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ABSTRACT

This document is a directory of projects supported by the Division of Pre-College Education in Science, National Science Foundation, fiscal year 1971. Programs are listed in four categories: 1) Curriculum Activities: curriculum development projects; 2) Implementation Activities: Resource Personnel Workshops to implement curriculum projects; 3) Instructional Personnel Development: year-long and summer inservice institutes and conferences; and, 4) Student Development: high school student social science training programs. Directories of institutes to be offered in fiscal year 1972 may be requested from the Foundation, Washington, D.C. 20550. ED 045 489 is the 1970 edition. (DJB)

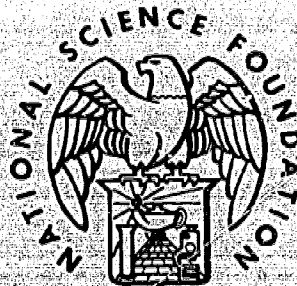
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NATIONAL SCIENCE FOUNDATION
Division of Pre-College Education in Science



*Programs for Improving
Elementary and Secondary School Education
in the
Social Sciences
1971*



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PREFACE

Improvement in science education is one of the major tasks of the National Science Foundation. The Division of Pre-College Education in Science supports projects for elementary and secondary schools in mathematics and the sciences, including social sciences, through activities which fall into four categories: (1) development of educational materials through the Course Content Improvement Program, (2) implementation activities through Resource Personnel Workshops in the Course Content Improvement Program and through the Cooperative College-School Science Program, (3) instructional personnel development through Institute programs (Summer, In-Service, and Academic Year) and conferences, and (4) student development through the Student Science Training Program. Projects which involve one or more of the social sciences and which are supported under these programs have been drawn together for presentation in this report.

Projects listed here were supported by the Foundation in FY 1971. With the exception of development of curriculum materials, individual projects change from year to year, but the Programs continue. The time schedule for submitting proposals for NSF Programs for Education in the Sciences may be obtained by addressing requests to Central Processing Section, National Science Foundation, Washington, D.C. 20550. Directories listing institutes to be offered in 1972 may be requested from the Foundation; they will be mailed when they become available.

CURRICULUM ACTIVITIES

Elementary School Social Science

Social Studies Curriculum Program. Peter B. Dow, Director, Education Development Center, 15 Mifflin Place, Cambridge, Massachusetts 02138. (Grantee: Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160)

An upper-elementary course, Man: A Course of Study, is based on three questions framed by Jerome S. Bruner, its principal developer: "What is human about human beings? How did they get that way? How can they be made more so?" The course draws upon materials from several animal groups and a simple human society to emphasize, on the one hand the biological continuum through several animal species to man and, on the other hand, the distinctiveness of man's culture. Course materials rely heavily on research sources and present subject matter through a variety of media including films, film-strips, records, posters and booklets. A teacher training program with seminars and audio-visual materials is available.

Available from publisher: Classroom sets and teachers' guides. Curriculum Development Associates, Inc., 1211 Connecticut Ave., N. W., Washington, D. C. 20036

Secondary School Social Science

Sociological Resources for the Social Studies (SRSS). Kurt Finsterbusch, Executive Associate, American Sociological Association, 1722 N Street, N. W., Washington, D. C. 20036

Objectives are to present substantive sociological content of high quality for high school use and to emphasize the process of inquiry. Materials are being developed in three formats: (1) approximately thirty short units called "episodes" suitable for use in a variety of senior high school social studies courses, (2) a one-semester sociology course entitled Inquiries in Sociology, and (3) a series of paperback books, each consisting of research-based readings on a broad sociological topic. These materials present students with an opportunity to experience sociology firsthand; students participate in gathering, classifying, and manipulating data through laboratory and field operations. A teacher training film has also been produced.

Available from project: Newsletter. For teacher training film, write to University of Michigan, Audio-Visual Education Center, 416 - 4th Street, Ann Arbor, Michigan 48108

Available from publisher: Some episodes and paperbacks. Allyn & Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210

High School Geography Project (HSGP). Salvatore Natoli, Educational Affairs Director, Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009

A one-year geography course, Geography in an Urban Age, has been developed, adaptable to grades 9 through 12. It contains units on geography of cities, manufacturing and agriculture, cultural geography, political geography, habitat and resources, and Japan. The course takes a conceptual approach to the study of geography rather than the regional approach of the traditional geography course. The organizing theme of the course is human settlement, and there is a heavy emphasis on the systematics of geographic analysis. Units are printed separately so materials can be selected to suit the needs of individual schools. Activities in each unit emphasize small group work, inquiry, and decision-making. Audio-visual materials and educational games are included. A teacher training film has been produced.

