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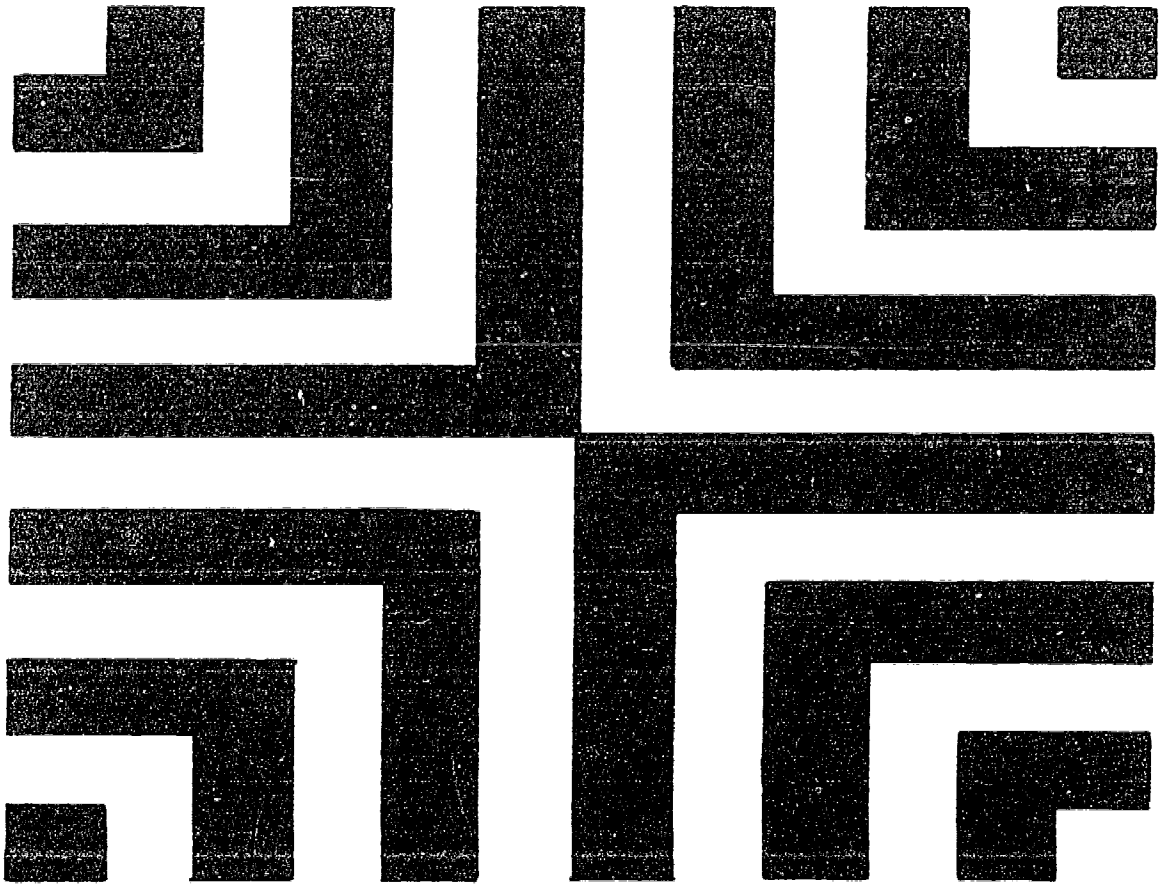
ABSTRACT

This final report discloses findings of a survey team composed of fifteen historians and social studies specialists on 1965 NDEA institutes in history. An attempt is made to identify the nature of a summer institute and how it differs from regular teacher education. Objectives include answering three questions: 1) What kind of teachers attended summer institutes in 1965, and why? 2) What sort of training are they given, and how relevant is it to their needs? 3) How effective did this experience seem to be in improving both their knowledge of history and their own classroom instruction? Major findings are that participants are above-average, well prepared, able, motivated, and experienced teachers. Most institutes help teachers learn more about history, imparting new interpretations and viewpoints; a small number acquaint them with teaching materials in the field; and only a few introduce teachers to new educational media and teaching strategies and help participants transfer knowledge acquired in the institute to their teaching. An important outcome of institutes is that historians and education specialists exchanged ideas and views. The team concludes that there is room for variety, flexibility, and experimentation in conducting successful summer institutes. Appendices are included. (Author/SJM)



TEACHERS, HISTORY, AND NDEA INSTITUTES 1965

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REPORT OF A SURVEY TEAM / EDITED BY JOHN M. THOMPSON / INDIANA UNIVERSITY

TEACHERS, HISTORY, AND NDEA INSTITUTES, 1965

Report of a Survey Team

Edited by

John M. Thompson
Indiana University

Sponsored by

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"Additional copies of this report may be obtained from the American Council of Learned Societies, 345 East 46th Street, New York, or the American Historical Association, 400 A Street, SE, Washington, D.C."

In the fall of 1964 the Congress, in revising the National Defense Education Act (NDEA), authorized establishment of special institutes for elementary and secondary school teachers in nine fields of study not previously provided for in the NDEA program. One of these fields was history. In early February, 1965, the Commissioner of Education authorized eighty-four institutes in history to be conducted in 1965 for almost 3,200 teachers at a cost of over three million dollars.* At the inception of this program, the federal official in charge was asked: "But how do summer institutes differ from regular graduate courses and programs?" He replied frankly: "We are not quite sure, but we are convinced they do differ in several important ways that are difficult to define; sometimes we epitomize the elusive quality of institute training as 'the smell of summer.'"

From June to September, 1965, a survey team of fifteen historians and specialists in social studies and in educational evaluation tried to identify "the smell of summer."** Members of the team traveled about the country, under the auspices of the American Council of Learned Societies (ACLS), visiting individually or in tandem forty-one history institutes, interviewing their directors, staff, and participants, and overseeing a questionnaire to ninety-nine percent of the 3,197 teachers attending all the history institutes. Having met at the beginning of the summer to plan the survey, the team members convened again for four days at the end to sort out what they had found. Observers from the American Historical Association, from the Committee on the Study of History in the Schools of the Organization of American Historians, and from the United States Office of Education attended the latter deliberations. Subsequently several team members discussed some preliminary conclusions of the survey with the directors of the 1965 Institutes at an end-of-summer meeting in Denver. Many directors also provided the team with copies of their final reports to the Office of Education. Significant findings of the survey were also presented orally and discussed at special sessions of the national meetings of the National Council for the Social Studies in November and of the American Historical Association in December, 1965.

