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ABSTRACT

This is a set of 22 papers written by social studies teachers in Michigan describing innovative approaches in their programs. Robert Trezise's overview states that the programs were developed from both local commitment and funding, and Federal funding. The papers show: 1) a shift away from content per se to a focus on process; 2) concern for the self-fulfillment of the individual student and his development in a social context; 3) examples of extending the learning environment into the community; and, 4) a trend toward a variety of theme oriented elective social studies courses. Instructional techniques emphasized are open discussion, independent research, and little use of textbooks. Needs in the social studies detected from these papers are: 1) program coordination K-12; 2) a clear definition of objectives in social studies and an outline of strategies to accomplish them; and, 3) more stress on the pluralistic, multi-ethnic nature of our society. Programs include: humanities, Afro-American history, American Indian history, political science and government, and Mera and Oak Park projects, a study of mankind, community and outdoor social studies projects, and staff and student involvement in curriculum change. (VLW)

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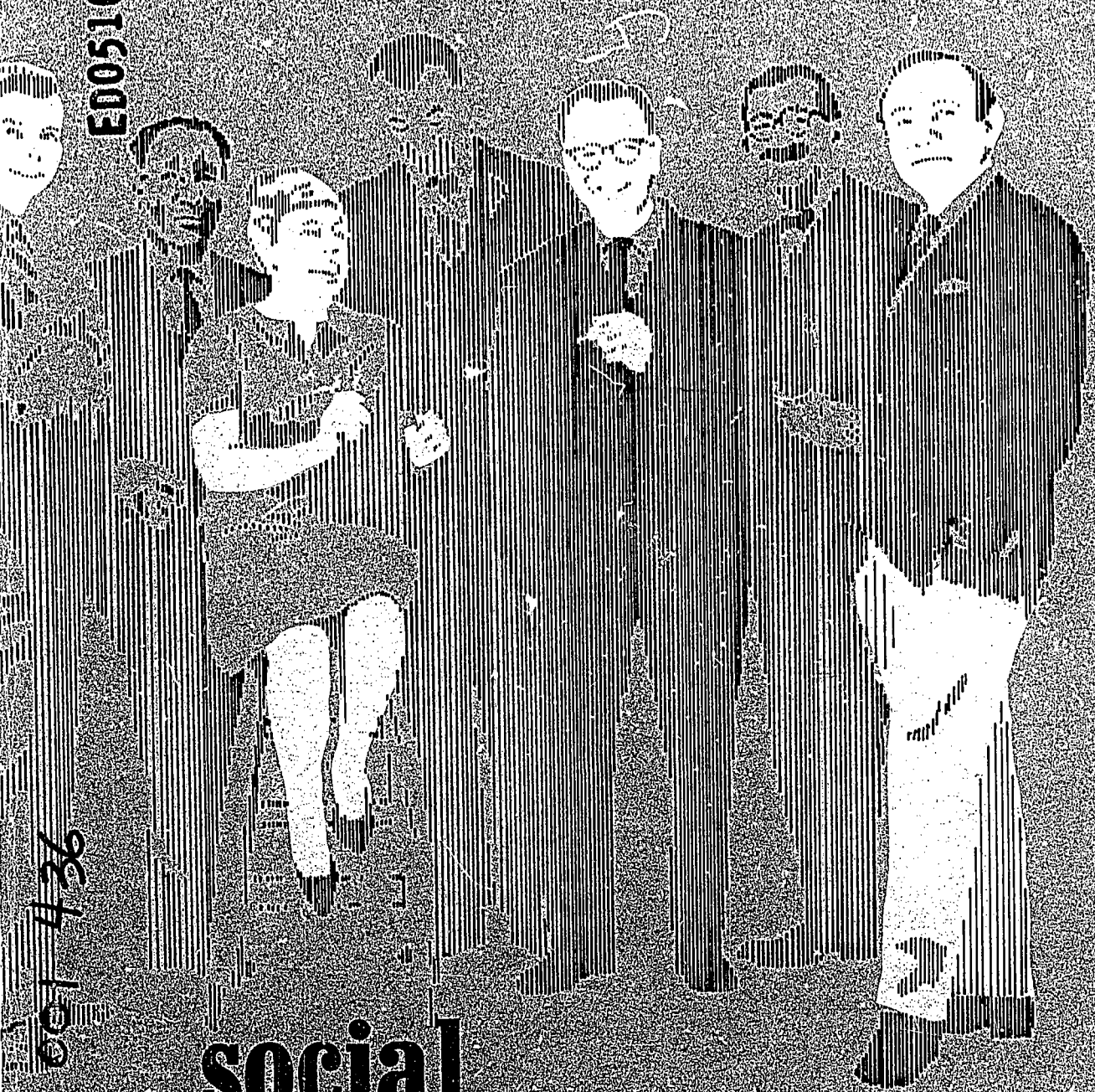

social studies in michigan

SOME INDIVIDUAL DESCRIPTIONS

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FOREWORD

One of the fundamental purposes of the Michigan Department of Education is to disseminate information regarding innovative educational programs that are being carried on throughout the state at the local and intermediate level. This publication, initiated through the ESEA Title III program of the Department, has been designed to accomplish this purpose in the social studies. Each chapter is a description of a particular social studies program, and in each case the program has been described by a person very closely associated with it. The names of the individuals who have contributed chapters appear under the chapter titles; and if the reader wishes further information concerning any of the programs described in this bulletin, he may contact the district directly or the Department of Education.

I would like to express my appreciation to all of the people who have contributed papers for this publication, as well as to Robert L. Trezise, Social Stuides Consultant in the Department. Dr. Trezise has compiled and edited these papers and has prepared the introductory "Overview" chapter.

John W. Porter, Superintendent
of Public Instruction

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AN OVERVIEW OF "SOCIAL STUDIES IN MICHIGAN"

It has been generally agreed that social studies programs have too long been in the doldrums and have been failing to meet the needs of both the students themselves and the society in which they live. We have, in the past few years, heard about "the new social studies," "the revolution in the social studies," and many new and attractive social studies materials. But, unfortunately, in spite of developments on the theoretical level, too often social studies programs go on in a pedestrian way, not only far removed from the realities of the larger world, but failing as well to meet the personal needs of the students.

Yet problems of a social nature press in upon us from all quarters, and it has become clear that if these problems are going to be ameliorated, they are going to require the attention of highly trained social scientists and, perhaps more important, the support of an enlightened, concerned citizenry. If there was ever a time when truly vital social studies programs are needed to prepare youngsters to meet the imperative demands of the times, it is now. And in order to meet the needs in the social studies, it will be necessary to revise programs in a rather drastic way; piecemeal, timid innovations will not do.

This bulletin is a set of papers written by social studies educators throughout Michigan, and the chapters contained herein suggest that a good many educators are at least beginning to be aware of the need for social studies reform and, further, are making a start toward changing the social studies status quo. Perhaps these papers also suggest that we still have a long way to go before social studies programs in Michigan really begin to fully meet the challenges of the times; but at least innovation is under way.

It is gratifying to note in these papers that it is not only the larger districts of the state that are trying new approaches in the social studies, but smaller

districts as well are venturing into new areas and developing new programs. And it is refreshing to see that many of the programs described in this booklet have not been initiated as the result of large Federal funding; but, rather, have been developed on the basis of local initiative, commitment, and funding. Federal monies, these papers suggest, need not be at the root of all innovative curriculum developments.

There seems to be no question that these chapters reflect a shift away from content per se to a focus on process. Although most great educators from Socrates onward have stressed the processes of education, it was, perhaps, Jerome Bruner's seminal book, The Process of Education, that made us more conscious of the idea that we in education have nearly always tended to be preoccupied with purveying information, with pouring in the "facts" (and often discrete facts), in "getting across the content," and in "covering the course." All the while we have, perhaps, been half-consciously aware that the information we were pouring in didn't stay in the students' minds too well. Not only did many students not remember the facts until the end of the course, but many had trouble remembering them even until the unit test at the end of the week.

The educators who began to talk more about the process of education said that we need to spend more time teaching students how to learn--how to process data, how to conduct investigations, and how to conceptualize, generalize, and to take cognitive leaps. Students need to learn to see relationships, we were told, and to understand principles and concepts--and, perferable, they should hit on these principles and concepts themselves through their own inquiry.

Nobody ever said that the process approach does away with content. Far from it. Rather, those who discuss the processes of learning say that information is actually learned more effectively (and will be retained longer by the student) if the student acquires it in a classroom that stresses the dynamics of learning rather

than the acquiring of the information itself. Marshall McLuhan's cryptic, "The Medium is the Message" (and the Massage) is a relevant one: it means for educators that our methods of teaching may be more important than what we teach. Indeed, the style of the teacher is, mainly, what he teaches. The point is, for a number of reasons, we have become vastly more aware of the notion that we have been dwelling too much on what we teach, and not enough on the process of learning.

In these chapters, in many different ways, the writers are describing programs that deal with processes. The stress throughout this publication is away from "covering the course" and in the direction of the teaching (and learning) process.

A year or so ago a group of education majors, all of whom were shortly to begin their student teaching in social studies, were asked what they thought should be the purpose of a social studies program. What they said was rather amazing--not one student ever said in that entire discussion anything about the importance of getting across information to students--in spite of the fact that this is what we probably try to do more of in social studies classes than anything else. What these incipient teachers were concerned nearly exclusively about was helping students in their social studies classes fulfill themselves as individuals. "The social studies class should help an individual discover who he is," was what the undergraduates kept saying in many different ways.

One might say that these students were far from reality; yet, in reading through these chapters, one becomes aware of this same theme. That is, many of these programs place a great deal of stress on the personal development and the self-fulfillment of the individual student. The central (though sometimes tacit) theme throughout these papers seems to be, "We are trying to ask students to ask themselves the question, 'Who am I?'" and in order to help them find answers, these programs seem to provide plenty of time for open discussions, for opportunity to explore individual interests, and for chances to become involved in "real life"

experiences.

But since these are social studies classes, the emphasis, as one would expect, is not simply on the "I", but also on the "Thou," to use Martin Buber's term. In explaining who I am, I must keep myself in a social context. I must see myself (and I hope that my students will learn to see themselves) not just as an individual, but as an individual functioning as a part of a whole--a whole society. This is a theme that runs through these pages; and in an age where individualism, particualry among the young, has taken a somewhat hedonistic, asocial turn, the focus on the "I" in the context of "Thou's" is highly germane in today's milieu.

In recent times, a good many educators have been saying that we make a mistake in restricting most of our educational endeavors to the classroom itself. The environment within the four walls of a classroom is very unlike the diverse and complex environment of the real world; and if we want our youngsters to receive a vital and meaningful education, the classroom should extend beyond the walls of the room itself and include the world beyond--the real world with all of its resources, pressing problems, and unanswered questions. Paul Goodman has been talking for a good many years about this idea of extending the learning environment beyond the classroom and involving students in the everyday, hurly-burly life of the community--so involving students in the community is not exactly a new idea. As a matter of fact, it has been only in fairly recent times that the mass of young people have received their education in a learning environment removed from the real world of work. Thus, this idea of involving the young in the life of the community is truly an ancient one, and we in the social studies, who need to be especially concerned about keeping our subject matter in the context of the society in which we live, would do well to do everything we can to tear down the restrictive walls of our rooms.

This is a theme that seems to emerge from these chapters. Arranging for students to leave their classrooms and get out into the community, to work with

people who are pursuing their professions and plying their trades, to do "field research," and to work in social-problem areas--these are undoubtedly difficult and time-consuming arrangements to make, simply from a logistical standpoint. But the fact of the matter is, in spite of the problems, social studies people are moving in this direction and are, indeed, moving their social studies classes beyond the classroom walls. And where this is happening, the students are not only learning from the community, but the community itself is benefitting.

Traditionally, social studies departments have offered a standard fare: American history in the 10th grade, World History in the 11th, Government and Economics in the 12th, etc. The program was pretty much "set"; and the students were allowed precious little choice. But according to these papers, the standard, required course is rapidly going by the board. Students now are having more and more opportunity to choose from a variety of social studies courses that will appeal to varying interests. The "elective approach" perhaps received its greatest impetus from the Title III Apex Program in Trenton, Michigan; but regardless of where the idea came from, more and more social studies departments are now making available to their students a great array of courses, such as: The American West, Personal Psychology, A Study of U.S. History through the Arts, The Spirit of Reform in the American Past, A Study of Minorities, History of the Great Religions, The Roaring 20's and Silent 30's, Men Who Have Changed History, A Study of Mass Media--to name just a few. Schools that have moved in this direction report that not only are youngsters more highly motivated to learn in social studies courses that they themselves elect, but in the end, they actually take more social studies than they had under the "required" system.

Most of these programs allow students to elect any course they wish, regardless of their grade placement. Thus, a course in the American Indian, for example, might enroll 10th, 11th, and 12th graders. The students have grouped themselves,

in a sense, according to interests rather than age, which is a refreshing change in a society that generally seems to have nearly a fetish for classification by age.

Other trends also are apparent in these chapters. A number of social studies people seem to be earnestly attempting to involve students in curriculum planning. In addition, there seems to be no question that the use of a single textbook is at last passing from the scene. Not one program described in this publication uses a single textbook. Further, open discussions usually seem to be the primary instructional mode. Simply changing the content structure of courses will not suffice, these writers seem to be saying. What is necessary is that the teacher's teaching style must change as well--and, perhaps, this must be done through in-service education. Openness is a quality that teachers need to exude. But beyond an attitude of openness, teachers must acquire (and can acquire) better techniques of asking open-ended questions and deliberately cutting down on closed questions. Many of the writers seem to agree with the dictum: a good teacher never asks a question to which there is a definite answer.

It is clear throughout these articles that social studies people are more and more attempting to get their students to pursue independent research projects. Also, these chapters suggest that social studies people are more aware than ever of the importance of dealing with the great pressing social problems of our times, and particularly the problems of the socially dispossessed. In regard to the problems of minorities, the main source of the problems often seem to be not the minority group itself, but the majority--which refuses to listen, to take any action, to be very concerned, or to examine its own value structures. Several programs in this publication stress this idea.

American education--and perhaps education throughout the Western World--has tended to be mainly a cognitive enterprise. That is, we have focussed in our schools largely on helping students to acquire information. Many theoreticians have been stressing of late that schools have been functioning at too low a

cognitive level, and we now need to attempt to stress with our students higher order thought processes, such as critical thinking, evaluating and synthesizing data, etc. To be sure, we need to help our students to think on higher cognitive levels, in the Bloom taxonomical sense.

However, there are a lot of people--and many of the writers of these chapters seem to be among them--that are saying in addition that we need to focus more on the affective realm--the realm of feelings, attitudes, and values. In other words, besides helping students to develop their cognitive potentialities, we also need to help them express their feelings more adequately and to empathize with the feelings of others; we need to help them to explore their attitudes--where our attitudes are derived and how they affect our behavior; and we need to encourage them to continually explore their value structures and to learn to understand the values that others hold, for ultimately, it is perhaps not so much the facts alone that make the important decisions for us, but our values.

This is a realm that the students themselves are more and more concerned about. Reich in The Greening of America has made this point, as well as Roszak in Making of a Counter Culture. Young people, apparently throughout the world, are demanding, perhaps as a counter-thrust to the developments of the technocratic state, a society that is concerned with human values and feelings and that elevates above all else the dignity of the individual. The papers in this publication suggest this--that in social studies classes, students must be encouraged to express their feelings, explore their attitudes, examine their values.

If one were to detect a need in the social studies from reading these papers, perhaps it would be that few of these programs described involve a kindergarten-through 12th grade effort. If there is an adequately developed and carefully articulated K-12 social studies program in Michigan, these chapters, it would seem, do not reveal one. Apparently there is a real need for elementary, middle school, and high school teachers of social studies to sit down and engage in earnest and

probably lengthy dialogs in order to come to grips with what the essential purposes of a social studies program should be. And not only do such K-12 groups of teachers need to clearly define what their objectives in social studies should be, but what, specifically, can be done to accomplish these objectives? To state objectives without outlining specific strategies for accomplishing them is a jejune task that only pointlessly consumes our time.

Although some of these papers suggest that students must be made more aware of the pluralistic, multi-ethnic nature of our society, it would seem apparent that more stress needs to be placed on this area. We live in a society whose vibrancy derives partially from the fact that it is made up of people from a multiplicity of backgrounds; and while the term "melting pot" has been used to describe the American scene, perhaps it would be more accurate to say that America is a mosaic culture, made up of many rather distinct groups, each contributing to the character of the whole. America is, then, in its essence a complex pattern consisting of many distinct groups, representing various racial, ethnic, and religious backgrounds; and this fact needs to become much more reflected as an intrinsic part of the social studies programs, not only for the benefit of people from the various groups themselves, but for the sake of the nation as a whole.

It should be pointed out that the title of this publication does not infer that all of the innovative social studies programs in Michigan have been described herein. Undoubtedly there are a good many exciting and innovative things going on in social studies programs in Michigan that are not known about outside of the local district--or perhaps even outside of a classroom or an individual building. However, it is hoped the programs that are described here give an over-view of at least some of the more interesting social studies developments in Michigan.

STUDENT SELECTIVE SERIES

Charles C. Hemingway, Humanities Coordinator

Flint Community Schools

In a democracy an enlightened citizenry is essential to make relevant contributions to our everchanging society. To this end, the Social Studies curriculum has been designed to offer our students a variety of courses reflecting the many aspects of our complex world. This program will enable the students to identify their role in making a contribution to our society.

Background

The "Student Selective Series," referred to as the "Experimental High School Social Studies Program," will be initiated in September, 1971, at Flint Northwestern Community High School. When evaluation by the Research and Testing Department is completed, it should be of value in determining the future direction of the high school social studies program.

The Experimental Social Studies Program grew out of the highly successful Student Selective Series English Program. Two years were spent in discussion, research, planning, and writing before recommendations were made which resulted in the experiment. The High School Social Studies Curriculum Study Committee consisted of representatives of all four high schools. The group worked on the proposal and designed the courses during a two-week session in the summer of 1970.

Characteristics of the Program

The Experimental Social Studies Program is a battery of over 43 one-semester course offerings. While total subject-matter content of the courses is closely related to the content of the traditional curriculum, there has been some shift in

focus in line with the changing life styles and concerns of today. The academic student will find available an opportunity to specialize in particular periods of history; the less academically inclined will discover areas of study that relate to his life experiences. In either case, the range of courses should prove adequate to provide specifically tailored programs to meet individual needs.

Whether the course is titled "Black America," "How to Make a Million," or "American Radicals, Reformers, and Reactionaries," every course includes specific skills. The development of skills is an essential part of any effective social studies program. Such skills are basic tools for living, and they will be even more important tomorrow. Facts can be forgotten or become out-of-date; but skills, once learned, will usually be of service throughout life.

Behavioral Objectives

The student will be able to:

1. demonstrate knowledge in locating, gathering, and organizing information
2. demonstrate knowledge in analyzing, systhesizing, and evaluating information and ideas
3. demonstrate knowledge in communicating ideas and information, including listening, reading, and presenting ideas in oral and in written form
4. demonstrate knowledge in interpreting graphic materials
5. demonstrate knowledge in developing and applying map and globe skills
6. identify the role of government in the growth of economic, social, and cultural institutions in the United States
7. demonstrate an awareness of other cultures and their contributions to the American way of life
8. develop attitudes, understandings, and values that will advance a democratic way of life
9. participate productively in discussion by interaction and planned cooperation.

This student-centered program recognizes the individual's ability to assess himself and to determine his own goals. The social studies teacher, parent, and the counselors all cooperate, but the student finally makes his own choice. When a student has the responsibility of selecting the courses he wants, he may bring to that class positive attitudes that will help him learn. Student interest and ability function as criteria for grouping rather than chronological age. Since there are no prerequisites, students from any grade may select any course offered. This means that a given class may be composed of students from tenth, eleventh, and twelfth grades.

Since teachers assist in the planning and have some opportunity to elect the courses they teach, they are encouraged to innovate, learn to know a wider range of students, read different books, and keep pace with new trends. The change in the role of the teacher as one who provides for student involvement in the process of discovery is aided by this change in curriculum design. A dynamic feature of the program is the ease with which individual new courses can be included to keep up with changing student interests and concerns.

A List of Courses Offered

During the 1971-72 academic year, the students at Northwestern High School will have an opportunity to elect courses from a list containing 43 titles. In the first semester, 25 courses will be offered; in the second semester, 26 courses. Below are the 43 courses:

First Semester	Second Semester
American Historical Myths & Legends	Administration of Justice
Asian Studies	Advanced Geography
Black America	Africa
Civics	*American Radicals, Reformers, Reactionaries
Communications	Black America
Cresent, Cross, and Star	Civics
Economics	Communications
*Founding of the New World	

First Semester (cont.)

Introduction to Geography
Our Neighbors--Canada, Central & South America
Psychology
Sociology
Spirit of Revolution
*The American West
*The Civil War: One Nation or Two
*The Presidents: Great, Mediocre, and Poor
*United States Constitution: Creation and Evolution
*United States History I (survey)
*United States Formative Years
*USSR and Eastern Europe
Vital Current Issues
Western Civilization I
World Religions
You and the Law
How to Make a Million

Second Semester (cont.)

Contemporary Western Europe
Economics
The Forgotten Amercians
Geography in an Urban Age
**Independent Studies
Man's Struggle for Peace
Nationalism and Internationalism
Psychology
Sociology
*Reconstruction and Its Impact on the Negro
The Renaissance Yesterday and Today
*20th Century History--U.S. Foreign Policy
*U.S. from Poor Nation to a Rich Nation
*USA Historic Vacationland
Vital Current Issues
**Wars of the United States
Western Civilization II
*United States History II (survey)
Urban Studies: Crisis in the Cities
*U.S. from Poor Nation to a Rich Nation
*USA Historic Vacationland
Vital Current Issues
**Wars of the United States
Western Civilization II

*One of the starred classes is required for graduation.
**These courses are recommended for students majoring in history and planning to enroll in a college.

The implementation procedure follows:

1. All students will be given copies of a brochure listing the courses. Each course will be described and titles of the books to be read will be listed.

2. A survey will be conducted. Each student will select one course for each semester.

3. Staff members will compile a list of the courses to be offered on the basis of student choices.

4. A list of the course offerings for a given semester will be distributed to students and each student will select his first and second choices from this final list.

5. Teachers will select courses for which they have specific strengths and which they desire to teach.

6. From this data the schedule will be completed.

Each social studies teacher and the counselors will work closely with students to advise them in their course selections. The final selection will be determined by the student and the parent with the cooperation of school staff. Thus, students and parents will be given primary responsibility for selecting courses.

The scheduling process resulting from the new program will demand intensive efforts by staff members. Through the extended efforts and cooperation of the administrative staff, counselors, and faculty, problems of scheduling for the new program will be held to a minimum.

Materials

Initiation of the experimental program will be based on the full utilization of all the textbooks and supplementary books on hand. Many of the new courses will require very little in the way of purchases. Approximately $3,000 worth of paperbacks will be provided to implement the total program. The individual courses will be assigned IBM numbers and the materials for each course will be arranged under these numbers in the Instructional Materials Center.

Conclusion

The Social Studies staff of the Flint Community Schools believe that the new curriculum will far more effectively attain the following goals:

- Motivate, stimulate, and involve students from the beginning of their selection of courses, through its presentation, and to the end where the students evaluate their educational experience.
- Give teachers the opportunity to guide students into areas of study most profitable to them.
- Stimulate teachers by enabling them to teach mostly their areas of keenest interest and greatest knowledge.

- Involve teachers in creating relevant, integrated, and current courses of instruction.

- Help teachers in their search for new approaches and classroom techniques so that they can design an experience for the students which will inter-relate the significance of the past to the future and enables students to interpret the present.

- Help all social studies teachers break out of ruts of prior curricula and get into serious searching reading, and incorporation of new and stimulating materials. Black social studies is one of the greatest areas of need and is projected to be intensively studied and integrated into the new curricula where ever possible.

SOCIAL STUDIES OUTDOORS

John Sabo, Teacher

Traverse City Public Schools

Bob Geiger is twenty-one years old. He has a job as a teacher's assistant in the Traverse City Public Schools. The teacher Bob assists is one of three certified teachers who staff the system's Outdoor Education Program.