Available from publisher: Teacher training film: "High School Geography: New Insights". Geography in an Urban Age. Macmillan Company, 866 Third Avenue, New York, New York 10022

Anthropology Curriculum Study Project (ACSP). Malcolm Collier, Director, 5632 Kimbark Avenue, Chicago, Illinois 60637 (Grantee: American Anthropological Association, 1703 New Hampshire Avenue, N.W., Washington, D.C. 20009)

The principal task of ACSP has been to define the potential contribution of anthropology to high school education and to develop appropriate materials. ACSP draws on the processes and concepts of the social sciences to provide students with tools to sharpen analysis, enrich interpretation and increase insight into social data. Patterns in Human History is designed to be the first semester of a 9th or 10th grade world history or world cultures program. Student materials including readings, sound filmstrips, casts of stone tools and figurines, overhead-transparencies, and evidence cards.

Available from publisher:

Anthropology Paperbacks for Junior High School:
The Great Tree and the Longhouse: Culture of the Iroquois
(Hertzberg)
Kiowa Years: Study in Culture Impact and Profile of a
People (Marriott) Teachers Manual (Sady)

Anthropology Paperbacks for High School:
An Annotated Bibliography of Anthropological Materials
for High School Use (Gallagher)

Semester Course:
Patterns in Human History

Macmillan Company, 866 Third Avenue, New York, New York 10022

Newly Initiated Activities

Anthropology Case Materials Project. Robert G. Hanvey, Director, 914
Atwater, Bloomington, Indiana 47401 (Grantee: Indiana University
Foundation)

Supplementary materials for the Anthropology Curriculum Study project will be developed in the form of "unfinished units" to encourage teachers to concern themselves with the substantive ideas of their courses and to facilitate adaptation of curriculum materials to local and/or changing conditions. The Project intends to provide study and discussion materials to assist social studies teachers in completing the units.

Further information available from the project director.

Exploring Human Nature. Irven DeVore, Director, Education Development Center, 15 Mifflin Place, Cambridge, Massachusetts 02188 (Grantee: Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160)

A secondary school social studies course with a "human behavioral biology" theme will be developed, making evident the feedback between biological structures and social behavior. An interdisciplinary approach will be employed with topics presented from a contemporary and evolutionary perspective.

Further information available from the project director.

General Project

Social Science Education Consortium, Inc. (SSEC). Irving Morrissett,
Executive Director, 970 Aurora, Boulder, Colorado 80302

The Social Science Education Consortium (SSEC) has as its major purposes (1) encouraging social scientists to become more actively engaged in the development and implementation of curriculum materials for elementary and secondary schools, and (2) facilitating communications between and among the various federally and privately funded curriculum materials projects and the school communities they are intended to serve. Specific conferences, studies, and other activities have dealt with the relationship of learning theory to social science learning; values in the social sciences; structuring the social sciences for curriculum development; methodology of evaluation; in-service teacher education; training teacher-associates; retrieving social science literature; determining rationales for selection of social science content; development of a curriculum materials analysis system; working with school systems in the implementation of new social science curriculum materials; and publishing newsletters which report new trends on activities in social science education.

The SSEC has not developed classroom curriculum materials. Its publications include position paper, conference reports, research analyses, and analyses of curriculum materials packages.

A price list of publications and copies of the Newsletter are available on request. Further information available from the project director.

Environmental Education Curriculum Activities

Some of the curriculum projects which are developing materials in environmental education include input from the social sciences and/or consider the societal implications of environmental problems.

"An Air Pollution Study Guide for Secondary School Science Teachers".
Robert G. Nurnberger, 1400 Washington Ave., Albany, New York 12003.
(Grantee: State University of New York at Albany)

"Environmental Studies for Urban Youth". William Romey, Earth Science
Curriculum Project, P.O. Box 1559, Boulder, Colorado 80302. (Grantee:
American Geological Institute, 2201 M Street, N. W., Washington, D.C. 20037)

IMPLEMENTATION ACTIVITIES

Resource Personnel Workshops

The workshops provide leadership training for the introduction of new course materials in science and mathematics for elementary and secondary schools; the participants include teachers, principals, science or mathematics supervisors, personnel from state departments of education, and college faculty or combinations of these formed into educational teams.