This is a final report, but its findings are necessarily tentative. The real test of the effectiveness of 1965 institute training is history will be what happened to the teachers -- and their students -- after they returned to their classrooms. Fortunately, evidence of this will be obtained by a "follow-up" or "impact" study of selected 1965 institute participants in their classrooms, to be conducted by interviews and questionnaires in the spring of 1966 under the auspices of the American Historical Association. The results of this investigation should extend, deepen, and clarify many of the tentative conclusions presented here.

HISTORY IN THE SCHOOLS

Throughout its study the survey team viewed the question of special summer training for history teachers as only one aspect, albeit a key one, of the general problem of improving the quality of school instruction in history and the social studies. The institutes -- and findings of the survey about them -- should be considered in this larger context. More effective training of teachers in institutes needs to be related to better teacher education in regular programs.

*In 1966 there will be 113 history institutes for over 4,000 teachers.

**See Appendix A for a list of team members, and Appendix B for a description of the design and procedures of the survey.

It is also closely tied to curriculum reform (with concurrent development of materials) and to the need for greater professional concern with the problem of history in the schools on the part of historians, social scientists, and specialists in social studies.

In the past, few individuals or groups, whether in history or in education, have been satisfied with the teaching of history in the schools. During the last few years significant efforts to improve the situation have been launched, partly in an effort to emulate successful curriculum reform and development of materials in the sciences and foreign languages, and partly as a result of the infusion of federal money into education. Some important first steps have been taken. Now, by bringing historians, social studies specialists, and teachers together and providing thousands of teachers not only with more knowledge of history, but also with a sense of responsibility for assuming leadership, local and limited though it be, in improving present instruction, the NDEA institute program and NDEA fellowships for teachers (to be available beginning in 1966) can play a significant role in the quiet revolution in the social studies that has begun.

At the same time it is clear that progress in providing better special training for teachers will depend to a considerable degree on advances in other areas. Without improved materials, a clearer sense of the objectives and the value of history in the schools, and a deeper and more concerted involvement of historians, steps toward a more adequate preparation of teachers and a better curriculum can be only halting at best. The issues are admittedly difficult and complex. The challenge to the historical profession is evident. Unless historians soon concern themselves with all aspects of the problem of history in the schools, the future development of the social studies will bypass them. The survey team concluded its work convinced that the institute program could be an important avenue for bringing historians to grips with many of the major issues involved. Also, although team members recognize the tentative nature of their findings, they believe their conclusions concerning institute training shed some light on such closely connected questions as how best to prepare new teachers at the undergraduate and graduate levels and how teachers already in the schools can most effectively improve their competence in more extensive programs than the summer institutes -- for example, in institutes or fellowship programs that run for an academic year or even fifteen months.

With these considerations in mind, the survey team set three fairly limited and simple objectives for itself. What kind of teachers came to summer institutes in history in 1965, and why? What sort of training were they given, and how relevant was it to their needs? How effective did this experience seem to be in improving both their knowledge of history and their own classroom instruction? Underlying these questions lay the broader one of what is an institute, and how does it differ from regular teacher education.

At the start the survey team hoped, perhaps naively, that it could identify those elements that make up a maximum summer training experience for teachers, that it could define the model institute, or at least a model institute. Evidence obtained through observation and experience led to the conclusion that in this affair, as in many others, there are various paths to truth, that several approaches are effective in helping teachers, and that there is room for a good deal of variety, flexibility, and experimentation in conducting successful summer institutes. Moreover, although the team members believe the survey helped identify certain characteristics of a good program for teachers, its findings will also clearly raise new questions. But the very act of defining problems should be helpful in improving further the education of school teachers of history.

MAIN FINDINGS OF THE SURVEY

1) The majority of NDEA history institutes surveyed in 1965 helped teachers to learn more history and to improve their knowledge of major works of historical literature. A smaller but still significant number also assisted teachers to become better acquainted with teaching materials in their field. Only a few institutes introduced teachers to new educational media and teaching strategies and helped participants to transfer knowledge acquired in the institute to their own teaching.

2) The majority of participants in 1965 institutes were able, highly motivated, and hard-working. They were an "above-average" group of social studies teachers and had a high level of previous preparation and experience. In addition to benefiting from the sound historical training provided in most institutes, participants profited from the opportunity to exchange views and experience with colleagues from throughout the country and from a new sense of professional pride and of identification with history and historians.

3) Institute directors and staff members, as well as teachers, learned a good deal about the problems and challenges of teacher education in history. As a result, an important dialogue between academic historians and specialists in education was stimulated, and new opportunities for fruitful collaboration were opened. Whether the institute experience will significantly affect regular instruction in departments of history and the approach of history departments and historians to teacher education remains an open question.

4) Recognizing that teacher education is an important aspect of the general problem of improving the teaching of history in the schools, the survey team also concluded that significant new departures in teacher education, such as the NDEA institutes and the new teacher fellowship programs, can be most effective if they are linked to efforts jointly by historians and specialists in education to define the objectives and role of history in the schools and to revise the curriculum and the materials for teaching it.

5) Directors of future NDEA institutes in history should:

a) have clear, limited and specific objectives and design their institutes especially to achieve those goals. Regular courses and approaches are inadequate.

b) select a relatively homogeneous group of participants in respect to background, ability and teaching responsibilities. Directors must weigh the advantages of a local or regional clientele who may have great impact in a state or school system on their return from institute training against those of a participant group selected from across the nation, members of which can beneficially exchange ideas and experience.

c) develop a program specially tailored to the needs and purposes of the participants, and be flexible enough to alter the program to achieve this, should it become necessary. Directors should not overschedule participants. At the same time they should provide sufficient work and pressure to challenge the participants without overloading them.

d) allot some time in the institute program to assisting participants to transfer to their classrooms what they are learning in the institute. Various approaches and materials should be experimented with in this effort.

e) ensure that all components of the institute program are closely coordinated and effectively interrelated. Large numbers of special lectures or other extraneous activities and the use of part-time staff should be avoided.

f) play a key leadership role in the institute, both intellectually and administratively. The success of an institute depends to a considerable degree

on the commitment, full participation, and sympathetic attitude toward teachers and their needs of the director and his staff.

g) attempt to learn as much as possible about the problems and opportunities of teaching history in the schools before the institute opens.

h) ensure that his institution gives full support to the institute, not only in regard to facilities and administration, but in academic "back-stopping" and in the flexible application of established rules and procedures.