If you were to ask Bob what his job was, he'd probably be hard pressed to tell you anything more specific than "teaching assistant." If you were to ask Bob Sierra, the man he assists, or Al Lockman, the program director, one of two things would happen. If they were caught up in one of the dozen-odd activities that are always in progress, they'd tell you Bob was a "teaching assistant." If your question caught them between activities, they'd ask you to sit down for a cup of coffee, and they'd start to describe what Bob does. There's a lot going on around there. There's a lot of good teaching and learning going on. And, like most good teaching-learning, it defies labeling.

I went to look over the program with some labels on the first page of my fresh, clean notebook. Within minutes after arriving, I was so caught up in a whirl of people, happenings, and 212 acres of northern Michigan countryside that I promptly forgot my labels and almost forgot my notebook. Caught without my categories, I latched onto Bob Geiger, one of the first people I met. I was acting on the assumption that his place in the scheme fell somewhere between the educators and the learners, and that thus I could learn most of the things I wanted to know by watching him.

I think I did. If you can see some evidence of Social Studies teaching-learning in the descriptions that follow -- perhaps even some traces of Social

Studies that couldn't possibly occur in a conventional classroom -- if this comes through, I'll have succeeded in justifying the title.

The first thing I watched Bob do was to pile three of his ninth-grade charges into the cab of a pickup and drive them down to the sawmill area. There they picked up a load of sticks to take back up the hill to the "junior high building." The sticks were 1 x 1's in two different lengths, 12 and 24 inches. They had been cut from one-inch boards that had been sawn from a wide variety of northern Michigan trees that had been felled in and hauled out of a wide-ranging assortment of sites -- woodlots, roadsides, full forests, farmlands. Students -- generally the older tenth through twelfth grade students -- had done the felling, hauling, sawing, and cutting. Of course, they had the assistance of the staff; nevertheless, it's a pretty sure thing that any student picked could tell you exactly what had to happen before those sticks were piled into that pickup.

In the process of telling you, your student would probably also mention Ed Youngs. Ed Youngs is another "teaching assistant" on the program's staff. But he has far more colorful labels: he's "chief sawyer" and he's "head historian." Sixty-plus years of lumbering in the Great Lakes country more than qualifies him for the first tag, and 87, 88, 89, or 90 years of living earns him the second title.

In all likelihood the student you would query would have had his turn working on the sawmill alongside Ed -- up on the carriage feeding the logs into the screaming blade or directly behind the scream "tailing off" the fresh boards. If your chosen student were like the ones I observed -- and like me -- he didn't talk much while that five-foot blade was screaming. Just worked with mouth-open attention. Ed doesn't talk much then, either. But before, between, and after the saw's mechanical dramas, Ed would probably have told your boy about the Indians, Finns, Irishmen and French Canadians who worked in his lumber camps "x" many years ago. Maybe Ed would even gently imply some comparisons between your interviewee and

these past men. The student could promptly forget these comparisions, of course; much more quickly than he'd forget what it's like to work for an 87, 88, 89 or 90-year-old man.

Maybe your student would have been a reject from the "cabin construction crew." Let's assume that he was. That means he elected to work with some of the other students to construct (and later expand) a start-right-from-the-trees log cabin for Ed to live in. To say that your boy was a reject means: (1) that he wasn't the lad who emerged as a natural leader in the initial unstructured volunteer group; and (2) that he was one whom the emergent leader gradually "phased out" of the cabin-construction crew. It means this because of the teaching principles Al Lockman has chosen to implement in his organization of the students' activities in the program. It meant this to your boy, too, without anyone ever uttering the label "reject."

Odds are good that he moved from his experiences with Ed or from his rejection right into something else, anyway. If Ed had fired his interest in the past, he probably joined a group working on refurbishing an historically fascinating collection of old tools. A two-cylinder kerosene-and-water fueled "Rumely" tractor (c. 1926); "peeling chisels" and "barking spuds" (c. 1800); a "drag-saw" (pre-1925), a "hydraulic water ram" (now minus 100 years?), "whiffletrees," old cornchoppers, blacksmith forges -- these are little more than interesting names to most of us. To some others they are curious tools examined in museum display cases. To the students in the Outdoor Education Program who have scraped away rust and oiled working parts and handles, the label means "the living past." They mean "the future," too, because these student-reconditioners know that their work is going to eventuate in a very special museum -- probably one without display cases.

But back to Bob Geiger, the students and the sticks. They moved the sticks up to the "junior high building" and the boys went to work on them. They set nails

point out in the ends of each stick, using a tool they had helped devise. The sticks became "spreaders" designed to "teach" young fruit trees to grow out and low. Local orchardists want these in quantity at three cents per spreader stick.

This enterprise doesn't end with the end of the school day, either. The boys know they can take a load of sticks home and bring them back as finished spreaders, earning one cent for each of the conversions they complete. Two brothers have created their own little factory for this, an old chicken house in their rural backyard. On weekends other students join them for work sessions, some biking as far as seven miles from their own part of the county. The whole crew sets a weekend quota and meets it, even if meeting it involves providing casual overnight accommodations for the "migrant" workers. On at least one such weekend the "crew" met their quota to the tune of $33.00 worth of spreaders by Monday morning.

Of course, there is the other end. Another lad, when I asked him if he had gotten involved in the spreader-stick personal-profit program, replied simply: "I'm not interested in it." "What do you do for spending money?" I asked. "My mother gives it to me," he answered. "Do you think you might make some spreaders sometime in the future, with Christmas coming and all?" -- "Not interested." Still, according to Al and Ed, he's one of the best men on the sawmill.

To walk out of a regular classroom and into the midst of the activity that is the Outdoor Education Program is to start wondering all over again about the question of how to motivate learning. The conventional classroom teacher starts "wondering" out there in the woods because motivation doesn't seem to be a problem out there in the woods. A history teacher, confronted with the question of why his students should have knowledge of Turner's Thesis, knows he must ultimately answer "because the idea is interesting for its own sake." If one of Lockman's cabin-builders should inquire into the WHY of his work, Al knows that his "ultimate" answer would be just as arbitrary as the history teacher's. But Al also knows that

between the student's question and an ultimate justification he can interpose an answer like "Well, Ed needs a place to live if he's going to take care of this project, doesn't he?" A teacher doesn't have to create motivation in a situation loaded with plenty of motives that are patent and immediate. Al, Bob Sierra, Dick Murphy, and their assistants Ed Youngs, Danny Dohm and Bob Geiger -- all of these teachers enjoy relatively "why-free" teaching. They enjoy it because they've worked to create a situation that makes why's unnecessary.

Now that I'm back to Bob again, let me close with him. Bob's only been a "teaching assistant" for about four weeks at this writing. Bob has been associated with the Outdoor Education Program for a long, long time, though. He started with it as a 10th grade student in the program's first year. He spent his 11th and 12th grade years building it and being built by it. Now he's back in it; and, according to his Supervisor, he has the 8th grade students "eating out of his hands." From at least one point of view, Bob Geiger illustrates the process of socialization.

LAWYERS BECOME TEACHERS

Miles E. Beamer, Assistant Director of Social Studies

Detroit Public Schools

Larry Parker had worked long hours after school all semester; and after his graduation at the age of seventeen from high school in June, he planned to go to college in the fall. He had saved his money for his first year at Northfield College, about twenty miles from his home. Since transportation to and from Northfield was not easily accessible, he planned to spend part of his savings to buy a used car that would provide him with transportation to and from Northfield.

One night, about a week before graduation, he saw in the evening paper this advertisement: "Big-hearted Joe's Used Car Sale of the Year. Get a reliable and trouble-free used car that will give you many years of low-cost transportation. See this 1964 beauty with radio, power steering, automatic drive, with low mileage, for only $400. Pay $200 down and the balance in easy monthy payments."

This was just the car that Larry had dreamed about. It would provide him with economical transportation to Northfield College.

Next day, Larry withdrew $200 from his savings, went to the used car lot, and after listening to a salesman praise the merits of the car, paid the $200 and signed a note to pay the balance, at $20 a month plus interest, over a ten-month period. Larry drove away a happy young man.

When only five minutes from home, the car began to knock. Larry stopped the car and discovered the car's radiator was leaking and he was out of water. When he drove in his year, he bumped his father's car as the brakes on his beauty did not operate. He turned on the radio but it didn't work. Larry was very unhappy about his purchase. He had paid $200 down and still owed another $200.

When the young attorney came to his civics class the next week, Larry had a number of questions to ask him. Some of them were:

1. Were there false and misrepresentative statements in Big-hearted Joe's advertisement?
2. Did he have to pay the balance of $200 on the car?
3. Was the contract binding since he was only seventeen?

* * * * * * * * * * *

In the fall of 1969, the Superintendent of the Detroit Public Schools called a meeting involving a small number of his staff and several members of the Young Lawyers Section of the Michigan Bar Association.

The purpose of the meeting was to review and discuss a proposal of the group of Young Lawyers to conduct a one-week course in various phases of law for all seniors in the Detroit Public Schools. The meeting ended with a decision to conduct the proposed program in a limited number of schools on a pilot basis during the 1969/70 school year. If the program proved worthwhile, it was to be expanded to include other high schools. The Superintendent assigned the planning with the Young Lawyers and the implementation of the program to the Department of Social Studies.

Early in November, 1969, designated members of the Social Studies Department held a preliminary planning session with three members of the High School Program Committee of the Young Lawyers Section. At this meeting tentative dates for a one-week course, one hour each day for five consecutive days for all civics classes, was approved. Three high schools were selected for a pilot project - one in the inner city, one in the middle area, a third at outer city limits.

A second meeting was held in mid-December. At that time the three social studies department heads from the schools selected attended the session with the Young Lawyers High School Program Committee and members of the Department of Social Studies. Plans for the content of the course to be offered were discussed and

agreed upon, and definite dates for the lawyers to appear at the schools were established.

A broad general outline was given to each participating lawyer as to the areas to be covered in the course and indication of the topics that would probably be of interest to high school students. Topics that the lawyers were to cover for the week's course were as follows:

First Day - Constitutional Law; Discussion of the Bill of Rights; Search and Seizure; Stop and Frisk; Right to Counsel and Student Rights.

Second Day - Discussion of the difference between civil and criminal law; Discussion of court system; Discussion of election of judges; How one becomes a lawyer; Begin discussion of criminal law problems.

Third Day - Continuation of criminal law problems; Police relations with individuals; Drugs; Juvenile Court problems; Introduction of urban problems.

Fourth Day - Continuation of urban problems, including such areas as landlord-tenant, city government, real estate, and consumers' law problems.

Fifth Day - Discussion of miscellaneous problems, such as probate law; minors' and incompetents' estates, and Selective Service problems.

Late in February the Young Lawyers began teaching their one-week course about law and legal matters to the civics or government classes in these three high schools. Twenty-six lawyers volunteered to teach the twenty-six classes. Approximately six hundred students received this instruction.

To aid the lawyers in meeting the time schedule of classes, they were pro-

vided with the teacher's name, the time of the class meeting, and the class room number. Previous to this time, the Bar Association had sent letters to all participating attorneys informing them of their responsibilities as to being on time at the school and being prepared. In most cases, the lawyers contacted the teachers of these classes the week previous to their appearance at the school. This enabled both the attorney and the teacher to be better prepared for getting the first day's lesson off to a smooth start. Most lawyers gave some opening remarks to the class and then spent as much of the class period as possible answering questions from the students.

At the termination of the course, and evaluation was made by the lawyer teaching the class, the teacher of the class, and the students of the class.

Teacher comments and evaluations:

> Four out of the five lawyers who visited my classes were civil lawyers and not criminal lawyers. Dealing with students who are constantly in contact with the police and courts for various bodily and criminal activity, it seems necessary that an attempt should be made to assign more criminal lawyers (if possible) to a "high crime area" and assign civil lawyers where such matters are not as pertinent.
>
> **********
>
> Very beneficial. The Attorneys established good rapport with the classes. We need more material on civil law (consumer problems) and less "cops and robbers" stuff.
>
> **********
>
> The lawyers were informative and, in most cases, responsive to the questions and interest areas of the students. I

am in favor of continuing this program.

****

I think that having lawyers in our civics classes for a week was very worthwhile. It was a good change-of-pace from the usual classroom procedure and the students reacted very well. Most of all, the students want to see the program become a regular part of the civics course.

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Attorney comments and evaluations:

On the whole, I found the students quite attentive and quite interested in the subject content of the program, particularly with reference to constitutional rights, criminal law, and the right to dissent and freedom of speech.

****

I found that the reaction of students was sharper in the area of discussion of constitutional law, search and seizure, stop and frisk, and right to counsel, students' rights, and associated problems of criminal law. There also appeared to be a keen interest in the discussion of the election of judges and the question of how one becomes an attorney.

****

As we became involved in the topics, the student participation increased and I felt the entire week was extremely worthwhile. This program is

excellent. I hope it continues and I would be delighted to participate again in the fall semester.

****

Students' reaction to the program taught by the lawyers is indicated by the summary of student opinion in three classes:

Favored the program	76
Disapproved the program	3
Would have liked more time for questions	12
Were bored	5
Would have liked more class discussion	4
Lawyer talked about the "wrong" things	24
Lawyer showed lack of respect for student opinion	7

In general, the students were interested in more talk about things which they felt were directly touching them: student rights, drugs, stopping of teenagers and searching them or their cars. A few spoke disparagingly of "old" laws.

Because of the enthusiastic evaluations given by the teachers, attorneys, and students who participated in the pilot program in the spring of 1970, plans for expanding the program to all of the 22 Detroit Public High Schools in a similar program in the fall of 1970 was inaugurated.

During a four-week period beginning in late October, 1970, more than 175 young lawyers from the metropolitan Detroit area taught about laws and our legal system in all senior high school government classes. These young attorneys included black and white attorneys from the Wolverine Bar Association and the Detroit Bar Association. The program was not only expanded in the number of schools involved, but a sixty-page syllabus was prepared by the Young Lawyers for the attorneys that taught in the high schools. The table of contents of this syllabus cites

court decisions and gives examples in the following areas:

Student and Minors Rights

First Amendment Freedoms

Consumer Protection in Michigan

Selective Service Law

Criminal Law Outline

Narcotic Laws

The attorney who is co-chairman of the project expressed his enthusiasm for the project when he stated, "One purpose of the sessions is to change the unfavorable image that the law has for many youngsters. We want kids to appreciate the legal system, to show them the law can help them in their lives."

As was mentioned at the beginning of this article, the project was sponsored by the Young Lawyers Section of the State Bar Association. Other school systems in Michigan interested in a similar program should contact their local bar association.

A REALLY "NEW" NEW SOCIAL STUDIES PROGRAM

Robert Roddewig, Middle School
Social Studies Department Chairman
George Pamerleau, Teacher
Roger A. McCaig, Curriculum Associate
Department of Instruction

The Grosse Pointe Public School System

During the 1967-68 school year, teachers in the Social Studies Department of Parcells Middle School, Grosse Pointe, came to the momentous, if somewhat overdue conclusion that the teaching model for the social studies was inadequate, irrelevant, and obsolete and should be discarded for a new one. In a society beset with problems of human conflict, poverty , and destruction of the environment, the curriculum was likely to focus on physical geography and Babylonia. In a national community bursting with a new awareness of the goals and rights of minority groups, the textbooks described slave songs as symbols of contentment and gratitude. In a world exploding with new knowledge and changing conditions, a book at least five -- and perhaps as much as ten -- years old was expected to be the major resource for learning. In a classroom filled with thirty unique human beings, all the learners were paraded in the same way and at the same rate through something called required content. The Social Studies Department at Parcells was courageous enough to reject this model and honest enough to admit that any teacher determined to cleave to it was condemning himself to a life of unremitting frustration.

What was needed was a really "new" new social studies, one that emerges from a new set of beliefs about learning, the nature of youth, and the needs of the community, not a curriculum whose covert purpose was to make teachers comfortable.

Underlying Beliefs

The curriculum must be flexible, open-ended and self-renewing.

The curriculum must have inherent provisions for continuous development and change based upon the needs and purposes of everyone involved in the learning environment, the community, the faculty, and -- especially -- the learners. Decisions about the curriculum must not be delegated by default to a New York publisher.

Youth have the most important rights in the process of education.

Any teaching strategy that fails to engage the purposes of the learner is, at best, training rather than education. In a very real sense, a teacher cannot succeed in stuffing knowledge into someone who doesn't need it, want it, or understand its purpose. The teacher's role must be to plan, diagnose, prescribe, lead, guide, counsel, help, suggest, coordinate, manage, evaluate, and be human.

Learners require different amounts of time and different kinds of experiences to learn the same things.

No experienced teacher needs a researcher to inform him that some youth learn effectively from one another in group situations while others learn better when working independently or that some work best in a creative, unstructured environment, while others require more supervision and frequent checkpoints. The only real question is whether a teacher wants to explain the lesson, give a test, assign the grades, move on to the next chapter, and pretend that this process is educational, or whether he intends to design a strategy that recognizes human differences that refuse to vanish for his convenience.

The school must help youth to develop adaptive skills.

The teaching style used throughout all previous human history has been rendered instantly obsolete by the electronic revolution and the daily bombardment of thousands of television pictures and radio words upon the conscious-

ness. The present generation of teachers is the first for whom these beliefs are no longer true.

I know more than you do about everything.

I know everything you need to know.

You can't know anything unless I've taught it to you.

It is impossible to train children for a world no one can predict. The most relevant curriculum for today's youth is one which emphasizes problem framing and problem solving.

The school has important responsibilities for attitude formation.

Society at large is coming to the realization that as important as knowledge is it can not replace skills for working cooperatively with others and attitudes that not only accept but value cultural and personal differences. Knowledge is neutral. The use of knowledge involves ethics.

A teacher cannot be all things to all youth. He must combine resources with other teachers.

Pooling the skills of teachers in curriculum planning, leading small-group discussions, giving large-group lectures, and managing the resource center permits each teacher to contribute his strengths to the instructional program and to grow and learn through association with other teachers. Team teaching is not to be confused with rotation teaching. It is a plan that draws fully upon the skills within the team, deploys resources in the most effective way, and stimulates professional growth.

The use of grade levels is an outmoded practice that probably never did make sense.

Schools recognize grade levels. Life does not. The only reason for the perpetuation of this practice has been that teachers and administrators find it a convenient way to organize for instruction.

The Program

School organization

The school is organized into three houses with approximately 300 students, a team of twelve academic teachers, one counselor, and one administrator in each house. A social studies team consists of three teachers.

Physical facilities

An Instructional Materials Complex is used in combination with regular classrooms. The Complex consists of a library seating a loose 45 and functioning as a quiet area and a social studies resource center (actually a converted study hall) seating a cozy 85 and operating as a "noisy" area for group work. This Complex makes it possible for one teacher to manage 30 students in the library, another to supervise 45 in the resource center, and the other to lead 10 in a small group discussion. Students move from area to area, depending upon their plans, and teachers shift responsibilities according to a team schedule. All three teachers "teach" all three units in operation.

Scheduling

All social studies teachers in one house are scheduled at the same time.

The instructional unit

The curriculum consists of thirty six-week units for a two-year period (grades seven and eight). The units incorporate all major aspects of the former curriculum and include many new areas of study. The total curriculum encompasses about two and a half times the scope of the former curriculum.

THE SOVIET UNION - PEOPLES AND CULTURES

ISLANDS OF THE WORLD

NORTHERN EUROPE

PEOPLES AND CULTURES OF ASIA

PEOPLES AND CULTURES OF AFRICA

AGRICULTURAL GEOGRAPHY OF THE UNITED STATES

GEOGRAPHY OF AUSTRALIA

UNDERSTANDING CANADA (GEOG)

UNDERSTANDING THE UNITED STATES (GEOG)

THE AMERICAN INDIAN

MICHIGAN HISTOGRAPHY

GEOGRAPHY OF CITIES

MAN AS AN EXPLORER

URBAN PROBLEMS IN AMERICA

DEMOCRACY I

DEMOCRACY II

THE UNITED STATES IN FOREIGN AFFAIRS

COLONIAL AMERICA

U. S. INDUSTRIAL DEVELOPMENT

GOVERNMENT OF THE UNITED STATES

SETTLEMENT OF THE AMERICAN WEST

U. S. POLITICAL PARTIES

MINORITIES IN THE UNITED STATES

THE STRUGGLE FOR AMERICAN INDEPENDENCE

IN SEARCH OF MAN

BASIC ECONOMIC EDUCATION

DECISION MAKING

FACTORS OF CHARACTER DEVELOPMENT

INDEPENDENT STUDY

The nature of the unit

The units vary not only in content and scope but also in style and learning

activities. Several such as URBAN PROBLEMS, emphasize problem solving. Some, such as CIVIL WAR, AMERICAN INDEPENDENCE, and COLONIAL AMERICA, are planned with various levels of difficulty. Others, such as DEMOCRACY I and II, BASIC ECONOMIC EDUCATION, and GOVERNMENT OF THE UNITED STATES, are based on simulations. Still others involve core studies for all students followed by a selection of quest activities for individual or small-group exploration. Other than the simulations, each unit contains a number of plans for learning, usually five. The plans differ from one another in the following ways:

Level of difficulty

Level of student responsibility in planning

Media and resources for learning

Learning style

Activity choices

Selecting a unit and making a contract

Every six weeks the teacher team presents the students with three units for election in a large group meeting. Students indicate first and second choices. The teacher team balances the groups, recognizing the great majority of first choices and never placing a student in his "third choice." The teacher, acting as an academic counselor, discusses past performance and present intentions with each student, and together they agree on a contract for one of the learning plans.

A contract which contains a high level of student responsibility for planning establishes a framework within which a student develops his own plan of study to submit for approval. In making the plan, a student may select activities, propose new activities, determine the order of events, and set target dates for assignments, coordinating this planning with fixed dates like film bookings and seminars.

As an alternative to selecting a contract, a student may make application for independent study on a topic of his own choosing. A conference is scheduled for the applicant to meet with the social studies team, which attempts to evaluate the sincerity of the intention, the genuineness of interest in the proposed topic, and the clarity of the purpose. If the application is approved by the team, the student prepares a plan of procedure, including a bibliography of materials, which he submits to the teaching team along with a parent permission slip. Independent study students are scheduled to meet with a teacher for two fifteen to twenty-minute conferences each week to discuss all aspects of the study.

Materials

The resource center is stocked with books contained in the unit bibliographies and with sets of many textbooks in history and geography. It also houses a fine collection of audio tapes, records, and filmstrips.

Evaluation

The process of evaluation is continuous and the criteria are individual. All three teachers share in the evaluation of each student. A new middle school system of reporting to parents facilitates this process.

Needed Changes To Implement the Program

In reorganizing for instruction, these changes were essential for implementation of the program.

The school must be divided into smaller units for instruction.

It is essential that teachers learn to know their students well and that students learn to know their teachers well. It is also essential that teachers learn to know their colleagues well. The house plan also permits the total teaching team to make organizational changes within the school day without disrupting the school s hedule and to escape the limitations imposed

by the all-school schedule.

The teachers must develop their own schedules.

No school-wide, inflexible schedule which is planned during the summer can predict needs that emerge during the year. The most flexible, efficient schedule is one which assigns a group of students to a team of teachers for a block of time.

Teachers must change their roles.

Teachers can no longer think of themselves as information pushers or the sole decision makers. They must become program planners, diagnosticians, advisors and prescribers, counselors, resource people and consultants, and joint evaluators.

Building space must be redeployed.

This does not always mean that walls must be knocked down. It does mean that existing facilities should be used differently.

New curriculum materials must be designed.

The single textbook has to be replaced by multiple copies of a variety of materials which are continuously updated. The curriculum is a complex network of choices and routes. Certain sections are always under repair and new highways are being built. The students are the drivers. The teachers design the system.

Everyone involved with the Parcells social studies program enthusiastically supports its goals and its operation, the teachers, the principal, the Department of Instruction, the parents, and -- especially -- the students. Only the imagination of the planners limits its further development.

THE PROPER STUDY OF MANKIND...