Workshop activities include teaching new materials to students, developing educational teams to introduce the new course materials, instructing teachers, and designing and conducting workshop activities for school personnel in their local regions. Summer workshops typically last three to four weeks. In addition to the summer training, the workshop staffs may provide support activities during the school year for the training of additional teachers.

Resource Personnel Workshops--Summer 1971

Man: A Course of Study

Temple Buell College, Denver, Colorado 80220; Thomas A. Fitzgerald,
Innovation Coordinator

Central Connecticut State College, New Britain, Connecticut 06050;
Dennen Reilly, Department of Social Science Education

Florida State University, Tallahassee, Florida 32306; Robert S.
Harrison, Department of Social Studies Education

University of Nebraska, Lincoln, Nebraska 68508; James M. Kohler,
Project Director

State University of New York at Albany, Albany, New York 12203;
John G. Herlihy, Department of Educational Administration

University of Oregon, Eugene, Oregon 94703; William H. Harris,
Department of Curriculum & Instruction

Sociological Resources for the Social Studies

Stanford University, Stanford, California 94305; Richard Gross
and Emily Girault, School of Education

University of North Carolina at Chapel Hill, Chapel Hill, North
Carolina 27515; Phillip C. Schlechty, School of Education

High School Geography Project

Western Michigan University, Kalamazoo, Michigan 49001; George Vuicich,
Department of Geography

Anthropology Curriculum Study Project

National Council for the Social Studies, 1201 16th Street, N. W.,
Washington, D.C. 20036; at Asilomar, California; Theodore W.
Parsons, Department of Education, University of California-Berkeley,
Berkeley, California 94720

Comprehensive Social Sciences

University of Colorado, Boulder, Colorado 80302; ACSP, HSGP, SRSS,
ECON 12; Jack Cousins, Department of Education, University of
Colorado, and W. W. Stevens, Jr., Social Science Education
Consortium, Inc., 970 Aurora, Boulder, Colorado 80302

Cooperative College-School Science Program

This program provides opportunities for colleges, universities, and similar institutions to work with school systems in improving elementary and secondary school science and mathematics programs. Projects are addressed to practical problems of the school science program which are of sufficient substance and complexity to warrant a cooperative approach. Many projects have as their purpose the introduction into school classrooms of one of the instructional programs which have been developed in the last few years by teams of scientists and educators. For the most part both summer training of four to eight weeks and follow-up activities during the succeeding academic year is provided.

Cooperative College-School Science Projects—1971-72

Elementary School Social Science

District of Columbia Teachers College, Washington, D.C. 20009; Man: A
Course of Study (MACOS); Robert E. Williams, Division of Educational
Psychology

Florida A&M University, Tallahassee, Florida 32307; MACOS: Walter A.
Mercer, School of Education

University of Oregon, Eugene, Oregon 97403; MACOS; William H. Harris,
College of Education

Western Michigan University, Kalamazoo, Michigan 49001; George Vuicich,
Department of Geography

State University College at Cortland, Cortland, New York 13045; John E.
Willmer, Department of Geography

Tennessee State University, Nashville, Tennessee 37203; Social and
Behavioral Science (New Social Studies Curriculum materials);
Russell F. Farnen, Jr., Department of History and Political
Science, George Peabody College for Teachers

Economics

Ohio University, Athens, Ohio 45701; Kenneth H. Light, Department
of Economic Education

Oklahoma State University, Stillwater, Oklahoma 74074; Clayton
Millington, College of Business Administration

Rhode Island College, Providence, Rhode Island 02908; Kenneth V.
Lundberg, Center for Economic Education

Geography

Loretto Heights College, Denver, Colorado 80236; HSGP; Sister Esther
Marie Goodrow, Department of Social Science

University of Colorado, Boulder, Colorado 80302; HSGP; A. David Hill,
Department of Geography

Oklahoma State University, Stillwater, Oklahoma 74074; HSGP;
Richard D. Hecock, Department of Geography

Appalachian State University, Boone, North Carolina 28607; Geography
Curriculum Project; William Imperatore, Department of Geography

Sociology

College of Notre Dame, Belmont, California 94002; Sociological Re-
sources for the Social Studies; June R. Chapin, Department of
Education

Summer Institutes

The Summer Institutes Program of the National Science Foundation was created in recognition of the important role of teachers in developing the Nation's scientific manpower potential. The institutes are designed to strengthen the subject-matter competence of science and mathematics teachers and to increase the effectiveness of their teaching. Duration varies between six and eight weeks.