I. HISTORY INSTITUTES, 1965

The summer history institutes held in 1965 were both alike and very different. Eighty per cent of them were for secondary school teachers, and sixty per cent offered instruction in American history (Tables I and II). But in almost every other respect they were diverse. Geographically they were spread over thirty-six states and Puerto Rico; only in the northern Plains, the northern Rockies, and the Southwest would a teacher have had to travel very far to attend an institute (Map A). Although some large states such as California, Illinois, and New York had relatively few institutes, teachers from those states evidently traveled elsewhere; for institute participants came from all over the United States. The ratio of participants from any given region to the total number of participants deviated by no more than a few per cent from the ratio of that region's population to the total population of the country.

The diversity of institutes was reflected in several factors. The range in number of participants was from twenty to sixty; in length, from four to eight weeks. A few institutes sought teachers with little or no previous

TABLE I
Subject Matter of Institutes

Subject Matter	Number of Institutes
United States History*	48
Non-Western	13
Historical Problems	5
European History	4
Special Combinations**	14
TOTAL	84
*Africa	2
Asia	5
Asia and Africa	1
Middle East, Far East and Africa	1
Russia and China	1
India and China	1
Middle East and North Africa	1
Russia and international communism	1

**e.g., studies of non-Western and Western areas in combination.

TABLE II
Teaching Level of Participants

Level	Number of Institutes
Junior-Senior high schools, grades 7-12, 7-9, 9-12, or similar combinations	76
Kindergarten through grade 6	5
Kindergarten through grade 12	1
Special programs (for teachers of gifted students, slow learners)	2

preparation either in history generally or in the particular subject matter of the institute. Others recruited teachers with considerable training and fairly good indices of previous academic performance, in the hope of providing truly advanced training (Table III). In selecting participants some institutes gave preference to local or home-state teachers; others tried to strike a balance. A few institutes encouraged commuting, but most required participants to live on the campus. Some institutes drew teachers from a wide range of grade levels while others limited participants to a single level. The advantages and disadvantages of these varied approaches are discussed in section IV below.

Most significant perhaps was the considerable diversity in both the subject matter and the kinds of courses offered by the institutes (again, see Table I). Some courses were surveys of American, European, or Asian history, etc.; in other cases, the courses were more specialized, treating restricted periods of time or specific topics. A few institutes concentrated on particular historical problems.

There was also variety in the method of presenting subject matter. In a few institutes all the instruction was integrated into one core course while at the other extreme were institutes which gave participants a choice among various courses. The majority of courses tended to be lecture or lecture-discussion, but there was some range in the patterns of presentation. Some courses were taught as seminars or colloquia, or discussion groups were arranged to supplement

TABLE III
Preparation of Participants

Code Number	Designation*	Number of Institutes
1	Advanced	2
2	Intermediate	36
3	Basic	11
4	Combined	35

*Advanced: participants hold master's degree in history or "appropriate related disciplines, or the equivalent."

Intermediate: participants hold "bachelor's in history or appropriate related disciplines, or the equivalent."

Basic: participants have "some preparation but [are] lacking degree in history or the equivalent."

Combined: "referring to special levels of preparation; for example, teachers well qualified in one or more areas of history but unqualified in others; excellently prepared teachers without a degree in history; and teachers whose training is out of date." In the present instance this code also includes combinations of the first three codes: e.g., 1 and 3, or 1 and 2.

lectures. Most institutes relied on full-time instructors for the duration of the institute, but a few used a series of visitors for short consecutive blocs of time. Most institutes used a large number of guest lecturers, but not always effectively (see section V below).

There was even considerable variation in how institutes came into being. In some cases the administration took the lead and urged departments or faculty members to draw up a proposal. In a few cases the impetus came from the school of education, or from an educational specialist. Where the prime movers were historians -- the majority of cases -- the idea was sometimes initiated by a whole department but more often simply by a concerned and dedicated individual.

The institutes also varied in degree and kind of organization. Some were very loosely organized. One institute consisted simply of two graduate courses in history, with participants assigned to one or the other. After attending his one class, a participant was free the rest of the day to do whatever he wished, presumably to go to the library and read for his course. In this particular institute the director was rarely seen. Other institutes were tightly organized. Students were scheduled for much of the day. They attended classes in the morning, seminars in the afternoon, and returned for guest lectures or other activities in the evening.

The great diversity of the institutes presented special difficulties for the survey team. Unlike institutes in English or foreign languages, where the subject matter was fairly standard in all programs, in history it was difficult to measure how much participating teachers had been taught and had learned in the institute. For example, no question on content applicable to all institutes could be devised for the questionnaire administered to participants. In the minds of some teachers and directors this left the incorrect impression that the survey team was not interested in how much knowledge the institute had imparted to the teacher. Moreover, with so much variation in organization and approach among the institutes, it was almost impossible to devise instruments of evaluation, either in interview schedules or in questionnaires, which

could measure over-all effectiveness and gauge how successful the summer experience had been in meeting teachers' needs and in providing them with knowledge that would improve their classroom instruction. In a sense, each institute was unique, and for many crucial issues national comparisons were not possible. Thus the data collected had to be analyzed on an intra-institute basis. Where possible, however, the survey team attempted to juxtapose comparable institute profiles, with full awareness of the limitations this involved.

II. THE PARTICIPANT*

Like the institutes the participants too were a highly variegated, complex group. Perhaps as good a way as any to begin a short profile of them as a group is to describe a few of the most uncomplicated facts about them -- such as, for example, that a little more than three quarters of them were married and that, on the average, these 3200 people had about two children each (Tables IV and V). Though quite simple, some of these basic data tell a good deal not only about the participants but about the history institutes and about the capacities of similar NDEA programs to attract certain kinds of people.

It was in no sense a women's summer. Of every four participants only one was a woman (Table VI), even though some institute directors reported that in selection they had attempted to favor women's applications in order to reduce what they thought was an unusually large male majority. The preponderance of men may simply substantiate the feeling of some that summer programs of considerable length which require that participants live at the site of instruction will receive a heavier male (head-of-family) than female response.

In addition to being predominantly male the group tended to be young -- though not as young as some might have expected -- with an average age of about thirty-five. (Table VI). One of the advantages reflected by this average age is to be found in the level of experience of the group; on the average participants had had between eight and ten years' experience. The age and experience levels of the majority of participants suggest that the institutes attracted teachers who not only had some standing and influence in their schools but who also have a number of years of significant educational activity ahead of them.

