed curriculum was that the course of study was out of harmony with the adopted textbooks.

Shaver (45) did a study based on the assumption that social studies textbooks are determinative features in many social studies classrooms. The purpose of this study was to determine the treatment accorded reflective thinking in social studies textbooks. Ninety-three textbooks were

examined. It was concluded in this study that any attempt to teach reflective thinking will have to be done through the teachers' effort to go beyond the textbook.

According to Cox, Girault, and Metcalf (5, p. 353), the treatment of controversial issues has received little attention in the literature. The few studies, however, which are available indicate a traditional attitude toward the teaching of controversial issues. Yet a study by Michaelis (33) revealed that teaching controversial issues was rated by high school teachers as a question of first importance. McAulay (29) conducted a study with 648 elementary school teachers. Eighty per cent reported that they did not include controversial issues in their social studies classes. They also revealed a confusion about the nature of such problems. Many viewed students' personal problems as controversial issues. Kirby (25) found that the 106 teachers and 20 principals who took part in his study believed that controversial issues should be included in the social studies program but that they tended to give more consideration to adult problems than to problems oriented toward youth. A greater percentage of principals than teachers believed that controversial issues should be included in social studies courses. A study by Deam (6), however, contradicts these findings. The purpose of this study was to obtain and compare the opinions of superintendents, school board members, secondary school principals, and social studies teachers

concerning the treatment of controversial issues in secondary school American history and government classes. It was found that social studies teachers were more concerned about the handling of controversial issues than either of the other three groups. Further findings indicated that these three groups felt that some controversial issues were more suitable for discussion than others and that the freedom to discuss controversial issues should be somewhat circumscribed. Social studies teachers themselves endorsed specific limitations. There, however, was a lack of written policy dealing with the teaching of controversial issues.

Park (37) conducted a study in which he attempted to determine the kinds of perceptual experiences provided for junior and senior high school social studies students. The data were gathered through classroom observations of 227 classes in Chicago, suburbs north and west of Chicago, and in Wisconsin. Some of the classes were visited as many as five times. Activities most frequently observed in these classes were class discussion, listening to lectures, taking down assignments, taking oral and written examinations, engaging in supervised study, oral reporting by students, and oral reading, in that order of frequency. It was found that limited use was made of visual aids. Globes, opaque projectors, motion pictures, slides, records and radios were seldom used. Not one field trip was planned by the 227 classes visited. Classroom equipment present in the

schoolroom for the last century, that is, maps and the chalkboard, were most frequently used for presenting perceptual experiences. The use of perceptual media varied little from teacher to teacher.

A study by White (53) revealed similar conditions relative to the use of reference materials. Fifty-five Iowa high schools were included in this study in an attempt to determine the quantity and quality of reference material available in the libraries of these schools and the utilization of the materials. It was found that the larger schools had more materials available and that the materials in the larger high schools were of superior quality. Yet, teachers even in these schools failed to make extensive use of reference materials. This study concluded that these teachers failed to use even those materials available to them.

Some attention has also been given to the study of contemporary affairs in social studies classes. Rodine (40) examined the availability of various news magazines in 220 high schools in Washington. He found that fewer than one-half of the larger schools subscribed to liberal magazines such as Nation and New Republic. However, fewer than 5 per cent of the smaller schools subscribed to such magazines. Progressive, an even more liberal publication, was taken by only 11 per cent of the larger schools and none of the smaller ones. Nearly all of the larger schools and 90 per cent of the smaller schools subscribed to such magazines as



U. S. News and World Report, Newsweek, Time, Life, and Reader's Digest

Prpich (39) also conducted a study concerned with contemporary affairs instruction in social studies classes. He questioned forty-seven social studies teachers in four high schools in Salt Lake City, Utah. He found that these teachers attached importance to contemporary affairs yet they spent only ten to twenty minutes per week studying contemporary affairs. Their most commonly used methods were class discussion, lecturing, and having students collect clippings and pictures. These teachers were more concerned with evaluating knowledge possessed by students than attitude change.

Methods for organizing the content of social studies courses have also been matters of concern. Lindahl (27) found that the topical method was the most commonly used method among the subjects in his study. The unit method ranked second. Lindahl predicted that within two or three years from the date of his study (1931) the unit method would prevail. Yet, some years later, Feany (9) found that the content of most social studies courses was most frequently organized topically around a basic textbook and broadened with some collateral readings. Two decades later, Sand (42) found that while many teachers spoke of using the unit method of organization, they more frequently actually used the topic method.

Objections to the current use of objectives for teaching social studies seem to be rather well summarized by Metcalf (32) who contends that objectives are usually stated in such glittering generalities that the real purpose of social studies is vague beyond recognition. He further believes that the list of objectives is usually so extensive that no teacher could accomplish them in a lifetime. The practice of writing down objectives is a ritual seldom taken seriously by teachers, most of whom seem to have no other purpose than to keep youth busy and out of mischief, according to Metcalf. Westerman (52), however, believes that pupils are being given a more important part in planning the content and objectives to be included in secondary school social studies programs. His review of professional publications between 1920 and 1956 indicated that teacher-pupil planning has been an increasingly accepted classroom process.

Thus traditional methods seem to prevail in most social studies classes. Yet research has indicated that a more flexible approach would yield greater returns. Stovall (49) reviewed the research which has been done concerning the relative merits of the lecture and discussion methods. He concluded that research indicates that the lecture method is superior to group discussion where acquisition of information was the criterion. Discussion, however, has been found to be more effective at stimulating critical thinking, developing a deeper understanding of subject matter, and affecting

attitudes. Stovall (49, p. 257) also concluded that a flexible plan employing both lecture and discussion along with a variety of other techniques such as committee work, sociodrama, and audio-visual aids can be expected to yield the richest returns.

Searles (44) found that traditional methods largely dominate methods courses in the training of high school teachers of social studies. He found instructors in social studies methods courses stressing only five of fourteen basic methods. Most commonly emphasized were group discussion, group reports, unit approaches, use of current periodical material, and individual reports. He concluded that these teachers continue large-scale use of more traditional methods.

Brodbelt (3) also examined current patterns in the secondary school social studies teacher-education field. He surveyed all the personnel teaching in the secondary social studies field of education in colleges and universities throughout the United States. It was found that these teachers used a textbook 75 per cent of the time and emphasized subject matter competency. Yet they also emphasized critical thinking and felt that more emphasis should be placed on the behavioral sciences in the high school curriculum.

In spite of the predominance of a traditional approach to teaching social studies, the indications are that this approach will be changed. Bevans (2) conducted a study in which over 4,000 California teachers and professors attempted to predict what will be expected of social studies teachers in the future. It was concluded that social studies teachers will be expected to take a more active part in planning their own programs, to be well prepared in several of the social sciences with specialization in selected fields, and to be able to study, analyze, and interpret current social problems. It was further predicted that more emphasis will be placed upon preparing young people to be active citizens and that the effectiveness of instruction will be measured more and more by reference to its influence on behavior. Teachers will be expected to make use of an abundance of available materials as the textbook ceases to be the sole guide to learning.

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## CHAPTER III

### PRESENTATION OF FINDINGS

#### Introduction

The hypothesis for this study concerned the differences between the emphasis placed on teaching practices by American history teachers in selected Texas secondary schools and the emphasis recommended for the same practices by national social studies specialists, American history teachers in selected Texas colleges and universities, and education teachers in selected Texas colleges and universities. The t technique was the statistical technique used to determine the level of significance of the differences. Each hypothesis was arbitrarily accepted or rejected at the .05 level of significance. When the level of significance reached the .02 level, the .01 level, or the .001 level, this was reported.

The t-ratios are presented in tabular form for the items of each section of the questionnaire. The results pertaining to each of the hypotheses will be presented and each hypothesis accepted or rejected following the presentation of the results related to that hypothesis. All of the statistical computations were done at the North Texas State University Computer Center, Denton, Texas.

## Hypothesis I

According to Hypothesis I, there would be a significant difference in the emphasis placed by secondary school American history teachers on the practices included in this study and the emphasis recommended for those same practices by national social studies specialists.

The data for Section I yielded  $t$ -ratios for four items which were not significant, indicating agreement between the two groups. Significant  $t$ -ratios at greater than the .05 level were obtained for eight other items, as indicated in Table I.

TABLE I

COMPARISON OF EMPHASIS PLACED ON THE USE OF OBJECTIVES  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND NATIONAL SOCIAL STUDIES SPECIALISTS  
(QUESTIONNAIRE SECTION I: OBJECTIVES)

Item	Secondary School American History Teachers		Nat'l Social Studies Specialists		$t$	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	1.89	.99	3.31	.99	-4.59	.001
2	2.22	.97	3.00	.78	-2.52	.02
3	3.50	.55	3.85	.36	-1.82	NS*
4	3.39	.76	3.15	1.03	.83	NS
5	2.97	.96	3.46	.75	-1.63	NS
6	3.50	.69	2.85	.86	2.38	.05
7	2.11	1.12	3.08	1.07	-2.81	.01
8	3.39	.68	4.00	.00	-2.98	.01
9	2.89	.77	3.54	.50	-2.52	.02
10	3.11	.66	3.31	.99	-.67	NS
11	1.75	.95	2.92	.92	-3.63	.001
12	2.64	1.08	3.54	.75	-2.92	.01

\*Not significant.

The two groups were in agreement on the following:

Objectives that stress the development of understanding and concepts (Item 3), Objectives that stress the development of attitudes (Item 4), Objectives that stress changes in behavior (Item 5), and Objectives that stress the development of social skills (Item 10).

There was significant disagreement between the two groups at greater than the .001 level on Written unit objectives (Item 1) and Student participation in the formulation of objectives (Item 11). National social studies specialists appear to place more emphasis on written unit objectives and student participation in the formulation of objectives than secondary school American history teachers.

The national social studies specialists place more emphasis on Objectives stated in terms of specific behavior (Item 7), Objectives that stress the development of critical thinking (Item 8), and Evaluation of students' progress in reaching objectives (Item 12) than secondary school American history teachers. Disagreement on these three items was significant at greater than the .01 level.

Disagreement was significant at greater than the .02 level on Written lesson objectives (Item 2) and Objectives that stress the development of research skills (Item 9). The national social studies specialists place more emphasis on these items than secondary school American history teachers.

Secondary school American history teachers appear to place more emphasis on Objectives that stress learning information (Item 6) than national social studies specialists. Disagreement was significant at greater than the .05 level.

The data for Section II yielded t-ratios for three items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for nine other items, as indicated in Table II.

TABLE II

COMPARISON OF EMPHASIS PLACED ON CONTENT ORGANIZATION BY  
SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND  
NATIONAL SOCIAL STUDIES SPECIALISTS  
(QUESTIONNAIRE SECTION II:  
CONTENT ORGANIZATION)

Item	Secondary School American History Teachers		Nat'l Social Studies Specialists		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	3.33	.88	2.00	1.04	4.28	.001
2	2.25	1.21	3.00	.68	-2.42	.02
3	1.33	.71	2.92	.47	-5.84	.001
4	1.53	.87	3.08	.73	-5.22	.001
5	2.00	1.00	3.08	.73	-3.52	.001
6	2.42	1.14	3.15	.77	-2.30	.05
7	2.69	.88	3.54	.50	-3.25	.01
8	3.14	.89	3.38	.62	-.95	NS*
9	3.00	.78	3.46	.50	-1.91	NS
10	2.42	.89	3.38	.49	-3.53	.001
11	1.83	.83	3.08	.73	-4.27	.001
12	2.22	1.00	2.69	1.07	-1.49	NS

\*Not significant.

The two groups were in agreement on the following:

Integration of geography into the course (Item 8), Integration of political science into the course (Item 9), and Integration of psychology into the course (Item 12).

The national social studies specialists appear to place more emphasis on Unit textbooks (Item 3), Teacher-pupil planned units (Item 4), Course organized around teacher selected problems (Item 5), Integration of sociology into the course (Item 10), and Integration of anthropology into the course (Item 11) than secondary school American history teachers. The difference was significant at greater than the .001 level for these five items. Secondary school American history teachers place more emphasis on Chronological organization according to the organization of a textbook (Item 1) than national social studies specialists. Disagreement on this item was significant at greater than the .001 level.

Secondary school American history teachers appear to place less emphasis on Integration of economics into the course (Item 7) than national social studies specialists. The difference was significant at greater than the .01 level. National social studies specialists place more emphasis on Topical unit organization (Item 2) than the other group. Disagreement was significant at greater than the .02 level. National social studies specialists also place more emphasis on Depth studies (Item 6) than secondary school American history teachers. Disagreement on this item was significant at greater than the .05 level.

A study of the data presented in Table III shows that Section III yielded t-ratios for six items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for thirteen other items.

TABLE III

COMPARISON OF EMPHASIS PLACED ON METHODS AND TECHNIQUES  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND NATIONAL SOCIAL STUDIES SPECIALISTS  
(QUESTIONNAIRE SECTION III:  
METHODS AND TECHNIQUES)

Item	Secondary School American History Teachers		Nat'l Social Studies Specialists		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	3.61	.59	2.92	.92	2.75	.01
2	2.28	.84	3.15	.53	-3.21	.01
3	2.72	.65	3.46	.50	-3.22	.01
4	1.89	.81	2.92	.73	-3.93	.001
5	2.36	.85	3.62	.62	-4.78	.001
6	1.67	.88	2.77	.70	-4.07	.001
7	1.94	.94	2.62	.74	-2.25	.05
8	1.53	.76	2.85	.77	-4.91	.001
9	2.89	.94	2.77	.80	.39	NS*
10	2.53	.80	2.69	.72	-.63	NS
11	2.92	.76	2.92	.73	-.02	NS
12	1.78	.82	2.00	.68	-.82	NS
13	2.11	1.02	2.69	.72	-1.94	NS
14	1.53	.60	2.92	.73	-5.68	.001
15	1.64	.71	2.85	.77	-4.46	.001
16	3.00	.67	2.92	.73	.34	NS
17	1.28	.61	2.69	.82	-5.43	.001
18	1.61	.79	2.31	.82	-2.46	.02
19	1.08	.28	2.31	.91	-4.92	.001

\*Not significant.

Agreement between the two groups was indicated on the following: Supervised study (Item 9), Visual presentations by students (Item 10), Oral reporting by students (Item 11), Student construction of miniature models, etc. (Item 12), Exhibits of objects, specimens, models, etc. (Item 13), and Activities involving visual presentations by the teacher (Item 16).

The data presented in Table III indicate disagreement between the two groups significant at greater than the .001 level on Committee work for projects other than research projects (Item 4), Problem solving (Item 5), Role playing and/or sociodrama (Item 6), Field trips (Item 8), Student interviews of resource persons (Item 14), Classroom presentations by resource persons (Item 15), Specific service projects for the school and/or community (Item 17), and Letter writing by students to persons outside the United States (Item 19). National social studies specialists place more emphasis on all of these methods and techniques than secondary school American history teachers.

Secondary school American history teachers appear to place more emphasis on Teacher led discussion (Item 1) than national social studies specialists. Disagreement on this method was significant at greater than the .01 level. Disagreement between the two groups was also significant at greater than the .01 level on Committee work for research



projects (Item 2) and Individual research (Item 3) with the national social studies specialists placing more emphasis on these methods than secondary school American history teachers.

Disagreement between the two groups was significant at greater than the .02 level on Letter writing by students to persons outside the community (Item 18). National social studies specialists appear to place more emphasis on this practice than secondary school American history teachers.

National social studies specialists appear to place more emphasis on Debates in which students participate (Item 7) than secondary school American history teachers. The difference between the two groups was significant at greater than the .05 level on this method.

The data for Section IV yielded t-ratios for nine items which were not significant, indicating agreement between the groups. Significant t-ratios at greater than the .05 level were obtained for fifteen other items, as indicated in Table IV.