George R. Johnstone, Social Studies Consultant

Oakland Schools

social scientists discussed
what ought to be taught
from the data collected
in fields where they sought

editors and authors in
offices have fought
to determine what content
would surely be bought

curriculum committees
told what would be caught
by the students in classrooms
and what they could wrought

national projects by scores
funded it was thought
to help teachers help students
discover what they ought

Has anyone considered that as a student
I'm five times removed from the reality of the scientist's field
consumer of product and process
consumed by the artificiality and encouraged mediocrity
...and that I will not endure this forever?

distressed student

Our distressed student has alluded to some of the problems in education. Besides being discriminately excluded from the decision-making process of which he is the consumer, he must learn what others have gleaned from their experiences in the field. And that is where the fun is -- in the field.

The teacher must likewise be occasionally distressed if he relies solely on the materials of others. He must still decide what content shall he teach, from which discipline and how. National social studies projects have attempted to ren-

der aid with programs emphasizing interdisciplinary concepts through inquiry. But the basic content and approach decisions are still made from the top down.

For both student and teacher, the relevancy of the information to be learned must be inversely related to the distance from the field where it was discovered. Can we not provide a process whereby both can return to the field to discern their own generalizations? Can we not provide a process that does not end at the classroom door nor with the changing seasons? Community Concerns Class was our attempt to answer these questions.

The idea for an interdistrict approach to the study of social problems was initiated by a local district. Oakland Schools, having been contacted, arranged meetings with interested teachers and administrators for six school districts. Those who met the proposal with enthusiasm brought students with them to a second and third meeting to discuss both separately and jointly the direction they would like taken. Essentially they concurred that "a course in social problems which combined classroom instruction with extended field research should be established."

A coordinating teacher from each school served as liaison between Oakland Schools and the local district. They volunteered with the understanding that there was no release time and that five to ten minutes per day would be sufficient to keep in touch with the students.

The students, selected because they demonstrated previous concern for social issues, received a semester credit in social studies. For research efforts they were given one hour, four days a week in their communities and one afternoon per week at the interdistrict level at Oakland Schools. The diversity of students included not only black and white students, but also those who were from private and public, suburban and urban schools, ninth through twelfth grades, as well as those ranging from low academic records and high truancy rates to scholarship recipients and university enrollees.

The plan, briefly, was to train those students to do field research on a social problem of their choosing in their own community. Field research was viewed as a method of in-depth study of a human phenomenon wherever information could be found pertaining to the query. Once hypotheses were drawn, the field included the community, schools, campuses, newspapers, and even the library. We used the four criteria offered by Horton for social problems as conditions: (1) affecting a significant number of people, (2) in ways considered undesireable, (3) about which it is felt something can be done, (4) through collective social action.*

An effort was made to teach the various skills required for research work with direct practical application. For example, the analysis of written materials requires skills which includes raising important questions dealing with the absence or presence of data that would influence conclusions, recognizing propaganda techniques, and ascertaining relevant data. To teach these skills, we analyzed current news articles from different local papers, projected our findings on an overhead transparency and discussed them. One such lesson was on the topic of a local drug survey in selected public schools. We discussed our analysis with the person who produced and ran the survey to evaluate our "objectivity" and his.

Another such example included a lesson on how to do an unstructured observation. After a discussion on the steps to follow, the students were sent out in pairs to a local shopping center to observe the interaction of a few people. They took notes on clear transparencies independently and presented their observations to the entire class upon returning from the center. We then analyzed and discussed our notes in terms of clarity and objectivity.

When we came to our lessons dealing with research design, again we attempted

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*Paul B. Horton and Gerald T. Leslie, The Sociology of Social Problems (New York: Appleton-Century-Croft, 1965), p. 4.

direct practical application. The entire class was given a semantic differential (attitude survey) concerning their attitudes toward black people and white people. After completing the survey, students were asked to offer some hypotheses as to the outcome. We then discussed how to tabulate the surveys, which they did that same hour. We briefly and generally discussed the Chi squared (X^2) statistical test, demonstrated how to use an Olivetti computer (which we brought to the room), and two students ran the data from their survey into the computer. The results were discussed with the implications for their own projects.

Classes followed this format or one in which the students worked on their own, studying, refining, testing out on each other, and seeking professional assistance. More specifically, they were held responsible for the following objectives:*

1. Define and identify a social problem
2. Identify propaganda techniques in printed materials.
3. Draw up a testable hypothesis.
4. Develop some data gathering device.
   (e.g., questionnaire, interview...)
5. Design a research project.
   a. select a population for his study.
   b. define random sampling.
   c. explain the method of sampling for his study.
   d. administer his instrument.
   e. define correlation.
   f. tabulate results.
6. Enter data into a computer for analysis.
   a. explain probability.
   b. explain Chi squared (X^2).
7. Interpret statistical results.
   (Hypothesis confirmed, rejected, qualified)
8. Present his findings in some format.
   (Written, oral, audio-visual, song)

Most of the students developed their own survey instruments. All completed their own research design, selecting classes or students randomly for administering their questionnaires; sought permission from school personnel on their own and

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*George R. Johnstone, Community Concerns Class: A Terminal Report (Pontiac, Mich.: Oakland Schools, 1970), p. 4.

either administered them themselves or taught teachers how to do it. A couple of boys working independently interviewed people in a shopping center and one even traveled to campuses to interview students for his study on student demonstrations. They tabulated their findings and drew their own conclusions. The last day of class they shared their work with the others as we videotaped their presentations.

Two ninth grade girls studied equal opportunity attitudes in the three secondary schools of their community. They found that students in lower grades are more likely to hire a Negro, better qualified, than a white, but that the higher grades are more likely to move into an integrated neighborhood. On both accounts, hiring and moving, females appr.ve more significantly than males ($p < .001$), and students reporting lower family incomes appear more willing to hire a Negro and to move.

A team of students, eleventh and twelfth graders, also did a study on attitudes of black and white students toward integration in a community where busing had become a volatile sujbect. They found that no one wants to be bused to a school where they will be in a minority, but that most were willing (although a very large percentage were definitely not) to be bused in a 50-50 situation or if they would be in the majority. There was no significant difference between the responses of black and white students.

Another study was done by a team of students from two schools, a public and a private Catholic school. On a question of abortion law reform they found that most students were in favor of either modifying or repealing rather than retaining the existing abortion laws. But the interesting results were that there was no significant difference between males and females or Catholics and non-Catholics in their responses. Other studies included such topics as Police-Community Relations, Effects of Transportation on Air Polution, Urban Renewal, and Drug Use and School Involvement.

Evaluation of the class was based on several criteria. Sixteen specific objectives and the criteria for each were used to assess student accomplishments. Written forms testing the research comprehension of our students in categories of definitions, awareness, and application were compared with a small control group from the participating schools. Student evaluations of the class and evaluations from the coordinating teachers were also used.

Using the first approach, although all our students did not complete all our objectives, it was concluded that every student would have finished, given a full eighteen week semester. We had met only fourteen weeks, and the students suggested in their evaluations that we needed more time. Given that time, students, grades nine through twelve, can do field research.

The written forms testing 13 of the 16 objectives revealed that the students in the experimental class performed significantly better than the control students in all three categories of the test, $p < .01$.

On the written evaluation by the students, it is good that they felt we met our objectives; but we considered it even more important when they asked for more help in computer analysis, interpretation of results, and creative presentation approaches. They certainly were not frightened by the demands of research; they wanted to improve the skills. When asked about the educational value of the class, they responded that there was immediate practical application of analytical skills and more involvement in their communities. It was flattering at first to read, "I think I learned more in this one class than all my other classes combined." But when a university bound senior writes, "a solid basis for the hope that the educational system will really be able to foster learning," it becomes an indictment.

Speaking of the strengths of the class, seventy per cent of the students commented on the informality and the freedom to help determine the course direction. One student reflected other's statements in this summary:

"The subject matter pertained to what was happening now. The chance to work on our own at our own pace and what we were interested in."

The coordinating teachers ranked the experiences gained in the experimental class above those found in regularly offered social studies classes. Although both the students and teachers responded favorably to the inter-district approach, seventy-five per cent of the coordinating teachers felt a similar course should be implemented at the local level.

The implications of such an experimental course seem partly obvious. We are not talking simply about adding another course to the already existing curriculum. Nor are we simply training little social scientists. We have proven beyond our own satisfaction that secondary students, of diverse backgrounds, not only can do field research but do it exceedingly well. They have demonstrated that they are capable of assuming joint responsibility with the teacher in decisions regarding the direction of a class. They respected and reinforced the idea of extending the classroom to the community. Armed with the specific task of their choosing and sufficient training, they assumed commendable responsibility.

Where feasible the interdistrict approach expands an otherwise provincial community. As one student put it:

"Just the fact that the students were different ages, from different environments, different races, and voiced different opinions was beneficial. Many times they helped to view both sides of a question or brought up a facet that I had never seen."

On the local level, students can actually serve their community by gathering data for which most adults have neither the time nor the training.

We can anticipate difficult times. We received phone calls twice where two of our interviewers were prevented from continuing their surveying and the prosecuting attorney was telephoned for legal clarification. Some students discovered rather graphically that teacher attitudes toward blacks ought to be explored at

least in integrated schools. But for the most part, there was tremendous support and cooperation from the teachers, which will be needed in administering questionnaires.

It is essential that we go further and explore with students ways to use their findings in ameliorating those conditions which seem to feed troubled areas. And we must do it in the community where it may make a difference, not in the classroom alone where it never will.

THE HILDA TABA TEACHING STRATEGIES FOR DEVELOPING CHILDREN'S THINKING

Catherine Medler, Inservice Consultant

Saginaw Public Schools

During the past year the Saginaw City School District, along with several other Michigan local districts, has participated in the Hilda Taba Teaching Strategies Program, an inservice training program which provides teachers with strategies that develop thinking skills in students.

Although applicable to all content areas, these strategies have had special significance for teachers of social studies, since one of their particular concerns is to give meaning to the multiple relationships among human beings and to develop an understanding of people throughout the world.

RATIONALE

Hilda Taba stressed the importance of teaching strategies in the development of "high level" thinking about people and their ways. Results of psychological research of such men as Sigel, Piaget and Bruner point to the need for carefully planned steps in the development of children's own concepts and generalizations. On the basis of such research, Dr. Taba developed her "Teaching Strategies for Developing Children's Thinking." Basic to the strategies are the following assumptions:

1. Thinking skills can be taught.
2. The ability to think cannot be "given" by teachers to students. The quality of an individual's thinking depends on the richness and significance of the content with which he works, as well as the process he uses and the initial assistance he is given in the development of such processes.
3. All school children are capable of thinking at abstract levels although the quality of individual thinking differs

markedly.

4. Thinking involves an active transaction between an individual and the data with which he is working. Data become meaningful only when an individual performs certain cognitive operations upon it.

CONTENT OF THE PROGRAM

Taba and her associates identified key cognitive skills and designed particular teaching strategies for performance of these cognitive tasks. These correspond to the following four units of the program.

Unit I Concept Development:

This strategy deals with improving the ability of children to deal with classification by listing, organizing and reorganizing data, seeking multiple relationships, and encouraging flexibility in thinking. Through these strategies children form, extend, and clarify concepts.

Unit II Interpretation of Data

This task helps students to retrieve, organize, and analyze data, to make and support inferences and to formulate conclusions and generalizations. Generalizations play an important role in directing children's thinking as they search for meanings in the data of social studies.

Unit III Application of Generalizations

Children should be given many opportunities to generalize about what they see, read, and hear in social studies classes and then to test the generalizations against standards of accuracy and relevancy. This task helps students to apply previously learned generalizations to new situations, make and support predictions applicable to the new

situations, and then to verify, modify, extend, or discard the generalizations.

Unit IV Interpretation of Feelings, Attitudes and Values

Through this task teachers learn strategies which will help children to observe and interpret human feelings and actions and apply them to their own experiences.

METHOD

One of the factors which has generated much enthusiasm among our teachers is the practicality of the method used for teaching the program itself. Participants "learn by doing" through a continual rotation of theory and practice. Teachers practice the strategies with each other and then plan lessons for their own classrooms. Classroom lessons are taped for analysis and self-evaluation. This immediate usefulness is termed "great" by almost all participants.

The key to all the strategies is the sequential questioning techniques appropriate to each task which allow children to utilize relevant data retrieved from listening, observing, or reading. Thus the teacher stimulates and guides students to develop various intellectual skills beyond this fact level.

PROCEDURES FOR IMPLEMENTATION

The strategies are taught by local school district personnel trained by the Institute for Staff Development, Menlo Park, California. The initial workshop was sponsored in August, 1969, by the State Department of Education and included 8 of its staff consultants. After four weeks of intensive training, leaders develop the Taba Program locally in various ways: released time for participants, partial released time, credit through universities, volunteered time or summer sessions. School Districts using the Taba Program are Saginaw City, Kalamazoo, Saginaw Township, Lansing, Port Huron, Menominee, and Bloomfield Hills. Participants have in-

cluded classroom teachers K-12, administrators, reading consultants, special education teachers and guidance counselors.

Since the course takes about 50 hours of training, the Saginaw School District has found it most feasible to work through Central Michigan University. Participants pay for their own tuition and books, attend evening classes held in one of our city schools, and recieve four semester hours credit. As an inservice education consultant, the instructor visits participants' classrooms during the regular school day, gives demonstrations, used video taped lessons and offers support in any way requested. State Department consultants have assisted by participating in class activities.

One group of Saginaw teachers volunteered their own time without University credit and paid for their own books in order to learn the strategies.

Teachers who complete the 52 hour course in their local district are eligible to attend a one week leadership training session given by the Institute for Staff Development and are then eligible to serve as instructors. Macomb County, Kalamazoo and Saginaw County Intermediate Districts have sent personnel to area classes and then to this second echelon training program in order to start the Taba Program in their own area. Michigan now has 29 area training leaders.

PROGRAM EVALUATION

Teacher evaluation of the taba Program produced overwhelmingly favorable comments as to its effect in developing children's thinking and in the increased involvement of all children in a discussion. Children seemed to enjoy discussions more and felt free to express their own ideas.

Teachers also reported that Taba training had made them more sensitive and accepting to the diversity of students' ideas as they learned to ask open-ended questions, then listen, and accept responses. Teachers felt that they did less telling and thought more of arranging suitable experiences for improved intellec-

tual functioning on the part of their students. Interaction among class members offered opportunities for all to extend and clarify concepts.

One of the fringe benefits of the Taba training is the opportunity to work and plan with other teachers and administrators. Members of the group had an opportunity to exchange ideas in a learning experience taught inductively. Each class became a noticeably cohesive group.

Teachers of social studies reported that their classes became more than a collection of data, but a demonstration of the ability of the children to use this data to make wise and perceptive judgments of human behavior.

The School District of the City of Saginaw is implementing the Taba Program in many ways in addition to offering the course. For example, it has selected social studies materials which emphasize concept development. Inservice workshop activities and leaders are chosen who can demonstrate the strategies in classroom discussions. Kalamazoo has actively promoted Taba strategies in similar ways incorporating the philosophy of the program.

The Taba Inservice Program - Strategies for Developing Children's Thinking - is an innovation which can have a far-reaching positive effect on the behavior of both children and teachers. It demonstrates that the most realistic way to approach curriculum change is not through re-shuffling the curriculum content, instituting new courses, or buying new materials -- but through undertaking an active program to effectively change teacher-performance in the classroom. Even the same old courses can become exciting for the student when the teacher acquires new skills in the area of conducting open, yet focused, class discussions.

THE OAK PARK PROJECT: A HOLISTIC APPROACH TO REVISING A SOCIAL STUDIES PROGRAM

Daniel Jacobson, Director, Social Science Teaching Institute
Michigan State University

INTRODUCTION

The Oak Park (Michigan) public schools and the Social Science Teaching Institute, Michigan State University, have been cooperating in social studies (7-9) materials development since June, 1967. That cooperation has resulted thus far in rigorous in-service training for a half dozen junior high school teachers,[1] in three summer session writing seminars, in a completely written innovative 7th grade curriculum. That cooperation has also produced a comprehensive outline for an 8th grade social studies program and promises, if funding permits, to produce the written materials for that grade level in the near future.

On the horizon, of course, are the plans for the 9th grade. But this report will focus on the materials already completed for grade 7 and those projected for grade 8.

THE OVERALL PROJECT[2]

The overall project was based upon an important assumption -- that junior high school students have already reached the final stage of cognitive development, or what Piaget calls formal operations. The inference, of course, is clear -- junior high school students can think logically and abstractly. They can, in for-

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[1]Bernard Baskin, Allan Geisler, Jerry Butman, Sandra LeBost, Stanley Trompeter, and Janis Waxenberg of the Oak Park schools participated. The in-service training itself was directed by Dr. Cleo Cherryholmes, currently Associate Professor of Political Science, Michigan State University.

[2]The following paragraphs rely heavily upon Alfred Arkley, A Proposal for a Junior High School Social Science Course, Unpublished paper, 1969. Dr. Arkley helped to develop the rationale for the Oak Park Project. He is currently Assistant Professor of Political Science, Western Washington State College, Bellingham.

mal operations, handle theories, manage concepts, and produce generalizations.

Furthermore in developing the rationale for the project, two key positions were taken: 1) that the project would be relevant to the students themselves, particularly in those aspects of their lives that can be called social and political; and 2) that the program would be designed to aid the students in becoming aware of, and ultimately assuming their future lives in, American society.

Political socialization was deemed especially significant -- and for good reason. The literature indicates, for example, that the poor of the United States -- both Black and white alike -- become alienated from American society in general and from the American political system in particular during the junior high years. This alienation apparently sets the pattern for later political apathy and inactivity. But the process does not stop there. For when the politically alienated are aroused, they tend to react irrationally, often violently. The implications for the project were clear. Every effort would be made in the junior high years to counteract potential alienation from American society.

GRADE 7

Accordingly the 7th grade program focuses upon the student's view of his social and political world. It focuses, too, upon the distributive analysis model developed by Lasswell and Kaplan: ". . . power, or the giving, receiving, withholding, or rejecting of support in a decision; enlightenment, or the giving (etc.) of information; wealth, or the giving (etc.) of claims to the use of resources; well-being, or the giving (etc.) of opportunities to acquire and exercise teachable and learnable operations; affection, or the giving (etc.) of love or loyalty; respect, or the giving (etc.) of recognition; rectitude, or the giving (etc.) of responsible conduct."[3]

[3]Harold Lasswell and Abraham Kaplan, Power and Society, Yale University Press, New Haven, 1963.

How are these fundamentals distributed in present-day American society? How should they be distributed? How do the students feel they should be distributed?

Continually examined through the 7th grade program are the sources of the students' views on the distributive analysis. As Arkley suggests: "Their actual beliefs will continually be subjected to a series of reality-testing exericises, in order to determine the accuracy of their empirical beliefs. On the basis of these reality-testing exercises, we will have the students re-examine their normative beliefs. In some cases we expect their values to change during the course of these investigations. In other cases, current values may simple be reinforced."[4]

Throughout the 7th grade program, therefore, there is an interplay among the following attributes: 1) students' normative beliefs about the distributive analysis, 2) students' empirical beliefs about these distributions and their operation in society, 3) the normative beliefs of others in his local community -- and in other communities -- about these categories, and 4) the evidence regarding these distributions and operations in a number of American "subcultures"

The suggested interplay takes place through a series of inquiry exericises that test the propositions about conflict and consensus developed by Lewis Coser in The Functions of Social Conflict.

Among the American subcultures treated are the inner-city black community, the black and white communities of the rural south, and the Puerto Rican, Mexican-American, and northern white suburban communities. For each an analysis of the Lasswell-Kaplan categories is made and the normative beliefs transmitted to young people concerning the categories examined. By so doing it is hoped that students' ethnocentrism will be reduced and that they will better be able to identify with the numerous subcultures in our society.

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[4]Arkley, op.cit.

Obviously there are other objectives. Arkley refers to them as skill, cognitive, affective, and psychological objectives.[5]

The skill objectives indicate that students should be able to discriminate between normal and empirical statements about the distribution and operation of power, wealth , and status in society; they should be able to gather relevant data; should be able to test their empirical goals and political beliefs by using social science methodology; and should be able to revise their beliefs according to the results of tests. The cognitive objectives are all related to the distributive analysis, to comparing their own community with others, and to learning the basic characteristics of the American subcultures as indicated above. Under the affective objectives students should be able to state their normative and empirical beliefs concerning power, status, and wealth; they should be able to state the sources of their beliefs and of the beliefs held by others; they should be able to evaluate their beliefs through a series of reality testing exericises that produces commitment to a specific social position because of stated arguments in light of objective evidence; they should be able to organize a consistent set of beliefs based upon their evaluations. As a result as stated in the psychological objectives, the program should produce students who are lower in ethnocentrism and dogmatism and who have greater tolerance of bigotry and social and political conflict.

To meet the objectives a series of inquiry exercises (see above) -- both open and closed ended -- have been devised and simulations and numerous audio-visuals employed.

The primary goal of the 7th grade program, therefore, was the development of materials that could encourage 7th graders to theorize in a meaningful way about social behavior. It was hoped that they would be able to test their theories

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[5] Ibid

against reality.

The following units were accordingly prepared:

1. What is Social Science?
2. The Subject Matter of Social Science.
3. The Focus of Social Science.
4. The Objectives of Social Science.
5. Two Kinds of Beliefs Tested and Developed in Social Sciences.
6. Making Decisions About the Relative Accuracy of Alternatives to Scientific Inquiry.
7. The Process of Scientific Inquiry: Stating Beliefs as Propositions.
8. The Process of Scientific Inquiry: Beliefs that Cannot be Tested through Scientific Inquiry.
9. The Process of Scientific Inquiry: Stating Alternative Propositions.
10. The Process of Scientific Inquiry: Identifying the Variables which Must be Measured.
11. The Process of Scientific Inquiry: Measuring Variables.
12. The Process of Scientific Inquiry: Using Indicators to Measure Variables.
13. The Process of Scientific Inquiry: The Validity of Measures.
14. The Process of Scientific Inquiry: The Use of Samples in Obtaining Information.
15. Conclusions.

The new 7th grade materials are being used experimentally in the Oak Park schools.. Results thus far have been gratifying.

GRADE 8

The proposed 8th grade materials obviously derive sequentially from those prepared for grade 7. They, too, are based largely upon the Lasswell-Kaplan distributive analysis with an added dimension -- that of time.

METHODOLOTY OF HISTORICAL GEOGRAPHY

In order to put the distributive analysis in time perspective the rationale of historical geography is employed.[6] Instead of reconstructing places through time, however, power, wealth, respect, enlightement, etc., are described for various dates in American history. An analysis is then made of changes in these attributes through time.

AN OUTLINE OF THE 8TH GRADE PROGRAM

1. Contemporary America: 1964 to date

   A. Significant Events of our Times

      1. election of 1964
      2. war in Vietnam
      3. riots in the streets
      4. election of 1968
      5. the aftermath

   B. Problems Facing the Nation

      1. Technology

         a. the status of the American industrial machine
         b. automation
         c. the impact of the age of science

      2. Race -- the nature of the racial problem

      3. Poverty

         a. criteria for establishing poverty
         b. measures of alleviation
         c. status of American poverty

      4. Urbanization

         a. the people
         b. land utilization
         c. transportation
         d. commerce and manufacturing
         e. residential patterns
         f. the political factor

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[6]See Daniel Jacobson, "Historical Geography," in Methods of Geographic Instruction, John W. Morris, ed., Blaisdell Publishing Company, Waltham, Massachusetts, 1968.