TABLE IV
Marital Status**

Single	Number	Per Cent
Single	543	18.4
Married	2273	75.2
Separated, Widowed, Divorced	132	4.5

*One problem for the survey team was that no national figures concerning social studies teachers could be located, except for the NEA estimate that there were 96, 457 secondary school social studies teachers in the spring of 1965. Thus there was no "base" against which to compare the survey data.

**Total numbers in the various tables do not always equal total respondents, and percentages do not always add up to 100% because of unclassified responses on the questionnaire; or because of rounding percentages to the nearest decimal.

TABLE V
Number of Children in Family

	Number	Per Cent
None	852	28.8
One	456	15.4
Two	689	23.3
Three	493	16.6
Four	281	9.5
Five or more	175	5.9

TABLE VI**
Distribution of Participants by Sex and Age

Age Group	Number Male	Per cent Male	Number Female	Per cent Female
Under 20	2	.1	11	.4
20 - 29	555	21.8	173	6.8
30 - 39	942	37.0	153	6.0
40 - 49	360	14.1	166	6.5
50 - 59	68	2.7	92	3.6
Over 59	5	.2	4	.2
TOTAL	1932	75.9	599	23.5

Over 80 per cent of the participants came from public secondary schools (Table VII). In the absence of national figures it is difficult to judge, but apparently teachers from private and denominational schools were not underrepresented. The survey team felt, however, that there were perhaps too few institutes for teachers in elementary schools and, correspondingly, too few participants of this kind. Teachers in elementary schools generally teach subjects other than social studies (which at that level often attempts to include more than history), and there is undoubtedly a need for a small additional number of carefully designed institutes tailored to the needs of those teaching social studies in the elementary schools. Some institutes of this kind might foucus on teachers of American history in the fifth grade; others should probably embrace social sciences, as well as history, and might be sponsored jointly with the new civics and economics sections of the NDEA institute program.

Participants were primarily teachers. Active, in-service teachers accounted for 84 per cent of the total. Of this group 61 per cent taught social studies full-time, while the remainder divided their time between social studies and one or more other subjects. Moreover, of the remaining 16 per cent, more than two-thirds classified themselves as chairmen of social studies departments, principal-teachers, supervisors of social studies, or curriculum supervisors.

**This table, together with tables VII - XV, is based on a group of respondents totalling about 2500, while the remaining tables are based on a group of approximately 2900. In no case did an increase in sample size change the data distributions dealing with the same information by more than 1%.

TABLE VII

Distribution of Participants by Type of School System Where They Were Employed

Type	Number of Participants	Per cent of Participants
Public School	2316	90.9
Private Denominational School	167	6.6
Private Non-Denominational School	47	1.9
All others	17	.7
TOTALS	2547	100.1

TABLE VIII

Distribution of Participants by Level of Highest Formal Education

Level of Education	Number of Participants	Per Cent of Participants
College work, no degree	101	4.0
Undergraduate degree	310	12.3
Undergraduate degree plus graduate courses	1045	41.6
Master's degree	248	9.8
Master's degree plus graduate courses	816	32.3
Doctorate	5	.2
TOTALS	2515	100.2

From a number of indices the survey team concluded that most of the 1965 participants were "above average" -- in preparation, in motivation, in the type of school from which they came. For example, 42 per cent had master's degrees, and another 41 per cent had taken some graduate courses beyond the bachelor's degree (Table VIII). Over half of the participants would have taught or attended summer school in 1965, even if the NDEA program had not been available (Table IX). Over 60 per cent of the teachers taught in a suburb or in a small town (under 100,000), while only 15 per cent taught in cities of over 200,000 (Tables X and XI). Clearly the urban, "inner-city" teacher was not well represented. Although participants who taught in "all or predominantly Negro schools" made up 12 per cent of the total, over 80 per cent of this group came from the southeastern United States, with relatively few from the large cities of the North and West (Tables XII and XIII, and Map B).

Two statistics of special interest, which will probably surprise many historians, were that 71 per cent of the participants majored in history and/or the social sciences as undergraduates, and 53 per cent did so as graduate students (Table XIV and XV). Thus, if 1965 participants were not well trained in history, at least part of the fault lies at the door of college and university history departments. As undergraduates, 13 per cent of the teachers majored in education, and only 21 per cent of those who majored in history even minored in education. Finally, almost a third of the participants belonged to a national organization in history or one of the social sciences, while approximately a quarter belonged to the National Council for the Social Studies.

TABLE IX

What Paricipants Would Have Done If NDEA Funds Had Not Been Available

Activity	Number of Participants	Per cent of Participants
Attend summer school	861	33.8
Work in non-educational position	690	27.0
Teach summer school	389	15.3
Travel - vacation	235	9.2
Work on "imdependent project" at home	145	5.7
Work for the school district	96	3.8
All others	133	5.2
TOTALS	2549	100.0

TABLE X

Distribution of Participants by Size of Community in Which They Taught

Community Size	Number of Participants	Per cent of Participants
2,500 - 24,000	951	37.3
Rural areas	393	15.4
25,000 - 99,000	375	14.7
Suburb of a Large City	257	10.0
500,000 or more	220	8.6
100,000 - 199,000	189	7.4
200,000 - 499,000	157	6.2
TOTALS	2541	99.6