The two groups were in agreement on the following: Workbooks (Item 5), Teacher's manual to accompany textbook (Item 6), Chalkboard (Item 7), Wall maps (Item 8), Road maps (Item 9), Pictures (Item 11), Disc recordings (Item 15), Reference books (Item 17), and Teacher duplicated materials (Item 24).

TABLE IV

COMPARISON OF EMPHASIS PLACED ON THE USE OF MATERIALS  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND NATIONAL SOCIAL STUDIES SPECIALISTS  
(QUESTIONNAIRE SECTION IV: MATERIALS)

Item	Secondary School American History Teachers		Nat'l Social Studies Specialists		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	2.72	1.46	1.46	.84	3.51	.001
2	1.25	.83	1.77	.70	-2.14	.05
3	1.92	1.38	2.92	1.00	-2.71	.01
4	1.11	.52	3.31	.91	-9.01	.001
5	1.53	.99	1.77	1.05	-.80	NS*
6	2.36	1.21	2.08	1.14	-.81	NS
7	3.06	.85	3.31	.82	-.97	NS
8	3.36	.89	3.69	.46	-1.39	NS
9	1.83	1.07	2.38	.74	-1.80	NS
10	2.33	1.08	3.62	.62	-4.37	.001
11	2.78	1.00	3.31	.46	-1.88	NS
12	2.61	1.06	3.23	.58	-2.04	.05
13	1.92	1.04	3.15	.53	-3.96	.001
14	2.47	1.09	3.31	.46	-2.64	.02
15	2.36	1.18	3.00	.55	-1.99	NS
16	1.64	.82	3.15	.66	-5.35	.001
17	3.08	.68	3.46	.63	-1.51	NS
18	3.06	.94	3.69	.61	-2.48	.02
19	1.19	.62	2.69	.72	-6.17	.001
20	1.94	1.00	2.62	.62	-2.24	.05
21	1.64	.98	2.92	.62	-4.21	.001
22	2.25	1.04	3.31	.61	-3.47	.01
23	1.17	.44	2.23	.89	-4.09	.001
24	3.19	.81	3.00	.78	.73	NS

\*Not significant.

National social studies specialists appear to place more emphasis than secondary school American history teachers on the following: One or more textbooks supplemented by an assortment of pertinent books on various grade or reading

levels (Item 4), Globes (Item 10), Slides (Item 13), Tape recordings (Item 16), Educational TV (Item 19), Materials for opaque projectors (Item 21), and Programmed materials and/or teaching machines (Item 23). Disagreement between the two groups was significant at greater than the .001 level on these items.

Secondary school American history teachers place more emphasis on a Common textbook for all students with no supplementary materials (Item 1) than national social studies specialists. Disagreement was significant at greater than the .001 level between the two groups on this item.

National social studies specialists place more emphasis on A single set of textbooks supplemented by an assortment of pertinent books on various grade or reading levels (Item 3) and Materials for overhead projectors (Item 22) than secondary school American history teachers. Disagreement was significant at greater than the .01 level.

Disagreement between the two groups was significant at greater than the .02 level on the use of Filmstrips (Item 14) and Newspapers and news periodicals made available in classroom and/or library (Item 18). National social studies specialists place more emphasis on these items than secondary school American history teachers.

National social studies specialists place more emphasis on the use of Two or more textbooks and no supplementary materials (Item 2), Films (Item 12), and Commercial TV

programs (Item 20) than secondary school American history teachers. Disagreement between the two groups was significant at greater than the .05 level on these items.

A study of the data presented in Table V shows that Section V yielded t-ratios for three items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for five other items.

TABLE V

COMPARISON OF EMPHASIS PLACED ON CONTEMPORARY AFFAIRS  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND NATIONAL SOCIAL STUDIES SPECIALISTS  
(QUESTIONNAIRE SECTION V:  
CONTEMPORARY AFFAIRS)

Item	Secondary School American History Teachers		Nat'l Social Studies Specialists		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	2.86	1.32	2.46	1.15	1.02	NS*
2	3.44	.80	3.46	.93	-.06	NS
3	3.03	1.12	3.77	.42	-2.73	.01
4	1.83	1.28	2.31	.99	-1.37	NS
5	1.17	.69	2.46	1.01	-4.28	.001
6	2.25	.89	3.46	.50	-4.56	.001
7	1.53	.87	2.77	.70	-4.38	.001
8	2.25	.79	3.31	.82	-3.68	.001

\*Not significant.

The two groups were in agreement on the following:

Special time planned for studying contemporary affairs

(Item 1), General class discussion of contemporary affairs

(Item 2), and Use of special current events papers for students in which all students receive the same grade or reading level paper (Item 4).

National social studies specialists appear to place more emphasis than secondary school American history teachers on the following: Use of special current events papers for students with the papers being provided on at least two reading levels (Item 5), Student use of TV and radio reports for studying contemporary affairs (Item 6), Use of films and/or filmstrips for studying contemporary affairs (Item 7), and Evaluation of student's work in contemporary affairs (Item 8). Disagreement between the two groups was significant at greater than the .001 level.

Secondary school American history teachers place less emphasis on Student use of newspapers and/or periodicals for studying contemporary affairs (Item 3) than national social studies specialists. Disagreement on this item was significant at greater than the .01 level.

An examination of Table VI indicates that Section VI yielded t-ratios for three items which were not significant at the .05 level, thus the two groups were in agreement on these items. Significant t-ratios at greater than the .05 level were obtained for five other items.

Agreement between the two groups was indicated for the following: Opportunity for all students to voice any opinion

(Item 2), Administrative control of the teaching of controversial issues (Item 4), and Teacher control of the teaching of controversial issues (Item 5).

TABLE VI

COMPARISON OF EMPHASIS PLACED ON CONTROVERSIAL ISSUES  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND NATIONAL SOCIAL STUDIES SPECIALISTS  
(QUESTIONNAIRE SECTION VI:  
CONTROVERSIAL ISSUES)

Item	Secondary School American History Teachers		Nat'l Social Studies Specialists		t	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	3.56	.68	2.69	.72	3.34	.01
2	3.83	.37	3.62	.74	.82	NS*
3	3.25	.86	3.85	.36	-2.47	.02
4	1.14	.48	1.46	.63	-1.21	NS
5	3.19	.94	3.46	.63	-.86	NS
6	1.72	.87	2.62	.84	-2.98	.01
7	1.31	.46	3.38	.62	-8.63	.001
8	1.64	.92	3.62	.62	-6.28	.001

\*Not significant.

National social studies specialists appear to place more emphasis on the Use of audio-visual materials for the study of controversial issues (Item 7) and Teacher-pupil planning of controversial issues to be studied (Item 8) than secondary school American history teachers. Disagreement on these items was significant at greater than the .001 level.

Secondary school American history teachers place more emphasis on the Use of the lecture-discussion method for

studying controversial issues (Item 1) than national social studies specialists. Disagreement on this item was significant at greater than the .01 level. Secondary school American history teachers place less emphasis than national social studies specialists on the Use of textbooks to study controversial issues (Item 6). The difference between the two groups was significant at greater than the .01 level on this item.

National social studies specialists place more emphasis on Supportive evidence required of students in discussion of controversial issues (Item 3) than secondary school American history teachers. Disagreement on this item was significant at greater than the .02 level.

The data presented in Table VII indicates that Section VII yielded t-ratios for six items which were not significant, indicating agreement between the groups. Significant t-ratios at greater than the .05 level were obtained for nine of the items.

The two groups were in agreement on the following: Special units or lessons used as a means of teaching citizenship (Item 1), Citizenship taught as an integrated part of the regular course (Item 2), Lead students to increased knowledge and understanding of the structure and function of our government (Item 4), Opportunity for students to discuss and attempt to solve selected problems of the world (Item 5),

Students encouraged or required to read materials about great men and women which favorably stress citizenship (Item 10), and Memorization of proverbs, maxims, etc. required or encouraged (Item 13).

TABLE VII

COMPARISON OF EMPHASIS PLACED ON CITIZENSHIP EDUCATION  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND NATIONAL SOCIAL STUDIES SPECIALISTS  
(QUESTIONNAIRE SECTION VII:  
CITIZENSHIP EDUCATION)

Item	Secondary School American History Teachers		Nat'l Social Studies Specialists		t	Level of Significance
	M	S.D.	M	S.D.		
1	1.58	.89	1.92	.73	-1.04	NS*
2	3.33	.62	3.69	.61	-1.50	NS
3	1.47	.99	3.54	.75	-6.71	.001
4	3.56	.60	3.46	.50	.52	NS
5	3.03	.83	3.46	.75	-1.58	NS
6	2.78	.95	3.54	.75	-2.66	.01
7	2.92	.83	3.69	.46	-2.98	.01
8	2.53	1.12	3.54	.63	-3.42	.01
9	1.89	1.15	2.77	.70	-2.73	.01
10	2.86	1.03	2.54	.63	1.06	NS
11	1.81	1.13	2.69	.72	-2.72	.01
12	1.56	.93	2.31	.99	-2.39	.05
13	1.58	.79	1.31	.46	1.24	NS
14	1.17	.60	3.38	.62	-7.86	.001

\*Not significant.

National social studies specialists place more emphasis than secondary school American history teachers on Opportunity provided for students to participate in community affairs (Item 3) and Attempts to arrange experiences with students of other races, nationalities, etc. (Item 14).



Disagreement was significant at greater than the .001 level on these items.

Secondary school American history teachers place less emphasis than national social studies specialists on the following: Students taught to identify bigotry (Item 6), Projects developed to show the contributions of different ethnic, racial, cultural, etc. groups to the American way of life (Item 7), Pupils assisted in analyzing their prejudices (Item 8), Use of student government in the classroom (Item 9), and Students urged to join organizations which stress citizenship duties (Item 11). Disagreement on these items was significant at greater than the .01 level.

National social studies specialists place more emphasis on Tangible rewards given for good citizenship conduct (Item 12) than secondary school American history teachers. The difference between the two groups was significant at greater than the .05 level.

A study of the data presented in Table VIII shows that Section VIII yielded t-ratios for five items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for five other items.

The two groups were in agreement on the following: Students expected to do library work at times other than the regular class period (Item 4), Individual reports of library work (Item 5), Library work used as a means of developing

research skills (Item 8), Library work used as a means of acquiring factual knowledge (Item 9), and Evaluation of students' library work (Item 10).

TABLE VIII

COMPARISON OF EMPHASIS PLACED ON THE USE OF THE SCHOOL LIBRARY BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND NATIONAL SOCIAL STUDIES SPECIALISTS (QUESTIONNAIRE SECTION VIII: SCHOOL LIBRARY)

Item	Secondary School American History Teachers		Nat'l Social Studies Specialists		<u>t</u>	Level of Significance
	M	S.D.	M	S.D.		
1	2.00	1.00	2.92	.83	-3.02	.01
2	1.78	.89	3.46	.63	-5.94	.001
3	2.06	.97	3.23	1.05	-3.45	.01
4	3.19	.84	3.46	.63	-1.18	NS*
5	3.36	.71	3.23	.58	.47	NS
6	2.11	.99	3.08	.83	-3.01	.01
7	2.00	1.08	3.31	.72	-3.98	.001
8	3.28	.80	3.46	.63	-.72	NS
9	3.47	.60	3.23	.70	.95	NS
10	2.89	.87	3.38	.74	-1.68	NS

\*Not significant.

Secondary school American history teachers appear to place less emphasis on Small groups of students work in the library during the regular class period (Item 2) and Library work used as a means of developing reading skills (Item 7) than national social studies specialists. Disagreement between the two groups was significant at greater than the .001 level on these items.

National social studies specialists place more emphasis than secondary school American history teachers on the following: Students work in the library as a class during the regular class period (Item 1), Individual students work in the library during the regular class period (Item 3), and General class discussion of library work (Item 6). Disagreement between the two groups was significant at greater than the .01 level on these items.

The data presented in Table IX indicate that Section IX yielded t-ratios for three items which were not significant, thus indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for eleven other items.

The two groups were found to be in agreement on the Use of teacher made tests (Item 1), Objective tests (Item 7), and Use of essay tests (Item 8).

Disagreement between the two groups significant at a level greater than the .001 level was found on the following: Use of standardized tests (Item 2), Use of tests made by a group of teachers (Item 4), Evaluation based on pupil behavior in a variety of situations including social situations (Item 10), Evaluation based on students' self-evaluation (Item 11), Group performance used for evaluation of individual students (Item 12), and Student progress or success reported by some method other than letter or numerical grades (Item 14). National social studies specialists place more emphasis

on each of these practices than secondary school American history teachers.

TABLE IX  
COMPARISON OF EMPHASIS PLACED ON EVALUATION BY  
SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND NATIONAL SOCIAL STUDIES SPECIALISTS  
(QUESTIONNAIRE SECTION IX: EVALUATION)

Item	Secondary School American History Teachers		Nat'l Social Studies Specialists		t	Level of Significance
	M	S.D.	M	S.D.		
1	3.83	.44	3.77	.58	.38	NS*
2	1.31	.70	2.62	1.08	-4.56	.001
3	1.50	.80	2.08	.73	-2.15	.05
4	1.00	.00	2.08	1.00	-4.16	.001
5	1.00	.00	1.62	.84	-2.52	.02
6	1.44	.68	2.38	1.00	-3.14	.01
7	3.44	.72	3.08	.73	1.40	NS
8	2.67	1.00	3.00	.78	-1.25	NS
9	2.75	1.11	3.38	.92	-2.29	.05
10	1.33	.67	2.92	1.00	-6.06	.001
11	1.39	.76	2.62	.84	-4.30	.001
12	1.42	.83	2.62	.84	-4.23	.001
13	4.00	.00	1.77	.80	8.49	.001
14	1.19	.46	3.54	.63	-7.86	.001

\*Not significant.

National social studies specialists place less emphasis on Student progress or success reported by letter or numerical grades only (Item 13) than secondary school American history teachers. Disagreement between the two groups was significant at greater than the .001 level on this item.

Secondary school American history teachers place less emphasis on the Use of teacher-pupil made tests (Item 6) than

national social studies specialists with the difference significant at greater than the .01 level.

Disagreement between the two groups was significant at greater than the .02 level on the Use of departmental tests (Item 5). National social studies specialists place more emphasis on this practice than secondary school American history teachers.

National social studies specialists place more emphasis on the Use of pupil-made tests (Item 3) and the Use of combination objective-essay tests (Item 9) than secondary school American history teachers. Disagreement on these items was significant at greater than the .05 level.

#### Summary of Findings for Hypothesis I

One of the hypotheses for this study indicates that there were significant differences in the emphasis placed by secondary school American history teachers on the practices included in this study and the emphasis recommended for those same practices by national social studies specialists. The hypothesis was accepted or rejected on the basis of the number of items with t-ratios which were significant at the .05 level. A majority of the total items must have significant t-ratios for the acceptance of the hypothesis.

A summary of the number of items for secondary school American history teachers and national social studies specialists which had significant t-ratios, non-significant t-ratios, and percentages of the total in each category is

presented in Table X. If the two groups had more than 50 per cent of the total 121 items with significant  $t$ -ratios, the hypothesis that there was a significant difference between the two groups was accepted. If the two groups had 50 per cent or less, the hypothesis was rejected. The percentage of the total items with non-significant  $t$ -ratios served as a measure of agreement between the two groups.

TABLE X

SUMMARY OF THE NUMBER AND PERCENTAGE OF ITEMS WITH SIGNIFICANT AND NON-SIGNIFICANT  $t$ -RATIOS FOR SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND NATIONAL SOCIAL STUDIES SPECIALISTS

Description	Number	Percentage
Items with Significant $t$ -ratios	79	65
Items with Non-significant $t$ -ratios	42	35
Total	121	100

An examination of Table X reveals that secondary school American history teachers and national social studies specialists had greater than 50 per cent of the items with significant  $t$ -ratios. These two groups had 65 per cent of the items which were significant at the .05 level. Thus Hypothesis I was accepted. There was a significant difference in the emphasis placed by secondary school American history teachers on the practices included in this study and the emphasis recommended for those same practices by national social studies specialists.