Summer Institutes for Secondary School Teachers—1971

Economics

DePauw University, Greencastle, Indiana 46135; Economic Concepts and Methodology with Applications to Contemporary Problems; Gerald E. Warren, Center for Economic Education

Drexel University, Philadelphia, Pennsylvania 19104; Robert L. Hamman, Department of Economics

University of Illinois, Urbana, Illinois 61801; Donald W. Paden, Department of Economics

North Texas State University, Denton, Texas 76203; William A. Luker, Box 5427, North Texas State University

Ohio University, Athens, Ohio 45701; Consumer Economics; Roman F. Warmke, Department of Economic Education

Oklahoma State University, Stillwater, Oklahoma 74074; Macroeconomic Principles and Problems; Clayton Millington, College of Business Administration

Rensselaer Polytechnic Institute, Troy, New York 12180; Economic Analysis Applied to Urban Problems; Edwin J. Holstein, Rensselaer Polytechnic Institute

San Jose State College, San Jose, California 95114; Macro- and Micro-economics; Analysis of Economics Instruction; David J. Bond, Department of Economics

Geography

Eastern Kentucky University, Richmond, Kentucky 40475; Regional Appraisal and Planning--Appalachian Kentucky; Joseph R. Schwendeman, Department of Geography

Oregon College of Education, Monmouth, Oregon 97361; James W. Gallagher, Department of Social Science

Western Michigan University, Kalamazoo, Michigan 49001; Urban Geography; Geographic Education (HSGP); George Vuicich, Department of Geography

Wisconsin State University--Eau Claire, Eau Claire, Wisconsin 54701; Physical Geography; Human-Cultural Geography; Teaching Methods in Geography (HSGP); Leonard D. Goranson, Department of Geography

Psychology

State University College at Potsdam, Potsdam, New York 13676; Principles of Animal Behavior; Peter C. Wolff, Department of Psychology

Wisconsin State University--La Crosse, La Crosse, Wisconsin 54601; Topics and Methods in Experimental Psychology; James J. Ryan, Department of Psychology

Sociology

University of Georgia, Athens, Georgia 30601; Advanced Principles of Sociology; Teaching Sociology at the Secondary School Level (SRSS); Paul E. Kelly, Department of Sociology and Anthropology

University of Iowa, Iowa City, Iowa 52240; Social Problems and Social Disorganization; American Society, Curricular Materials (SRSS); J. Richard Wilmeth, Department of Sociology

Louisiana State University, Baton Rouge, Louisiana 70803; Basic Concepts of Sociology and the Theory of Social Organization; Social Trends and Social Problems; Curricular Materials (SRSS); Alvin L. Bertrand, 181 Pleasant Hall

Oregon College of Education, Monmouth, Oregon 97361; Sociology of Race Relations; Helen M. Redbird, Department of Social Science

University of Santa Clara, Santa Clara, California 95053; Principles of Sociology; Understanding American Society; Seminar (SRSS); Kichiro K. Iwamoto, Department of Sociology

Utah State University, Logan, Utah 84321; Population Problems; Population Analysis; Seminar; Yun Kim, Department of Sociology

Valparaiso University, Valparaiso, Indiana 46383; Social Organization and Disorganization; Social Research; Curricular Materials (SRSS); Richard D. Knudten, Department of Sociology

Western Michigan University, Kalamazoo, Michigan 49001; Sociological Concepts; Juvenile Delinquency; Exercises in Sociology (SRSS); J. Ross Eshleman, Department of Sociology

Summer Conferences

A small program of Summer Conferences for Secondary School Teachers, Supervisors, and other School Administrators, was supported by the National Science Foundation in 1971. These instructional conferences are shorter (four weeks or less) and usually more specialized than Summer Institutes.