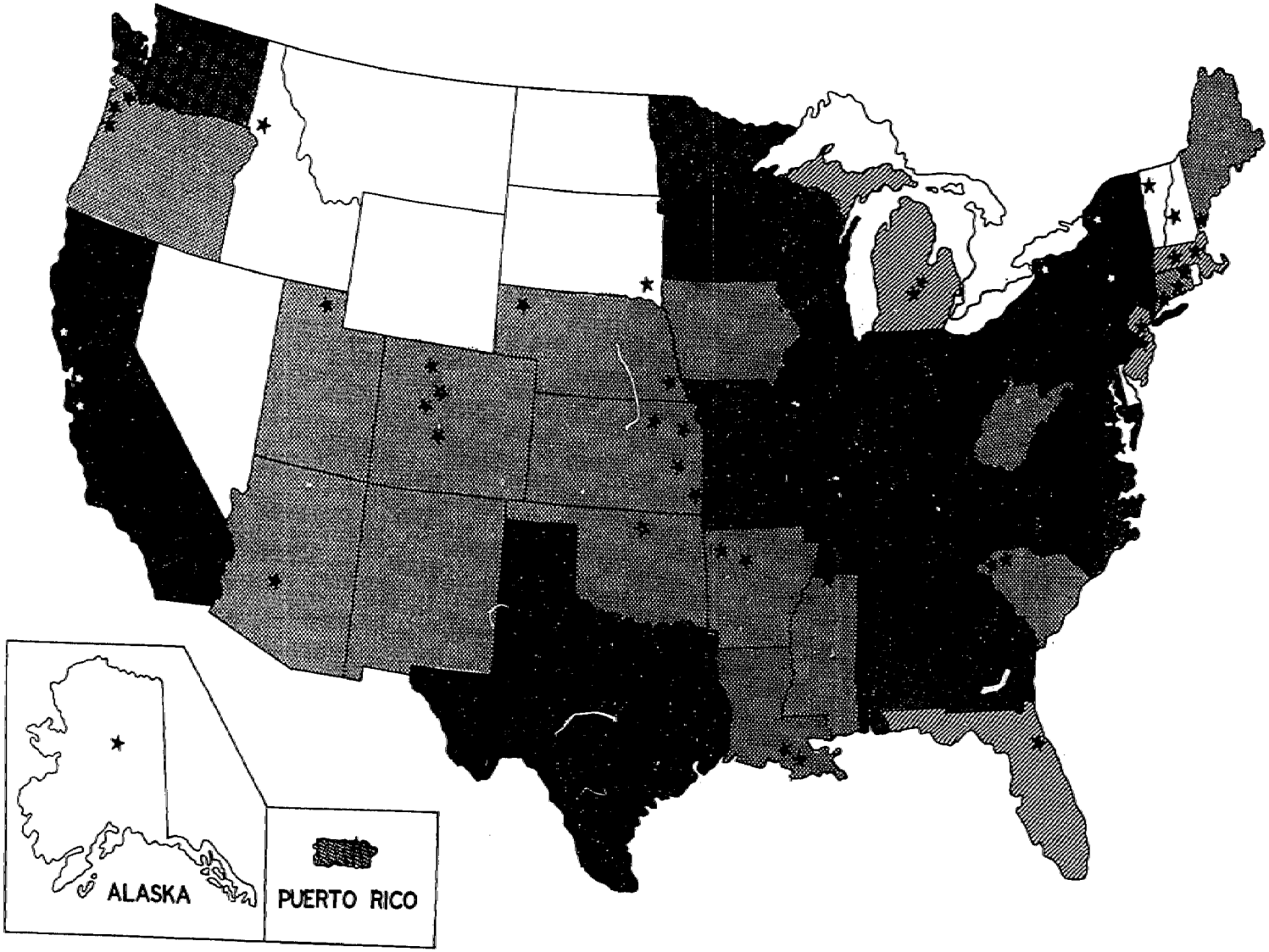
TABLE XI

Distribution of Participants by Size of School in Which They Taught

School Size	Number of Participants	Per cent of Participants
1200 - 1999 students	618	24.3
600 - 899 students	464	18.2
400 - 599 students	361	14.2
900 - 1199 students	342	13.4
200 - 399 students	314	12.3
More than 1999 students	294	11.5
Fewer than 200 students	146	5.7
TOTALS	2538	99.6