## Hypothesis II

Hypothesis II stated that there would be a significant difference in the emphasis placed by secondary school American history teachers on the practices included in this study and the emphasis recommended for those same practices by American history teachers in selected Texas colleges and universities.

The data for Section I yielded t-ratios for five items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for seven other items, as indicated in Table XI.

The two groups were in agreement on the following items: Objectives that stress the development of understanding and concepts (Item 3), Objectives stated in terms of specific behavior (Item 7), Objectives that stress the development of critical thinking (Item 8), Objectives that stress the development of research skills (Item 9), and Student participation in the formulation of objectives (Item 11).

There was significant disagreement between the two groups at greater than the .001 level on Written unit objectives (Item 1). College American history teachers place more emphasis on this practice than secondary school American history teachers.

TABLE XI

COMPARISON OF EMPHASIS PLACED ON THE USE OF OBJECTIVES BY  
SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND COLLEGE  
AMERICAN HISTORY TEACHERS (QUESTIONNAIRE  
SECTION I: OBJECTIVES)

Item	Secondary School American History Teachers		College American History Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	1.89	.99	2.80	1.05	-3.86	.001
2	2.22	.97	2.70	1.00	-2.02	.05
3	3.50	.55	3.67	.75	-1.15	NS*
4	3.39	.76	2.90	1.11	2.26	.05
5	2.97	.96	2.47	1.02	2.20	.05
6	3.50	.69	3.00	1.06	2.38	.05
7	2.11	1.12	2.20	1.05	- .34	NS
8	3.39	.68	3.63	.71	-1.56	NS
9	2.89	.77	2.97	.87	- .40	NS
10	3.11	.66	2.53	1.12	2.58	.02
11	1.75	.95	2.17	1.00	-1.69	NS
12	2.64	1.08	3.20	.83	-2.38	.05

\*Not significant.

Secondary school American history teachers place more emphasis on Objectives that stress the development of social skills (Item 10) than college American history teachers. The difference was significant at greater than the .02 level.

College American history teachers place more emphasis on Written lesson objectives (Item 2) and Evaluation of students' progress in reaching objectives (Item 12). The difference was significant at greater than the .05 level. Secondary school American history teachers place more emphasis on Objectives that stress the development of attitudes



(Item 4), Objectives that stress changes in behavior (Item 5), and Objectives that stress learning information (Item 6).

A study of the data presented in Table XII shows that Section II yielded t-ratios for seven items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for five other items.

TABLE XII

COMPARISON OF EMPHASIS PLACED ON CONTENT ORGANIZATION BY  
SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND COLLEGE  
AMERICAN HISTORY TEACHERS (QUESTIONNAIRE  
SECTION II: CONTENT ORGANIZATION)

Item	Secondary School American History Teachers		College American History Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	3.33	.88	2.80	1.05	2.24	.05
2	2.25	1.21	3.07	.81	-3.44	.01
3	1.33	.71	2.57	.96	-5.93	.001
4	1.53	.87	2.37	1.05	-3.70	.001
5	2.00	1.00	2.43	1.02	-1.85	NS*
6	2.42	1.14	2.60	.84	-.75	NS
7	2.69	.88	3.03	.71	-1.71	NS
8	3.14	.89	3.20	.70	-.31	NS
9	3.00	.78	3.27	.73	-1.44	NS
10	2.42	.89	2.83	.78	-1.99	NS
11	1.83	.83	2.67	.91	-3.75	.001
12	2.22	1.00	2.57	.88	-1.43	NS

\*Not significant.

Agreement between the two groups was indicated on the following: Course organized around teacher selected prob-  
lems (Item 5), Depth studies (Item 6), Integration of

economics into the course (Item 7), Integration of geography into the course (Item 8), Integration of political science into the course (Item 9), Integration of sociology into the course (Item 10), and Integration of psychology into the course (Item 12).

The data presented in Table XII indicate disagreement between the two groups significant at greater than the .001 level on Unit textbooks (Item 3), Teacher-pupil planned units (Item 4), and Integration of anthropology into the course (Item 11). College American history teachers placed more emphasis on these practices than secondary school American history teachers.

Secondary school American history teachers appear to place less emphasis on Topical unit organization (Item 2) than college American history teachers. Disagreement between the two groups was significant at greater than the .01 level on this item.

Secondary school American history teachers appear to place more emphasis on Chronological organization according to the organization of a textbook (Item 1) than college American history teachers. Disagreement between the two groups was significant at greater than the .05 level on this item.

A study of the data presented in Table XIII shows that Section III yielded t-ratios for twelve items which were not

significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for seven other items.

TABLE XIII

COMPARISON OF EMPHASIS PLACED ON METHODS AND TECHNIQUES  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND COLLEGE AMERICAN HISTORY TEACHERS  
(QUESTIONNAIRE SECTION III:  
METHODS AND TECHNIQUES)

Item	Secondary School American History Teachers		College American History Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	3.61	.59	3.20	.87	2.15	.05
2	2.28	.84	2.40	.95	- .59	NS*
3	2.72	.65	3.00	.82	-1.58	NS
4	1.89	.81	2.10	.83	-1.05	NS
5	2.36	.85	2.73	.81	-1.86	NS
6	1.67	.88	1.87	.92	- .97	NS
7	1.94	.94	2.53	.99	-2.59	.02
8	1.53	.76	2.57	.92	-5.06	.001
9	2.89	.94	2.43	1.09	1.92	NS
10	2.53	.80	2.33	.87	.98	NS
11	2.92	.76	2.73	.77	.89	NS
12	1.78	.82	1.87	.92	- .43	NS
13	2.11	1.02	2.23	.96	- .53	NS
14	1.53	.60	2.43	.84	-4.82	.001
15	1.64	.71	2.70	.86	-5.13	.001
16	3.00	.67	2.87	.72	.77	NS
17	1.28	.61	2.20	.95	-4.63	.001
18	1.61	.79	1.90	.87	-1.34	NS
19	1.08	.28	1.97	.91	-4.65	.001

\*Not significant.

Agreement between the two groups was indicated on the following: Committee work for research projects (Item 2), Individual research (Item 3), Committee work for projects

other than research projects (Item 4), Problem solving (Item 5), Role playing and/or sociodrama (Item 6), Supervised study (Item 9), Visual presentations by students (Item 10), Oral reporting by students (Item 11), Student construction of miniature models, etc. (Item 12), Exhibits of objects, specimens, models, etc. (Item 13), Activities involving visual presentations by the teacher (Item 16), and Letter writing by students to persons outside the community (Item 18).

The data presented in Table XIII indicate disagreement between the two groups significant at greater than the .001 level for five items. College American history teachers place more emphasis on Field trips (Item 8), Student interviews of resource persons (Item 14), Classroom presentations by resource persons (Item 15), Specific service projects for the school and/or community (Item 17), and Letter writing by students to persons outside the United States (Item 19).

Secondary school American history teachers appear to place less emphasis on Debates in which students participate (Item 7) than college American history teachers. Disagreement on this method was significant at greater than the .02 level.

Secondary school American history teachers place more emphasis on Teacher led discussion (Item 1) than college American history teachers. Disagreement was significant at greater than the .05 level on the method.

The data for Section IV yielded t-ratios for ten items which were not significant, indicating agreement between the groups. Significant t-ratios at greater than the .05 level were obtained for fourteen other items, as indicated in Table XIV.

TABLE XIV

COMPARISON OF EMPHASIS PLACED ON THE USE OF MATERIALS  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND COLLEGE AMERICAN HISTORY TEACHERS  
(QUESTIONNAIRE SECTION IV: MATERIALS)

Item	Secondary School American History Teachers		College American History Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	2.72	1.46	1.47	.76	4.58	.001
2	1.25	.83	1.63	.60	- 2.06	.05
3	1.92	1.38	3.00	1.06	- 3.82	.001
4	1.11	.52	3.50	.85	-12.82	.001
5	1.53	.99	1.97	.80	- 1.90	NS*
6	2.36	1.21	2.60	1.08	- .89	NS
7	3.06	.85	3.53	.81	- 2.39	.02
8	3.36	.89	3.63	.75	- 1.49	NS
9	1.83	1.07	2.43	1.05	- 2.57	.02
10	2.33	1.08	2.80	.98	- 2.08	.05
11	2.78	1.00	2.93	1.00	- .72	NS
12	2.61	1.06	3.03	1.05	- 1.82	NS
13	1.92	1.04	3.03	1.08	- 4.68	.001
14	2.47	1.09	2.93	1.03	- 1.90	NS
15	2.36	1.18	2.83	.97	- 1.92	NS
16	1.64	.82	2.83	1.04	- 5.52	.001
17	3.08	.68	3.03	.95	.26	NS
18	3.06	.94	3.33	.83	- 1.41	NS
19	1.19	.62	2.83	.86	- 8.83	.001
20	1.94	1.00	2.27	.96	- 1.41	NS
21	1.64	.98	2.70	1.04	- 4.56	.001
22	2.25	1.04	2.87	1.06	- 2.65	.02
23	1.17	.44	2.10	.87	- 4.69	.001
24	3.19	.81	2.70	.86	2.43	.02

The two groups were in agreement on the following:

Workbooks (Item 5), Teacher's manual to accompany textbook (Item 6), Wall maps (Item 8), Pictures (Item 11), Films (Item 12), Filmstrips (Item 14), Disc recordings (Item 15), Reference books (Item 17), Newspapers and news periodicals made available in classroom and/or library (Item 18), and Commercial TV programs (Item 20).

College American history teachers place more emphasis on A single set of textbooks supplemented by an assortment of pertinent books on various grade or reading levels (Item 3), One or more textbooks supplemented by an assortment of pertinent books on various grade or reading levels (Item 4), Slides (Item 13), Tape recordings (Item 16), Educational TV programs (Item 19), Materials for opaque projectors (Item 21), and Programmed materials and/or teaching machines (Item 23) than secondary school American history teachers. Disagreement between the two groups was significant at greater than the .001 level on these methods.

Secondary school American history teachers place more emphasis on a Common textbook for all students with no supplementary material (Item 1) than college American history teachers. The difference was significant at greater than the .001 level.

College American history teachers place more emphasis than secondary school American history teachers on Chalkboard (Item 7), Road maps (Item 9), and Materials for overhead

projector (Item 22). Disagreement was significant at greater than the .02 level. Secondary school American history teachers place more emphasis on Teacher duplicated materials (Item 24) than college American history teachers. The difference was significant at greater than the .02 level.

Secondary school American history teachers place less emphasis on Two or more textbooks and no supplementary materials (Item 2) and Globes (Item 10) than college American history teachers. Disagreement was significant at greater than the .05 level.

A study of the data presented in Table XV shows that Section V yielded t-ratios for five items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for three other items.

The two groups were in agreement on the following: Special time planned for studying contemporary affairs (Item 1), General discussion of contemporary affairs (Item 2), Student use of newspapers and/or periodicals for studying contemporary affairs (Item 3), Use of special current events papers for students in which all students receive the same grade or reading level paper (Item 4), Evaluation of students' work in contemporary affairs (Item 8).

Secondary school American history teachers place more emphasis on Use of films and/or filmstrips for studying

contemporary affairs (Item 7). Disagreement was significant at greater than the .01 level.

TABLE XV

COMPARISON OF EMPHASIS PLACED ON CONTEMPORARY AFFAIRS  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND COLLEGE AMERICAN HISTORY TEACHERS  
(QUESTIONNAIRE SECTION V:  
CONTEMPORARY AFFAIRS)

Item	Secondary School American History Teachers		College American History Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	2.96	1.09	2.87	1.12	.31	NS*
2	3.54	.57	3.10	.98	1.99	NS
3	3.68	.47	3.43	.80	1.11	NS
4	2.39	.67	2.50	1.06	-.38	NS
5	2.86	.83	2.30	1.16	2.27	.05
6	3.25	.63	2.70	.94	2.55	.02
7	3.21	.62	2.60	1.08	2.67	.01
8	3.18	.76	2.87	1.06	1.34	NS

\*Not significant.

Secondary school American history teachers also place more emphasis on Student use of TV and radio reports for studying contemporary affairs (Item 6). The difference was significant at greater than the .02 level.

College American history teachers place less emphasis than secondary school American history teachers on Use of special current events papers for students with the papers being provided on at least two reading levels (Item 5).

Disagreement was significant at greater than the .05 level.



An examination of Table XVI indicates that Section VI yielded t-ratios for two items which were not significant at the .05 level, thus the two groups were in agreement on these items. Significant t-ratios at greater than the .05 level were obtained for six other items.

TABLE XVI

COMPARISON OF EMPHASIS PLACED ON CONTROVERSIAL ISSUES  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND COLLEGE AMERICAN HISTORY TEACHERS  
(QUESTIONNAIRE SECTION VI:  
CONTROVERSIAL ISSUES)

Item	Secondary School American History Teachers		College American History Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	3.56	.68	3.63	.55	- .39	NS*
2	3.83	.37	3.17	1.07	3.30	.01
3	3.25	.86	3.67	.54	-2.26	.05
4	1.14	.48	1.83	.97	-3.40	.01
5	3.19	.94	3.27	1.03	- .30	NS
6	1.72	.87	2.43	1.09	-3.11	.01
7	1.31	.46	2.87	.85	-8.48	.001
8	1.64	.92	2.70	1.13	-4.41	.001

\*Not significant.

Agreement between the two groups was indicated for the Use of the lecture-discussion method for studying controversial issues (Item 1) and Teacher control of the teaching of controversial issues (Item 5).

College American history teachers place more emphasis than secondary school American history teachers on Use of audio-visual materials for the study of controversial issues

(Item 7) and Teacher-pupil planning of controversial issues to be studied (Item 8). Disagreement between the two groups was significant at greater than the .001 level on these practices.

Secondary school American history teachers place more emphasis on Opportunity for all students to voice any opinion (Item 2). The difference was significant at greater than the .01 level.

Disagreement between the two groups significant at greater than the .01 level was also found for Administrative control of the teaching of controversial issues (Item 4) and Use of textbooks to study controversial issues (Item 6). College American history teachers place more emphasis on these practices than secondary school American history teachers.

College American history teachers place more emphasis on Supportive evidence required of students in discussion of controversial issues (Item 3) than secondary school American history teachers. The difference was significant at greater than the .05 level.

The data presented in Table XVII indicate that Section VII yielded t-ratios for eight items which were not significant, indicating agreement between the groups. Significant t-ratios at greater than the .05 level were obtained for six of the items.

TABLE XVII

COMPARISON OF EMPHASIS PLACED ON CITIZENSHIP EDUCATION  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS  
AND COLLEGE AMERICAN HISTORY TEACHERS  
(QUESTIONNAIRE SECTION VII:  
CITIZENSHIP EDUCATION)

Item	Secondary School American History Teachers		College American History Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	1.58	.89	1.93	1.12	-1.40	NS*
2	3.33	.62	3.20	.95	.73	NS
3	1.47	.99	2.70	1.10	-5.22	.001
4	3.56	.60	3.70	.53	-1.04	NS
5	3.03	.83	3.03	.91	-.03	NS
6	2.78	.95	3.33	.91	-2.54	.02
7	2.92	.83	3.30	.82	-1.93	NS
8	2.53	1.12	3.40	.76	-3.86	.001
9	1.89	1.15	2.43	1.02	-2.21	.05
10	2.86	1.03	2.63	1.05	.98	NS
11	1.81	1.13	2.27	1.12	-1.85	NS
12	1.56	.93	2.17	1.04	-2.54	.02
13	1.58	.79	1.30	.59	1.67	NS
14	1.17	.60	3.03	1.05	-8.66	.001

\*Not significant.