C. Population and Distributive Analysis

1. Population

a. geographical distribution
b. birth and death rates
c. mobility

2. Distributive analysis

a. power
b. wealth
c. security
d. respect
e. affection
f. well being
g. rectitude
h. enlightenment
i. skills

II. A Look into History: 1790, 1865, 1910, 1935, 1950

A. The America of 1790

1. Population

a. geographical distribution
b. birth and death rates
c. immigration
d. mobility

2. Distributive analysis

(same as above)

3. Events affecting distributive analysis

a. emergence of the nation
b. the need for the first census
c. establishment of precedents
d. Alexander Hamilton's views
e. French Revolution
f. the Indian problem

4. Problems in depth

a. the state of technology
b. the races and attitudes toward race
c. the existence of poverty
d. urban America

B. The United States in 1865

1. Population

a. geographical distribution
b. birth and death rates
c. Civil War's effect upon

2. Distributive analysis

(same as above)

3. Events affecting distributive analysis

a. regional differences emergent

1) slavery and the plantation system
2) growing commerce and manufacturing in the north

b. manifest destiny
c. immigration
d. development of railroads
e. secession
f. Civil War

4. Problems in depth

(same as above)

C. The United States in 1910

1. Population

a. geographical distribution
b. the great migrations from Europe to America
c. birth and death rates

2. Distributive analysis

(same as above)

3. Events affecting distributive analysis

a. the new transportation
b. Progressive Movement
c. European immigration
d. United States as emergent world power

4. Problems in depth

(same as above)

D. The United States in 1935

1. Population

a. geographical distribution
b. birth and death rates

c. mobility

2. Distributive analysis

(same as above)

3. Events affecting distributive analysis

a. the Depression
b. New Deal legislation

4. Problems in depth

(same as above)

E. 1950

1. Population

a. geographical distribution
b. birth and death rates
c. mobility

2. Distributive analysis

(same as above)

3. Events affecting distributive analysis

a. World War II and its aftermath
b. growing affluence

4. Problems in depth

(same as above)

III. Review

The 8th grade program is conceived as a full year program. The developed materials will include descriptions, inquiry exercises, case studies, contemporary documents, and visuals either prepared by or selected by the Oak Park-Michigan State University team.

A LOOK AHEAD

The Oak Park Project, consistently supported by the Oak Park public schools and the Social Science Teaching Institute, continues to process and experiment with its 7th grade materials; it is already engaged in a significant program of research

on its 8th grade program -- and hopes in future summer institutes to write that program. And looking ahead it hopes, too, to begin work on grade 9.

AFRO-AMERICAN HISTORY IN THE DETROIT PUBLIC SCHOOLS

Elmer F. Pflieger, Divisional Director of Social Studies

Detroit Public Schools

A basic premise with regard to the teaching of Afro-American history in the Detroit Public Schools is that this history should be incorporated in the school program wherever it is applicable and appropriate. It is more desirable to include the history of Afro-Americans and the history of any other minority group in the regular, ongoing courses than to have separate courses for any of these areas of study. Emphasis given to any specialized group usually has greater impact when it is incorporated in the regular program than when it is isolated as an individual item for study. An important factor is that regular courses are required courses and are taken by all students, whereas specialized courses are electives and are usually taken only by a small number.

Typical of courses in the social studies curriculum where the history of black people is naturally incorporated into the program are: grade 5, United States history; and senior high school, world history and American history. Other social studies courses also include topics and units in which the study of various aspects of Negro life and culture is included.

While the Detroit schools hold to the basic premise that Afro-American history should be incorporated in the school program wherever it is appropriate, at the same time schools that wish to do so are encouraged to offer a special elective course in Afro-American history. Such a course is being offered in a growing number of junior and senior high schools and the number of students electing the course is increasing each year.

THE CONTENT

The Afro-American played a part in many periods of America's history. So, whether it is a special Afro-American history course or a course in American history, the story of the Afro-American must be included as his role parallels that of other Americans.

The content starts with African beginnings to provide background information about the life and culture of the people of Africa. The study includes the history and geography of African nations, especially during the Middle Ages.

There follows then the story of African-Americans from the period of exploration to the present time. The involvement of Africans in United States history is by no means limited to a discussion of slavery, the Civil War, and the period of reconstruction. Rightly handled, the story of blacks becomes a thread woven throughout our whole history.

Similarly, African peoples and their history are made a part of world history. That study, which also includes Asia and Latin America, then becomes truly world history, and not only the history of Europe and Western Civilization.

THE TEACHERS

Many teachers, because of shortcomings in their college training, are not well-prepared for teaching about the Afro-American. Some of them prepare themselves by taking in-service college courses in African and black history now being offered by an increasing number of colleges and universities. Others prepare themselves through self-study and reading.

System-wide, regional, and school level workshops have been held, both to give teachers background information about African and Afro-American history and to assist them in their instructional programs in this subject area. The most ambitious of these workshops was held in the fall of 1967 for 200 teachers in which Dr. Benjamin Quarles, noted authority in Negro history from Morgan State

College, was lecturer and consultant. Since then the 30-lesson television series, "Americans from Africa," has been presented at various times over WTVS, Channel 56, both for teacher and student use. Dr. Edgar A. Toppin, of Virginia State College, is the lecturer in this series.

Members of the Department of Social Studies also hold meetings with region superintendents, principals, department heads, and teachers to increase the competency of the instructional staff through presentation and discussion of the goals, the materials, the guides, and the methods for incorporating the study of Afro-American history and culture into the total social studies program. Presentations have also been made to parent and community organizations to inform them about what is being done in this area of instruction.

To help teachers further in doing effective work in this area, a number of guides for teachers have been prepared. At the grade 5 level a teacher's guide is available which indicates the topics related to Negro history that are in the textbook. At the grade 6 level there is a supplementary guide, the aim of which is to give teachers ideas for including the study of the Negro in the introductory world history course. It includes suggestions for further readings, listings of audio-visual materials, and learning experiences related to Afro-American history that can be incorporated into each unit of study. At the 8B level a special guide incorporating the role of the Negro was developed for the unit dealing with the Civil War. For the several units of the eleventh-grade course in American history the teacher's guide includes readings and suggestions dealing with the Afro-American in American history.

Beyond this, the Department has developed, with the help of a group of teachers, a guide entitled, The Negro in American History. This publication is for both junior and senior high school teachers teaching the United States history course. It contains an extensive listing of suggestions in the total story of

America, from the period of discovery to the present, indicating places where Negro history can and should be included. A recent guide, Afro-American History for Junior High Schools, was also prepared by a committee of teachers and supervisors. It presents ideas for teachers in seven units, starting with "Africa's Role in History" and ending with "The Search for Equality, 1945 - Present."

THE INSTRUCTIONAL MATERIALS

One criterion in the selection of textbooks for use in social studies classes is adequate treatment of minorities. This practice is in conformity with a 1962 policy statement of the Detroit Board of Education on "The Treatment of Minorities in Textbooks and Other Instructional Materials." The statement reads in part,

> The Detroit Board of Education is directing that textbook selection committees and committees for the review of audiovisual aids make sure that all textbooks, supplementary books, library books, and audiovisual aids are consistent with the human relations policy of the schools and that these materials do contribute significantly to understanding and goodwill among different racial, religious, and nationality groups. The content, the illustrations, and the general tone of all instructional materials to be used in the Detroit schools should be such as to constitute fair treatment for all groups in our society.

Recent textbook adoptions reflect this concern. The textbooks do have significant inclusions about blacks. Statements pointing out these inclusions have been prepared to help teachers incorporate them in their unit and lesson plans.

The list of adopted textbooks includes textbooks for the special courses in Afro-American history in junior and senior high schools. Additional sets of

books on Africa have also been distributed to schools for use in world history classes.

One other item about textbooks should yet be mentioned. The Department of Social Studies has prepared a publication for students to help in furthering knowledge about the Afro-American in American history. The title of this 52-page booklet is The Struggle for Freedom and Rights. It was published in 1962 when United States history textbooks included only a minimum amount of information about blacks. Its three parts are The Story of Slavery, The Civil War Period, and Since the Civil War. It is used primarily in eight-grade United States history classes, but it is also available to teachers at the fifth and eleventh grade levels.

A wealth of printed material dealing with the Afro-American in both American and world history is available to schools. Much of this material has been approved for use in the Detroit Public Schools. Many supplementary books have been added to social studies classrooms and to school libraries. The listing of supplementary books is a long one and includes books for all three levels of the school system -- elementary, junior high, and senior high. The number of copies of each title in each school is necessarily limited by financial considerations. However, while schools have only single copies of some titles, they have sets of others which may be used for basic instruction as well as for supplementary reading. To assist teachers further in building their own informational background in the area of Afro-American history, advanced books on this topic have been distributed for teacher use.

The central audiovisual library of the Detroit Public Schools also has much material dealing with the Afro-American. There are many films, filmstrips, and records which are available to teachers on request for use with their classes.

Several periodicals in the field of Negro history are on the approved library lists for both teacher and pupil use. Among them are the Journal of Negro

History and The Negro History Bulletin of the Association for the Study of Negro Life and History. Various picture sets and Children's Museum artificats and exhibits are other instructional materials which help in the instructional program.

INITIATING AND IMPLEMENTING A PROGRAM

A school or school system concerned about the inclusion of the story of blacks in the social studies program needs to give attention to a number of factors involving both materials and people. With regard to materials it is important that the selection of any materials be consistent with the schools' purpose and policy to give full and adequate attention to Afro-Americans. The kinds of materials used should not negate this policy and work against it. So only basic textbooks should be selected which do contribute significantly to an understanding and appreciation of blacks in American society. The same criterion should be applied to supplementary books and to other instructional materials, such as films, filmstrips, transparencies, and the like.

People to be considered in this, as in any, area of instruction involve a number of groups and individuals. There is obviously the teacher. If Afro-American life, culture, and history are to become an integral part of the instructional program, knowledgeable teachers are a prime requisite. This means that the schools must initiate and develop and effective in-service educational program for teachers who do not have an adequate pre-service background. This may include holding meetings, conducting workshops, writing bulletins, providing books, and perhaps carrying on other activities.

However, knowledge alone is not enough. Needed also is a wholesome attitude on the part of the teaching staff members toward this area of instruction and toward people of races other than their own. Schools need to make conscious efforts toward the development of such attitudes, however, not only for teachers, but for students and community personnel as well. All of these need to be included in

planning and implementing the program of Afro-American studies if it is to be successful and if it is to become a vital part of the school program.

POLITICAL SCIENCE IN THE HIGH SCHOOL

John J. Moreau, Secondary Social Studies Consultant

School District of the City of Pontiac[1]

During the summer of 1968, some concern was evidenced by government teachers at Pontiac Northern High School for a more realistic course in government and the adoption or preparation of materials which would make the study of government become increasingly realistic for the students.

It would not be particularly astute for this writer to take argument with the feelings of both students and teachers when they have clearly demonstrated that our traditional approach to civic instruction has not been extremely sucessful in preparing a future generation of Americans for their role of civic responsibility. In fact, some studies of the past have shown that students who have completed the required course in civics have somewhat less respect for the Constitution and law of the United States than those who were never exposed.[2] Furthermore, observations have led us to believe that a student is more likely to fail his civics course than any other high school course. The question which we had to face was "Where to begin?"

Previous to a serious search for a new program, the two writers of Pontiac's program had been experimenting with the materials developed in inquiry teaching under the auspices of the Carnegie-Mellon Institute. We had already come to the realization that most civics instruction was based upon the textbook and centered

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[1]The writer has recently co-written with Michael C. Ponder a guide for teachers in the Pontiac Schools, Introduction to Political Science.

[2]Those who wish to pursue this particular argument might see, as a starting point, John J. Patrick, Political Socialization of American Youth: Implications for Secondary School Social Studies, Research Bulletin Number 3, National Council for the Social Studies, Washington, D.C., 1967.

itself in a lecture -- discussion technique of instruction. We identified many students who had some information about government and had little reason to know the exact science behind the day-to-day operation of the government. It was more important, according to the students themselves, that they understand their citizenship role. They felt that if they needed to know how government functioned mechanically, they could find out at a later date. They perceived their role mainly as voters, not legislators. They needed to know the "why" of government. Instruction seemed to define political institutions as the government. There seemed to be little emphasis placed upon application, analysis, and synthesis of the knowledge gained.

The new government curriculum of the Pontiac Schools, we knew, needed to depend greatly upon a multi-media approach to instruction. No single textbook could be expected to satisfy the needs of students and teachers in accomplishing the tasks to be learned. The search was one for materials -- rediscovered, newly discovered, or written locally. Out of the search came a curriculum designed to serve several objectives.

The overall objective of the curriculum is to facilitate the student's development into an independent thinker and a conscientious citizen. To accomplish this, it is necessary for the school to deal with problems which students and citizens consider to be relevant or the most pressing of the day.

The general objectives of the curriculum are formation and development of inquiry skills, attitudes, values, and knowledge. The use of the "inquiry approach" is not novel. Teachers have used this technique in one manner or another. The purpose of including this objective was to make it central to the instruction of the course. A second objective is to provide the student with experiences in developing individual attitudes toward his role as a citizen within the framework of identified democratic ideology. By requiring class participation and encouraging

students to use a scientific method of inquiry, it is hoped that an active citizen role will be encouraged, one which examines both sides of a question and bases a decision upon investigation, not upon reliance on authority, prejudice, or apathetic habits.

The third general objective is to help develop a citizen who has a set of values consistent with a democratic creed. The use of controversial issues to challenge the student's values and cause him to reflect upon those values is a primary purpose. Consensus of opinion is not considered important. There may not be any "right" answers.

Finally, as in most courses, there is content knowledge. In our society, it is considered important to know the purpose and working relationships of government in order to have the opportunity of becoming a responsible citizen. Further, it is equally important that Americans understand some of the complexities of the interrelationships of various systems of government. Knowledge of government, presented in the theoretical sense, can be applied in general terms to all forms of government as an aid toward understanding.

It was felt that much of the descriptive information on American government would be better taught in a course in American history to show the development of political ideas and institutions and their relationships to other institutions and events. This would help enrich the history course and help make that course more relevent. The five basic concepts found in the Carnegie-Mellon Institute inquiry program were utilized as the core to this part of the program. Holt, Rinehart and Winston, Inc., of New York, the publishers of that program,[3] allowed us to incorporate those concepts in the teacher guide. There were two basic reasons for selecting this approach. By nature of their definition, the concepts should provide

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[3]The material cited is Mindella Schultz, Comparative Political Systems: An Inquiry Approach (New York: Holt, Rinehart and Winston, Inc., 1967).

an operational base from which students could continue to learn about their subject. Samuel Kriskov has earlier stated,

> The appreciation of the political process and the requirements of American citizenship are not likely to be achieved by learning vast quantities of isolated bits of information. The student who learns the number of departments in the cabinet, the number of Amendments to the Constitution, or the committees in Congress will find that information obsolete within his lifetime and probably even within a decade or less. 4

In addition, the Pontiac Schools have long recognized the "concept approach" as valid and important and have given much attention to the use of the needed materials and the development of guides to assist teachers in their role as implementors of materials.

The newly developed course guide[5] is divided into six units:

Unit One - Political Science: An Overview. This overview is designed to introduce the course. It should assist the student in learning some of the basic tools of political science. The emphasis is placed upon inquiry methods and individual responsibility. It is during this unit that the teacher must set a classroom atmosphere of intellectual freedom and student initiative in identification of problems. Most of all, the student should be encouraged to examine his political attitudes and to set realistic personal goals.

Unit Two - Political Ideology. In this unit, students discover what a political ideology may contain and how it is created.

Unit Three - Political Systems. The purpose of this unit is the study of the various ways men choose to govern themselves as a result of their ideology.

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[4]Samuel Kriskov, "The Legal-Institutional Approach," Political Science in the Social Studies, Thirty-Sixth Yearbook of the National Council for the Social Studies (Washington, D.C.: National Council for the Social Studies, 1966).

[5]John J. Moreau and Michael C. Ponder, Introduction to Political Science, A Teacher's Guide for a high school course in government (Pontiac, Michigan: School District of the City of Pontiac, 1970). Mimeographed. The material included here is taken from the guide.

Unit Four - Political Leadership. Through the study of the men in leadership positions, students can learn about the uses and abuses of power. Men who hold leadership positions are more powerful than those who do not. By studying the types of men who lead in various ways, the student learns about the values of his society (ideology) and how the political system operates.

Unit Five - Political Institutions. In this unit, students should examine the roles of some existing institutions along with the role of those groups that wish to change the existing method of decision-making.

Unit Six - Political Decision-Making. The student needs to learn in this unit that laws and their enactment are effected by many influences, i.e., pressure-groups, moral conscience of the legislator, etc. Students need to investigate who makes the decisions and how they are made in order to be in a position to participate effectively in their citizenship role.

Thirty-three resource and teaching units were written to provide a suggested approach for the teacher. These ranged from how to provide a speaker series, how to work in groups, research techniques in social science to actual ideas which students could manipulate. Teachers were encouraged to try these and write their own for further classroom personalization. Keyed to these units were some 330 books, films, filmstrips, and other materials, most of which were already available to students and teachers at both high schools, either through the social studies department or through the library. For some sixty basic items, annotations were made to facilitate the decision-making process as to whether they would be used or not used. We found it was possible to use the new curriculum guide without any substantial additional expense to the budget. Careful selection of materials in the future will expand the basic bibliography within existing departmental budget structures.

No new curriculum is adopted without problems. We had some and we recog-

nized them long before the guide was published. Our first concern was found in working with students. They have been conditioned for years to depend upon a textbook for most of the asnwers. We had none. Some students panicked. They could not transfer from the experimental sections fast enough. Their numbers were few. Others were not used to the freedom that group discussions provided. In the beginning, much time was wasted. Others could not adjust to our failure of providing them with the "right" answers. Except for those few students who transferred, both students and their teachers were satisfied with their own progress by the end of the semester.

Our second concern was to be found in educating other teachers to work with a much less rigid classroom structure. It cannot be conclusively stated that success has been achieved, but teachers are u ing at least portions of the new guide to supplement their usual classroom activities. As they become more at ease with the issues and problems involved, we feel they will turn more to the type of instruction illustrated in the guide.

Our third concern was found in dealing with parents. It still persists. Parents and some principals became excited over the use of controversial issues and people in classroom situations. We took the stand and received support from our school administration that the presence of these in school could be controlled more easily than out of school. It was our stated purpose to provide high school students with opportunities to learn how to cope with the political and emotional issues of the every-day world of life. We could accomplish this only by bringing some of life into the school.

There are several programs that school districts might investigate should they desire to design or adopt a curriculum in government such as the one described above. Each day finds another publishing company entering this field because they are now recognizing that schools are no longer satisfied with the presently avail-

able materials. These new materials should be reviewed from the perspective of the student, a difficult task. No one program can easily satisfy the particular needs of an individual group of students or teachers. Neither can it satisfy the peculiar requirements of your district. Knowing our program and our problems might assist you in motivating teachers and administrators to consider this approach to civics instruction.

HUMANITIES IN BLOOMFIELD HILLS: A BEHAVIORAL APPROACH

Robert E. Boston, Assistant Superintendent for Curriculum
Marilyn S. Wendt, Director, Curriculum Department

Bloomfield Hills Public Schools

The texture of the Humanities program is coarse -- interlaced with strong strands of communication skills, cognitive skills, the valuing process, and man's expressions as he interacts with other members of a changing society in a changing world.

Communication skills are basic to the reception of information, interpretation of that information, human interaction, and to much of man's expressions. If man is to understand other men and to make himself understood by other men, he must develop effective means of communicating. Therefore, specific communication skills are stressed throughout the program and become an integral part of every unit: critical reading, listening, writing, and developing skills in research and location.

Cognitive skills are essential to the assimilation of knowledge. Each Humanities unit and learning activity is designed to extend thought and to develop problem-solving abilities.

As the learner assimilates and refines his knowledge, he begins to develop his own philosophy and learns to identify the philosophy of other men and other groups. Humanities units and activities emphasize the process of valuing and the relationships between values and man's expressions, behavior, and occurences.

The teaching strategies and units relate to the everyday experiences of the learner, interactions within his peer group, his role as a member of various groups, his environment, the basic needs of his body and spirit, his culture and its institutions, and its comparison to other cultures within the world community.

Since the emphasis of the Humanities program is on process rather than

content, teachers are encouraged to take advantage of student and class-posed problems, current topics and problems of interest, as well as curriculum units and activities. Teachers in this program are urged to create an open atmosphere conducive to the free flow of ideas, to become adult members of a dynamic group, to establish rapport with each of the students, to formulate purposes consistent with those of the students, to facilitate group interaction, problem-solving, and inquiry, and to recognize individual differences, integrity, and worth.

The kindergarten and first grade Humanities programs focus on the child and his environment, looking at his basic needs and how these are met, his values and customs, how he learns, and where rules and laws come from and why these are necessary. With this initial background, the child begins to look at other cultures around the world to see how children in different societies meet their needs.

A study of comparative cultures continues into the second and third grades where children broaden their scope and look at the role of technology, customs, religions, and aesthetic needs. At this stage, their content vehicles are cave men, contemporary primitive cultures, and technologically advanced cultures. Learning how the social scientist gathers information is also introduced at this level, and one of the highlights of the year is an archaeological "dig" where children's findings are carefully recorded and mapped out. The artifacts become the basis for hypothesizing what the culture would be like, what values it would hold, whether it was primitive or technologically advanced, and so on.

Units and activities developed for grades four and five focus on man's basic needs in terms of interacting groups. Learners investigate the relationships between cultural components and the physical and social environment, change and interaction between cultures, the environment, values, economic choices, and knowledge; utilization of resources and change in the physical and social environment; the group and specific interacting roles within the group, group norms of behavior,

interaction between groups, leaders, and social controls.

Sixth grade units and activities guide the students in an examination of the influences and dynamics of human relationships. The students examine the influences of prejudice, authority, and communication as they affect behavior through the study of government, other nations, conflict, group dynamics, economics, and artistic and literary expressions.

The Bill of Rights and the U.N. Declaration of Human Rights provide the content vehicle for the seventh grade Humanities program. Here students examine the ideals Americans hold and try to determine the extent to which they live up to them. After they have investigated the extent to which prejudice, stereotypes, and discrimination exist in relation to such ideals as freedom of expression, due process of law, right to hold public office, equal opportunity, etc., students conclude with a brotherhood unit where they attempt to determine ways to bring us closer to meeting the ideals we espouse.

At the eight and ninth grade levels, students look at various themes, such as power, values, conflict, leadership, and decision-making. Within these broad themes, students develop their cognitive skills through a wide variety of content vehicles, frequently selected by them. For example, some students may approach the power theme by looking at black power, others may look at the women's liberation movement, others may look at historical figures. As they examine a number of case studies, students are asked to form generalizations based on the data and to predict what is likely to occur in similar situations. In the power theme, for instance, students examine the means used by various individuals to acquire power. They evaluate the extent to which the means used is effective so that they can predict what is likely to happen if an individual chooses to use the means identified.

The Humanities program at the senior high level consists of a Black Studies course, a World History course, a philosophy course, and an American Cultures

course. Each course attempts to look at all the expressive aspects of man, looking at who he is, what he believes, what factors influence his beliefs, how he changes -- in short, what makes man what he is.

The entire Humanities program is specified in behavioral objectives, most of which give the student a wide variety of content vehicles for their attainment. They are structured in such a way that a student has to demonstrate increasingly more complex levels of cognitive skill with criteria for acceptable performance determined by the extent to which the student's conclusions are consistent with the data he presents as evidence. Few, if any, textbooks are used, and heavy reliance is placed on paperback books, movies, filmstrips, newspapers, magazines, and human resources. The teacher, then, has the task of helping students find materials appropriate to their achievement levels and interests.

Course credit is linked to the objectives, in that a student receives credit only after he has successfully completed the requirements of the course. If he works faster than the average student, he can receive credit prior to the end of a school year. If he works slower than the average student, he may require more than one school year to earn his credit. Because of the differences in achievement rates, teachers provide a variety of learning experiences, some for the total group, some for small groups with common needs and interests, and some for individual students.

The first attempt to define the Humanities program for Bloomfield Hills was made in 1966 when teachers and administrators in the district combined forces in a special curriculum study group. The program was initiated in September, 1967, in one elementary, one junior high, and one senior high school. Subsequent workshops have been held each summer since that time to enable teachers to refine their objectives, to explore different ways of implementing the program, and to investigate means of updating the content, methods, and materials to fit the needs of the

students.

The Humanities program was recently evaluated by Dr. Neille Shoemaker, Director of the Humanities Institute at Baldwin Wallace College, who said, "First of all, let me congratulate you and others for developing a fine program in the Humanities. You are also to be congratulated on putting together a fine body of materials to support the program. ... My overall impression is that your program is an excellent one and has untold possibilities."