Conferences--Summer 1971

Brigham Young University, Provo, Utah 84601; Geography (HSGP);
Lloyd E. Hudman, Department of Geography

University of Cincinnati, Cincinnati, Ohio 45221; The Population
Explosion, an Interdisciplinary Approach; Carl A. Huether,
Department of Biology

Social Science Education Consortium, Inc., 970 Aurora, Boulder,
Colorado 80302; Conference in Social Science Education for
State Social Studies Specialists; James Davis

Indiana University, Bloomington, Indiana 47401; Carnegie-Mellon
Social Studies Projects, ACSP, SRSS, HSGP, Harvard Social
Studies Projects and MACOS; Shirley H. Engle, School of
Education

National Council for Geographic Education, 111 West Washington Street,
Chicago, Illinois 60602; Conference on HSGP in conjunction with
NCGE annual meeting in November 1971; Paul F. Griffin, Depart-
ment of Social Sciences, Oregon College of Education, Monmouth,
Oregon 97361

In-Service Institutes

This Program provides participants with opportunities to obtain supplemental instruction in science and mathematics at times which permit them to carry on their regular teaching duties.

In-Service Institutes—1971-72

Economics

Drexel University, Philadelphia, Pennsylvania 19104; Robert L. Hamman,
Department of Economics

University of Minnesota, Minneapolis, Minnesota 55455; Darrell R.
Lewis, Department of Economic Education

Missouri State Economics Project

Drury College, Springfield, Missouri 65802; Elbert B.
Johnson

University of Missouri at Columbia, Columbia, Missouri 65201;
William C. O'Connor

University of Missouri at Kansas City, Kansas City, Missouri
64110; Orville Darby

University of Missouri at Rolla, Rolla, Missouri 65401;
Curtis Adams

University of Missouri at St. Louis, St. Louis, Missouri 63121;
Joseph P. McKenna

Ohio University, Athens, Ohio 45701; Dr. Roman F. Warmke, Department
of Economic Education

Geography

Oregon College of Education, Monmouth, Oregon 97361; World Regional
Geography; Ronald L. Chatham, Department of Social Science

Political Science

Brown University, Providence, Rhode Island 02912; Reginald D.
Archambault, Department of Education

Sociology

American University, Washington, D. C. 20016; SRSS; Annabelle Motz,
Department of Sociology

California State College, San Bernardino, San Bernardino, California
92407; SRSS; Gordon E. Stanton, Department of Education

Oregon College of Education, Mornmouth, Oregon 97361; Helen M. Redbird,
Department of Social Science

University of Pennsylvania, Philadelphia, Pennsylvania 19104; SRSS;
Emily S. Girault, School of Education

Queens College--CUNY, Flushing, New York 11367; SRSS; Devra Lee Davis,
Department of Sociology

Academic Year Institutes

In this Program, the Foundation supports the efforts of colleges and universities in providing opportunities for teachers and supervisors of science and mathematics to spend an entire academic year in the study of the subject matter of their disciplines while on leave from their regular teaching duties.

Academic Year Institutes--1971-72

Economics

University of Missouri at Columbia, Columbia, Missouri 65201;
John M. Kuhlman, Department of Economics

Sociology

Illinois Institute of Technology, Chicago, Illinois 60616; Florence
Torda, Department of Sociology

STUDENT DEVELOPMENT

Student Science Training Program

Opportunities are provided by the National Science Foundation for academically outstanding secondary school students to obtain intensive experience in science and mathematics during the summer. By giving science-oriented high school students an experience with college-level instruction and research, the Foundation seeks to stimulate their scholarly development and to encourage the further development of similar programs with other sources of support. Duration of activities ranges between five and eight weeks.

Student Science Training Programs—1971

Anthropology

Field Museum of Natural History, Chicago, Illinois 60605; Harriet Smith, Department of Education, Roosevelt Road at Lake Shore Drive

Archaeology

Clarion State College, Clarion, Pennsylvania 16214; Gustav A. Konitzky, Archaeological Laboratory, Founders Hall

Economics

St. Olaf College, Northfield, Minnesota 55057; Thomas P. Enger, Department of Economics

California State College, Bakersfield, California 93309; David G. Tuerck, Department of Economics

Linguistics

Northern Arizona University, Flagstaff, Arizona 86001; P. David Seaman, Department of Anthropology, Box 5788

Political Science

Macalester College, St. Paul, Minnesota 55101; Dorothy Dodge, Department of Political Science

Psychology

The Jackson Laboratory, Bar Harbor, Maine 04609; Mammalian Biology or Psychology; Charity Waymouth, Assistant Director (Training)

Western Michigan University, Kalamazoo, Michigan 49001; Experimental
Psychology; Neil D. Kent, The Behavioral Science Institute

Social Science Research

Michigan State University, East Lansing, Michigan 48823; Modern
Methods of Social Science Research; Tom W. Carroll, Computer
Institute for Social Science Research