The two groups were in agreement on the following:  
Special units or lessons used as a means of teaching  
citizenship (Item 1), Citizenship taught as an integrated  
part of the regular course (Item 2), Lead students to in-  
creased knowledge and understanding of the structure and  
function of our government (Item 4), Opportunity for students  
to discuss and attempt to solve selected problems of the  
world (Item 5), Projects developed to show the contributions  
of different ethnic, racial, cultural, etc. groups to the

American way of life (Item 7), Students encouraged or required to read materials about great men and women which favorably stress citizenship (Item 10), Students urged to join organizations which stress citizenship duties (Item 11), and Memorization of proverbs, maxims, etc. required or encouraged (Item 13).

Secondary school American history teachers place less emphasis than college American history teachers on Opportunity provided for students to participate in community affairs (Item 3), Pupils assisted in analyzing their prejudices (Item 8), and Attempts to arrange experiences with students of other races, nationalities, etc. (Item 14). Disagreement was significant at greater than the .001 level on these items.

College American history teachers place more emphasis on Students taught to identify bigotry (Item 6) and Tangible rewards given for good citizenship conduct (Item 12) than secondary school American history teachers. Disagreement was significant at greater than the .02 level on these items.

College American history teachers also place more emphasis on Use of student government in the classroom (Item 9) than secondary school American History teachers. The difference was significant at greater than the .05 level.

A study of the data presented in Table XVIII shows that Section VIII yielded  $t$ -ratios for six items which were not significant, indicating agreement between the two groups.

Significant  $t$ -ratios at greater than the .05 level were obtained for four other items.

TABLE XVIII

COMPARISON OF EMPHASIS PLACED ON THE USE OF THE SCHOOL LIBRARY BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND COLLEGE AMERICAN HISTORY TEACHERS (QUESTIONNAIRE SECTION VIII: SCHOOL LIBRARY)

Item	Secondary School American History Teachers		College American History Teachers		$t$	Level of Significance
	M	S.D.	M	S.D.		
1	2.00	1.00	2.17	.93	-.71	NS*
2	1.78	.89	2.27	.96	-2.26	.05
3	2.06	.97	2.40	1.17	-1.32	NS
4	3.19	.84	3.67	.54	-2.72	.01
5	3.36	.71	3.03	.91	1.56	NS
6	2.11	.99	2.67	1.04	-2.27	.05
7	2.00	1.08	3.20	.91	-4.78	.001
8	3.28	.80	3.40	.84	-.63	NS
9	3.47	.60	3.20	.91	1.40	NS
10	2.89	.87	3.20	.91	-1.38	NS

\*Not significant.

The two groups were in agreement on the following: Students work in the library as a class during the regular class period (Item 1), Individual students work in the library during the regular class period (Item 3), Individual reports of library work (Item 5), Library work used as a means of developing research skills (Item 8), Library work used as a means of acquiring factual knowledge (Item 9), and Evaluation of students' library work (Item 10).

Secondary school American history teachers appear to place less emphasis on Library work used as a means of developing reading skills (Item 7) than college American history teachers. Disagreement between the two groups was significant at greater than the .001 level on this practice.

College American history teachers place more emphasis than secondary school American history teachers on Students expected to do library work at times other than the regular class period (Item 4). Disagreement between the two groups was significant at greater than the .01 level.

Disagreement between the two groups was significant at greater than the .05 level on Small groups of students work in the library during the regular class period (Item 2) and General class discussion of library work (Item 6). College American history teachers place more emphasis on these practices than secondary school American history teachers.

The data presented in Table XIX indicate that Section IX yielded t-ratios for three items which were not significant, thus indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for eleven other items.

The two groups were found to be in agreement on the Use of teacher-made tests (Item 1), Use of pupil-made tests (Item 3), and Use of teacher-pupil made tests (Item 6).

TABLE XIX

COMPARISON OF EMPHASIS PLACED ON EVALUATION BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND COLLEGE AMERICAN HISTORY TEACHERS (QUESTIONNAIRE SECTION IX: EVALUATION)

Item	Secondary School American History Teachers		College American History Teachers		t	Level of Significance
	M	S.D.	M	S.D.		
1	3.83	.44	3.83	.37	.00	NS*
2	1.31	.70	2.57	.96	-5.75	.001
3	1.50	.80	1.57	.80	-.33	NS
4	1.00	.00	2.00	.93	-5.06	.001
5	1.00	.00	2.00	.89	-5.35	.001
6	1.44	.68	1.77	1.05	-1.41	NS
7	3.44	.72	2.60	.88	4.22	.001
8	2.67	1.00	3.50	.55	-4.08	.001
9	2.75	1.11	3.60	.66	-4.02	.001
10	1.33	.67	2.17	.93	-4.15	.001
11	1.39	.76	1.87	.96	-2.19	.05
12	1.42	.83	2.17	.93	-3.47	.001
13	4.00	.00	3.10	.87	4.48	.001
14	1.19	.46	2.33	1.14	-5.00	.001

\*Not significant.

Disagreement between the two groups significant at a level greater than the .001 level was found on the following: Use of standardized tests (Item 2), Use of tests made by a group of teachers (Item 4), Use of departmental tests (Item 5), Use of essay tests (Item 8), Use of combination objective-essay tests (Item 9), Evaluation based on pupil behavior in a variety of situations including social situations (Item 10), Group performance used for evaluation of individual students (Item 12), and Student progress or success reported

by some method other than letter or numerical grades (Item 14). College American history teachers place more emphasis on each of these practices than secondary school American history teachers.

Secondary school American history teachers place more emphasis on Objective tests (Item 7) and Student progress or success reported by letter or numerical grades only (Item 13) than college American history teachers. The difference was significant at greater than the .001 level.

College American history teachers place more emphasis than secondary school American history teachers on Evaluation based on student's self-evaluation (Item 11). Disagreement was significant at greater than the .05 level.

#### Summary of Findings for Hypothesis II

One of the hypotheses for this study indicated that there were significant differences in the emphasis placed by secondary school American history teachers on the practices included in this study and the emphasis recommended for those same practices by American history teachers in selected Texas colleges and universities. The hypothesis was accepted or rejected on the basis of the number of items with t-ratios which were significant at the .05 level. A majority of the total items must have significant t-ratios for the acceptance of the hypothesis.

A summary of the number of items for secondary school American history teachers and college American history



teachers which had significant  $t$ -ratios, non-significant  $t$ -ratios, and percentages of the total in each category is presented in Table XX. If the two groups had more than 50 per cent of the total 121 items with significant  $t$ -ratios, the hypothesis that there was a significant difference between the two groups was accepted. If the two groups had 50 per cent or less, the hypothesis was rejected. The percentage of the total items with non-significant  $t$ -ratios served as a measure of agreement between the two groups.

TABLE XX

SUMMARY OF THE NUMBER AND PERCENTAGE OF ITEMS WITH SIGNIFICANT AND NON-SIGNIFICANT  $t$ -RATIOS FOR SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND COLLEGE AMERICAN HISTORY TEACHERS

Description	Number	Percentage
Items with Significant $t$ -ratios	63	52
Items with Non-significant $t$ -ratios	58	48
Total	121	100

An examination of Table XX reveals that the secondary school American history teachers and college American history teachers had greater than 50 per cent of the items with significant  $t$ -ratios. These two groups had 52 per cent of the items which were significant at the .05 level. Thus Hypothesis II was accepted. There was a significant difference between the emphasis placed on the practices included

in this study by secondary school American history teachers and the emphasis recommended for those same practices by college American history teachers.

### Hypothesis III

It was stated in Hypothesis III that there would be a significant difference in the emphasis placed by secondary school American history teachers on the practices included in this study and the emphasis recommended for those same practices by education teachers in selected Texas colleges and universities.

The data for Section I yielded t-ratios for three items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for nine other items, as indicated in Table XXI.

An examination of Table XXI shows that the two groups were in agreement on Objectives that stress the development of attitudes (Item 4), Objectives that stress the development of research skills (Item 9), and Objectives that stress the development of social skills (Item 10).

Disagreement between the two groups was significant at greater than the .001 level on the following: Written unit objectives (Item 1), Written lesson objectives (Item 2), Objectives stated in terms of specific behavior (Item 7), Student participation in formulation of objectives (Item 11),

and Evaluation of student's progress in reaching objectives (Item 12). College education teachers place more emphasis on each of these practices than secondary school American history teachers.

TABLE XXI

COMPARISON OF EMPHASIS PLACED ON THE USE OF OBJECTIVES  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND  
COLLEGE EDUCATION TEACHERS (QUESTIONNAIRE  
SECTION I: OBJECTIVES)

Item	Secondary School American History Teachers		College Education Teachers		t	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	1.89	.99	3.54	.68	-6.84	.001
2	2.22	.97	3.14	.87	-3.83	.001
3	3.50	.55	3.82	.47	-2.17	.05
4	3.39	.76	3.71	.52	-1.48	NS*
5	2.97	.96	3.50	.78	-2.26	.05
6	3.50	.69	2.93	.70	2.67	.01
7	2.11	1.12	3.11	.90	-3.73	.001
8	3.39	.68	3.71	.59	-2.04	.05
9	2.89	.77	2.86	.79	.76	NS
10	3.11	.66	3.21	.82	-.45	NS
11	1.75	.95	2.89	1.01	-4.55	.001
12	2.64	1.08	3.50	.91	-3.59	.001

\*Not significant.

Secondary school American history teachers appear to place more emphasis on Objectives that stress learning in-formation (Item 6) than college education teachers. The difference was significant at greater than the .01 level.

College education teachers place more emphasis than

that stress the development of understanding and concepts (Item 3), Objectives that stress changes in behavior (Item 5), and Objectives that stress the development of critical thinking (Item 8). Disagreement was significant at greater than the .05 level.

A study of the data presented in Table XXII shows that Section II yielded t-ratios for three items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for nine other items.

TABLE XXII

COMPARISON OF EMPHASIS PLACED ON CONTENT ORGANIZATION  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND  
COLLEGE EDUCATION TEACHERS (QUESTIONNAIRE  
SECTION II: CONTENT ORGANIZATION)

Item	Secondary School American History Teachers		College Education Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	3.33	.88	2.11	.86	5.05	.001
2	2.25	1.21	3.18	.76	-3.84	.001
3	1.33	.71	2.79	.94	-6.85	.001
4	1.53	.87	2.93	.84	-6.06	.001
5	2.00	1.00	2.71	.80	-3.00	.01
6	2.42	1.14	2.86	.95	-1.76	NS*
7	2.69	.88	3.21	.86	-2.57	.02
8	3.14	.89	3.29	.80	- .73	NS
9	3.00	.78	3.36	.77	-1.90	NS
10	2.42	.89	3.07	.92	-3.07	.001
11	1.83	.83	2.89	.98	-4.68	.001
12	2.22	1.00	2.71	.92	-2.00	.05

\*Not significant.

The two groups agreed on Depth studies (Item 6), Integration of geography into the course (Item 8), and Integration of political science into the course (Item 9).

Secondary school American history teachers place more emphasis on Chronological organization according to the organization of a textbook (Item 1) than college education teachers. Disagreement was significant at greater than the .001 level.

Disagreement between the two groups was significant at greater than the .001 level on the following: Topical unit organization (Item 2), Unit textbooks (Item 3), Teacher-pupil planned units (Item 4), Integration of sociology into the course (Item 10), and Integration of anthropology into the course (Item 11). College education teachers place more emphasis on each of these practices than secondary school American history teachers.

College education teachers place more emphasis on Course organized around teacher selected problems (Item 5) than secondary school American history teachers. Disagreement was significant at greater than the .01 level.

Secondary school American history teachers place less emphasis on Integration of economics into the course (Item 7) than college education teachers. The difference between the two groups was significant at greater than the .02 level.

Secondary school American history teachers also place less emphasis on Integration of psychology into the course

(Item 12) than college education teachers. Disagreement was significant at greater than the .05 level.

A study of the data presented in Table XXIII shows that Section III yielded t-ratios for four items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for fifteen other items.

TABLE XXIII

COMPARISON OF EMPHASIS PLACED ON METHODS AND TECHNIQUES  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND  
COLLEGE EDUCATION TEACHERS (QUESTIONNAIRE  
SECTION III: METHODS AND TECHNIQUES)

Item	Secondary School American History Teachers		College Education Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	3.61	.59	3.14	.74	2.40	.02
2	2.28	.84	3.04	.78	-3.57	.001
3	2.72	.65	3.14	.69	-2.35	.05
4	1.89	.81	3.04	.78	-5.60	.001
5	2.36	.85	3.36	.77	-4.88	.001
6	1.67	.88	2.64	.67	-4.63	.001
7	1.94	.94	2.89	.82	-4.09	.001
8	1.53	.76	2.96	.78	-6.87	.001
9	2.89	.94	2.71	.84	.72	NS*
10	2.53	.80	3.00	.71	-2.33	.05
11	2.92	.76	2.79	.98	.62	NS
12	1.78	.82	2.46	.78	-3.24	.01
13	2.11	1.02	2.57	.78	-1.97	NS
14	1.53	.60	2.82	.80	-6.76	.001
15	1.64	.71	2.71	.92	-5.10	.001
16	3.00	.67	3.18	.66	-1.01	NS
17	1.28	.61	3.00	.80	-8.49	.001
18	1.61	.79	2.57	.94	-4.35	.001
19	1.08	.28	2.36	.89	-6.57	.001

\*Not significant.

Agreement between the two groups was indicated for Supervised study (Item 9), Oral reporting by students (Item 11), Exhibits of objects, specimens, models, etc. (Item 13), and Activities involving visual presentations by the teacher (Item 16).

College education teachers place more emphasis than secondary school American history teachers on the following: Committee work for research projects (Item 2), Committee work for projects other than research projects (Item 4), Problem solving (Item 5), Role playing and/or sociodrama (Item 6), Debates in which students participate (Item 7), Field trips (Item 8), Student interviews of resource persons (Item 15), Specific service projects for the school and/or community (Item 17), Letter writing by students to persons outside the community (Item 18), and Letter writing by students to persons outside the United States (Item 19). The difference was significant at greater than the .001 level.

Disagreement between the two groups was significant at greater than the .01 level on Student construction of miniature models, etc. (Item 12). College education teachers place more emphasis on this practice than secondary school American history teachers.

Secondary school American history teachers place more emphasis on Teacher-led discussion (Item 1) than college education teachers. The difference was significant at greater than the .02 level.

College education teachers place more emphasis on Individual research (Item 3) and Visual presentations by students (Item 10). The difference was significant at greater than the .05 level.

The data for Section IV yielded t-ratios for two items which were not significant, indicating agreement between the groups. Significant t-ratios at greater than the .05 level were obtained for twenty-two other items, as indicated in Table XXIV.

The two groups were in agreement on Wall maps (Item 8) and Teacher duplicated materials (Item 24).

Secondary school American history teachers place more emphasis on a Common textbook for all students with no supplementary material (Item 1) than college education teachers. Disagreement was significant at greater than the .001 level.

Disagreement between the two groups was also significant at greater than the .001 level for the following: One or more textbooks supplemented by an assortment of pertinent books on various grade or reading levels (Item 4), Road maps (Item 9), Globes (Item 10), Films (Item 12), Slides (Item 13), Tape recordings (Item 16), Educational TV programs (Item 19), Materials for opaque projectors (Item 21), Materials for overhead projectors (Item 22), and Programmed materials and/or teaching machines (Item 23). College education teachers place more emphasis on these items than secondary school American history teachers.