ESSAY: ENCOURAGE SELF-UNDERSTANDING AND SELF-DIRECTION IN ADOLESCENT GROWTH

Harold B. Hoffenbacher, Director, Grades 7-12

Dearborn Public Schools

ESSAY is the term applied to a seventh and eighth grade social studies program in operation at three Dearborn junior high schools. It is an acronym for "Encourage Self-understanding and Self-direction in Adolescent Youth." To help in the program's development, a "mini-grant" was provided by the Small Research Program of the United States Office of Health, Education, and Welfare. In the application for the grant, the project title as given above was accepted and the grant approved in May, 1969. The program has since been called by the approved Project's name ESSAY.

The program is the product of the efforts of a small group of social studies teachers from the Thomas E. Edison, William B. Stout, and O. L. Smith Junior High Schools and is being followed at those schools. While the seventh grade course, "Man and His Conflicts," is being used for the second year, the eight grade course, "The Nature of the Individual and His Roles in Society," is being used for the first time this year. A teacher's resource guide for grade seven will be published in January, 1971. Based upon the teacher's experiences with the grade eight course, a resource guide for it will be published in the summer of 1971.

In workshops held during the summers of 1969 and 1970 and on Saturday mornings during the school years 1968-69, 1969-70 and 1970-71, the teachers involved sought to devise a program which would meet the needs and interests of young adolescents. The grade seven learning activities they devised and the learning materials used were tried out on an action-research basis in the classroom. Based

upon this experience, these activities were then discarded or revised, refined, and incorporated into the guide being prepared in the workshop sessions. This process is continuing for the grade eight course this year.

The broad objectives for ESSAY are based upon an extensive "Dearborn Junior High School Curriculum Study" conducted over a period of two years. These objectives are to develop the informed self-directed individual our society needs; today as a student, tomorrow as a citizen. This individual should:

1. have a good self-concept with a sense of individual worth;
2. possess a sense of moral judgment;
3. have a valid understanding of the nature of "race" and of the many misconceptions about "race" now prevalent;
4. respect ethnic groups and their achievements;
5. understand the nature of conflict as a constant in human living and of socially acceptable ways of resolving it;
6. understand the many roles an individual assumes as a member of society and the influence these roles have upon him.

Achievement of these objectives is begun in the seventh grade course "The Nature of the Individual and His Conflicts." This course consists of:

An Introduction to Ourselves

Unit I -- Man's Place in His Group

Unit II -- The Origin and Physical Development of Man

Unit III -- Man and His Conflicts

The "Introduction" develops broad understandings of the similarities and variations which exist among human beings in the classroom itself, the community, and the world. The first unit emphasizes social and psychological factors which affect the individual in his behavior and in his relations with others. In the second unit, the emphasis is upon the physical: the origins of man, his development, and the nature of race and racial prejudice. The last unit is concerned with conflict within the individual, between the individual and the group, and between groups.

The causes, expression, and ways of resolving conflict are analyzed.

The kinds of learning activities and learning materials used are designed to emphasize self-discovery and self-understanding. Considerable emphasis is placed upon the inductive (inquiry) approach and the use of critical thinking. Students are encouraged to analyze themselves -- their motivations and their actions, as well as those of others. They devise and conduct data and opinion surveys and interviews; participate in role-playing activities, including the use of educational games; engage in individual and small group research projects; and prepare and present their findings orally or in writing. Each activity is designed to increase the individual's understanding of himself, to enhance his self-image, and, in the affective domain, to foster desirable attitudes.

The learning materials used are as varied as the learning activities. There is no textbook. Some of the learning materials used are, of necessity, teacher prepared, such as self-evaluation forms, directions for experiments in perception and learning, charts and graphs to be completed, stories and anecdotes for analysis. A few examples of the commercial printed materials used are the hardbound copies of THE SCIENCE OF OURSELVES, McBain and Johnson; THE GREAT REACHING OUT: HOW LIVING BEINGS COMMUNICATE, Froman; WAYS OF MANKIND, Goldschmidt; REBELS AND REGULARS, Smiley, Marcatante and Tilles; THE COLOR OF MAN, Cohen and Heyman; THE ADVENTURE OF MAN, Gregor; THE DAWN OF MAN, Nurry; and the Life-Time NATURE and SCIENCE Series. Paperbound materials are also extensively used. Some of these are the "Scriptographic Study Booklets" of Channing L. Bete Company; the "Guidance Booklets: of the Science Research Associates, Inc.; The Saalfield Publishing Company's "Science Series"; various "Public Affairs Pamphlets"; and a large number of individual titles dealing with sociology, anthropology, science, the law for juveniles, drugs, fiction, and drama. Much use is made of reprints from periodicals. Some of these are available from the publishers; others have, with permission, been reprinted. Arti-

cles from The Reader's Digest, Time, Newsweek, U.S. News and World Report, and Life are among the sources of these reprints. Some examples of reprint articles are "The Private Life of Primates", "The Naked Ape: A Zoologist's Study of the Human Animal", "Our Son is a Campus Radical", and "Ludlow: A Lesson on Integration."

Many films, filmstrips, and recordings are used. The "Horizons of Science" series produced by the Educational Testing Service; The Moody Institute of Science "Debt to the Past" series; the Disney-Upjohn "Health" series; the NEA "Unfinished Stories" series; and a large number of individual titles such as "Boundary Lines", "The Rock in the Road", "The Eye of the Beholder", and "What Color Are You" are representative of the motion pictures used. Among the useful filmstrips series are "Fundamentals of Thinking", Eye Gate; "Darwin's World of Nature", Life; and "Exploring Moral Values", Warren-Schloat. The "Ways of Mankind", National Association of Educational Broadcasters, is an excellent series of thirteen recorded dramas. The "Bible as Literature" series, Educational Materials Corporation; "God's Trombone and Other Spirituals", Decca; and "West Side Story", Columbia are others of the recordings included in the unit activities. The multi-media kit, "The Color of Man" Exploring Human Differences", contains all of the above types of materials and is most valuable.

All of the learning materials cited above are only a small part of the total number used in the seventh grade course, "Man and His Conflicts." Because of the great variety, both in kinds of learning activities and learning materials used, an extra effort has been made to assist the teacher. This is done by the construction of a teacher's resource guide so complete that it approaches a teaching guide. For the course and for each unit, the cognitive and affective objectives are stated in terms of the behavioral change desired, the content or life area in which it is to operate, and what is to be expected of the student who has achieved the desired behavioral change. As an example, one of the cognitive objec-

tives for the course is:

1. UNDERSTAND THE NATURE OF SELF AND ONE'S INTERACTION WITH OTHERS.

   The student who has this understanding can:

   1.1 Explain the basic physiological characteristics of man.

   1.2 Explain the basic psychological characteristics of man.

   1.3 Discuss the uniqueness of man.

   1.4 Explain the concept of "race."

   1.5 Explain the conflicts which exist in man.

The above is one of the major cognitives objectives for the entire year. The unit objectives are presented in the same manner but are more specific. An example from Unit I, "Man's Place in His Group" is:

1. UNDERSTAND THE WAYS IN WHICH AN INDIVIDUAL'S ATTITUDES DETERMINE HIS ROLE IN THE GROUP.

   The student who has this understanding can:

   1.1 Explain the ways in which an individual's attitudes determine his role in his group.

   1.2 Discuss emotions and the importance of their effect on the individual in group living.

   1.3 Discuss the importance of communication in relating effectively to others.

Another example of a cognitive objective taken from the course objectives is:

1. ABILITY IN LOCATING, APPRAISING, AND INTERPRETING DATA CONCERNING MAN AND SOCIAL PROBLEMS.

   The student who has this ability can:

   1.1 Use the bibliographical resources of the library to locate sources of information.

1.2 Extract desired information from standard reference works using tables of contents, glossaries, and indexes.

1.3 Read and interpret graphic presentations in the form of maps, graphs, charts, and pictures.

1.4 Distinguish between fact and fiction, fact and opinion.

1.5 Compare information from diverse sources and select that which is more acceptable.

In the affective domin one of the course objectives is:

1. ATTITUDE OF RESPECT FOR THE WORTH AND DIGNITY OF EVERY INDIVIDUAL AS A HUMAN BEING.

   The student who has this attitude will:

   1.1 Be courteous, considering the opinions of others even when in disagreement.

   1.2 Display empathy toward others.

   1.3 Evalute human achievement on criteria other than merely materialistic or competitive success.

   1.4 Refrain from using epithets and other derogatory terms in referring to other races and people.

Stating the objectives in this manner tells the teacher what he is to teach and how to measure his success. To help him decide how to teach, each unit is divided into groups of initiatory, developmental, and culminating learning activities. Each activity specifies what is to be achieved, what materials are to be used, and how the learning activity is to be carried on. In each category of activities there is enough variety to enable the teacher to select those which, in his judgment, are commensurate with the needs and abilities of his class.

Finally, at the end of each unit, there is an annotated bibliography of learning materials cited in the various learning activities suggested. Included

are those resources cited for the teacher's use only. Using annotations enables a teacher unfamiliar with the materials cited to form at least a preliminary judgment in making selections of activities to be used. There is, in addition, a student bibliography which may be reproduced for distribution. This bibliography lists pertinent works not cited for any particular learning activity.

The eighth grade course "The Nature of the Individual and His Roles in Society" is organized as follows:

An Introduction to Groups

Unit I -- The Family

Unit II -- Peer Groups

Unit III -- Secondary Groups

As explained above, a work copy of the resource guide for this course is being used on an action-research basis this year. At the close of the school year a revised and expanded edition will be published.

In its organization, it will parallel that of the grade seven guide. The course and unit objectives will be presented in the same manner, the suggested learning activities and the bibliographies will be similarly organized. Since the basic theme of the course will be sociological in nature, the learning materials used will be different from those used in grade seven. As in grade seven, they will be extensive and varied in nature. No textbook will be used, although, with the publisher's permission, we have reprinted and use Part III "Man's Standards and Groups Greatly Shape His Living" from UNDERSTANDING YOURSELF AND YOUR WORLD, Marshall, Brish, Wiedefeld. Harcourt Brace Janovich, 1952.

While ESSAY has been used for only one year and in one grade, the teachers report that the students appear to enjoy the program. It is new and different, it focuses upon their interests and concerns, they are involved, and the variety of activities used appeals to them. They particularly liked the fossil hunting field

trip made on a Saturday to the quarry of the Medusa Portand Cement Co. near Toledo, Ohio. To date, acceptance of the grade eight course is good. This is true for parents as well as students. Subjective evaluation indicates that the course objectives are being achieved. During the year the Project group will be engaged in devising an instrument for the objective evaluation of the program.

AMERICAN INDIAN HISTORY

James W. Faulkner, Teacher

Lansing Public Schools

Students at Everett High School, Lansing, were given an unusual opportunity to meet some of their often-forgotten countrymen through a unique history course on the American Indian. Student interest in the course is high with three sections being filled both semesters it has been offered.

My personal interst and research in the American Indian over the past 16 years forms the basis for the course, and with this background it was proposed to the district curriculum staff last year. Resource people contributing personal experiences and materials to the course include Dr. Daniel Jacobson, director of the Social Science Teaching Institute, Michigan State University; Mr. John Winchester, coordinator for American Indian programs, Center for Urban Affairs, Michigan State University; plus other speakers from local Indian groups and the Bureau of Indian Affairs.

Materials for the course have come from the Michigan Historical Commission, whose booklet, "Indians of Michigan," is used in the course; the Institute of Indian Studies of the State University of South Dakota; the Bureau of Indian Affaris, Dept. of the Interior; the Oklahoma University Press; The National Geogrpahic Society; American Heritage; and the Dept. of Indian Affairs and Northern Development, Ottawa, Canada, to name just a few.

The course is primarily a survey which touches on the various geographical areas of the continent, the types of Indians that lived in the respective environments, and their social values and languages. To balance the survey approach to the Indian, students are assigned a semester project to study one particular tribe

in depth. There are approximately three hundred tribal names from which to choose, so each student can study independently. The idea of being an "expert" in one tribe appeals to them.

Another aspect that appeals to students is the study of Michigan Indians that lived in the area in which they are living. In the case of Lansing, we study Chief Okemos and the part this Saginaw-Chippewa played in local history. Michigan is rich in Indian History, so some local highlight will most likely show itself no matter where in the State such a course may be developed. Students are made aware of Indian pow wows and other meetings taking place locally, and are encouraged to attend them.

This all adds up to the primary objective of the course, which is to give students an awareness of the Indian before the European culture was imposed, his plight during the years the culture was being imposed, and what his status is today. The philosophy, values, and history of these people is examined to determine what students can learn from them. Current Indian problems are interwoven with the historical material both to add interest and relevance to their study.

General Course Outline

Introduction

A. Setting the stage, or North American Geography

B. Peopling of North America

C. U. S. states named after Indians, or from Indian terms

D. Identifying major culture areas in North America

E. Identifying major language areas

F. Show film "Indians of Early America" EBF

G. Students are encouraged to bring in anything pertaining to Indians

H. Cessation of lands to the United States, by dates (Students must have completed U. S. History which is taught as a Grade 9-10 sequence. The Indian History course is open to juniors and seniors.)

I. Identification of speakers coming to talk to students
   A. Indians from local area
   B. University experts - anthropology
   C. Bureau of Indian Affairs and other national and state agencies

II. Semester project

   A. A list of most major U. S. and Canadian Indian tribes is provided for each student

   B. Students select single tribe for in-depth study

   C. An outline of information each student should be seeking is provided

   D. A list of sources student can investigate is provided

   E. Students prepare reports to tie-in with culture area being studied

III. Northeast Woodlands

   A. Introduce with filmstrip "Indian Cultures of the Americas: American Heritage, divided by culture groups

   B. America through 16th century eyes

   C. Lectures on the Northeast Woodlands: General culture, philosophy

   D. Discussion of specific Indians: Iroquois Six Nations developed from personal research and field trips

   E. Testing and Evaluating (This occurs at end of each unit.)

IV. Southeast Woodlands

   A. Introduce with filmstrip "Indian Cultures of the Americas"

   B. Lectures on Southeast woodlands

   C. Discussion of specific Indians - Creeks, Cherokee, Seminoles

   D. Indian cooking

V. Michigan Indians

   A. Look at Types of Indians - (Algonquin) Chippewa, Ottawa, Potowatomie, Sioux

   B. Michigan Indians and the Europeans

VI. Plains

   A. Introduce with filmstrip "Indian Cultures of the Americas"

B. Indians of the Southwest lectures

C. Tribes to look at in some detail, representing pueblo, nomad, rancheria types

D. Include segment on Indian religion and ritual as it is most colorful Such a segment should be included in each unit.

E. Spanish influence

F. Include the California Indians in this unit

VIII. Aztec, Maya and Inca

A. Introduce with filmstrip "Indian Cultures of the Americas"

B. There is a wealth of material in this unit. It was included because of its strong influence on the Southwestern U. S. Indians. Would be optional with teacher, but will be hard to avoid.

IX. Northwest and Eskimo

A. Introduce with filmstrip "Indian Cultures of the Americas" (covers from British Columbia to Alaska to Greenland)

B. Lectures on this area

C. Athapascans: Stretched, language-wise, from Alaska to area south of Hudson Bay, and contacted Chippewa there from woodlands

D. Eskimos: Stretched from Alaska, across the Arctic, to Greenland

X. Contemporary problems

A. The American Indian Citizen and Neighbor

B. Indian education, traditional and contemporary. Are today's Indians 'push-outs' in regular schools?

C. The Indian in a changing society

D. Indian poverty

E. Indian organizations, both official and militant, and how they fit

F. The basic independent Indian attitude

Students are encouraged to bring in anything they found, heard about, read, saw in films or on TV which dealt with Indians, and it is discussed with the classes immediately, if possible. This produces a real wealth of contributions, and gets them involved at the very beginning.

Another aspect that the students are most interested in is my personal contact and involvement with Indians. First hand experiences add authenticity that textbooks and materials just cannot provide. This summer I visited the Six Nations Reserve, Brantford, Ontario, did extensive interviewing, and took about four dozen color slides. The students like this because it showed the Iroquois right now, and it is relevant to their world. Recordings by Buffy Sainte-Marie and Floyd Westerman are played for the same reason. The records complement a day spent in listening to traditional Indian music.

To implement an American Indian course, all that is needed is a strong interest, because the materials, resources, speakers, and texts are there. In planning such a course, the teacher is faced with the problem of reducing the vast wealth of Indian information to an 18 week semester course. Most universities have enough reading material, in terms of books, journals, and papers to get a teacher well under way. Actually, the best way for a teacher to implement a course is to have a sincere personal interest in one particular tribe, and study it in depth. This provides insight into other tribes and provides a strong base.

Because of Michigan's direct involvement with American Indian History, most administrators and curriculum committees should welcome such a course as did those in Lansing. It is a reflection of the tri-ethnic situation that exists in this State, and can make a positive contribution to a better understanding of people, by people. Understanding comes out of awareness ... the primary objective of the course.

The bibliography for the course is virtually endless, but good sources for general use are:

Farb, Peter, Man's Rise to Civilization, Dutton

Jacobson, Daniel, Great Indian Tribes, Hammond

Josephy, Alvin M. Jr., The Indian Heritage of America, Knops

Stirling, Matthew W., Indians of the Americas, National Geographic Society

Swanton, John R., The Indian Tribes of North America, Scholarly Press

A STUDY IN STAFF AND STUDENT INVOLVEMENT IN INSTITUTING CURRICULUM CHANGE

Ace Collier, Social Studies Department Head

Trenton Public Schools

The Trenton Board of Education allocated $16,000 for the development of a new high school social studies program. The primary intent of this narrative is to tell how one locally-sponsored-and-created program came into being.

Every school that has visited Trenton has asked how we managed to get the administration and school board to back us. Invariably our visitors will then list one or more of the following insurmountable roadblocks that are "peculiar" to their system: 1) principal, 2) superintendent, 3) curriculum 4) board of education and/or 5) some of their own department members who are against change or at least apathetic toward change. At this point, I wish I could say that we were faced with all these roadblocks, but because of our department's peculiar brilliance and dedication, we were able to challenge and surmount them one by one.

That was far from the case, because we had a number of very favorable things going for us.

1) A successful elective English program (Project Apex) in operation.

2) A principal who saw the need for change, encouraged change, and was willing and very able to fight for it. (But he needed ammunition that could only be supplied by our department.)

3) A superintendent who was willing to listen and who was able to put us on the board's agenda. He had the courage to recommend our proposal's adoption, but first he had to be thoroughly convinced of its merit.

4) A board of education that wants the best educational system possible for the district's youth and is willing to put their reputation and money where their philosophy is. (But a board that insists the district gets a dollar's worth of education for every dollar spent.)

5) Some department members who were willing to make the necessary sacrifices for a total commitment to the cause.

Confession: We did not realize we had all of the above things going for us.

Suggestion: You may have a lot more on your side than you realize.

In retrospect, it seems quite apparent that our administration and board of education had to be assured of certain things before they could make a moral and financial commitment for innovation.

1) That our students were dissatisfied with the program then offered.

2) That an ascertainment could be made of the nature and degree of the student's dissatisfaction.

3) That our department had knowledgeably and sincerely evaluated the product of the different national curriculum centers.

4) That a determination could be made of a rather specific program that would meet the interests and needs of our students.

5) That the proposed program would be meaningful and have a high viability potential.

6) That our proposal was consistent with our staff's professional competence and determination to carry it through.

In other words, "they" wanted something substantially more than a declaration from us that we needed some time and money to develop a new program.

We ran our first student survey in the spring of 1969. The survey identified the students as to grade and curriculum and asked a number of questions, some of which were tabulated and analyzed as follows:

1) Would you prefer a required number of units in social studies, as opposed to required courses?

Yes:	87.09%
No:	12.91%

2) What do you feel about grouping according to abilities?

Results indecisive

3) Would you like courses designed along the lines of courses required of beginning college students: (seniors only)

Yes:	82.99%
No:	17.01%
	90

4) Select and rank your choices from the following 71 course titles: (including those offered currently)

RESULTS: An outstanding interest in courses other than the ones offered currently.

We reported the results to the board. (This was simply an act of informing the board as to what the social studies department was doing.) We indicated at the time that while the survey was not conclusive, it did afford an insight regarding areas of student interest. And it would appear that what was needed at this juncture was a more pointed and practicable survey in the form of a group of rather definitive course descriptions. The board asked us to report back with the results of the next survey.

It was obvious at the meeting that night that the board was interested, and the necessary work involved in our next task was justified.

The department members came up with thirty-one course descriptions which varied from 70 to over 300 words in length. It took three days to administer the survey in the fall of 1969. At this point the students' enthusiasm for a new program was overwhelming. The surveys served not only to stimulate the students, but also the entire social studies department. We were not only ready to go with a new program, but we wanted to implement the program in its entirety the following year. The situation was summarized for the principal. He said, "You people are ready to move now." He took it to the superintendent that day.

This time we went to the board with more than the results of a survey. We proposed a new social studies curriculum for the next term, a course of action for its implementation, and a request for $16,000 for a summer workshop. This is when administrative leadership is needed at its fighting best. We had it. The board of education gave its approval and good wishes.

To give some idea of the scope of the task undertaken during the workshop (June 22 to July 24), our "deadlines" and "model course format" follow.

WORKSHOP DEADLINES

July 8 First draft of course outlines due: Must be reproduced for discussion and evaluation.

July 15 Revised course outlines due. They must be reproduced for discussion and evaluation.

July 20 Rough draft of total curriculum document due in reproduced form.

July 24 Finalized copies of everything readied for printer.

All requisitions for materials (previously approved by the department chairman) must be turned in.

MODEL COURSE FORMAT

I. Title of course

II. Course description (Revised from the original when desirable)

III. Course objectives

IV. Instructional Materials (Annotated and with reading level)

1. Printed Material

A. Basic Readings
B. Supplementary Readings

1. Books
2. Newspapers
3. Periodicals
4. Reprints
5. Articles

2. Audio-Visual

A. Films
B. Filmstrips
C. Slides
D. Records
E. Tapes
F. Video tapes

V. Semester outlines (week by week when possible)

VI. Bibliography (listed)

The document produced during the five week period is 230 pages long. Below is a list of the courses being taught this year. These courses are the ones being taught because students elected them. The students have the final say as to whether any given course lives or dies.

Perhaps it should be noted here that over 650 more students elected a social studies course each semester this year than last year under our old program. Our social studies staff was increased from ten to fifteen members.

FIRST SEMESTER		SECOND SEMESTER	
101	Ancient History	202	The Non West
105	The Sword, The Plow, and the Cross: The History of Medieval Europe.	203	The Greek and the Roman World
113	The Infancy of a Giant: the United States in the Colonial Period.	207	Revolution, Reform and Reaction: The History of Europe from the French Revolution to the Unification of Germany
114	Humanities in Three Cities	209	Twentieth Century Europe
120	ISMS: Communism, Fascism, Capitalism, Socialism	210	Weather and Its Effects on Economy
121	The American West	216	Introduction to Anthropology
124	Minorities in America	219	Wave of Reform
126	World Geography	223	The Modern Far East: From the Opium War to the Present
304	Introduction to the Science of Psychology	304	Introduction to the Science of Psychology
306	Personal Psychology	306	Personal Psychology
308	Man and Society	308	Man and Society
311	United States in World Affairs	311	United States in World Affairs
315	The Blue and the Gray: The American Civil War	315	The Blue and the Gray: The American Civil War
317	America in the 20th Century	317	American in the 20th Century
322	Curremt Affairs	322	Current Affairs
			Current Affairs (Special)

OPEN TO SENIOR ONLY

FIRST SEMESTER		SECOND SEMESTER	
127	Western Civilization: Greece through the Renaissance	229	Western Civilization: The Revolutions of Liberalism and Nationalism to the Present
328	American Government in Theory and Practice	328	American Government in Theory and Practice
330	American Government	330	American Government
	American Government (Special)		

We feel we have made a breakthrough with this curriculum that has been needed for many years. There is still much work to do. Polishing that can take

place only by using this new tool. Sophistication will come with usage. But we believe that, because of our program's variety and built-in flexibility, problems are more quickly and precisely identified and easier to deal with than with the more traditional social studies curriculum. There are no "sacred cows" in this curriculum. If the course does not do the job it will be deleted. Evaluation and accountability must be given a long hard look.

We believe in the program, and more important, the students at Trenton High School believe in their new social studies curriculum. We will be very happy to share our experiences with you.