RELATIONS OF HISTORY INSTITUTES TO STATE POPULATION

MAP A



RACIAL MAKE-UP OF PARTICIPANT SCHOOLS BY REGIONS MAP B

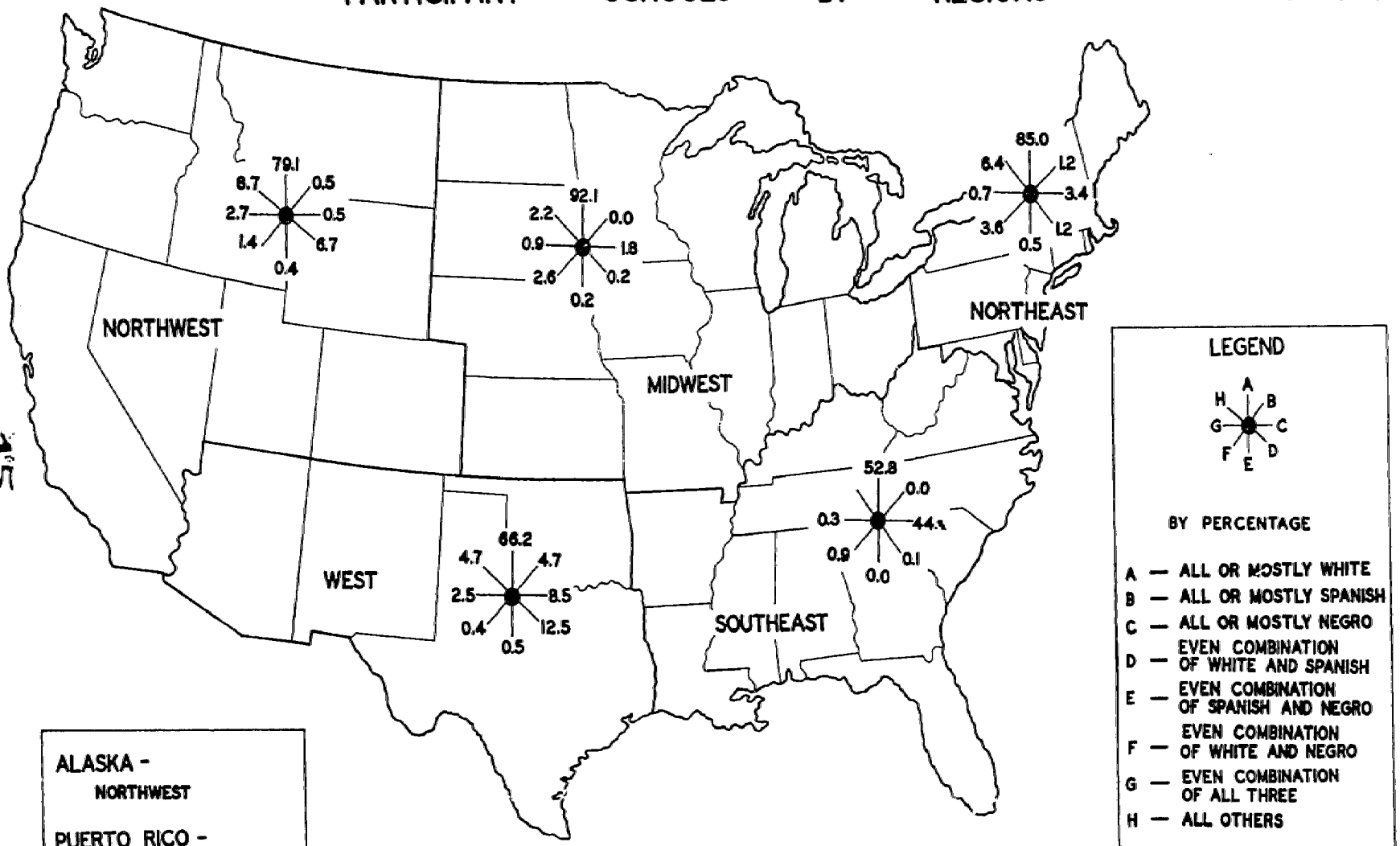


TABLE XII
Distribution of Participants by Racial-Ethnic Patterns of Schools in Which They Taught

Racial Patterns of Schools	Number of Participants	Per cent of Participants
All or mostly white	1966	77.2
All or mostly Negro*	308	12.1
All or mostly Spanish-speaking	14	.6
Various combinations of above	216	9.7
TOTALS	2504	99.6

*See also map B

TABLE XIII
Distribution of Participants by Socio-Economic Patterns of Schools in Which They Taught

Socio-Economic Patterns of Schools	Number of Participants	Per cent of Participants
Students come from well-to-do professional and business families, or families which own large commercial farms	262	10.3
Students come from families in which the main wage earner is a skilled worker, foreman, or white collar employee	682	26.8
Students come from families in which income is low but steady and main wage earner is usually semi-skilled or unskilled	642	25.2
Students come from families marked by frequent unemployment and even poverty	181	7.1
Combinations of the above categories.*	717	28.1
TOTALS	2484	97.5

*The largest groups are an approximately even combination of categories 1, 2, and 3 (8.3%); an approximately even combination of categories 2 and 3 (5.7%); and an approximately even combination of categories 1 and 2 (4.4%).

TABLE XIV
Distribution of Participants by Undergraduate Major

Major Field	Number of Participants	Per cent of Participants
History and/or social sciences	1822	71.5
Other liberal arts (e.g., English, Math, Science, etc.)	193	7.6
Education	334	13.1
Others	198	7.8
TOTALS	2547	100.0

TABLE XV
Distribution of Participants by Graduate Major

Major Field	Number of Participants	Per cent of Participants
History and/or social sciences	1365	53.6
Other liberal arts	54	2.1
Education	743	29.2
Have not had any graduate work	268	10.5
Others	117	4.6
TOTALS	2547	100.0

III. PURPOSE AND DESIGN OF AN INSTITUTE

All institutes, of course, aimed at providing assistance to teachers in the schools, but consensus was lacking as to how this might best be done. A few institutes clearly leaned to the idea that offering teachers, who had fellowship support, what were essentially basic graduate (or even undergraduate) courses in history would help them most. Naturally, if this assumption were true, the institute program would be unnecessary, and the government could simply support teachers to take regular courses in the summer or in the academic year. It would certainly be far easier to fit teachers into existing graduate programs than to design special institutes for them. The survey team concluded, however, that there are certain advantages to the institute format: it brings together a selected group for intensive effort toward a common goal. It provides special conditions and concentration for effective teacher education.

At the other extreme were a few institutes that attempted primarily, within the framework of basic content, to help teachers develop new teaching strategies and techniques and to acquaint them with the latest materials and educational media. The great majority of institutes ranged between these poles. Some institutes, including several excellent ones, emphasized the goal of advancing teachers closer to being historians. One of these stressed development of "historical understanding, analytical ability, and knowledge of the historiography of the field," while deliberately minimizing research, writing, and bibliographic mastery as skills more appropriate to graduate students being prepared for careers as teacher-scholars in higher education. Other institutes strove both to improve the teachers' general knowledge of the subject and to

assist them to apply what they were learning in their classrooms.

With a few exceptions, objectives of institutes visited were not designed on the basis of a thorough study of or acquaintance with the needs and problems of teachers and schools, even though the Office of Education's "Guidelines" for institutes urged that the director "should be acquainted with the educational needs and problems of elementary and secondary school teachers...." Often institute directors and instructors had not worked closely with teachers before, and only a few had ever participated in or visited school courses and programs. The majority were rather vague about what happens in the schools and what the social studies curriculum is. It is not surprising, therefore, that there was a good deal of uncertainty about just what the institutes ought to be doing for teachers.

The survey team concluded that institutes were most effective when they were specially desinged to meet the needs of teachers and when they had limited, clearly defined objectives geared to those needs. Institutes that aimed at a vague and general goal, such as "increasing the teachers' knowledge of history," and that offered what were fundamentally regular graduate courses seemed to provide less successful training. In questionnaire responses participants consistently rated institutes of the former type higher than those in the latter category.

To be sure, the survey team decided that it could not determine a fixed list of desirable objectives or specify a particular design of maximum effectiveness; in fact, it agreed that differing aims and patterns adapted to varying circumstances could produce excellent institutes. At the same time team members believed they were able to identify certain factors related to goals and design that were important to the success of an institute. First, it seemed essential that the director and staff have a genuine interest in -- and preferably some knowledge of -- social studies instruction in the schools and the problems that teachers of history confront. What kind of courses, what sort of students, what textbooks does the teacher have? As a minimum the director and staff should do some reading concerning basic issues in the social studies and should visit schools and talk with teachers and curriculum supervisors before the institute opens. Second, the director and staff must be sensitive to problems of content and of materials that face teachers. Teachers in elementary and secondary schools do not require the same sort of training that is needed by graduate students who are preparing to be scholars and college teachers. What topics, concepts, emphases, interpretations, and approaches will help the teacher most? What kind of reading and other work should he be assigned, keeping in mind the teacher's needs in the classroom? Third, the director and staff should tailor the aim and design of the institute to the particular group of teachers being sought for training.