TABLE XXIV

COMPARISON OF EMPHASIS PLACED ON THE USE OF MATERIALS  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND  
COLLEGE EDUCATION TEACHERS (QUESTIONNAIRE  
SECTION IV: MATERIALS)

Item	Secondary School American History Teachers		College Education Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	2.72	1.46	1.46	.91	4.50	.001
2	1.25	.83	1.68	.76	- 2.26	.05
3	1.92	1.38	2.71	.84	- 2.76	.01
4	1.11	.52	3.39	.77	-12.02	.001
5	1.53	.99	2.00	.89	- 2.00	.05
6	2.36	1.21	3.04	.78	- 2.47	.02
7	3.06	.85	3.50	.68	- 2.18	.05
8	3.36	.89	3.68	.54	- 1.71	NS*
9	1.83	1.07	3.36	.61	- 6.40	.001
10	2.33	1.08	3.61	.56	- 5.58	.001
11	2.78	1.00	3.46	.57	- 3.13	.01
12	2.61	1.06	3.46	.68	- 3.61	.001
13	1.92	1.04	3.36	.81	- 5.93	.001
14	2.47	1.09	3.25	.87	- 3.15	.01
15	2.36	1.18	3.04	.82	- 2.70	.01
16	1.64	.82	3.21	.77	- 7.14	.001
17	3.08	.68	3.50	.68	- 2.13	.05
18	3.06	.94	3.71	.52	- 3.29	.01
19	1.19	.62	3.14	.74	-10.30	.001
20	1.94	1.00	2.71	.84	- 3.30	.01
21	1.64	.98	3.07	.84	- 6.04	.001
22	2.25	1.04	3.36	.72	- 4.66	.001
23	1.17	.44	2.61	.98	- 7.10	.001
24	3.19	.81	3.32	.76	- .61	NS

\*Not significant.

College education teachers place more emphasis than secondary school American history teachers on A single set of textbooks supplemented by an assortment of pertinent books on various grade or reading levels (Item 3), Pictures (Item 11), Filmstrips (Item 14), Disc recordings (Item 15),

Newspapers and news periodicals made available in classroom and/or library (Item 18), and Commercial TV programs (Item 20). Disagreement was significant at greater than the .01 level.

Secondary school American history teachers place less emphasis than college education teachers on Teacher's manual to accompany textbook (Item 6). The difference was significant at greater than the .02 level.

College education teachers place more emphasis than secondary school American history teachers on Two or more textbooks and no supplementary materials (Item 2), Workbooks (Item 5), Chalkboard (Item 7), and Reference books (Item 17). Disagreement was significant at greater than the .05 level.

A study of the data presented in Table XXV shows that Section V yielded t-ratios for two items which were not significant, indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for six other items.

The two groups were in agreement on Special time planned for studying contemporary affairs (Item 1) and General class discussion of contemporary affairs (Item 2).

College education teachers place more emphasis than secondary school American history teachers on Use of special current events papers for students with the papers being provided on at least two reading levels (Item 5), Student

(Item 6), Use of films and/or filmstrips for studying contemporary affairs (Item 7), and Evaluation of student's work in contemporary affairs (Item 8). Disagreement was significant at greater than the .001 level.

TABLE XXV

COMPARISON OF EMPHASIS PLACED ON CONTEMPORARY AFFAIRS  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND  
COLLEGE EDUCATION TEACHERS (QUESTIONNAIRE  
SECTION V: CONTEMPORARY AFFAIRS)

Item	Secondary School American History Teachers		College Education Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	2.86	1.32	2.96	1.09	- .34	NS*
2	3.44	.80	3.54	.57	- .43	NS
3	3.03	1.12	3.68	.47	-3.07	.01
4	1.83	1.28	2.39	.67	-2.08	.05
5	1.17	.69	2.86	.83	-7.18	.001
6	2.25	.89	3.25	.63	-4.83	.001
7	1.53	.87	3.21	.62	-7.63	.001
8	2.25	.79	3.18	.76	-4.15	.001

\*Not significant.

Secondary school American history teachers place less emphasis on Student use of newspapers and/or periodicals for studying contemporary affairs (Item 3) than college education teachers. The difference was significant at greater than the .01 level.

College education teachers place more emphasis than secondary school American history teachers on Use of special current events papers for students in which all students

receive the same grade or reading level paper (Item 4).

Disagreement was significant at greater than the .05 level.

An examination of Table XXVI indicates that Section VI yielded t-ratios for two items which were not significant at the .05 level, thus the two groups were in agreement on these items. Significant t-ratios at greater than the .05 level were obtained for six other items.

TABLE XXVI

COMPARISON OF EMPHASIS PLACED ON CONTROVERSIAL ISSUES  
BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND  
COLLEGE EDUCATION TEACHERS (QUESTIONNAIRE  
SECTION VI: CONTROVERSIAL ISSUES)

Item	Secondary School American History Teachers		College Education Teachers		<u>t</u>	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	3.56	.68	3.04	1.09	2.59	.02
2	3.83	.37	3.36	.89	2.31	.05
3	3.25	.86	3.32	.85	-.38	NS*
4	1.14	.48	2.36	1.01	-5.86	.001
5	3.19	.94	3.00	.96	.80	NS
6	1.72	.87	2.39	.77	-2.87	.01
7	1.31	.46	3.04	.91	-9.22	.001
8	1.64	.92	3.29	.92	-6.72	.001

\*Not significant.

Agreement between the two groups was indicated for Supportive evidence required of students in discussion of controversial issues (Item 3) and Teacher control of the teaching of controversial issues (Item 5).

College education teachers place more emphasis than secondary school American history teachers on the following: Administrative control of the teaching of controversial issues (Item 4), Use of audio-visual materials for the study of controversial issues (Item 7), and Teacher-pupil planning of controversial issues to be studied (Item 8). The difference was significant at greater than the .001 level.

Secondary school American history teachers place less emphasis than college education teachers on Use of textbooks to study controversial issues (Item 6). Disagreement was significant at greater than the .01 level.

Secondary school American history teachers place more emphasis on Use of lecture-discussion method for studying controversial issues (Item 1) than college education teachers. The difference was significant at greater than the .02 level.

Secondary school American history teachers also place more emphasis on Opportunity for all students to voice any opinion (Item 2) than college education teachers. Disagreement significant at greater than the .05 level was indicated for this practice.

The data presented in Table XXVII indicate that Section VII yielded t-ratios for five items which were not significant, indicating agreement between the groups. Significant t-ratios at greater than the .05 level were obtained for nine other items.

TABLE XXVII

COMPARISON OF EMPHASIS PLACED ON CITIZENSHIP EDUCATION  
 BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND  
 COLLEGE EDUCATION TEACHERS (QUESTIONNAIRE  
 SECTION VII: CITIZENSHIP EDUCATION)

Item	Secondary School American History Teachers		College Education Teachers		t	Level of Signifi- cance
	M	S.D.	M	S.D.		
1	1.58	.89	2.25	1.06	-2.62	.02
2	3.33	.62	3.54	.63	-1.08	NS*
3	1.47	.99	3.11	.72	-6.82	.001
4	3.56	.60	3.68	.54	-.87	NS
5	3.03	.83	3.21	.77	-.87	NS
6	2.78	.95	3.36	.77	-2.60	.02
7	2.92	.83	3.39	.82	-2.35	.02
8	2.53	1.12	3.39	.82	-3.76	.001
9	1.89	1.15	3.21	.77	-5.29	.001
10	2.86	1.03	2.89	.72	-.13	NS
11	1.81	1.13	2.82	.71	-4.00	.001
12	1.56	.93	2.29	.88	-2.98	.01
13	1.58	.79	1.57	.68	.07	NS
14	1.17	.60	2.75	.99	-7.21	.001

\*Not significant.

The two groups were in agreement on the following:  
Citizenship taught as an integrated part of the course (Item 2), Lead students to increased knowledge and understanding of the structure and function of our government (Item 4), Opportunity for students to discuss and attempt to solve selected problems of the world (Item 5), Students encouraged or required to read materials about great men and women which favorably stress citizenship (Item 10), and Memorization of proverbs, maxims, etc. required or encouraged (Item 13).

College education teachers place more emphasis than secondary school American history teachers on Opportunity provided for students to participate in community affairs (Item 3), Pupils assisted in analyzing their prejudices (Item 8), Use of student government in the classroom (Item 9), Students urged to join organizations which stress citizenship duties (Item 11), and Attempts to arrange experiences with students of other races, nationalities, etc. (Item 14). Disagreement was significant at greater than the .001 level.

Secondary school American history teachers appear to place less emphasis on Tangible rewards given for good citizenship conduct (Item 12) than college education teachers. The difference was significant at greater than the .01 level.

College education teachers place more emphasis on Special units or lessons used as a means of teaching citizenship (Item 1), Students taught to identify bigotry (Item 6), and Projects developed to show the contributions of different ethnic, racial, cultural, etc. groups to the American way of life (Item 7) than secondary school American history teachers. Disagreement was significant at greater than the .02 level on these practices.

A study of the data presented in Table XXVIII shows that Section VIII yielded t-ratios for four items which were not significant, indicating agreement between the two groups.

Significant t-ratios at greater than the .05 level were obtained for six other items.

TABLE XXVIII

COMPARISON OF EMPHASIS PLACED ON THE USE OF THE SCHOOL LIBRARY BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND COLLEGE EDUCATION TEACHERS  
(QUESTIONNAIRE SECTION VIII:  
SCHOOL LIBRARY)

Item	Secondary School American History Teachers		College Education Teachers		<u>t</u>	Level of Significance
	M	S.D.	M	S.D.		
1	2.00	1.00	2.61	.86	-2.55	.02
2	1.78	.89	3.07	.80	-5.86	.001
3	2.06	.97	3.04	.94	-3.69	.001
4	3.19	.84	3.25	.63	- .31	NS*
5	3.36	.71	2.89	.98	2.19	.05
6	2.11	.99	2.93	.92	-3.28	.01
7	2.00	1.08	2.61	1.08	-2.37	.05
8	3.28	.80	3.36	.72	- .40	NS
9	3.47	.60	3.14	.83	1.66	NS
10	2.89	.87	3.00	.96	- .48	NS

\*Not significant.

The two groups were in agreement on the following:  
Students expected to do library work at times other than the regular class period (Item 4), Library work used as a means of developing research skills (Item 8), Library work used as a means of acquiring factual knowledge (Item 9), and Evaluation of students' library work (Item 10).

College education teachers place more emphasis than secondary school American history teachers on Small groups



period (Item 2) and Individual students work in the library during the regular class period (Item 3). Disagreement was significant at greater than the .001 level on these items.

Secondary school American history teachers place less emphasis on General class discussion of library work (Item 6) than college education teachers. The difference was significant at greater than the .01 level.

College education teachers place more emphasis on Students work in the library as a class during the regular class period (Item 1) than secondary school American history teachers. Disagreement was significant at greater than the .02 level.

Secondary school American history teachers place more emphasis on Individual reports of library work (Item 5) than college education teachers. The difference was significant at greater than the .05 level.

College education teachers place more emphasis on Library work used as a means of developing reading skills (Item 7) than secondary school American history teachers. Disagreement was significant at greater than the .05 level.

The data presented in Table XXIX indicate that Section IX yielded t-ratios for two items which were not significant, thus indicating agreement between the two groups. Significant t-ratios at greater than the .05 level were obtained for twelve other items.

TABLE XXIX

COMPARISON OF EMPHASIS PLACED ON EVALUATION BY SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND COLLEGE EDUCATION TEACHERS (QUESTIONNAIRE SECTION IX: EVALUATION)

Item	Secondary School American History Teachers		College Education Teachers		t	Level of Significance
	M	S.D.	M	S.D.		
1	3.83	.44	3.57	.68	1.98	NS*
2	1.31	.70	2.54	.87	-5.50	.001
3	1.50	.80	2.14	.87	-3.08	.01
4	1.00	.00	2.50	.98	-7.44	.001
5	1.00	.00	2.29	.96	-6.75	.001
6	1.44	.68	2.50	.94	-4.52	.001
7	3.44	.72	3.36	.81	.43	NS
8	2.67	1.00	3.39	.77	-3.49	.001
9	2.75	1.11	3.64	.48	-4.14	.001
10	1.33	.67	3.21	.67	-9.20	.001
11	1.39	.76	2.50	.91	-5.00	.001
12	1.42	.83	2.54	.82	-5.07	.001
13	4.00	.00	2.46	1.15	7.50	.001
14	1.19	.46	2.93	1.13	-7.47	.001

\*Not significant

The two groups were found to be in agreement on Use of teacher-made tests (Item 1) and Objective tests (Item 7).

Disagreement at greater than the .001 level was found on the following: Use of standardized tests of achievement (Item 2), Use of tests made by a group of teachers (Item 4), Use of departmental tests (Item 5), Use of teacher-pupil made tests (Item 6), Use of essay tests (Item 8), Use of combination objective-essay tests (Item 9), Evaluation based on pupil behavior in a variety of situations including social situations (Item 10), Evaluation based on students' self-evaluation (Item 11), Group performance used for evaluation

of individual students (Item 12), and Student progress or success reported by some method other than letter or numerical grades (Item 14). College education teachers placed more emphasis on each of these practices than secondary school American history teachers.

Secondary school American history teachers place more emphasis on Student progress or success reported by letter or numerical grades only (Item 13) than college education teachers. The difference was significant at greater than the .001 level.

College education teachers place more emphasis on Use of pupil-made tests (Item 3) than secondary school American history teachers. Disagreement was significant at greater than the .01 level.

#### Summary of Findings for Hypothesis III

Hypothesis III indicated that there were significant differences in the emphasis placed by secondary school American history teachers on the practices included in this study and the emphasis recommended for those same practices by education teachers in selected Texas colleges and universities. The hypothesis was accepted or rejected on the basis of the number of items with t-ratios which were significant at the .05 level. A majority of the total items must have significant t-ratios for the acceptance of the hypothesis.

A summary of the number of items for secondary school American history teachers and college education teachers which had significant  $t$ -ratios, non-significant  $t$ -ratios, and percentages of the total in each category is presented in Table XXX. If the two groups had more than 50 per cent of the total 121 items with significant  $t$ -ratios, the hypothesis that there was a significant difference between the two groups was accepted. If the two groups had 50 per cent or less, the hypothesis was rejected. The percentage of the total items with non-significant  $t$ -ratios served as a measure of agreement between the two groups.

TABLE XXX

SUMMARY OF THE NUMBER AND PERCENTAGE OF ITEMS WITH SIGNIFICANT AND NON-SIGNIFICANT  $t$ -RATIOS FOR SECONDARY SCHOOL AMERICAN HISTORY TEACHERS AND COLLEGE EDUCATION TEACHERS

Description	Number	Percentage
Items with Significant $t$ -ratios	94	78
Items with Non-significant $t$ -ratios	27	22
Total	121	100

An examination of Table XXX reveals that the secondary school American history teachers and college education teachers had greater than 50 per cent of the items with significant  $t$ -ratios. These two groups had 78 per cent of the items which were significant at the .05 level. Thus

Hypothesis III was accepted. There was a significant difference between the emphasis placed on the practices included in this study by secondary school American history teachers and the emphasis recommended for those same practices by college education teachers.

The Teaching Practices of the Sample  
of Secondary School American  
History Teachers

One of the purposes of this study was to determine the emphasis placed on various teaching practices by a random sample of secondary school American history teachers. The thirty-six secondary school American history teachers were interviewed, using the questionnaire as a checklist. Their answers were recorded, tabulated, and computed. The mean scores obtained were used in rank ordering of the teaching practices, as shown in Table XXXI. The items are arranged in descending order. The maximum possible value was 4.00 and the minimum possible value was 1.00. The actual range of mean scores was from 4.00 to 1.00.