A SOCIAL STUDIES PROGRAM OF ALTERNATIVES

Robert M. Hill, Assistant Superintendent in
Charge of Instruction

Davison Community Schools

THE PROBLEM --

Do you feel discouraged with your efforts to interest students in social studies? Does it seem impossible to teach a course in World History and have adequate time for development of thought and discussion? Does it appear to you and your students that you are going over old ground in American history classes? Are you dismayed by the amount of money and procedures proscribed before changes can be effected? These questions also troubled teachers responsible for Social Studies at Davison High School, a school with a student population of approximately 1600.

CIRCUMSTANCES FOR CHANGE --

The teachers were ready for change. They wanted to change. They were tired of discussing and talking about the problems and were now at the point where they wanted to do something about them. The central administration encouraged change; and although it did not take an active part in designing or implementing the program, it did lend much encouragement to new ideas.

Mr. Scofidle, High School Principal, was active in his leadership. He encouraged the teachers to review what the English Department was doing. Mr. Yoder, head of the Social Studies Department in 1968, and Mr. Shers, head in 1969-70, also encouraged and worked for the change.

At Davison, the English Department had been at work for some time developing a program patterned after the Apex Program in Trenton. This program divided the offerings in English from five or six year-long courses into approximately 30

semester and nine-week courses based on contemporary thought and interest. The financial needs to implement this kind of change in the curriculum did not seem to be extensive or beyond the means of the Davison schools.

The Social Studies Department followed the pattern of the English Department with one important change: The English Department had graded the courses on a 1 through 5 basis in terms of their difficulty and the amount of preparation required for it on the part of the student. The teachers of English and the Guidance Department worked together to help students make wise choices on the basis of interest and the suitability of the course for the student. The Social Studies Department did not grade courses on this basis. The only requirement in Social Studies remained that of graduation requirements: the student needed one semester, or two quarters, of American Government, plus six additional quarters of Social Studies for graduation.

DESIGNING THE CHANGE --

Starting in late winter of the 1968-69 school year, the teachers in the Social Studies Department started to write descriptions of courses and to select titles for them. Library resources and publisher lists were reviewed to find suitable materials for student use. A decision was made that present textbooks would be retained and used as one of many resources. Many necessary conferences were held between Social Studies teachers and the Guidance Department to facilitate changing in the scheduling of classes.

IMPLEMENTATION --

The Board of Education approved the change. With the help of the Guidance Counselors, students selected their courses. Typically, a student would schedule Social Studies the 2nd period and could select 4 different choices to appear in that 2nd period. Or a student might have a course the first 9 weeks during the 2nd period and the second 9 weeks during the 6th period if he had an opening at

that time. Without bothering with too much detail, this gives the reader a hint of some of the scheduling difficulties involved.

The new program started in September of 1969, less than one year after the start of its design. Cost to the District was minimal -- less than $1,500.

INTERNAL CHANGES --

It is easier to describe an external or organizational change than to determine if internal changes have been effected. It is interesting to note that when teachers were asked if they had changed their method of teaching, they were almost uniform in saying "No." However, Director of Library Services, Mrs. Esther McGinnis, reports that the previous practice in Social Studies had been for the student to read a book of fiction about a particular period and make a report. After the change, there was a decided decrease in the use of fiction and a remarkable increase in the use of books in the 300 and 900 series. The International Encyclopedia of Social Studies came in for a great deal of use, and the Librarian found it necessary to change from the Abridged Reader's Guide to the Complete Reader's Guide because of student demand.

One other observation on internal change -- one teacher noted that when he taught American History, he was not particularly stimulated by what happend in the 1930's and had the tendency to get bogged down in factual aspects of the new legislation. However, since the courses have been changed, he as a teacher has received more insight into what is happening today in society in the light of what happened in the 30's

The Guidance Department acknowledges their work load has been increased, but they are enthusiastic about the new Social Studies curriculum and in counseling with students report that they too are enthusiastic about their courses.

Now, it is understood that recommended practices for change were violated in Davison by not involving students, parents and the community. The students were

not asked what type of courses they would like. This was done by teachers, as previously described. Parents and the community were not involved in terms of questionnaires or any type of effort to involve them. The change was accomplished entirely within the high school by teachers and administration.

Fortunately, the change in curriculum has been well accepted by all concerned. Students tend to select a course based on a description of what interests them. If the course is not of sufficient interest, most students feel they can live with it for 9 weeks as opposed to 36 weeks.

Teachers, however, feel the sense of loss under the new program because the 9-week course makes relations with the student more impersonal than under the 36-week plan. This is recognized as a liability of the change.

Teachers were asked if they would like to return to the former organization and were unanimous in stating they much prefer the new arrangement. Internal changes are difficult to measure, but we observe that in Davison the Science Department starting in 1970 made changes in Biology and Life Science courses closely patterned after the English and Social Studies curriculum.

REVIEW --

Teachers were asked, "What would you do differently if you were starting again?" They stated they were a little too ambitious -- they would start a little more modestly. For example, four courses were set up on the Civil War. This has now been reduced to two 9-week courses, one covering the general and one the military aspects. Territorial Expansion and the Colonization courses have been combined.

The load given to some teachers was too extensive. They would limit any teacher to no more than three preparations at any one time. Some had had four.

The teachers think they could have used more time for review of resources and soft-cover materials. Davison High School is quite crowded, and this program

was designed and implemented under the handicap of lack of space.

There is a need for a room in which all the Social Studies teachers could meet and where materials could be stored. Presently at Davison this is not possible. The teachers voice this need primarily for changes in staff which occur. They would like to have a central depository for materials and lesson plans to help new teachers coming in. Despite this handicap, a new member of the staff (a man who started in 1969 without any previous knowledge of the changes) was enthusiastic about the new program.

The teachers also felt that part of the success of the change was due to the good rapport between the head of the Department and the teachers and the good understanding which he had of what each teacher was doing.

As indicated previously, some changes have already been effected in the offerings in the Social Studies Department. If a course is especially popular, more sections are added. If a course is unpopular, it is dropped. To illustrate the type of courses now offered, the titles are listed below.

Nine-week courses: Cold War, Domestic Aspects of Modern America, Exploration and Colonial America, Great Men in History, Minorities, Political Parties, Age of Protest, Civil War (General), Civil War (Military), Roaring 20's, Silent 30's, Territorial Expansion, World War II, Early Mediterranean, Medieval History, and Revolutions.

Semester courses: Contemporary Problems, International Affairs, Geography, Government (Required), Psychology, Sociology, and European History.

Each student is given a copy of the Curriculum Outline with course descriptions.

THE INDIAN IN MICHIGAN: A DEDUCTIVE APPROACH

Beatrice E. Bowen, Coordinator of Elementary Social Studies (Retired)

Livonia Public Schools

Although the elementary social studies teachers in the Livonia Public schools found the social studies units developed by the late Hilda Taba and her staff useful on the whole, they were not satisfied with the materials designed for use at the fourth grade level. Thus, we decided to prepare units of our own, using the structure of the Taba approach, but using as a basis for our study the Indians of Michigan. The units were field-tested and evaluated by 23 fourth grade teachers in Livonia, were later revised, and were finally adopted in June, 1970, for all 4th graders in the system.

The outline below summarizes the broad generalizations and main ideas for a year's program. They provide focus for study and depict the scope of the units.

Unit I Primitive Societies of North America: The North American Indian

Overall Generalization: Man Develops a Way of Life (Culture) Which Meets His Need for Survival and His Need to Find Meaning in His Life

Part 1 Main Idea: Early Man Learned to Live in Many Different Enviorments

Part 2 Main Idea: Natural Conditions Affect the Development of Different Cultures

Unit II Michigan: Our State

Overall Generalization: People Change Their Natural Environment in Many Ways; Some Ways Are Beneficial and Some Ways Are Destructive

Part 1 Main Idea: Different Cultures Bring Different Ways of Living to a New Land

Part 2 Main Idea: The Use of Natural Resources Creates New Industries and Wealth but Also Creates New and Varied Problems

Teaching materiasl for the above units consist of a teacher's manual describing both content and processes to be used; a bibliography and selected list of pupil books, factual and fictional, for purchase; a list of audio-visual materials needed; and a pupil handbook containing background papers, charts, maps, work sheets, etc. Teachers will need quantities of newsprint and chart materials.

USE OF THE UNITS

Although the units were written for use in the fourth grades in Livonia, they could very well be used in grades above the fourth. Learners might come up with more sophisticated responses than are anticipated in the manual, and the reading might be done with more detail; but the essential strategies of teaching would still apply.

Michigan teachers using the Taba Social Studies Program may experience the need felt by the Livonia teachers and see an immediate application for the units. Under the Taba Program, fourth grade units are developed under a generic plan designed to facilitate the study of any state. The original materials developed by the late Hilda Taba had included units on the State of California. When the sale of the program made the materials available nationwide, the study of California was presumably too regional for national consumption, and a generic plan was evolved by the revision writers. Piloting experiences in Livonia with these generic units were generally not satisfactory; too much selecting and organizing of specific content had to be done by the teacher. Although publishers may not find it profitable to publish materials consumable in only one state, the need for state units remains as strong as ever. The omission of attention to his state at some point in the elementary years would leave a gap in the learner's ever widening political awareness.

The need for Indian units is less specific but perhaps more crucial. It is true that studies of Indians frequently appear in elementary programs but too often

with little attention to anthropological and sociological meanings. The Taba Program utilizes a number of significant experiences with Indian cultures in most of the grades; it was felt, however, that a more complete study of Indians was warranted. In this time of social change and racial stress, society could benefit from deeper knowledge of those people who inhabited this continent more than forty times as long as the white man has lived on it. It would help the world to know about Indian social structures which helped man live with nature rather than against it and to use such knowledge in rebuilding a society which does not foul up its environment and squander its natural resources. We could learn how Indians, not influenced by the profit motive, shared worldly possessions, respected their children and placed a high value on hospitality. It is not to be expected that elementary children will arrive at a profound conclusion about the relevancy of Indian experiences to today's problems, but they can be expected to begin to understand the Indians as people who developed a different kind of culture and whose life was rich in humaneness and tradition. Such understandings are the goals in the Indian units.

SELECTION AND ORGANIZATION OF THE LEARNING EXPERIENCES

The units are built around a conceptual framework with planned sequential experiences which inductively lead toward the formulation of concepts and generalizations. Thus, in the working of the units, overall and main ideas are not given to children as topics to be studied; they are developed as the data are worked on and interpreted. In the building of the units, the main ideas were considered as knowledges to be derived; and all content, materials, and experiences were selected for the purpose of bringing these ideas into fruition.

Experiences, as they are called in the manual, deal with ideas or knowledges; with skills needed to unlock the doors leading to these knowledges, and with the acquisition of feelings. Processes for the above dealings are spelled out in the

manual, and because they are based on the ways in which learning takes place, as interpreted by Piaget, Dewey, and Taba, they serve to reinforce the learner's styles of both cognitive and affective growth. The dynamics of the organization permits the alternates of input and reflection to function so that assimilation and accommodation has a chance to operate.

Knowledge experiences may include multiple learnings of various kinds and are generally couched in a discussion situation so that children may compare ideas, reconstruct generalizations, and apply previous learnings. Units begin with what Taba calls the "opener"; a discussion triggered by a question which allows the learner to express what he knows and through a sharing of ideas, become apprised of what his fellow classmates know. The opener serves a unique function; it provides the structure whereby the group can operate on individual contributions. It serves to relax the tensions which usually occur when the individual suspects others in the group to be more knowledgeable than himself. The opener serves as a bridge which carries learners from known situations into the study.

Discussions are planned so that data may be grouped, organized, and interpreted, so as to incorporate individual thoughts. Opinions are considered valid data to be duly considered. Thinking moves into increasingly abstract realms through discussions of causes and comparisons. For example, in the beginning pages of the Indian Unit, the concepts of "nationality," "continents," "European," and "culture" are articulated after many experiences with people and places.

Skill experiences are generally organized in a contextual setting. The thinking skills which grow out of planned teacher strategies include the ability to express concepts and generalizations, to interpret causes and to make comparisons, and to apply previous arrived at generalizations to related but new situations. Map skills, in particular, arise out of a need to communicate and share findings with other members of the group. Hopefully, skills are interpreted by learners as

tools which facilitate the task at hand rather than as ends in themselves.

Art experiences are used in the units so that learners will actively experience feelings. Pupils are not expected to articulate sensual experiences; instead the emphasis is placed on the experience itself. For example, just as one can "know" ice cream by savoring its passage from the cone to the gullet without having to know its ingredients, its food value, or explain how it tastes, so can other feelings be known without exercising higher mental processes. Feeling is active and not the concept of action. It is the doing itself. Through art, expecially literature, the individual can live many lives for the artist is the member of our society who is able to create experiences which can be relived by the observer. Literature brings to the reader an active encounter with life for the reader can, as a reader or as a listener of the story or poem, be transplanted through imagination into a different situation. Fiction about Indians and people of Michigan allows learners to be Indians or someone else for awhile and to "take on" the attitudes attending the experience.

The treatment given to literature in the units is based on the writings of John Dewey in his Art Is Experience; of Suzanne Langer in her recent Feeling As a Part of Mind; and the admonitions of such writers as Paul Hazard, David Holbrook, Archibald MacLeish, Herbert Read, Carl Sandburg, C. S. Lewis, and others.

EVALUATION OF THE UNITS

Since the stated generalizations of the units serve as knowledge goals and the purposes that social studies fills in the curriculum indicate personal and social goals, evaluations occur in these areas. Built into the units are opportunities for the teacher to observe the kinds and complexity of observations made by children. Growth toward the ability to make increasingly abstract observations gives a measure of growth in thinking ability and also indicates growth in knowledge of the subject itself.

Social studies is the place in the curriculum where the learner seeks meaning out of life without losing his uniqueness as an individual. It is a place where he can question and express himself without fear of cenorship or ridicule and where he gives and receives respect for opinions even though consensus is not forthcoming. It is a place where feelings and attitudes are acquired and values may be clarified. In short, social studies is the place where the learner begins the long lifetime road toward finding himself as an individual and begins to learn about man and his world. With this goal in mind, classroom behaviors which lead to the goal may be observed.

The teacher's role of a recorder, a clarifier, a moderator, and a questioner is also observable and manifests a pattern for pupils to follow. The teacher's strategy is structured but the teacher's behavior is open and accepting. Teacher behavior may determine the success or failure of the program and, as such, becomes a part of the evaluative scheme.

In the pilot program, the following behaviors were noted:

.. Both children and teacher did a lot of listening to each other. The teacher responded to specifics in pupil comments which indicated that careful listening had taken place. Pupils acted like they knew they had made a contribution worth listening to and respectfully listened to other speakers. The situation did not come about immediately -- it took a couple of months in most classrooms.

.. Pupils employed frequent use of prefacing phrases such as, "from the data, it looks as though...," and "according to what I read." There were noticeable remarks which seemed to indicate a growing awareness of the tentativeness of judgments and a hesitancy to make judgments on meager evidence.

.. Pupils increasingly employed words which showed sensitivity to the feelings of others. Remarks such as, "I see your point but ..."; "I don't like to disagree with you, but ..."; "Could you explain it more -- I think I understand but ..."; and "Could we look at it another way ..." entered more and more into discussions.

.. Discussions became self-propelled. Pupils got hung-up on the decision making and frequently, needing to know more, moved into a deeper study than the teacher expected.

.. The use of multi-sources brought increased awareness of conflicting and invalid data. Remarks like, "This book does not tell it all"; "It says one thing in this book and the opposite in the other"; "I don't agree that this is so -- the other book explained things differently" were heard from time to time.

.. Pupils showed familiarity with the data on charts. They were able to read their own contributions as well as those of others. Criticism of the data and qualitative interpretation indicated that they knew what had been recorded.

.. Pupils evidenced pride in their use of words. Words seemed to free them from being non-participants particularly when words were used that had been developed conceptually through the process of sharing meanings and then advancing the concept -- sometimes after mental struggles to get the right word. Pupils seemed to enjoy using the words when the meanings were universally understood.

.. Teachers reported marked decrease in the use of flippant comments and judgments. Remarks became increasingly thoughtful like, "I think they hated each other;" and then, "I don't really think they hated each other -- I think they may have been jealous;" followed by, "Jealousy is like hatred;" "No, it's different -- you may not really hate but just feel jealous."

Evaluation techniques designed to measure thinking abilities have been developed by Dr. Taba. These techniques are a decided departure from the usual textbook materials. First of all, they do not require a basic text but utilize multi-texts and multi-media. Second, they draw upon a number of disciplines in addition to history, geography, and civics. Third, they are conceptionally organized; meaning that big ideas constitute the framework and are arrived at inductively. Fourth, they employ the teaching strategies developed by Taba so that thinking can be learned by doing; the process of learning is part of the corporate structure. Fifth, they develop feelings through experiencing rather than by reflection and reasoning. Basic to all of these characteristics, and reflected in the detailed substance of the units, is a deep concern for the plight of the teacher who, beset by fragmented curricular reforms, is expected to make order out of the chaotic influx of materials and methods. The units help to free the teacher to get on with the job of teaching.

A TRI-ETHNIC CURRICULUM PROJECT

Sister Christine Davidson, SSJ

Michigan Catholic Conference, Lansing, Michigan

Since the perpetuators of history, for a variety of reasons, have not included in their writings all the facts and truths of all the makers of America, this project is an attempt at a new and deeper understanding of the three outstanding ethnic groups who have contributed to this country.

One sound and valid approach now is a tri-ethnic one: that is through the Black, Spanish-speaking, and Indian American experiences; the fusion of these three along with other existing cultures produces a unique human phenomenon -- a splendid mosaic dotting the vast expanse of the United States.

In the past few years, the bishops and superintendents in Michigan have been pressured by community groups representing the tri-ethnic communities. These educators, professionals, and non-professionals from the tri-ethnic peoples have insisted on a school curriculum including broader concepts for white children through a developmental and sequential humanities program that would enable them not only to understand, but also to appreciate the past history and present plight of minority ethnic groups in our country. They see education as one powerful channel for the perpetuation or alleviation of contemporary racial problems in time.

TECP began its work in June, 1970. The full time staff consisted of a director for the project, curriculum specialists of history and the humanities, and a librarian. Consultants and resource people from diocesan education staffs, from the Lansing Public schools, from Michigan State University, from the University of Michigan, Madonna and Aquinas Colleges, and from elementary and secondary schools over the state were enlisted. This team included members of the tri-ethnic groups

as well as Anglo educators.

Their specific goals for the summer of 1970 included the following:

- to promote action programs in the catholic schools in Michigan with special emphasis on teacher training and motivation in tri-ethnic histories and cultures

- to identify and classify available written and visual materials as well as human resources for continuing teacher education

- to develop annotated bibliographical material identified according to instructional levels and subject matter

- to disseminate activities to superintendents, diocesan curriculum staffs, principals and teachers

- to provide a diffusion process involving administrators and teachers in meaningful in eraction that would bring about the implementation of action programs

This group completed a guide (150 pages) contining a complete description of the Tri-Ethnic Curriculum Project. There are annotated guides and suggested strategies for implementing the program.

THE ACTION PROGRAM The project for 1970-71, is primarily a Teacher inservice program. TECP recommended a program that begins with an IMPACT DAY followed by a number of local small group sessions for continued reaction, study and growth. The theme and purpose of the total in-service program is AWARENESS, beginning with self; uncovering hidden prejudices and getting insights into the subtleties of prejudice which are a part of their own make-up and of the community and world in which they live.

IMPACT The all teacher program will be conducted for the diocese by each respective diocesan office of education. Its goal is to incite teachers to a felt need for a greater and deeper understanding and appreciation, through correct knowledge, of the contributions of all cultures to world civilization. Suggested strategies have been provided.

FOLLOW-THROUGH In order to insure more lasting impressions and continued growth beyond a one day crash program, the follow-through will be implemented locally in

each school. The central curriculum staffs will meet with all in-building program administrators to be sure that all understand the basic philosophy and goals of the in-service program. Local program administrators will then hold four to six sessions during the school year with their local faculties using films, books, etc., as a basis for discussion and growth. Those organizing local sessions will always plan in the light of the goals. They will meet with the central staff periodically at which times reports of teacher response and reaction as well as action will be made.

A sub-committee worked out a set of four strateiges from which local groups could draw or not in planning their local FOLLOW-THROUGH. The sessions call for imagination, creativity, and serious study. The concepts and goals as outlined in the TECP manual are the basis of all sessions:

The alternatives listed below are not intended to be exhaustive:

1. Meetings within a given school using the faculty members as resource people. This might insure study on the part of each individual teacher.
2. Meetings within a given school using local people from minority groups as resource people with the faculty as reactors.
3. Meetings within a given school, but with parent participation as well as teacher.
4. Several schools in an area combine for meetings.

Teachers and/or parents must be asked to share the responsibility and assist with the planning of FOLLOW-THROUGH. The sessions call for imagination, creativity, and serious study. The concepts and goals as outlined in the TECP manual are the basis of all sessions. Format might consist of a general presentation using a film, panel or speaker followed by small group discussions. Then a report of the small group to the entire assembly.

Below are suggested topics presented by TECP for FOLLOW-THROUGH sessions:

SESSION I To discuss the PHILOSOPHY underlying the Tri-Ethnic Project. The elements of the philosophy are: Human Dignity, Self-Awareness; America: Pluralism; Interdependence.

Discussion Stimuli:

HUMAN DIGNITY, SELF-AWARENESS
Luke 10:27 "Love your neighbor as yourself."

This statement presumes an understanding and love of self--
1. importance of self image
2. need for understanding of ones cultural background
3. need for understanding ones psychological makeup

Bill of Rights "All men are created equal."
This statement stresses the importance of recognizing human dignity other than ones own.

AMERICA: PLURALISTIC SOCIETY

Define, contrast, evaluate:
pluralism - assimilation
melting pot - cultural mosaic America

With whose yardstick do we measure peoples?
How can people benefit from cultural and racial differences?
Discuss Jorge Lara-Braud's question of cultural genocide in America.

INTERDEPENDENCE

How have we been dependent on each ethnic group?
Possibilities: labor force
inventions and discoveries
language
others

What would be lacking if we did not have the tri-ethnic groups?

SESSION II To gain Knowledge of the Tri-Ethnic Culture and Historical Background.

Who is the Black American?
Who is the Chicano?
Historically speaking, how are stereotypes created?
Who is the American Indian?
To whom does this land belong by right of first ownership?
What are the stereotype concepts of each ethnic group?

SESSION III Emphasis on Knowledge of contributions to the making of this Nation.

Discuss the major contributions of each group.
What are the cultural values of each?
Have historical accounts been adequate?
How have we been impoverished by this neglect of historical authenticity?

SESSION IV Teacher insights into the Contemporary Tri-Ethnic Experience.

Discuss the nature and meaning of the Indian movement.
Discuss the nature and meaning of the Black movement.
Discuss the nature and meaning of the Chicano movement.
Is there a lesson to be learned from these movements?
Exploitation ... a reality? in the past? at the present?
and the future?
Is there a need for change?
Can a teacher be instrumental in changing society?
Attitudinal change: in teacher, in student, in society?

A Doctoral Dissertation is in process at Michigan State to evaluate the FOLLOW-THROUGH program in the schools in the Diocese of Lansing.

IN-DEPTH Dr. Daniel Jacobson and Mr. William Helder prepared and are providing an intensive workshop for selected eighth grade Social Studies teachers from each of the five dioceses who will begin teaching minority history and cultures units in their schools in the Spring, 1971. This core group will provide demonstrations in teaching the course on minority groups, hold workshops for other teachers in their respective areas, and disseminate materials. The program includes skills and content:

SKILLS:
- Concept development Strategy
- Interpretation of Data Strategy
- Review of the Historical Method
- Exploration of Feelings
- Resolution of Conflict Strategy
- Analysis of Values Strategy
- Review of the Inquiry Method
- Application of Generalizations Strategy

CONTENT:
- Minority Groups in America
- Cultural Assimilation and Cultural Diversity
- The Tri-Ethnic Experience
- Minority Groups in America: Where from here?
- Comparing American minority Cultures

By the end of February, six eighth grade teachers from each diocese will have attended five full day sessions in Lansing. They consist of a half day of skills and a half day of content. It was essential that these teachers be committed to the education of children and understanding of the needs in today's world and of the future. They are well able to speak to adult audiences and are natural leaders.