IV. TYPES OF PARTICIPANTS.

Should an institute seek primarily teachers with minimum basic preparation in an effort to raise them to a higher level of proficiency? Or should it provide truly advanced study for teachers who already have a solid foundation of training in history? The survey team observed institutes of both kinds in 1965: for example, one designed for elementary teachers without a bachelor's degree, primarily from rural schools, and another aimed at providing "an advanced professional seminar" for able and relatively well prepared teachers, many of them with master's degrees. Institutes of the first category obviously meet an extensive and urgent need. Yet teachers eligible for "advanced" institutes

are often capable of playing an important role when they return to their schools. The team members therefore concluded that for the next few years institutes of both types should be encouraged, provided the number of "advanced" institutes remains small, and that the majority of institutes aim to meet the needs of teachers with average or minimun preparation.

At the same time the survey team decided that in most cases it was not wise to mix teachers of widely varying abilities and levels of preparation. In addition to the instructional problems a disparate group raises, there is often a crisis of morale, since "slower" participants resent having to compete with better prepared or abler teachers. Hence a relatively homogeneous group is recommended, although uncertainties of the selection process sometimes make it difficult to achieve this goal. In obtaining a cohesive body of participants an even more important factor than ability and preparation may be the level at which participants are teaching and the type of course taught. For example, an institute that concentrates on eighth grade teachers of American history apparently has an advantage over one that mixes junior and senior high school teachers.

The device used in the Office of Education guidelines to encourage homogeneity, the coding of institutes by level of preparation required of participants (see Table III for a definition of the codes), did not work very well. About half of the institute directors reported in interviews or in their final reports that they had been unable to apply the codes very well in publicity, recruitment, and selection, and that they felt the group finally entering the institute had little relationship to the code designation of the institute. Only 57 per cent of the participants found the system of codes helpful (see Table B of Appendix). As a rough guide to directors and participants, however, the code system may have some utility, and team members felt it should be continued until a more effective measure of homogeneity is devised.

There is obviously a need for a few institutes every year directed to special groups of teachers -- those instructing slow learners, or the gifted, or the handicapped. There should also be several institutes annually for supervisors of practice teaching, for curriculum supervisors, and for college trainers of teachers. Similarly, experimentation with institutes that run throughout the academic year on a full or part time basis is desirable. Finally, as noted earlier, a particular effort needs to be made to encourage effective institutes specially designed for teachers of social studies in the elementary schools.

Although homogeneity seems important in regard to ability, preparation, and teaching responsibilities, there are great advantages to a geographical mixture of participants. Of over 200 participants interviewed, the overwhelming majority reported that one of the greatest benefits they derived from the institutes was the chance to exchange ideas and experiences with teachers from other parts of the country. A nationally representative group which mixed rural, small town, suburban, and metropolitan teachers not only broadened the outlook of all but gave each teacher a sense of belonging to a larger community, of not carrying the burden of teaching social studies alone, of sharing and thereby lessening the problems he confronted.

Institutes to which the bulk of the participants commuted or where many participants were married and lived apart from the rest of the group worked at some disadvantage. On the other hand the clear gains of having a mixed group geographically can be outweighed at times by special advantages deriving from the common interest and teaching responsibilities of a local, commuting clientele, or from the opportunities for close contact and "follow-up"

during the academic year that drawing teachers from nearby brings. In the same way the group benefits of living, eating, and working together at the institute must be gauged against the frictions that may develop at close quarters and against the hardships resulting from separation participants from their families. Finally, it should be noted that the costs of travel, which participants must bear, may prevent a number of teachers from attending institutes far from home. Consideration should be given to providing travel grants to enable a teacher to attend any institute suited to his needs.

In any case, whatever the composition of the group or its living arrangements, directors felt it essential to develop an esprit de corps, a sense of solidarity and common interest, among the participants. The survey team observed this being accomplished in many ways, depending on the skill and ingenuity of the director and his staff. Sometimes this process can be furthered through social events, particularly if they are informal and well-planned. The cost of social activities, which are not allowable items from the government, should preferably be budgeted for by the university when it accepts a contract for an institute, or else the participants can be assessed for these occasions. The practice occasionally found of directors paying for such affairs out of their own pockets is unnecessary and should not be repeated in the furture.

V. THE PROGRAM OF AN INSTITUTE

On straightforward issues concerning the program of an institute the survey team reached some quite simple and definite conclusions. It was decided that a summer institute should be between six and nine weeks in duration, since a shorter period does not really provide enough time to accomplish much, and a longer one tends to exhaust participants, reaching a point of diminishing return. Similarly, the survey indicated that except under unusual circumstances it is difficult to handle more than sixty participants in the institute format, and to train fewer than twenty is too costly. It was apparent also that more cohesiveness, focus, and interaction usually resulted when all participants took the same program of instruction instead of electing various courses.

SPECIAL DESIGN

A major question of program is the nature of the instruction provided: should it be specially designed, or will regular courses serve equally well? Here, as suggested earlier, team members concluded that the specially designed program has definite advantages. A program, whatever its focus and coverage, carefully drawn up to provide the sort of knowledge teachers require--whether in content, or historiography, or materials, or classroom skills -- is superior to a standard set of courses offered at the university or college for a different type of student. It is not a question of whether regular courses benefit teachers, for they obviously do. Rather the concern here is with courses designed to answer particular needs of schools and to assist teachers more than regualr courses can. This in no way implies that method and approach take precedence or that the quality of history taught the participants must suffer. Nor does special design mean simplifying or "watering down" regular courses. Instead, the attempt is to focus on knowledge and skills most beneficial to teachers.

In one institute visited, special design was accomplished by selecting two or three basic concepts to be emphasized each day throughout the program of instruction -- in lecture, readings, discussion, and in small meetings with experienced teachers to analyze how these concepts might best be pre-

sented in the classroom. In another institute the emphasis for discrete periods of time (several days or a week) was on one problem or central issue to which all aspects of instruction were related. In analyzing the idea of special design for the institute program, one member of the survey team, with considerable support from others, went so far as to suggest that the ideal institute program might will be a single core course, embracing every aspect of what the institute was trying to do. In short, special design might really mean developing one central pattern of activity for all participants in which the total effect would be to reinforce the impact on the teacher of the instruction in content, new interpretations, materials, skills, and so forth.

Special design requires careful advance planning directed toward selecting content and materials and toward deciding on approaches and emphases appropriate for the kind of teachers being sought in the institute. This means that the director and his staff should meet several time before the institute begins to formulate their plans and to ensure that each part of the program contributes to the overall objectives. Once the institute has started, the director and his staff should meet regularly, perhaps twice a week but at least weekly, to review their progress and to make necessary adjustments.

KINDS OF INSTRUCTION.