TABLE XXXI

RANK ORDER BY MEAN SCORES OF TEACHING PRACTICES OF THE  
SAMPLE OF SECONDARY SCHOOL AMERICAN HISTORY TEACHERS

Section	Item Number	Item	Mean Score
IX	13	Student progress or success reported by numerical grades only	4.00

TABLE XXXI--Continued

Section	Item Number	Item	Mean Score
IV	2	Opportunity for all students to voice any opinion	3.83
IX	1	Use of teacher-made tests	3.83
III	1	Teacher-led discussion	3.61
VI	1	Use of lecture-discussion method for studying controversial issues	3.56
VII	4	Lead students to increased knowledge of the structure and function of our government	3.56
I	6	Objectives that stress learning information	3.50
I	3	Objectives that stress the development of understanding and concepts	3.50
VIII	9	Library work used as a means of acquiring factual knowledge	3.47
V	2	General class discussion of contemporary affairs	3.44
IX	7	Objective tests	3.44
I	8	Objectives that stress the development of critical thinking	3.39
I	4	Objectives that stress the development of attitudes	3.39
VIII	5	Individual reports of library work	3.36
IV	8	Wall maps	3.36
II	1	Chronological organization according to the organization of a textbook	3.33
VII	2	Citizenship taught as an integrated part of the regular course	3.33
VIII	8	Library work used as a means of developing research skills	3.28
VI	3	Supportive evidence required of students in discussion of controversial issues	3.25
IV	24	Teacher duplicated materials	3.19

TABLE XXXI--Continued

Section	Item Number	Item	Mean Score
VI	5	Teacher control of the teaching of controversial issues	3.19
VIII	4	Students expected to do library work at times other than the regular class period	3.19
II	8	Integration of geography into the course	3.14
I	10	Objectives that stress the development of social skills	3.11
IV	17	Reference books	3.08
IV	7	Chalkboard	3.06
IV	18	Newspapers and news periodicals made available in classroom and/or library	3.06
V	3	Student use of newspapers and/or periodicals for studying contemporary affairs	3.03
VII	5	Opportunity for students to discuss and attempt to solve selected problems of the world	3.03
III	16	Activities involving visual presentations by the teacher	3.00
II	9	Integration of political science into the course	3.00
I	5	Objectives that stress changes in behavior	2.97
III	11	Oral reporting by students	2.92
VII	7	Projects developed to show the contributions of different ethnic, racial, cultural, etc. groups to the American way of life	2.92
I	9	Objectives that stress the development of research skills	2.89
III	9	Supervised study	2.89
VIII	10	Evaluation of students' library work	2.89

TABLE XXXI--Continued

Section	Item Number	Item	Mean Score
V	1	Special time planned for studying contemporary affairs	2.86
VII	10	Students encouraged or required to read materials about great men and women which favorably stress citizenship	2.86
VII	6	Students taught to identify bigotry	2.78
IV	11	Pictures	2.78
IX	9	Use of combination objective-essay tests	2.75
IV	1	Common textbook for all students with no supplementary material	2.72
III	3	Individual research	2.72
II	7	Integration of economics into the course	2.69
IX	8	Use of essay tests	2.67
I	12	Evaluation of students' progress in reaching objectives	2.64
IV	12	Films	2.61
III	10	Visual presentations by students	2.53
VII	8	Pupils assisted in analyzing their Prejudices.	2.53
IV	14	Filmstrips	2.47
II	6	Depth studies	2.42
II	10	Integration of sociology into the course	2.42
III	5	Problem solving	2.36
IV	6	Teacher's manual to accompany textbook	2.36
IV	15	Disc recordings	2.36
IV	10	Globes	2.33
III	2	Committee work for research projects	2.28
II	2	Topical unit organization	2.25
IV	22	Materials for overhead projectors	2.25



TABLE XXXI--Continued

Section	Item Number	Item	Mean Score
V	6	Student use of TV and radio reports for studying contemporary affairs	2.25
V	8	Evaluation of students' work in contemporary affairs	2.25
I	2	Written lesson objectives	2.22
II	12	Integration of psychology into the course	2.22
III	13	Exhibits of objects, specimens, Models, etc.	2.11
VIII	6	General class discussion of library work	2.11
I	7	Objectives stated in terms of specific behavior	2.11
VIII	3	Individual students work in the library during the regular class period	2.06
II	5	Course organized around teacher selected problems	2.00
VIII	1	Students work in the library as a class during the regular class period	2.00
VIII	7	Library work used as a means of developing reading skills	2.00
IV	20	Commerical TV programs	1.94
III	7	Debates in which students participate	1.94
IV	3	A single set of textbooks supplemented by an assortment of pertinent books on various grade or reading levels	1.92
IV	13	Slides	1.92
VII	9	Use of student government in the classroom	1.89
I	1	Written unit objectives	1.89
III	4	Committee work for projects other than research projects	1.89

TABLE XXXI--Continued

Section	Item Number	Item	Mean Score
V	4	Use of special current events paper for students in which all students receive the same grade or reading level paper	1.83
IV	9	Road maps	1.83
II	11	Integration of anthropology into the course	1.83
VII	11	Students urged to join organizations which stress citizenship duties	1.81
III	12	Student construction of miniature models, etc.	1.78
VIII	2	Small groups of students work in the library during the regular class period	1.78
I	11	Student participation in the formulation of objectives	1.72
VI	6	Use of textbooks to study controversial issues	1.72
III	6	Role playing and/or sociodrama	1.67
VI	8	Teacher-pupil planning of controversial issues to be studied	1.64
IV	21	Materials for opaque projectors	1.64
IV	16	Tape recordings	1.64
III	15	Classroom presentations by resource persons	1.64
III	18	Letter writing by students to persons outside the community	1.61
VII	13	Memorization of proverbs, maxims, etc. required or encouraged	1.58
VII	1	Special units or lessons used as a means of teaching citizenship	1.58
VII	12	Tangible rewards given for good citizenship conduct	1.56
II	4	Teacher-pupil planned units	1.53
III	8	Field trips	1.53

TABLE XXXI--Continued

Section	Item Number	Item	Mean Score
III	14	Student interviews of resource persons	1.53
IV	5	Workbooks	1.53
V	7	Use of films and/or filmstrips for studying contemporary affairs	1.53
IX	3	Use of pupil-made tests	1.50
VII	3	Opportunity provided for students to participate in community affairs	1.47
IX	6	Use of teacher-pupil made tests	1.44
IX	12	Group performance used for evaluation of individual students	1.42
IX	11	Evaluation based on students' self-evaluation	1.39
IX	10	Evaluation based on pupil behavior in a variety of situations including social situations	1.33
II	3	Unit textbooks	1.33
VI	7	Use of audio-visual materials for the study of controversial issues	1.31
IX	2	Use of standardized tests	1.31
III	17	Specific service projects for the school and/or community	1.28
IV	2	Two or more textbooks and no supplementary materials	1.25
IX	14	Student progress or success reported by some method other than letter or numerical grades	1.19
IV	19	Educational TV programs	1.19
IV	23	Programmed materials and/or teaching machines	1.17
V	5	Use of special current events papers for students with the papers being provided on at least two reading levels	1.17
VII	14	Attempts to arrange experiences with students of other races, nationalities, etc.	1.17

TABLE XXXI--Continued

Section	Item Number	Item	Mean Score
VI	4	Administrative control of the teaching of controversial issues	1.14
IV	4	One or more textbooks supplemented by an assortment of pertinent books on various grade or reading levels	1.11
III	9	Letter writing by students to persons outside the U.S.	1.08
IX	4	Use of tests made by a group of teachers	1.00
IX	5	Use of departmental tests	1.00

An examination of Table XXXI reveals that thirty-one of the 121 practices were in the 4.00 to 3.00 mean score range, forty items were in the 2.99 to 2.00 range, and fifty were in the 1.99 to 1.00 range of scores. Five items of Section I: Objectives were in the 4.00 to 3.00 range, five items were in the 2.99 to 2.00 range, and two other items were in the 1.99 to 1.00 range. The practices listed in Section II: Content Organization were arranged as follows: three items in the 4.00 to 3.00 range, six items in the 2.99 to 2.00 range, and three items in the 1.99 to 1.00 range. The practices of Section III: Methods and Techniques were arranged as follows: two items were in the 4.00 to 3.00 range, seven items were in the 2.99 to 2.00 range, and ten items were in the 1.99 to 1.00 range of mean scores. Five items of Section IV: Materials were in the 4.00 to 3.00

range of scores, eight were in the 2.99 to 2.00 range, and eleven were in the 1.99 to 1.00 range. Two of the practices in Section V: Contemporary Affairs were in the 4.00 to 3.00 range of mean scores, three were in the 2.99 to 2.00 range, and three were in the 1.99 to 1.00 range. The practices for Section VI: Controversial Issues were arranged as follows: four practices were in the 4.00 to 3.00 range, none of the practices were in the 2.99 to 2.00 range, and four were in the 1.99 to 1.00 range. Three of the items in Section VII: Citizenship Education were in the 4.00 to 3.00 range, four were in the 2.99 to 2.00 range, and seven were in the 1.99 to 1.00 range. The practices related to Section VIII: School Library were arranged as follows: four of the practices were in the 4.00 to 3.00 range, five were in the 2.99 to 2.00 range, and one was in the 1.99 to 1.00 range of mean scores. Three of the items for Section IX: Evaluation were in the 4.00 to 3.00 range, two were in the 2.99 to 2.00 range, and nine were in the 1.99 to 1.00 range of mean scores.

A Comparison of the Emphasis Placed on Teaching  
Practices by Secondary School American History  
Teachers and the Emphasis Recommended by  
Three Groups of Authorities

A review of the results of the treatment of the data for the items in all nine sections of the questionnaire revealed that the three groups of authorities recommended greater emphasis than the secondary school American history teachers placed on certain practices. The secondary school

American history teachers reported greater emphasis on other practices than the authorities recommended. A summary of these findings is presented in this section of Chapter III.

The teaching practices on which all three groups of authorities--national social studies specialists, college American history teachers, and college education teachers--recommended greater emphasis than the high school teachers reported are as follows:

1. Section I, Item 1: Written unit objectives;
2. Section I, Item 2: Written lesson objectives;
3. Section I, Item 12: Evaluation of students' progress in reaching objectives;
4. Section II, Item 2: Topical unit organization;
5. Section II, Item 3: Unit textbooks;
6. Section II, Item 4: Teacher-pupil planned units;
7. Section II, Item 11: Integration of anthropology into the course;
8. Section III, Item 7: Debates in which students participate;
9. Section III, Item 8: Field trips;
10. Section III, Item 14: Student interviews of resource persons;
11. Section III, Item 15: Classroom presentations by resource persons;
12. Section III, Item 17: Specific service projects for the school and/or community;

13. Section III, Item 19: Letter writing by students to persons outside the United States:

14. Section IV, Item 2: Common textbook for all students with no supplementary material;

15. Section IV, Item 3: A single set of textbooks supplemented by an assortment of pertinent books on various grade or reading levels;

16. Section IV, Item 4: One or more textbooks supplemented by an assortment of pertinent books on various grade or reading levels;

17. Section IV, Item 10: Globes;

18. Section IV, Item 13: Slides;

19. Section IV, Item 16: Tape recordings;

20. Section IV, Item 19: Educational TV programs;

21. Section IV, Item 21: Materials for opaque projectors;

22. Section IV, Item 22: Materials for overhead projectors;

23. Section IV, Item 23: Programmed materials and/or teaching machines;

24. Section V, Item 5: Use of special current events papers for students with the papers being provided on at least two reading levels;

25. Section V, Item 6: Student use of TV and radio reports for studying contemporary affairs;

26. Section V, Item 7: Use of films and/or filmstrips for studying contemporary affairs;

27. Section V, Item 8: Evaluation of students' work in contemporary affairs;

28. Section VI, Item 6: Use of textbooks to study controversial issues;

29. Section VI, Item 7: Use of audio-visual materials for the study of controversial issues;

30. Section VI, Item 8: Teacher-pupil planning of controversial issues to be studied;

31. Section VII, Item 3: Opportunity provided for students to participate in community affairs;

32. Section VII, Item 6: Students taught to identify bigotry;

33. Section VII, Item 8: Pupils assisted in analyzing their prejudices;

34. Section VII, Item 9: Use of student government in the classroom;

35. Section VII, Item 12: Tangible rewards given for good citizenship conduct;

36. Section VII, Item 14: Attempts to arrange experiences with students of other races, nationalities, etc.;

37. Section VIII, Item 2: Small groups of students work in the library during the regular class period;

38. Section VIII, Item 6: General class discussion of library work;



39. Section VIII, Item 7: Library work used as a means of developing reading skills;

40. Section IX, Item 2: Use of standardized tests;

41. Section IX, Item 4: Use of tests made by a group of teachers;

42. Section IX, Item 5: Use of departmental tests;

43. Section IX, Item 9: Use of combination objective-essay tests;

44. Section IX, Item 10: Evaluation based on pupil behavior in a variety of situations including social situations;

45. Section IX, Item 11: Evaluation based on students' self-evaluation;

46. Section IX, Item 12: Group performance used for evaluation of individual students; and

47. Section IX, Item 14: Student progress or success reported by some method other than letter or numerical grades.

The following list contains the teaching practices on which any two of the three groups of authorities recommended more emphasis than the secondary school American history teachers indicated:

1. Section I, Item 7: Objectives stated in terms of specific behavior;

2. Section I, Item 8: Objectives that stress the development of critical thinking;

3. Section I, Item 11: Student participation in the formulation of objectives;

4. Section II, Item 5: Course organized around teacher selected problems;
5. Section II, Item 7: Integration of economics into the course;
6. Section II, Item 10: Integration of sociology into the course;
7. Section III, Item 2: Committee work for research projects;
8. Section III, Item 3: Individual research;
9. Section III, Item 4: Committee work for projects other than research projects;
10. Section III, Item 5: Problem solving;
11. Section III, Item 6: Role playing and/or sociodrama;
12. Section III, Item 18: Letter writing by students to persons outside the community;
13. Section IV, Item 7: Chalkboard;
14. Section IV, Item 9: Road maps;
15. Section IV, Item 12: Films;
16. Section IV, Item 14: Filmstrips;
17. Section IV, Item 18: Newspapers and news periodicals made available in classroom and/or library;
18. Section IV, Item 20: Commercial TV programs;
19. Section V, Item 3: Student use of newspapers and/or periodicals for studying contemporary affairs;

20. Section V, Item 4: Use of special current events papers for students in which all students receive the same grade or reading level paper;

21. Section VI, Item 3: Supportive evidence required of students in discussion of controversial issues;

22. Section VI, Item 4: Administrative control of the teaching of controversial issues;

23. Section VII, Item 7: Projects developed to show the contributions of different ethnic, racial, cultural, etc. groups to the American way of life;

24. Section VII, Item 11: Students urged to join organizations which stress citizenship duties;

25. Section VIII, Item 1: Students work in the library as a class during the regular class period;

26. Section VIII, Item 3: Individual students work in the library during the regular class period;

27. Section IX, Item 3: Use of pupil-made tests;

28. Section IX, Item 6: Use of teacher-pupil made tests; and

29. Section IX, Item 8: Use of essay tests.

Only one of the three groups of authorities recommended greater emphasis than the secondary school American history teachers reported on the following practices:

1. Section I, Item 5: Objectives that stress changes in behavior;

2. Section I, Item 9: Objectives that stress the development of research skills;
3. Section II, Item 6: Depth studies;
4. Section II, Item 12: Integration of psychology into the course;
5. Section III, Item 10: Visual presentations by students;
6. Section III, Item 12: Student construction of miniature models, etc.;
7. Section IV, Item 5: Workbooks;
8. Section IV, Item 6: Teacher's manual to accompany textbook;
9. Section IV, Item 11: Pictures;
10. Section IV, Item 12: Films;
11. Section IV, Item 15: Disc recordings;
12. Section IV, Item 17: Reference books;
13. Section VII, Item 1: Special units or lessons used as a means of teaching citizenship; and
14. Section VIII, Item 4: Students expected to do library work at times other than the regular class period.