One of the schools in the city of Lansing has been selected to model the program. The situation will be as near to ideal as possible. All of the necessary and supplemental materials will be provided there, the teacher is well trained and highly competent, the principal is willing and both interested in and supportive of the program. TECP will follow the program very carefully through observations and interviews. An evaluation will follow the teaching of the course in minority history and cultures.

TEACHER ACTION

The action program to be implemented through teacher in-service programs for this year will not be separate from the teachers' action program in working with students. A bibliography has been selected and annotated for the various grade levels. It includes books, films, film strips, tapes, and recordings representing the total Tri-Ethnic experience. As teachers grow through study and discussion during the year, action programs will begin in their classrooms, not only in the social studies classes, but in the religion, literature, science and fine arts as well. Hopefully, team teaching will bring about a real program of growth for children of all age levels integrating the curriculum and thereby broadening student perspective of all peoples.

Attitudes are caught more often than taught. As teachers develop deeper attitudes toward the real meaning of human dignity, pluralism and interdependence -- as they grow in self-awareness, teacher identity, knowledge and awareness of Tri-Ethnic Experience, understanding and real commitment, so must the students with whom they will work each day.

EVALUATION

Continuing evaluation of the entire program for the year is of prim importance. Overall evaluation will be made and reported to the five dioceses by TECP. Visitations will be made by this group but TECP will depend on Diocesan Curriculum

coordinators for local evaluation which will be forthcoming through each local administrator.

BIBLIOGRAPHIES AND GUIDES

TECP has provided a Guide for use by Diocesan Superintendents and Staffs for a one-day orientation program for all teachers. Purpose is to initiate the development of certain concepts essential to the education of the children of the tri-ethnic groups and of children not of the tri-ethnic groups, and to provide an understanding of the contributions of the tri-ethnic cultures to American life.

A second Guide has been prepared for Principals and Building Curriculum Coordinators. It consists of materials, films, and reading to be used as springboards for discussion and dialogue in local settings with a view to growth in concepts initiated in the Impact Program. It is recommended that the follow-through programs be continued by Diocesan Curriculum Staffs through their Building Principals.

TECP has prepared and will provide an intensive workshop and a follow-up program for selected 8th grade Social Studies teachers from each diocese who will begin teaching minority cultures units in their schools in Spring, 1971. This core group will provide demonstrations in teaching the course on minority groups, hold workshops in each diocese, and disseminate materials.

TECP has selected, graded, and annotated lists of readings and media for teachers and students. This third bibliography has a four-fold goal:

- conceptual, attitudinal and behavioral growth through the humanities programs in grades 1-12
- to provide varied opportunities for children to appreciate the value of seeing many points of view, yet inherent liknesses
- to provide varied opportunities for creating classroom environment which sponsors activity in concept-seeking and value-seeking
- to provide varied opportunities through wide reading and multi-media to explore human behavior and human environment.

AN EXPERIMENTAL INDEPENDENT STUDY-SEMINAR IN GOVERNMENT

Elnora Strahan Vader. Supervising Teacher

Escanaba Area Public Schools

A good many critics of the school scene in this country have observed that students are often kept in such a subservient position that most creative expression and intellectual freedom is suppressed, and schools have become places where young people simply learn to conform to the teacher's style of thinking. Such critics as Edgar Friedenburg, John Holt, George Dennison, Jonathon Kozol, Herbert Kohl, Charles Silberman, Paul Goodman, and William Herndon have made this point abundantly clear; and Jerry Farber's article, "The Student as Nigger," maintains that the situation is so extreme that students are, in a sense, reduced to slavery in our schools.

Some might disagree with the extreme view; but the point is, there does seem to be a need to provide students with learning environments that allow for a greater degree of intellectual freedom. The Experimental Independent Study-Seminar in Government, now in its second year at the Escanaba Area Public School, is one attempt to provide students with this kind of learning situation.

The program originated as a proposal by the author to the Escanaba High School faculty committee on Accelerated Learning Programs. The committee passed the proposal on to the administration with a recommendation for adoption. Board of Education approval followed, and the Experimental Independent Study-Seminar in Government went into operation in September of 1969. It was also one of a number of innovative classroom practices in the social studies presented at the November, 1969, NCSS Convention in Houston, Texas, by members of the Utah State University Experienced Teacher Fellowship Program in Social Science.

The Experimental Independent Study-Seminar is based on the following propositions: students in the learning situation should not be subservient, but partners; they should have a measure of control over and responsibility for the learning activities in which they are involved; they should be free to suggest alternative topical areas of concern and devise ways of dealing with the areas selected; and they should be involved in evaluating themselves, the teacher, the processes, and the subject matter of the program. No claim is made that this plan as presented is either original or unique. It has been put together utilizing and adapting ideas from many sources. However, two claims are made for the program: first, it is "innovative" in our situation; and second, it is an operating model of an attempt to achieve a freer and more democratic learning situation where students can begin to approximate first class citizen status.

The course is presently open to seniors only. Students make application for the program in the spring of their junior year. They are encouraged to do so by teachers who have them in classes or by students enrolled in the ISS class. Instructors of junior English or social studies classes are specifically asked to recommend individuals for the program. Those recommended are solicited, if they have not already applied. In the first year sixteen, and in this second year, twenty, students were selected on the basis of desire, interest, and recommendations of faculty and guidance counselors to participate.

Flexibility and variety are the keynotes of the ISS program. Content is very broad but is limited to material that may be classified within the fields of social studies or social science. Content is dealt with through research, readings, seminars, projects, and similar activities. All studies and activities have as one of their aims to increase the participants' knowledge and understanding of government and politics. The purpose of this aim is to justify credit for this class to fulfill the local and state requirements for graduation in civics or gov-

ernment. The class is scheduled to meet for one fifty-five minute period daily. Class sessions usually follow a pattern of two periods each week of scheduled seminars, two periods of scheduled individual conferences, and one period for unscheduled conferences, additional seminars, speakers, field trips, and planning sessions as desired or needed. The schedule is posted following planning sessions and students are required to attend only when scheduled for individual conferences or for seminars.

The program operates on two tracks, the Seminar and the Independent Study. The term "seminar" is used loosely and covers many activities. The aims are analysis, interpretation, and evaluation of selected substantative issues. Discussion material is derived from books, tapes, speakers, television and radio programs, newspaper and magazine articles, films and field trips. Examples of materials are as follows: The Idea of Politics by Maurice Duverger (suggested by the teacher) and Revolution for the Hell of It by Abbie Hoffman (suggested by the students). Two of the tapes are the R. Buckminister Fuller speech, "Toward the Year 2000," given at the NCSS convention in Houston in November, 1969, and a tape of a Dick Gregory speech to an assembly of college students. Speakers have included local political figures, a newspaper editor, lawyers, and an Episcopalian minister. Among films have been "The Strawberry Statement" and Marshall McLuhan's "The Medium is the Massage." In the discussions which followed viewing of these films the books by the same names and other relevant volumes and newspaper and magazine articles were utilized. The only limits to sources are pragmatic ones of availability and the degree of tolerance of the school and community.

"Independent Study" covers activities of varied scope, content, and method carried on by one to four persons. Up to the present time no more than four have asked to be involved in any one project. Studies have included such things as research on "Practical Utopias," environmental pollution, prejudice, county govern-

ment, Canadian-American relations, alternatives to the electoral college system of selecting the President, and courts and courtroom procedure. There are two guidelines established for Independent Study projects. One is that combined progress and evaluation reports be made during student-teacher conferences at least once every two weeks until the project-study is completed. Secondly, the study or project is not considered completed until the research or the results of the project-study have been shared in a meaningful manner with others who may benefit from the sharing.

Students are encouraged to devise other means of sharing than the standard research paper, although papers are not disallowed. This latter guideline helps to give focus, relevance, validity, and meaning to these study-projects. Examples of such "sharings" follow: The county government study resulted in arrangements being made for county officials to speak to class seminar sessions and for the class to tour the county building. The two students who did the study of courts and courtroom procedure ended by publishing in pamphlet form, with the cooperation of the principal and the printing department, a Dictionary of Legal Terms for Teen-Agers, copies of which are available from the Escanaba Public High School Bookstore for a donation of 15¢.

The Canadian-American study was part of a preparation by four students for participation by invitation in the Scarborough History Conference in Toronto in April, 1970. The "sharing" in this instance consisted of the preparation and presentation of programs for seminars and for local Kiwanis' and Lions' Clubs. The "Practical Utopias" research will probably be one of the few studies to be presented to the class as a paper. The environmental pollution study person is participating in the local Save Our Environment Committee, is actively recruiting members, and is researching methods of disposing of aluminum beer and soft drink cans. The prejudice study is developing into an attempt to identify differences if any

in types and intensity of racial and political prejudices between seniors and freshmen in our high school. Differences are to be determined by a survey. The final "sharing" will be shaped by the results. Possibilities under consideration are presentations of the results to the regular government classes, articles for the school and local newspapers, and participation in a local radio "talk" show. Again, limits to the Independent Study aspect of the program are purely pragmatic.

Evaluation is a continuous and informal process and is carried on in conferences and planning sessions between students and teacher in a variety of combinations. Evaluation focuses on: (1) Goals. Are they significant or trivial, attainable or unrealistic, clear and specific, or vague and general? (2) Research Methods. Are they varied, suited to the project or study, and in keeping with standards laid down for scholarly research? (3) Sources of Material. Are they reliable, primary or secondary, popular or scholarly? Have all available ones been utilized, if not, why, and has some effort been made to utilize them on the basis of a set of justifiable critical evaluation standards? (4) Presentation of Findings. (Sharing). Is the presentation evaluative, in-depth, and objective? Is it organized logically? Is it clear and specific? Are weaknesses and strengths stated? Is it meaningful to the group for whom it is being prepared, and have multi-media materials been utilized effectively? Finally, (5) Achievement. What weaknesses in the above areas have become evident as a result of the study? What measures can or should be taken to remedy these weaknesses? What evidence of growth and progress occurring as a result of this study can the participant demonstrate?

How does one "mark" students in the program? Thanks to an arrangement with the principal's office, students are not "marked" until the end of the first semester and then only because it is necessary for college scholarships and entrance application forms. At that time we have several full group, small group, and in-

dividual sessions in which we review what we have done and critically evaluate it. Somewhere in the process, individuals' grades are discussed and decided upon by mutual consent.

Honesty requires me to state that the program's progress has not been as happily successful and uniformly satisfactory as the foregoing description might lead the reader to believe. Innovative programs must deal with the educational system's resistance to change that tend to hinder the establishment, the operation, and the expansion of the programs. The ISS format could be adapted to other areas besides social science, to science and the humanities, and at other grade levels. So far this has occurred in one other instance in our high school, an "Individual Readings" course in the English department open to seniors and juniors.

While flexibility and variety are keynotes of the program, they lead inevitably to unpredictability and unevenness of performance. This uncertainty is difficult to live and cope with for the traditional high school teacher accustomed to course outlines, detailed unit and lesson plans and a well laid out, predictable series of obstacle course "requirements." This year's class is different from last year's and, if the program remains true to its founding principle, every class will be different. The program is developed cooperatively as we go along and is constantly subject to revisions and substitutions. Some things we try are successful; others are not. The teachers has to be willing to be held accountable for activities that are "duds." She must be prepared to defend and justify the <u>failures</u> (successes present no problem) in the program. Failures, of course, if utilized properly can be a most valuable learning experience. Unless students come to the program from a free, open, and accepting school situation, the first six or eight weeks will very likely contain a preponderance of pretty dismal sessions while teacher and students experiment and adapt to the strange, uncertain, <u>free</u> environment. The program becomes a learning situation for teacher as well as student as

the teacher tries to drop the notion that it is "her" class and changes from the role of "traditional teacher" to that of partner and facilitator. "Ideally," Farber says, "a teacher should minimize the distance between himself and his students. He should encourage them not to need him -- eventually or even immediately."[1] That is the ideal that the Experimental Independent Study-Seminar is trying to realize.

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[1]Farber, Jerry, "The Student As Nigger,". An eight page pamphlet published by the Radical Education Project, Box 625, Ann Arbor, Michigan, reprinted from This Magazine Is About Schools, Winter 1968, p. 5.

AN INTEGRATED MULTI-MATERIAL CURRICULUM IN SOCIAL STUDIES AND LANGUAGE ARTS: A UNIFIED APPROACH

William V. Gerard

School District of the City of Royal Oak

To help the early adolescent grow in knowledge of himself and his world, to guide this young person effectively in a century which has seen the opening of the last western frontier as well as man's first steps on the moon and which has witnessed a phenomenal change in man's prospects for a good life as well as continued poverty, war and crime--these are challenges which require creative teaching and a curriculum that is geared to individual needs, capable of expansion and change, and rooted in the awakening interest of young people in the world in which they live. The multi-material "Unified" Studies curriculum in Royal Oak's junior high schools is the response of a staff of creative teachers to these challenges.

Basically, the framework of the curriculum is the integration of social studies and language arts, materials for which are brought into the classroom from a central resource area. Seventh grade Unified Studies is an integration of language arts and the traditional social studies of world geography. In place of the single textbook, resources for eight areas of the world have been developed: the Middle East, Japan, Southeast Asia, Latin America, Africa, USSR and its satellites, and Australia New Zealand. Resources which are housed on mobile carts include a wide variety of books, representing a range of reading levels, plus audio-visual materials, such as maps, records, pictures, and filmstrips.

Teachers wheel a unit into their classroom for a stated length of time. The cart which provides transportation and storage space within the classroom is actually only a mechanical device dispensed with by many teachers--especially when a flight of stairs impedes direct delivery. Much of the material is paperback, but a good base of more durable material is also provided. Multiple copies of some books, even

class sets of some material, are right at hand in the unit. Related literature is included as well as material which can be used in pursuit of individual interests. Material is added as it is discovered either by individual teachers or by curriculum committees. The guide, which was written by teams of teachers, is a collection of ideas which a teacher might follow in developing both language skills and social studies concepts. It is expected that teachers will use the guide to help develop their own teaching units based on student needs and frequently with the help of the students in their classes.

The eighth grade program centers on the integration of language arts and American Life, Past and Present, an extension of the traditional eighth grade American history. It includes the areas of the American Revolution, the Civil War, Frontiers, Conflict, Human Rights and Responsibilities, Minorities, Political Institutions, International Relations, and Urban Challenges. Again, a guide provides the broadest scope of the area from which a teacher develops his own teaching plan. Again, related literature is provided. Indeed, one area, Frontiers, which is defined as the edge of change, is based primarily on biography. Materials for the conflict unit consist of many paperback novels which present conflicts particularly relevant to junior high school students, conflicts between young people and their peers, between young people and their parents, between young people and their environment.

The language arts in the program emphasizes the communication skills of reading, oral and written composition, and listening. Teachers include a wide range of these activities in any given unit. Oral communication may take diverse forms, such as panel discussions, committee work, dramatic presentations, homemade media, or group reporting. Written composition usually centers around individual interests within the area, and not infrequently is developed as poetry, drama, and short stories.

In addition, a language textbook provides a resource for usage and direct aids to the teaching of composition. The goal is to involve and engage the youngster in writing, to teach him the use of his personal resources for writing, and to introduce him to principles of audience and purpose.

Language per se is taught as man's unique humanizing tool. Students should learn to use language with joy and with a knowledge of its power. Our language is examined as it exists--with all its dialects and changes. Actual study of the system of our language is inductive.

All materials are stored centrally, which means that teachers schedule the use of a unit, and that units rotate throughout the building during the year. Obviously, because no teacher can use all the units at any grade level, a teacher selects those areas which are of primary interest to his students. Teachers generally have found they can use four areas in depth and possibly two others less extensively during a year.

The program can best be understood in detail by examining the questions the teachers faced in its creation and the solutions for which they hoped.

Can we create a curriculum which is meaningful for our students?

It is difficult to summarize a program without undue emphasis on the material aspects. The quality of the curriculum, however, is in the opportunities that the material provides for enriched teaching in the social studies and language arts. Students need to learn to live and work together. They need to understand themselves as well as other people. They need to learn to live and work together. They need to understand themselves as well as other people. They need to begin to understand the problems which they as adults will have to face as well as to appreciate the background from which they as Americans have come. They need to acquire skills in solving problems. The multi-material Unified approach provides many opportunities to teach to these needs. Seventh grade is geared toward understanding how other

people live. Eighth grade includes a number of units directly aimed at these goals. Human Rights and Responsibilities, Conflicts, and Minorities are not just historically oriented, although history certainly is an important part of them. Minorities, for instance, concerns itself with the concept of minority, the responsibility of majority to a minority in a democratic society, the understanding of the nature of prejudice, and the appreciation of change in society as well as the history of minority peoples in the United States.

Can we create a curriculum which allows for individual differences?

Resource material represents many reading levels. It is not necessary for all students to read the same material from one book, nor is it necessary to do all one's learning from textbook material. Fiction, pictures, records, filmstrips, augmented by materials from our film library and the Instructional Material Center, are learning aids also. As a matter of fact, the discovery that different resources may present conflicting information is an important learning lesson itself. To illustrate the richness of the resources, the bibliography of one unit contains over fifty titles representing well over a hundred books. Students are not only able to find books they can read, but they are able also to pursue individual interests in an area. The Frontiers unit, for instance, provides material about many pioneers, ranging from the early discoverers and explorers, through the colonists, the western pioneers, the inventors, the scientists, the labor leaders, the men of medicine, and the social workers right up to Neil Armstrong and the women "libs." It is not necessary for every student to study the same material in order that he understand the effect of an ever-changing frontier on American life nor that he realize that the frontier is still there, albeit the Indian arrows have disappeared. Teachers recognize that learning is individual, and multi-materials complement this concept.

The latitude of the guidelines also treats teachers as individuals in that a teacher can focus on an aspect of an area which is particularly relevant to his style of teaching. In Urban Challenges, for instance, a teacher could choose to emphasize the history of Royal Oak, or the government of Royal Oak or to tackle the larger problems of government, financing, transportation, services, crime, and pollution which all cities face. The teacher may plan a unit as a chronological history presentation or as a problem-solving situation. He may vary his approaches as he uses different units.

Can we create a curriculum whose materials can be kept current?

The multi-resource approach replaces the single textbook, which was traditionally adopted for a period of years. Inevitably the textbook was out of date long before the adoption period expired. Material in the units gets out of date equally fast but can be replaced much less expensively since only single books, not sets of textbooks, are replaced as better material is published. There is a constant search for new materials by teachers with the assistance of the junior high school librarians.

There is another aspect of relevancy which should be considered. Interest in areas change--or teachers see better ways of grouping materials. It takes a simple selection from several carts for a teacher to create a new area--The Way of Peace, or War and Its Effect, or Reaction to Crises, or Great Men in American History.

Can we establish relationships in areas of learning?

Educators have long maintained that learning takes place only when relationships can be made with that which is already known. By combining the language activities with the social studies content, students find purpose in their writing, reading and speaking. Much literature is available in most of the areas. Since

Unified Studies is taught from the point of view of how people live, books of games, cookbooks, art books and books presenting the culture of an area are included as well as those presenting the typical geographical and historical material.

What are the problems in using multi-materials?

The first problem is the selection of books. It was difficult when the first selection was made to find books which provided material geared to junior high school use, especially in paperback. Over the period of five years that the program has been in operation, much material has been added, and some of the original material has been discarded simply because it was a poor selection. Selection does take screening, evaluating, and reading. It is a constant process.

The most difficult problem is that of using the material the first time. New teachers faced with a great array of materials rather than a single textbook have to cope with the feeling that they cannot be knowledgeable with every bit of material going into students' hands. They also are frustrated by not knowing reading levels although they soon find that students seek out the books they can read without any need to label the level.

The problem of housekeeping is not as difficult as anticipated. Departments make a general plan for the use of the carts in the fall and teachers have been most cooperative when adjustments have to be made. Books are lost and wear out. It has been feasible nor necessary to inventory and replace material with each use. Not that much needs replacing. An inventory is taken at the end of the year and the bulk of the replacements made at that time. If crucial material is lost or paperbacks completely disintegrate, they are replaced during the year.

In many classrooms teachers train student librarians, set up overnight sign-out systems, and care for the materials without the undue burden that was anticipated. The greatest task has been that of the department chairmen who organize

the final inventorying.

A final and crucial question -

Has the multi-resource Unified Studies curriculum been successful?

Evaluation at this point is subjective. A measure of the advantages of the curriculum, however, is reflected in the involvement of students in learning activities in the classroom, in the diversity of such activity, in the degree of creative production, in the depth of understanding of current problems, and in the skills acquired to solve such problems. For Unified Studies teachers, the curriculum has provided the material and created the opportunity in which individualized, meaningful learning can become a reality, not an educational cliche.

THE MERA PROJECT: IMPROVING SOCIAL SCIENCE INSTRUCTION IN THREE MICHIGAN SCHOOL SYSTEMS

Daniel Jacobson, Director, Social Science Teaching Institute

Michigan State University

MERA, the Metropolitan Educational Research Association, is a consortium of Michigan school districts[1] devoted to the improvement of education in urban schools. It has encouraged cooperative efforts in educational research and development (K-12) since its founding in 1965. THE MERA PROJECT herein described was carried out -- and will continue to be carried out -- under MERA auspices.

In the fall of 1968, the MERA schools were surveyed by questionnaire to discover where their greatest curricula needs lay. Nine of the ten school districts indicated that their greatest felt needs were in the social studies area, chiefly in the middle or junior high school. They indicated a special need for materials devoted to Afro-America and to The City.

Working cooperatively with the Social Science Teaching Institute of Michigan State University, numerous options were considered and choices made. The MERA schools were divided, for example, into three teams.[2] Each team would tackle the area or areas that it deemed appropriate. While the Grand Rapids, Royal Oak, and Southfield districts combined and chose to further survey their students' needs,

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[1] At the inception of THE MERA PROJECT 10 school districts were members of the concortium: Battle Creek, Detroit, Flint, Grand Rapids, Highland Park, Lansing, Oakland Intermediate, Pontiac, Royal Oak, and Southfield.

[2] Battle Creek, Flint, and Lansing made up one team, Grand Rapids, Royal Oak, and Southfield another; Detroit, Highland Park, Oakland Intermediate and Pontiac, still another.

the Battle Creek, Lansing, Pontiac[3] cluster decided from the outset to focus upon the urbanization theme.

Major Objectives

As the project evolved, however, the objectives were further crystallized and ultimately agreed upon. They include at present the following:

1. To improve the instructional program in the participating schools at the junior high school level in the area of the social sciences. Instruction in geography, political science, sociology, and psychology will be correlated within the context of the study of urban problems.

2. To provide in-service training for teachers in the participating school districts on urbanization and the problems of urban life using the resources of Michigan State University.

3. To develop new teaching techniques and reexamine concepts of the social science teaching staff in the participating school districts.

4. To critically review existing literature and materials in the field of urban studies.

5. To provide a mutually constructive environment for teachers, students, administrators, and university professors to work in concert on the improvement of the instructional programs dealing with the compelling urban problems of our time.

6. To provide, within the structure of the social science disciplines, maximal opportunity for students to interact with the urban community.

7. To devise expanded opportunities for community participation in the instructional process.

In-Service Training

It was agreed that in order to accomplish the objectives, a first-rate in-service training program was a vital necessity. The teachers must know more about the city, how it functions, what its problems are, what its role will be in the future. They must know in particular about their own city -- the city in which they work and

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[3] In late 1969 Pontiac replaced Flint to form the new combine.

teach.

Between January and June, 1970, therefore, nine full-day in-service training sessions for fourteen teachers from the respective school districts were held at the College of Education, Michigan State University. The sessions were obviously concerned with various aspects of urbanization. Morning sessions invariably featured speakers from Michigan State University or from government agencies in Lansing. Afternoon sessions were devoted to ways and means of implementing the concepts developed in the morming sessions to the classroom situation.

Meanwhile an outline for the subsequent development of materials was carefully prepared.

The Outline

I. Socio-Psychological Problems

A. Human Relations

1. Ethnic problems and conflicts
2. Religious prejudices
3. Problems of poverty
4. Problems of youth

B. Population Mobility

1. Social
2. Physical
3. Growth

C. Education--Schools as sociolizing institutions

D. Crime

1. Courts and justice
2. Law enforcement

II. Economic Problems

A. Taxation
B. Consumer Education
C. Labor Relations
D. Job opportunity
E. Role of business and industry
F. Social welfare
G. Government control and free enterprise

1. Zoning

III. Environmental Problems

A. Pollution

1. Air
2. Water
3. Noise
4. Blight

B. Land use

1. Housing patterns
2. Transportation
3. Industrial and commerical
4. Conservation, parks and recreation
5. Zoning
6. Urban planning
7. Urban renewal

IV. Political Processes

A. Effective political communication

1. Institutional and non-institutional change
2. Dissent
3. Pressure groups
4. Propaganda
5. Mass media

B. Organization of city government

C. Elections

1. Political parties
2. Special interest groups

D. Grass roots involvement

1. Student involvement

E. Regional planning

V. History of Cities

A. Locational factors

1. Geographic
2. Ethnic
3. Historic

a. Economic

b. Political

B. Why Cities?

1. Availability of services
2. Variety of cultural opportunities
3. Economic opportunities
4. Desire for social diversity
5. Educational opportunities
6. Size and development

    a. Various types
    b. Future plans

Summer, 1970

During the summer, 1970, a full-day six weeks writing workshop, in which three social studies coordinators (one each from Battle Creek, Lansing and Pontiac) participated, was held. The teacher-writers began the arduous task of data gathering, processing, and materials production. They worked hard and labored long. An introductory statement from their initial draft suggests perhpas the nature of their work: "An attempt" they say, "has been made, through the use of case studies and inquiry questions, to give the student a real insight into problems typical of Michigan urban communities."

The writing team was able during the summer to complete Unit I, Socio-Psychological Problems. The first draft has already been edited once, will be edited once again during the Fall-Winter (1970-1971), and should be available for experimental use in the classroom in late January or early February, 1971. The edited document will be made available, of course, to all of the MERA schools.

Future Plans

Meanwhile, plans have been made for the continuation of the project. These call for a full-week in-service training phase in January, 1971, in eight full day in-service sessions between February and May, 1971, and in a six weeks in-service training phase in summer, 1971.

The summer, 1971 session is of particular significance. Morning sessions will be devoted to large group lecture-discussions on socio psychological, economic, and environmental problems, to political processes, the history of cities, and the use of media. In the afternoon small groups (28 teachers will be involved) will consider evaluation techniques, simulations, the revision of Unit I, and the development of Units II and III.

A proposal to provide funding for these activities has already been submitted to the National Science Foundation.

A Concluding Statement

The cooperating MERA schools (Battle Creek, Lansing, Pontiac) and the Social Science Teaching Institute look forward to the challenges in THE MERA PROJECT. They hope to complete all of the units, to offer them to the MERA schools, and ultimately to disseminate them to all of the schools in Michigan (and points beyond) that might choose to adopt them.

A "UNIFIED STUDIES" SOCIAL STUDIES PROGRAM

Leonard Hoag, Social Studies Coordinator

Ann Arbor Public Schools

For many years Ann Arbor has had a program called "Unified Studies" in the seventh grade. This course has been taught in a two hour block of time and has constituted the English and social studies program for that grade. Over the years the social studies content has varied. At one time there was a geographic emphasis, later the content was drawn from world history.

In the past few years teachers have felt that the course of study should be more closely related to student concerns. They have thought that in addition to providing instruction in English and social studies, the course should give the seventh grader perspective on himself, the adult world into which he is entering and how he can relate to it.

A number of teachers in the various junior high schools had been experimenting with new materials and approaches and reporting some success. A year ago four of these teachers came together to provide a new course of study which was subsequently adopted in all schools.

The committee of teachers prepared the following overview of the revised course.

"The Unified Studies program is designed to help seventh grade students who are just entering adolescence to answer the question "Who Am I?". This is an appropriate question and area of study because seventh graders are conscious of the adult world which they are about to enter and are anxious both to understand it and to find their own orientation to it. At the same time, they are trying to break some of the ties of childhood and can be quite critical of parents, families, and

some of the customs and values of home and school. They make comparisons between themselves and their classmates in behavior, in life styles, and in values.

Our focus in Unified Studies is to help the seventh grader get some perspective on himself, how he became what he is, what the nature of society is, and the roles of the various institutions that make up that society. Since he is inclined to make comparisons at this age, the opportunity is offered him to compare the experience of individuals in different cultures, to see wherein differences lie, and, most important, to see the common elements in human experience which lie beneath differing cultural patterns. The course draws its materials from a variety of sources, but places heavy emphasis on the behavioral sciences and literature.

The course is developed around the following elements of man's experience. Each of these may be taught as an individual unit or can be integrated into some other structure.

1. Orientation. This unit introduces the student to the school, its procedures, policies and personnel. It then proceeds to raise the question, "Who am I?" and encourages the student to explore it.
2. Culture. This unit uses as its basic material The Great Tree and the Longhouse, an anthropological study of the Iroquois; and following that, Kiowa Years, a similar study of the Kiowa. The Teacher's Guide to the Great Tree and the Longhouse is an excellent guide to the study of a culture. These books lay an excellent foundation for all that is to follow in the course. The student sees demonstrated how the various institutions of these simple cultures, their values, their customs and the role of individuals fit into a pattern. The student is led easily into a comparison with his own society and his own role and gains a new perception of himself and the society in which he lives. The study of these cultures also becomes a point of reference and comparison as he moves into the subsequent units.

3. Religion. Examples are used from the great religions of the world and parallels are drawn. The emphasis is on helping the student to recognize that all people have a religion, and that it embodies the values of a people and the individual. From their study of the Iroquois religion, they will recognize the common elements in the more complex religions. Students should be able to recognize the emotional tone and quality of reverence in the stories, myths and expressions, both verbal and non-verbal, of the various religions. More capable students can be led into some speculation and inquiry about the values that are reflected by a people's religious beliefs and teachings.

4. Language. In this unit the student is introduced to language, not only as a means of communication, but as a vehicle through which the culture is conveyed to all individuals. Language is viewed as the way by which the people of a culture or sub-culture become socialized. It is the vehicle by which values, customs, traditions and skills that are necessary to a society are transmitted. The section on the Seneca Language in The Great Tree can be used as an introduction to an inquiry about language.

5. Family. The family is studied as the primary unit for the socialization of the individual. The student is helped to acquire perspective on his own family by recognizing the variety of functions performed by the family. Among these are the tasks of the family in helping the new individual to establish values and to function in society. The family varies from one society to another and there are even variations within a society, but it performs the same kind of function for the individual and for the larger group. Attention is given to the inter-relationship between the family members and other social groups. The changing role of the family is considered and how other groups have assumed tasks formerly reserved to the family.

6. Individual and Authority. All societies as well as institutions within societies have rules. The nature of rules, how rules are made and how they are

enforced differ. Just as there are these differences, there are differences in how the individual relates to the law. A review of the chapters in the Iroquois Confederacy in The Great Tree can lead to a consideration of how our ideas of the sources of authority differ from theirs. This then leads to a consideration of how the individual in a society such as ours may relate to rules and authority.

7. The Use of the Environment. Consideration here is given to the idea that each society uses space in a way that serves the purposes of the culture and reflects its values. The Iroquois had its pattern. To understand our patterns various materials can be used and observations made. This study can then be extended to a consideration of the relationship between man-made environment and natural environment, the whole problem of man's encroachment upon nature and the resulting pollution of it.

It will be noted that numerous references are made to The Great Tree and the Longhouse and Kiowa Years. These are the materials prepared by the Anthropology Curriculum Study Project. While these are used in each unit, they are not used as a textbook in the traditional sense. These studies are used in each of the units because they present a picture of the institution as it appears in another culture. They, together with a number of other materials, provide basic data in the exploratory phase of each of the units.

Perhaps the best way to get a picture of the program is to describe in detail one of the units. I have chosen to describe the unit on the family, but all of the units follow the same course of development.

The teachers express their objectives for this unit as follows:

The major objective of this unit is to help the seventh grader gain a perspective of his family and his role within it.

In reaching this objective the family as it appears in other cultures is examined. The student is helped to understand that the family in all cultures has

common functions, i.e., it is generally the primary social unit in which the individual acquires identity; it serves the function of establishing values and cultural expectations, as well as satisfying the physical and emotional needs of its members.

As an understanding of the family as an institution is developed, the student is helped to explore various kinds of relationships within families today. He is encouraged to examine ways in which he might accommodate to his individual family situation, his family's values and expectations and to make thoughtful decisions.

The unit is readily introduced because seventh graders have a good deal of interest and at times concern about their position in the family, their relationship with their parents and siblings, concern about family rules and about whether their experiences and concerns are similar to others of their age. An important discussion among members of the class or a story from A Family is a Way of Feeling can be a good opener.

The unit then opens with an exploratory or data gathering phase. In this phase the class looks at such materials as "Kinship and the Family" and the "Roles of Men and Women" in The Great Tree and the Longhouse. These chapters give students a first picture of a family structure and family relationship different from their own. Children are eager to talk about this and to begin to make comparisons with their own families. "You Are Not Alone," from the record set, Ways of Mankind, extends this kind of information and calls forth more comparisons. Selections from Underhill, First Came the Family, will supply further data. By now students are aware that family patterns vary but are also aware of what is common among families. The data gathering process can be extended as far as is desired through a variety of films such as: Roots of Happiness, Blue Men of Morocco, Alaskan Eskimo, Nanook of North I and II. The list can be quite extensive.

At the close of this phase, the students can be invited to make generalizations about families. These should be student-made generalizations rather than those of the teacher. The class as a whole can work in refining, regrouping and re-wording

various generalizations made by class members. When they have or agreed upon a list of "Common Features of Families", "Functions of Families," or whatever, they are ready for the next phase.

In the second phase they will be testing out and refining their generalizations by looking at contemporary American families. There is a host of good materials in the new literature anthologies. We use all of the following: A Family is a Way of Feeling, Coping, Who Am I? (from the MacMillan Gateway English series), Section II of Maturity (Scholastic Book Services), and Herman Wonk's City Boy.

Having tested out and supplemented their list of generalizations as they discuss these pieces of literature, they can begin to try to apply their knowledge about families in the final phase of the unit. A technique we use is that of having students view films that present problems. Have I told You Lately That I Love You? deals with the inroads the machine has made in our daily living and on our personal and emotional lives. Age of Turmoil deals with six teenagers and their adjustments to growing up. Angry Boy is the story of a hostile boy and explores his family in relation to his attitudes. David and Hazel and Deep Well both deal with problems within a family.

In connection with each of these films, students as a group can attempt to define the problem presented, to explore alternatives the family and its members had, and to propose solutions.

The other units follow a similar course of development.

It is important that discussions be open-ended. There are not right and wrong answers. Students explore together, try to agree upon some generalizations, test them out and try to apply what knowledge they have and in the end recognize that they may later find other answers.

HUMANITIES CAN BE HAPPENINGS

Margaret M. Holmes, Supervisor of Humanities

Grand Rapids Public Schools

High school students doing photo-essays; expressing poetry through the medium of photos with words; photographing "sounds of silence"; visiting schools to understand children; seeing the people around them -- these are the things that are happening in a Humanities project in Grand Rapids, Michigan.

There seemed to be a need to make Humanities a "doing" thing, not just a study of what has already been done. Creative, poetic eleventh and twelfth graders had no outlet for their own originality -- their ability to express their own time in the media of today. So, an idea was born. Could we, in actual fact, have a group of students actually publish a book about Grand Rapids, specifically written for children? To do so would require financial help, a sensitive and able teacher, facilities for art work, and correlation with the departments of English, Social Studies, Art and Business Education. If we could launch the project, our objective would be to publish a book we could actually use in the Elementary schools.

Overcoming obstacles of credit requirements, standard curriculum, skepticism and financial worry, a meeting with two community leaders, the directors of secondary education and the Educational Park, a representative from the Art Department, the supervisor of Humanities, and a Board member proved to be a launching ceremony. The Community leaders offered financial help, the Director of Secondary Education approved the teacher and added the three hour block of time to the schedule of classes, the Director of the Educational Park provided facilities, and the Supervisor of the Humanities became the coordinator.

The students came. Many of them came because they were curious, but several able students came because they wanted to try something new. The teacher, Mrs.

Kay Dodge, was able to communicate with them. She understands adolescent concerns, is able to stimulate exciting new ways of seeing things. She established with them the goals of their project:

1. To publish a book on Grand Rapids for children about 8 or 9 years old, with emphasis on people
2. To develop an appreciation of the humanities and a better way to communnicate with each other
3. To encourage individual expression of ideas
4. To correlate the results of the experiment into a useful, tangible product.

Because they could not just begin writing a book until they had some skills for bookwriting, they began with photo essays. To see the sensitive, beautiful photographs taken by these students is to sense a whole new way of looking at the city. One essay is a poem about the pigeons in a downtown park -- the tender, sad, commentary and the exquisite pictures are far superior to most expressions of feelings in average textbook materials.

The students work independently much of the time. They must visit children in the elementary schools in order to seek a kind of partnership in writing for them. They visit the museums, art gallery, symphony, civic theatre - any activities in the city which give them exposure to the ways people think and feel and have their being in this city. They are trying to find the pulse of this small metropolis by exposure to its citizens - who and what they are. Then they meet for group discussion and planning about how to use what they have learned.

However, some genuinely practical things have to be learned too. They have set up a liaison with a printing company for help on learning printing techniques, lay-outs and photography. One wonders how much they need to learn about photography on viewing the beautiful things they've done without help!

The Humanities project continues, and the students are trying to look at historical and present day expressions of ethnic cultures represented in this city.

This is in itself a rewarding and discipling activity, for if they are to express the human values, they must be very sensitive to many kinds of people. While the Dutch culture has traditionally seemed to dominate this city, the Black population has a long history here, and Louis Campau met Indians when he arrived. More recently Spanish speaking people have settled here; and later still many colorful groups from nations whose entity was lost after World War II and whose people, emigrating to this city, have made a rich contribution to its cultural heritage.

The classroom is in the original high school high on a hill now called Heritage Hill. From their windows they view the river valley where the city became a town, the beautiful Civic Center with its magnificent, red sculpture LaVitesse. Cranes are busy creating new buildings; and old, old buildings, many decrepit and awaiting their sad endings, can be seen. The hill itself was once center of an affluent society, and a few buildings are beautiful, having been designed and built by master craftsmen. These students thus are in a place to absorb the meaning the Humanities in the heritage which has been left to them, while they are trying to interpret for themselves and young children what they will have to offer.

To intrigue the children, they are thinking of doing some games and puzzles. They are planning a teacher's guide - (maybe teachers will need help with the answers!) They plan a lot of photography and drawing, and they will try to make people seem to live in the minds of the children.

It has not all been easy. For a few students, it is hard to be creative. Hopefully these less artistic and poetic will provide the practical business know-how when the project begins to need that organization. Three hours for a block of time proved longer than necessary. Hopefully next year we can run two projects of two hours each. There are so many kinds of things to produce - movies, dramas written and produced, poetry, art exhibit, concerts - many many projects are possible.

For the present, we see a group of students doing an open-ended project under the direction of a sensitive, talented teacher. Already there are evidences of giftedness in the photographs and writing done; there is real work being done in lay-out and printing. Community money has funded the project; community involvement is a learning laboratory. When a book is published next spring it will reflect a new way of seeing Grand Rapids through the skills of the young. The Humanities will have been served in two ways - a revitalized appreciation on the part of these students of what people before their time contributed and, even more importantly, their own fledging contribution to the heritage of the city. Surely, this is, then, a happening in the Humanities.

LOOKING AT YOUR OWN COMMUNITY

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"What is a community all about?"

This is what most primary pupils study in social studies.

"What is our community all about?"

Answers to that second question, with its many ramifications, make up the carefully developed course content for Grade 3 in the Detroit Public Schools. Using as a springboard the understandings of roles, relationships, and interdependencies of people in social groups which are developed in the first two grades, the pupils move on to considering how these interrelationships are carried out in the specific community they know personally - Detroit.

These third graders study Detroit's history, learn of the geographical factors in Detroit's development, and apply what they already know about economics to the economy of Detroit. They gain elementary understandings of policial organization when they examine the geographical limits and the services rendered by the separate entities - city, county, and state. They learn about the relationships between a large urban community and the surrounding area - a city and its hinterland.

Living in Detroit, the fifth largest city in the United States, can be confusing and overwhelming without knowledge of its physical layout, economic opportunities, available services, political organization, cultural and educational aspects.

The over-all objectives of the third grade study have two aspects. One is to develop understandings, based on specific factual knowledge, of how the wheels of Detroit are kept turning (an appropriate metaphor!). The other is to develop certain

positive attitudes: pride in Detroit, based on knowledge of its past and present; respect for all of the people of Detroit, based on a knowledge of the involvement of many races and ethnic groups in the development of Detroit; and concern for the improvement of the community through constructive planning and participation in civic projects, based on an introduction to both its problems and its possibilities.

Textbooks on Local Area

The Detroit schools' Social Studies Department began this program of study of the local area over a quarter of a century ago. Since commercial publishers are reluctant to publish textbooks and materials related to specific cities because that market is limited, members of the department wrote a booklet, Detroit, Wayne County, and Michigan. This small paperback was revised, rewritten, and updated many times, finally becoming a full-sized hard-covered text. In 1966 a companion text was written, Detroit at Work.

Careful research and correlating photographs and art work combine in the present two books, Detroit, Wayne County, and Michigan and Detroit at Work, to provide visual aids which reinforce and amplify an interesting and informative narrative. Questions and study suggestions within the texts stimulate review, reflection, and further research.

The organization and content of the two texts provide the framework for the instructional program. Detroit, Wayne County, and Michigan opens by posing the question, "What is a city?" and "What attracts people to live in a city?" An overview of the content outlines how the questions will be answered, and indicates that both the opportunities and problems of big-city living will be studied. Map and globe skills introduced in the Primary Unit are used to help pupils locate Detroit in relationship to the entire state of Michigan, to the other states, and to other areas of the world.

Introduced and oriented, the children then move back in time to discover why and how a French fort and trading post was built so far from other French settlements, in an area otherwise belonging to the Indians and the fur-bearing animals. They trace how the little settlement changed hands - from French to British, from British to American - until finally, after setbacks, it grew into a city. They learn how groups and individuals of v ethnic and racial backgrounds, for a variety of reasons, came to Detroit and were involved in the growth of the city. They learn the names and particular activities of many of the individuals who were part of this growth.

With this background in how it came to be, pupils next look at Detroit today: how people travel into and out of Detroit; how Detroiters earn their living; where and how Detroiters use their leisure - at play, and at institutions of history and culture; how Detroiters carry on the city's business and provide health, fire, and police protection to the citizens.

The concept of city is thus illustrated in a number of ways - geographically, historically, economically, politically, sociologically - before the children begin the study of a county.

They learn about a county's historic development, government, economics, transportation system, and recreational facilities through a study of Wayne County. Stressed are the importance of a county as a unit of government, the use of tax money to provide a variety of services, and the desirability of cooperation among counties to expand services more economically or efficiently. Provision is made for extending the study of other counties of Michigan.

The idea of the state in which the county and city are located is developed in the study of Michigan. The cultures - ways of living - of the Indian tribes living here when the Europeans and Americans came are examined. The transition of the area from a frontier territory to an Americanized state is traced. Then the children are helped to look at the Michigan of today from several points of view:

recreational opportunities, natural resources, the variety of workers who produce goods and services, and the cities other than Detroit.

A final chapter - looking backward and looking ahead - summarizes what has been studied and opens the door to the topic to be considered in the second part of the year's work, aptly described in the title of the text, Detroit at Work.

Study of Economics of Local Area

Detroit at Work is an economics-oriented book. It tells about many of the kinds of work that are carried on by the people of the city. Its illustrations provide visual evidence that people of different races and ethnic groups work throughout the variety of jobs in which Detroiters are employed. In some instances, children have identified pictures of their parents at work.

Through this study of what Detroit workers do the interdependence of urban living is illustrated - how the effectiveness with which each person carries out his job affects the well-being of everyone. In their study of what Detroit's workers do today, the boys and girls are stimulated to begin thinking of their future careers - and to consider the types of preparation necessary for particular jobs.

Basic economic concepts related to the development of cities and specifically of Detroit are reviewed and extended. The vocabulary of economics is illustrated and made meaningful. The concept that business and industry bring people to a city and help it to grow is made more concrete as pupils learn how Detroit's industries have attracted its residents. They learn what economic opportunities are available in Detroit to earn money which can be exchanged for food, clothing, and shelter.

The unit, "Money and Its Uses," explains in simple language how money as a medium of exchange is earned, and how it circulates from person to person in exchange for goods and services. The work of banks and banking processes is related to persons and to businesses - cashing checks, receiving deposits, making loans, and earning interest.

An explanation of the industrial process is made more concrete through a study of the automobile industry. Pupils learn that industry is making goods, in this case automobiles. People, factories, machines are needed to produce cars. Automobile manufacturing illustrates work and jobs in a mass production industry with its aspects of division of labor, specialization, and interdependence.

Emphasis is placed on the variety of industries in Detroit. The study of the chemical industry opens consideration of a type of economic production different from that of the steel and automobile industries and illustrates its impact on the total economy.

Children learn that business is selling goods as they study how the goods produced in Detroit - automobiles, medicines, salt, are sold. For Detroit to be an economically healthy city there must be a balance between the things industry makes - supply - and the things people want to buy - demand. The demand for cars world wide has made it worthwhile to supply this demand. The sale of cars locally, in interstate, and in international commerce introduces the consideration of Detroit's broad areas of trade and of world-wide interdependence. The importance of communication and transportation in making and selling goods is highlighted.

With the development of this understanding children see the boats going up and down the Detroit River, the railroad freight cars moving on their tracks, the trucks unloading in front of stores, and the planes unloading at airports as important means of moving goods into and out of Detroit by water, land, and air, all related to the economy of Detroit.

All Detroiters do not produce goods. Some help provide services for others. To illustrate this a study is made of the services provided by the public utilities in Detroit. The importance of electricity, gas, telephone, and water to each individual's welfare as well as to the total economy of Detroit is described. Types of services provided by the city government through tax money are illustrated in a unit on the Detroit Public Schools.

Many people associate the downtown area of a large city with the total city. Through a study of Detroit at Work the pupils learn that downtown Detroit is only one part of a large area and serves not only Detroiters, but the residents of the suburban areas as well. As the children examine the various sections of Detroit they find it consists of store and business place neighborhoods, house and apartment neighborhoods, factory neighborhoods, and neighborhoods with elements of all of these. They see how communities develop within the large community to meet economic, social, cultural, and educational needs of its residents.

A projection toward the future - how new machines such as computers, and organizations such as unions may change work and workers - leads to a consideration of good use of the leisure time certain to become an increasing factor for workers. The text concludes with a review of the specific economic concepts developed through the study of what Detroit workers do and how they do it.

A similar study of any community can be made in terms of economic factors at work. Such a study provides an organized, specific way of examining the area. Children can perceive the logic behind community interrelationships when they are presented in terms of economics at work.

Materials to Build Skills

In addition to factual knowledge, and generalizations developed from those facts, the building of certain skills is an important part of the grade 3 program. Among these skills are reading to locate specific information, organizing information in terms of main topics and supporting facts, interpreting maps, and analyzing and interpreting facts presented in pictured form. Materials developed and distributed by the Social Studies Department help in building these skills.

Detroit, Wayne County, and Michigan and Detroit at Work are important tools for the development of skills in using content area textbooks to obtain specific information. Pupils need to know how social studies texts differ from basal readers:

they deal with a specific, on-going content and have a format that emphasizes the organization of information: main ideas with supporting facts.

As was stated earlier, the organization and inclusions of the two texts provide the framework for the study of the local area. The supplementary materials support and extend the text materials in building both skills and basic understandings. Teachers are encouraged to go beyond these materials in planning activities which will add other dimensions to the children's experiences and perceptions.

The complete program is designed to accomplished this goal: that young Detroiters become informed Detroiters, with an understanding of the history, the organization, and the functions of their city, county, and state, and an awareness of their involvement in the future of Detroit, Wayne County, and Michigan.