The secondary school American history teachers indicated greater emphasis than the three groups of authorities on a number of practices. The following list contains the practices on which the secondary school American history teachers placed more emphasis than all three groups of authorities recommended:

1. Section I, Item 6: Objectives that stress learning information;
2. Section II, Item 1: Chronological organization according to the organization of a textbook;
3. Section III, Item 1: Teacher-led discussion;
4. Section IV, Item 1: Common textbook for all students with no supplementary material; and
5. Section IX, Item 13: Student progress or success reported by letter or numerical grades only.

The secondary school American history teachers placed greater emphasis than any two of the three authority groups recommended on the following practices:

1. Section VI, Item 1: Use of lecture-discussion method for studying controversial issues; and
2. Section VI, Item 2: Opportunity for all students to voice any opinion.

The secondary school American history teachers placed greater emphasis than any single group of the three authority groups recommended on the following practices:

1. Section I, Item 4: Objectives that stress the development of attitudes;
2. Section I, Item 5: Objectives that stress changes in behavior;
3. Section I, Item 10: Objectives that stress the development of social skills;
4. Section IV, Item 24: Teacher duplicated materials;

5. Section VIII, Item 5: Individual reports of library work; and

6. Section IX, Item 7: Objective tests.

These findings were used in the formulation of the conclusions and recommendations for this study, which are presented in Chapter IV.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Summary

The purpose of this study was to determine the emphasis placed on various teaching practices by secondary school American history teachers selected at random from a six-county area in North Central Texas and to compare the emphasis reported by these teachers with the emphasis recommended for the same practices by national social studies specialists, college American history teachers, and college education teachers.

The instrument used in this study was constructed by surveying the literature on social studies teaching. A panel of judges recommended by the National Council for the Social Studies was used to establish validity for the instrument. Reliability was established in a pilot study involving twenty-seven secondary school American history teachers. The instrument was used as an interview check sheet for a structured interview with thirty-six randomly selected secondary school American history teachers. The same instrument was used as a questionnaire with the national social studies specialists, the college American history teachers, and the college education teachers.

American history teachers were asked to indicate the degree of emphasis they place on the practices included in the study. The three groups of authorities--national social studies specialists, college American history teachers, and college education teachers--were asked to indicate the degree of emphasis they recommended for each practice included in the study.

The t-technique was employed to determine whether or not significant differences existed between the emphasis placed on the practices by the secondary school American history teachers and the emphasis recommended by each of the three groups of authorities--national social studies specialists, college American history teachers, and college education teachers.

Hypothesis I stated that there would be a significant difference between the emphasis placed on the practices included in the study by secondary school American history teachers and the emphasis recommended for the same practices by national social studies specialists. In testing Hypothesis I it was found that more than 50 per cent of the items yielded t-ratios significant at greater than the .05 level. Therefore, Hypothesis I was accepted. There was a significant difference between the two groups indicating disagreement concerning the degree of emphasis which should be placed on the practices included in the study.



According to Hypothesis II there would be a significant difference between the emphasis placed on the practices included in the study by secondary school American history teachers and the emphasis recommended for the same practices by college American history teachers. In testing Hypothesis II it was found that more than 50 per cent of the items yielded t-ratios which were significant at greater than the .05 level. Therefore, Hypothesis II was accepted. There was a significant difference between the two groups indicating disagreement concerning the degree of emphasis which should be placed on the practices included in the study.

Hypothesis III stated that there would be a significant difference between the emphasis placed on the practices included in the study by secondary school American history teachers and the emphasis recommended for the same practices by college education teachers. In testing Hypothesis III it was found that more than 50 per cent of the items yielded t-ratios which were significant at greater than the .05 level. Therefore, Hypothesis III was accepted. There was a significant difference between the two groups indicating disagreement concerning the degree of emphasis which should be placed on the practices included in the study.

A rank ordering of the mean scores of secondary school American history teachers was made to determine which practices the secondary school teachers emphasized the most. The results indicated that the practices which received the

greatest emphasis were the "traditional" or "conventional" practices. Traditional practices received the greatest emphasis in the area of objectives, content organization, methods, materials, and evaluation.

Six lists were made to compare the emphasis placed by secondary school American history teachers on the practices included in the study and the emphasis recommended by the three groups of authorities. Only the items which had significant  $t$ -ratios were included in the lists. The list of practices on which all three authority groups recommended more emphasis than secondary school American history teachers reported contained forty-seven items. Most of these items were from the sections of the questionnaire on methods and techniques, materials, citizenship education, and evaluation. There were twenty-nine items for which two of the authority groups recommended more emphasis than was reported by secondary school American history teachers. These items were primarily from the sections of the questionnaire on methods and techniques and materials. The list of practices for which only one of the three authority groups recommended more emphasis than was reported by secondary school American history teachers contained fourteen items. They were mostly from the materials section of the questionnaire.

The list of practices on which the secondary school American history teachers placed more emphasis than was recommended by either of the three authority groups contained

five items. These practices were traditional practices. Another list was made of practices on which the secondary school American history teachers placed more emphasis than was recommended by two of the authority groups. Finally, a list was prepared of the practices on which secondary school American history teachers placed more emphasis than one of the authority groups.

Findings, conclusions, and recommendations were formulated on the basis of the findings of this study.

#### Findings

The data of this study indicated the following findings:

1. A significant difference was found between the emphasis placed on the teaching practices included in this study by secondary school American history teachers and the emphasis recommended for those same practices by national social studies specialists, college American history teachers, and college education teachers.

2. The greatest difference was found between the secondary school American history teachers and college education teachers in that they disagreed on the degree of emphasis which should be placed on 78 per cent of the practices included in the study.

3. The second greatest difference was found between the secondary school American history teachers and the national social studies specialists in that they disagreed

on the emphasis which should be placed on 65 per cent of the practices included in the study.

4. The least difference was found between the secondary school American history teachers and the college American history teachers in that they disagreed on the emphasis which should be placed on 52 per cent of the practices included in the study.

5. It was found that the secondary school American history teachers disagreed with the three authority groups on the amount of emphasis for forty-seven of the 121 American history teaching practices included in this study.

### Conclusions

The findings of this study made it possible to reach the following conclusions:

1. There was a significant difference between the emphasis placed on the teaching practices included in this study by secondary school American history teachers and the emphasis recommended for those same practices by national social studies specialists.

2. There was a significant difference between the emphasis placed on the teaching practices included in this study by secondary school American history teachers and the emphasis recommended for those same practices by college American history teachers.

3. There was a significant difference between the

study by secondary school American history teachers and the emphasis recommended for those same practices by college education teachers.

4. The secondary school American history teachers continue to emphasize the "traditional" or "conventional" practices.

5. The majority of the secondary school American history teachers have not been greatly influenced by current research and innovations in social studies education.

6. The secondary school American history teachers were in closer agreement with college American history teachers in the areas of content organization, methods and techniques, and citizenship education.

7. The secondary school American history teachers have been least influenced by college education teachers in the area of materials.

8. The three groups of authorities have not greatly influenced secondary school American history teachers in the area of evaluation.

#### Recommendations

The following recommendations are made as suggestions for improving the teaching of American history in the direction indicated by the three authority groups:

1. Secondary school American history teachers should reconsider the placement of their emphasis on certain teaching practices.

2. A greater effort should be made in pre-service teacher education programs to acquaint prospective teachers with new materials which are available.

3. In-service education should be provided for secondary school American history teachers to provide opportunities for them to become familiar with the methods and techniques, content organization practices, and evaluation practices recommended by the groups of authorities.

4. Pre-service education should provide additional opportunities for prospective teachers to practice and observe the practices recommended by the authorities. These practices should be emphasized in professional education courses as well as in history content courses, in addition to student teaching.

5. Local school districts should investigate ways of providing more adequate facilities and equipment, especially in the areas of library facilities, supplementary materials, and audio-visual materials.

6. Attempts should be made to improve communication between college American history teachers and college education teachers in order to establish a higher degree of cooperation between these two crucial areas in the education of secondary school American history teachers.

7. Efforts should be made to improve communication between college teachers (college American history teachers and college education teachers)

history teachers in order to provide information on current research and innovations in the area to the secondary school teachers. Such a procedure could also keep college teachers abreast of the actual practices employed by secondary school American history teachers.

8. Local school districts should take steps to make professional literature available to secondary school American history teachers in order that they might be continually informed concerning current trends in social studies education.

9. Local school districts should also investigate the possibility of providing the services of consultants who are familiar with current trends in social studies education.

The media centers which are currently being established in Texas should be able to provide many of these needed services. Audio-visual materials, the services of consultants, and perhaps supplementary materials could certainly be provided through these centers.

Additional services could be provided by the colleges and universities in the six-county area. College faculty members could serve as consultants and could provide leadership in in-service training programs.

Attempts should be made to establish exemplary social studies programs in this six-county area which would employ the latest materials and methods. Through a system of inter-school visitation many of the schools could become acquainted

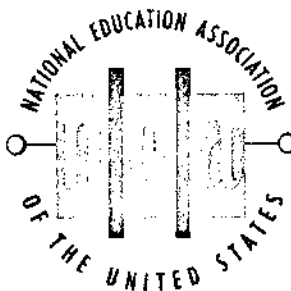
with these new materials and methods employed in the exemplary programs.

#### Recommendations for Further Research

This study should be replicated in other areas of Texas to determine if similar conditions exist throughout the state. Attempts should also be made to determine if similar conditions exist in other areas of the social studies such as elementary social studies, political science, and geography. Further research should be conducted to determine whether or not the practices of secondary school American history teachers in schools which provide more adequate equipment and materials are different from the practices of secondary school American history teachers in schools with less adequate equipment and materials.



*National Education Association*



1201 SIXTEENTH STREET, N.W.  
WASHINGTON, D. C. 20036  
ADAMS 4-4841

October 3, 1966

APPENDIX

Mr. Douglas O. John  
Box 309  
Coppell, Texas

Dear Mr. John:

This is in reply to your letter of September 28. We are unable to tell you about a questionnaire which could be used to survey the practices of American history teachers. We are, however, enclosing the instruments which we have used in four of our studies. Perhaps they will give you suggestions on format.

We are referring your request for lists of social studies specialists and historians to Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies.

Sincerely yours,

A handwritten signature in cursive script, which appears to read "Glen Robinson".

Glen Robinson  
Director, Research Division

GR:Bss  
Enclosures



1201 SIXTEENTH STREET, N. W. • WASHINGTON, D. C. 20036 • ADAMS 4-4848

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**1966 Annual Meeting**  
Cleveland, Ohio  
November 23-26, 1966

Mr. Douglas O. John  
Box 5341 N.T. Station  
Denton, Texas 76203

Dear Mr. John:

We have received your letter of October 6 and also a request from Dr. Glen Robinson of the NEA Research Division for assistance with your proposed doctoral study.

We do not know of any existing questionnaires which you might use, but possibly if you outlined further the nature of the information you wish to gather it would suggest sources with which we could put you in contact.

Concerning the question of social studies specialists and historians, we would suggest the names of those on the enclosed list as representative geographically of the outstanding people in these categories.

We wish you every success with your work.

Cordially yours,

Malcolm L. Searle  
Assistant Secretary

MLS:dw  
enclosure

THE TEACHING PRACTICES OF SECONDARY  
SCHOOL AMERICAN HISTORY TEACHERS

Your help is requested in a study of teaching practices employed in the teaching of American history in secondary schools in Texas. Will you please respond to the attached questionnaire by indicating the degree of emphasis you believe American history teachers in secondary schools should place on each practice in the teaching of American history.

The questionnaire has been designed as part of a doctoral study in progress at North Texas State University and is being used in a survey of a sampling of secondary school American history teachers in Texas to obtain the degree of emphasis the teachers place on the practices in the teaching of American history.

In the right hand column please circle the number which indicates the degree of emphasis you believe secondary school American history teachers should place on each practice in the teaching of American history.

In rating use the following scales:

- 4 - - Much emphasis
- 3 - - Some emphasis
- 2 - - Little emphasis
- 1 - - No emphasis

Please return the completed questionnaire in the attached envelope prior to May 30 if possible. Thank you for your cooperation.

Name \_\_\_\_\_

College or university \_\_\_\_\_

Department \_\_\_\_\_

Section I. Objectives. The following refer to the manner in which teaching objectives may be used.

1. Written unit objectives -----	4	3	2	1
2. Written lesson objectives -----	4	3	2	1
3. Objectives that stress the development of understanding and concepts -----	4	3	2	1
4. Objectives that stress the development of attitudes -----	4	3	2	1
5. Objectives that stress changes in behavior -----	4	3	2	1
6. Objectives that stress learning information -----	4	3	2	1
7. Objectives stated in terms of specific behavior (that is, what the student must be doing when he reaches the objective) -----	4	3	2	1
8. Objectives that stress the development of critical thinking -----	4	3	2	1
9. Objectives that stress the development of research skills	4	3	2	1
10. Objectives that stress the development of social skills --	4	3	2	1
11. Student participation in the formulation of objectives ---	4	3	2	1
12. Evaluation of students' progress in reaching objectives --	4	3	2	1

Section II. Content Organization. The following refer to the manner in which American history courses can be organized.

1. Chronological organization according to the organization of a textbook -----	4	3	2	1
2. Topical unit organization -----	4	3	2	1
3. Unit textbooks (small books or pamphlets which deal with one aspect of American history) -----	4	3	2	1
4. Teacher-pupil planned units -----	4	3	2	1
5. Course organized around teacher selected problems (or inquiry approach) -----	4	3	2	1
6. Depth studies (post holing) -----	4	3	2	1
7. Integration of economics into the course -----	4	3	2	1
8. Integration of geography into the course -----	4	3	2	1
9. Integration of political science into the course -----	4	3	2	1
10. Integration of sociology into the course -----	4	3	2	1
11. Integration of anthropology into the course -----	4	3	2	1
12. Integration of psychology into the course -----	4	3	2	1

Section III. Methods and Techniques. The following refer to the teaching methods and techniques often used in the teaching of American history.

1. Teacher led discussion -----	4	3	2	1
2. Committee work for research projects -----	4	3	2	1
3. Individual research -----	4	3	2	1
4. Committee work for projects other than research projects -	4	3	2	1
5. Problem solving -----	4	3	2	1
6. Role playing and/or sociodrama -----	4	3	2	1

7. Debates in which students participate -----	4	3	2	1
8. Field trips-----	4	3	2	1
9. Supervised study-----	4	3	2	1
10. Visual presentations by students -----	4	3	2	1
11. Oral reporting by students -----	4	3	2	1
12. Student construction of miniature models, etc. -----	4	3	2	1
13. Exhibits (in the school) of objects, specimens, models, etc. -----	4	3	2	1
14. Student interviews of resource persons -----	4	3	2	1
15. Classroom presentations by resource persons -----	4	3	2	1
16. Activities involving visual presentations by the teacher -	4	3	2	1
17. Specific service projects for the school and/or community-	4	3	2	1
18. Letter writing by students to persons outside the community -----	4	3	2	1
19. Letter writing by students to persons outside the U.S. ---	4	3	2	1

Section IV. Materials. The following refer to the teaching materials or combinations of teaching materials frequently used in the teaching of American history.

1. Common textbook for all students with no supplementary material -----	4	3	2	1
2. Two or more textbooks and no supplementary materials -----	4	3	2	1
3. A single set of textbooks supplemented by an assortment of pertinent books on various grade or reading levels -----	4	3	2	1
4. One or more textbooks supplemented by an assortment of pertinent books on various grade or reading levels -----	4	3	2	1
5. Workbooks -----	4	3	2	1
6. Teacher's manual to accompany textbook -----	4	3	2	1
7. Chalkboard -----	4	3	2	1
8. Wall maps -----	4	3	2	1
9. Road maps -----	4	3	2	1
10. Globes -----	4	3	2	1
11. Pictures -----	4	3	2	1
12. Films -----	4	3	2	1
13. Slides -----	4	3	2	1
14. Filmstrips -----	4	3	2	1
15. Disc recordings -----	4	3	2	1
16. Tape recordings -----	4	3	2	1
17. Reference books (encyclopedias, almanacs, etc.) -----	4	3	2	1
18. Newspapers and new periodicals made available in classroom and/or library -----	4	3	2	1
19. Educational TV programs -----	4	3	2	1
20. Commercial TV programs -----	4	3	2	1
21. Materials for opaque projectors -----	4	3	2	1
22. Materials for overhead projectors -----	4	3	2	1
23. Programmed materials and/or teaching machines -----	4	3	2	1
24. Teacher duplicated materials -----	4	3	2	1

Section V. Contemporary Affairs. The following refer to practices often used in studying contemporary affairs.

1. Special time planned for studying contemporary affairs (separate period each week, short period daily, etc.) ----	4	3	2	1
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2. General class discussion of contemporary affairs -----	4 3 2 1
3. Student use of newspapers and/or periodicals for studying contemporary affairs -----	4 3 2 1
4. Use of special current events papers for students in which all students receive the same grade or reading level paper- 4 3 2 1	4 3 2 1
5. Use of special current events papers for students with the papers being provided on at least two reading levels ----- 4 3 2 1	4 3 2 1
6. Student use of TV and radio reports for studying contemporary affairs -----	4 3 2 1
7. Use of films and/or filmstrips for studying contemporary affairs -----	4 3 2 1
8. Evaluation of student's work in contemporary affairs -----	4 3 2 1

Section VI. Controversial Issues. The following refer to practices often used in studying controversial issues.

1. Use of the lecture-discussion method for studying controversial issues -----	4 3 2 1
2. Opportunity for all students to voice any opinion -----	4 3 2 1
3. Supportive evidence required of students in discussion of controversial issues -----	4 3 2 1
4. Administrative control of the teaching of controversial issues -----	4 3 2 1
5. Teacher control of the teaching of controversial issues ---	4 3 2 1
6. Use of textbooks to study controversial issues -----	4 3 2 1
7. Use of audio-visual materials for the study of controversial issues -----	4 3 2 1
8. Teacher-pupil planning of controversial issues to be studied -----	4 3 2 1

Section VII. Citizenship Education. The following refer to practices used in citizenship education.

1. Special units or lessons used as a means of teaching citizenship -----	4 3 2 1
2. Citizenship taught as an integrated part of the regular course -----	4 3 2 1
3. Opportunity provided for students to participate in community affairs (campaigns, service activities, etc.) --- 4 3 2 1	4 3 2 1
4. Lead students to increased knowledge and understanding of the structure and function of our government -----	4 3 2 1
5. Opportunity for students to discuss and attempt to solve selected problems of the world -----	4 3 2 1
6. Students taught to identify bigotry -----	4 3 2 1
7. Projects developed to show the contributions of different ethnic, racial, cultural, etc. groups to the American way of life -----	4 3 2 1
8. Pupils assisted in analyzing their prejudices -----	4 3 2 1
9. Use of student government in the classroom -----	4 3 2 1
10. Students encouraged or required to read materials about great men and women which favorably stress citizenship ---- 4 3 2 1	4 3 2 1
11. Students urged to join organizations which stress citizenship duties -----	4 3 2 1
12. Tangible rewards given for good citizenship conduct -----	4 3 2 1

- |   |   |   |   |   |
|---|---|---|---|---|
| 13. Memorization of proverbs, maxims, etc. required or encouraged -----                     | 4 | 3 | 2 | 1 |
| 14. Attempts to arrange experiences with students of other races, nationalities, etc. ----- | 4 | 3 | 2 | 1 |

Section VIII. School Library. The following refer to the use of the school library.

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Students work in the library as a class during the regular class period -----           | 4 | 3 | 2 | 1 |
| 2. Small groups of students work in the library during the regular class period -----      | 4 | 3 | 2 | 1 |
| 3. Individual students work in the library during the regular class period -----           | 4 | 3 | 2 | 1 |
| 4. Students expected to do library work at times other than the regular class period ----- | 4 | 3 | 2 | 1 |
| 5. Individual reports (oral or written) of library work -----                              | 4 | 3 | 2 | 1 |
| 6. General class discussion of library work -----  | 4 | 3 | 2 | 1 |
| 7. Library work used as a means of developing reading skills --                            | 4 | 3 | 2 | 1 |
| 8. Library work used as a means of developing research skills -                            | 4 | 3 | 2 | 1 |
| 9. Library work used as a means of acquiring factual knowledge                             | 4 | 3 | 2 | 1 |
| 10. Evaluation of students' library work -----   | 4 | 3 | 2 | 1 |

Section IX. Evaluation. The following refer to evaluation practices.

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Use of teacher-made tests -----  | 4 | 3 | 2 | 1 |
| 2. Use of standardized tests of achievement -----   | 4 | 3 | 2 | 1 |
| 3. Use of pupil-made tests -----  | 4 | 3 | 2 | 1 |
| 4. Use of tests made by a group of teachers -----   | 4 | 3 | 2 | 1 |
| 5. Use of departmental tests -----  | 4 | 3 | 2 | 1 |
| 6. Use of teacher-pupil made tests -----  | 4 | 3 | 2 | 1 |
| 7. Objective tests (true-false, completion, multiple choice, matching, and/or sequence questions) -----   | 4 | 3 | 2 | 1 |
| 8. Use of essay tests -----   | 4 | 3 | 2 | 1 |
| 9. Use of combination objective-essay tests -----   | 4 | 3 | 2 | 1 |
| 10. Evaluation based on pupil behavior in a variety of situations including social situations --  | 4 | 3 | 2 | 1 |
| 11. Evaluation based on students' self-evaluation -----   | 4 | 3 | 2 | 1 |
| 12. Group performance used for evaluation of individual students (comparing the progress of an individual student with the progress of a group) ----- | 4 | 3 | 2 | 1 |
| 13. Student progress or success reported by letter or numerical grades only -----   | 4 | 3 | 2 | 1 |
| 14. Student progress or success reported by some method other than letter or numerical grades -----   | 4 | 3 | 2 | 1 |



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## NORTH TEXAS AREA METROPOLITAN CENTER FOR SUPPLEMENTARY EDUCATIONAL SERVICES

P.O. Box 5327 NTSU

Denton, Texas 76203

(NTAM Center)

1201 Maple Street

Telephone: 817 387-5171

Director: W. A. Miller, Jr., Ed.D.  
North Texas State University

Associate Director: Robert C. Aden, Ph.D.  
North Texas State University

February 13, 1967

Advisory Committee:

Wilburn O. Echols, Supt.  
Gainesville I.S.D.

Wayne Hendrick, Supt.  
Piano I.S.D.

G. R. Price, Supt.  
Alvord I.S.D.

Ben Smith, Supt.  
Pilot Point I.S.D.

Chester O. Strickland, Supt.  
Denton I.S.D.

Professor Daniel Roselle  
Social Science Dept.  
State University of N. Y.  
Fredonia, New York

Dear Professor Roselle:

You have been recommended as a social studies specialist by the National Council for the Social Studies and I would like your help in establishing validity for the enclosed questionnaire. This questionnaire is being developed in connection with a doctoral study now in progress at North Texas State University. The questionnaire is concerned with the teaching practices employed by American history teachers in selected Texas secondary schools. An attempt will be made to determine the degree of emphasis these teachers place on each practice included in the questionnaire.

Would you please indicate whether you think each practice is valid for inclusion in the questionnaire, whether you think it is invalid, or whether you are unable to make a decision. Please feel free to make comments on any of the practices included or indicate any aspect of the teaching of American history not covered in the questionnaire.

If possible, please return the completed questionnaire prior to February 23. Thank you for your cooperation.

Sincerely,

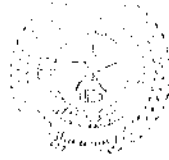
Douglas O. John

*Watt L. Black*

Dr. Watt L. Black  
Assistant Professor of Education  
Chairman, Doctoral Committee

Enclosures



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Alvord I.S.D.  
Ben Smith, Supt.  
Pilot Point I.S.D.  
Chester O. Strickland, Supt.  
Denton I.S.D.

February 17, 1967

Dear Superintendent:

Your help is requested in a study of the practices of eighth grade and eleventh grade American history teachers in selected Texas schools. Data for this study will be collected by interviewing thirty-five (35) American history teachers in thirty-five (35) different schools. The schools to be used in the study were chosen by random selection from a list of the schools in a six county area in north central Texas. The names of the schools and teachers used in the study will remain confidential.

I would like your permission to interview an American history teacher at the school(s) named on the enclosed card. With your permission, I will go to that school and interview a teacher who is willing to grant an interview. The interview will be conducted during non-class time convenient to the teacher between March 1 and April 15.

Will you please check, sign, and return the enclosed card indicating your willingness to cooperate in this study by February 28. Thank you for your cooperation.

Sincerely,

Douglas O. John

Dr. Robert C. Aden  
Associate Director, NTAM Center

Request to interview an American  
history teacher at

Request granted \_\_\_\_\_

Request refused \_\_\_\_\_

\_\_\_\_\_  
Supt. signature

**NORTH TEXAS AREA METROPOLITAN CENTER FOR SUPPLEMENTARY EDUCATIONAL SERVICES**P.O. Box 5327 NTSU  
Denton, Texas 76203**(NTAM Center)**1201 Maple Street  
Telephone: 817 387-5171Director: W. A. Miller, Jr., Ed.D.  
North Texas State UniversityAssociate Director: Robert C. Aden, Ph.D.  
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Alvord I.S.D.  
Ben Smith, Supt.  
Pilot Point I.S.D.  
Chester O. Strickland, Supt.  
Denton I.S.D.

February 8, 1967

Dear Superintendent:

Last month you received a request for permission to interview an American history teacher at the school mentioned on the enclosed postal card. This interview is needed in connection with a doctoral study at North Texas State University concerning the practices of American history teachers. You were asked to check and return a postal card indicating your willingness to cooperate.

I realize that you have a busy schedule, but since these interviews are being conducted in a fairly small number of schools your cooperation is very important. In order to permit the completion of this study during the Spring semester, it would be helpful if you would check and return the enclosed card indicating your willingness to cooperate by February 13.

Thank you for your help.

Sincerely,

Douglas O. John

Dear Fellow Educator:

May I add my support to Mr. John's request for your help? His advisory committee, composed of faculty members in both History and Secondary Education, feels that this study can make a significant contribution to the preparation of teachers in this field. Your contribution will be valuable in this study.

Sincerely,

Robert C. Aden  
Associate Director  
NTAM Center

Box 5327, NTSU  
May 16, 1967

Dr. Edgar B. Wesley  
Hacienda Carmel  
P. O. Box 5397  
Carmel, California 93921

Dear Dr. Wesley:

You have been recommended as a secondary social studies education specialist by the National Council for the Social Studies, and I would appreciate your help in a study of the teaching practices of secondary school American history teachers. Will you please respond to the enclosed questionnaire by indicating the degree of emphasis you believe secondary school teachers should place on each practice in the teaching of American history?

The questionnaire has been developed as a part of a doctoral study in progress at North Texas State University and is being used in a survey of a sampling of American history teachers in selected Texas secondary schools to obtain the degree of emphasis the teachers place on the practices in their teaching. The responses of the teachers will be studied in light of the responses of the recommended social studies education specialists.

If possible, please return the completed questionnaire prior to May 30. Thank you for your cooperation.

Sincerely,

Douglas O. John

Dr. Watt L. Black  
Chairman, Doctoral Committee

DOJ:mlr

Enclosures

Box 5327, NTSU  
June 9, 1967

Mr. Stanley E. Dimond  
4017 University High School  
University of Michigan  
Ann Arbor, Michigan

Dear Mr. Dimond:

Several days ago I wrote asking for your cooperation in a doctoral study presently in progress at North Texas State University. You were asked to respond to a questionnaire by indicating the degree of emphasis you believe secondary school American history teachers should place on each of the practices included in the questionnaire.

As yet I have not received your completed questionnaire. Since these questionnaires were sent to relatively few respondents, I need your cooperation very badly. I am enclosing another copy of the questionnaire in case the first copy was misplaced. If my instructions are unclear, I shall be happy to clarify them.

I should very much appreciate your help in this matter.

Sincerely yours,

Douglas O. John

Watt L. Black  
Assistant Professor of Education  
Chairman, Doctoral Committee

Enc.

Box 5327, NTSU  
Denton, Texas  
May 17, 1967

Dr. Thomas D. Franks  
Head of the Department of Education  
Stephen F. Austin College  
Nacogdoches, Texas

Dear Dr. Franks:

Your help is requested in a study of the teaching practices employed in the teaching of American history in selected secondary schools in Texas. Will you please designate three members of your staff to respond to the enclosed questionnaires?

The questionnaire has been designed as part of a doctoral study in progress at North Texas State University and is being used in a survey of a sampling of secondary school American history teachers in Texas to obtain the degree of emphasis the teachers place on the practices in the teaching of American history.

Will you please complete the enclosed postal card indicating the names of the staff members who will respond to the questionnaire? The questionnaires should be returned prior to May 30 in the envelopes enclosed.

Thank you for your cooperation.

Sincerely yours,

Douglas O. John

Watt L. Black  
Assistant Professor of Education  
Chairman, Doctoral Committee

Enc.

History Department  
Name of college or university

Staff members answering questionnaires:

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\_\_\_\_\_  
Department Head

Box 5327, NTSU  
Denton, Texas  
June 5, 1967

Several days ago I wrote the head of your department asking for his cooperation in a doctoral study, presently in progress at North Texas State University, dealing with the practices used by secondary school American history teachers. He was asked to distribute copies of a questionnaire to three members of his staff and send me the names of the persons who would respond to the questionnaires. He indicated to me that you were to be one of the respondents.

As yet I have not received your completed questionnaire. I realize that my request came at an inconvenient time. However, since these questionnaires were sent to relatively few respondents, I need your cooperation very badly. If the materials have been misplaced, I shall be glad to send you more, or, if my instructions were unclear, I shall be happy to clarify them.

I should very much appreciate your help in this matter.

Sincerely yours,

Douglas O. John

Watt L. Black  
Assistant Professor of Education  
Chairman, Doctoral Committee



Box 5327 NTSU  
Denton, Texas  
May 17, 1967

Dr. Thomas D. Franks  
Head of the Department of Education  
Stephen F. Austin College  
Nacogdoches, Texas

Dear Dr. Franks:

Your help is requested in a study of the teaching practices employed in the teaching of American history in selected secondary schools in Texas. Will you please designate three members of your staff to respond to the enclosed questionnaires?

The questionnaire has been designed as part of a doctoral study in progress at North Texas State University and is being used in a survey of a sampling of secondary school American history teachers in Texas to obtain the degree of emphasis the teachers place on the practices in the teaching of American history.

Will you please complete the enclosed postal card indicating the names of the staff members who will respond to the questionnaire? The questionnaires should be returned prior to May 30 in the envelopes enclosed.

Thank you for your cooperation.

Sincerely yours,

Douglas O. John

Watt L. Black  
Assistant Professor of Education  
Chairman, Doctoral Committee

Enc.

Education Department  
Name of college or university

Staff members answering questionnaires:

---

---

---

\_\_\_\_\_  
Department Head

Box 5327 NTSU  
Denton, Texas  
June 5, 1967

Several days ago I wrote the head of your department asking for his cooperation in a doctoral study, presently in progress at North Texas State University, dealing with the practices used by secondary school American history teachers. He was asked to distribute copies of a questionnaire to three members of his staff and send me the names of the persons who would respond to the questionnaires. He indicated to me that you were to be one of the respondents.

As yet I have not received your completed questionnaire. I realize that my request came at an inconvenient time. However, since these questionnaires were sent to relatively few respondents, I need your cooperation very badly. If the materials have been misplaced, I shall be glad to send you more or, if my instructions were unclear, I shall be happy to clarify them.

I should very much appreciate your help in this matter.

Sincerely yours,

Douglas O. John

Watt L. Black  
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Chairman, Doctoral Committee

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