The 1965 institute programs relied heavily on expository teaching -- lecture or lecture plus question-and-answer sessions with assigned readings. While an intensive program along these lines obviously gives teachers considerable additional knowledge, there is a question about how much data participants can absorb and retain without a dialogue, without an opportunity to mull over key issues, and without a chance to think about how they can relate this new information to their own teaching. The survey team concluded that as far as possible instruction in institutes should be a "model" to the participants, utilizing various approaches, such as colloquia, tutorials, the inductive method of handling primary documents, and so forth. Participants should be exposed, as often as possible, to a range of teaching strategies and techniques.

A device common to most institutes was the use of special lectures, either a brief series or single presentations, to supplement the regular program. One institute had twenty-seven special lectures or meetings in the course of six weeks! In the majority of instances this practice seemed of little use, and sometimes it was actually detrimental to the overall effectiveness of the institute. The extensive use of special lectures can be justified only if they are closely integrated with the regular program and if the lecturers can spend enough time at the institute to be able to interact with the staff and participants. To be sure, in the case of a few individuals who are (or should be) well known to teachers and who are effective communicators, their visit, however brief, stimulates and excites the participants, giving them a sense of association with the field and with one of its leading figures, and sometimes imparting to them new ideas or fresh intellectual challenges.

In the great majority of instances observed by the survey team, however, guest lectures seemed largely unrelated to the main objectives of the institute, simply a frill introduced into the program to make it seem more elaborate and impressive. The lecturer was customarily at the institute only briefly. He gave his lecture and left. Participants had little opportunity to question him or to discuss with him the ideas raised in his lecture, while on his part he had little chance to understand the general bent and approach of the program or to become sensitive to the needs and interests of the participants. It was a "hit-

and-run" affair, with little lasting influence. Moreover, a heavy dose of special lectures and meetings often seriously overloaded the participants' schedules and interfered with their work in the main part of the program.

Thus, the survey team strongly recommended that guest lectures be kept to a minimum in future institute programs. If they are scheduled, the lecturer should be a figure of special significance for the participants in that particular institute (not obliging or destitute colleagues from the same institution or friends from other universities, as was so often the case in 1965), his topic should be closely tied to the regular institute program, and, if at all possible, he should come a day or two before he speaks and remain a day or two after his talk.

APPROACHES TO CONTENT.

In a number of institutes efforts to acquaint teachers with new interpretations and viewpoints in history seemed very successful. Many participants reported that what they had learned in their earlier training and what their textbooks presented (and therefore what they taught) seemed now not only to be out-of-date and quite inadequate but on points completely wrong. Some, acknowledging that they had always believed in the facts and "truth" of history, said that they were shaken by the conflicting interpretations to which they were exposed in the institutes. One participant, chairman of a fair-sized social studies department, commented wryly: "I had always assumed I knew what Jacksonian democracy meant, and I attempted to pound it into the heads of my kids. Now I have an entirely new view of the period, and I am going to scrap my old lesson plans and try to get all the teachers in my department to revise theirs." Clearly many participants, though disturbed at the assaults on what they thought they knew, were benefiting from the intellectual challenges involved, from a new understanding of the process of history, and from an awakened sense of professional pride and identification with historians.

The great majority of institutes concentrated on history and were taught by historians. Some introduced a course, lecture series, or special aspect of the instructional program designed to acquaint participants with the contributions of the social sciences to history. A few emphasized material drawn from other disciplines; in one case an institute in economic history was directed by an economist and in another an institute in world problems was directed by a political scientist. Several institutes adopted a "civilization," "culture," or "American studies" approach, while one was a combined institute in history and English. The survey team was unable to reach any clear conclusions concerning these various approaches; some seemed to be effective and useful, while others apparently had little impact. Further experimentation and evaluation will be necessary to judge the significance and success of efforts to relate the social sciences or a multi-disciplinary approach to summer training in history. Moreover, the answer to this question will depend in the long run on the larger issues noted at the beginning of this report -- determination of the value and role of history in school programs, the changing nature of the social studies curriculum, and the broadening and improvement of pre-service teacher education.

Whatever has been said to this point concerning the program of an institute -- its design, approach, or components -- must now be qualified by one overriding conclusion (perhaps truism) of the survey team; namely, that the single most important factor was the quality of instruction offered. Time and

again, team members observed participants rising to the challenge of first-rate teaching, whether in a regular course or a specially designed one, whether in a lecture or a colloquium, whether in history or a related field. Poor instruction correspondingly bored or frustrated teachers. One of the main benefits of the institute experience for the participant was enhancement of his self-image as a teacher, and much of his increased feeling of worth seemed to stem from the pride and challenge of being involved in a first-rate academic program. Almost all the participants interviewed or who wrote comments on their questionnaires noted this opportunity as one of the two or three major rewards of the summer.

WORK LOAD AND ASSIGNMENTS.

A serious problem in some 1965 institutes, but one that should be easily remedied in the future, was that of imposing too heavy a work load on participants. During the survey it soon became clear that there were in fact two aspects to this question: overscheduling the participants and overworking the participants. Unfortunately, the two were often confused in the minds of both directors and participants, with resultant frictions and even minor crises. Indeed, at two or three institutes visited team members arrived to find virtual mutinies brewing.

In the majority of cases observed the trouble stemmed from overscheduling, rather than from overworking, participants. Many directors apparently felt (partly because of a misleading statement in the guidelines under which the 1965 institute proposals were prepared) that they were obliged to keep their teachers busy from dawn till midnight. Thus, it was not uncommon to find an institute in which participants were involved in some sort of required or strongly recommend activity on an average of six or eight hours a day. Such a schedule obviously left them insufficient time for study, reading and reflection, and gave them no chance to take advantage of the cultural and extracurricular activities of the university or college to which they had come. Small wonder that these participants felt overworked and frustrated, and complained loudly of their lot. In fact, 42 per cent of some 3,000 questionnaire respondents believed that they were "over-organized." Even in those institutes where course hours themselves were at a reasonable level, participants often had to engage in an array of conferences, tutorials, special lectures, films, and social activities that ran their total commitment of time to unmanageable proportions. In short, the survey team concluded that many problems could be avoided by providing participants a reasonable schedule of some ten to fifteen hours a week of formal instruction, with no more than five additional hours of required activity of any kind. This would leave participants a minimum of twenty hours a week for reading, class preparation, independent study, and reflection.

At the same time it was clear that most participants worked very hard in the summer of 1965. A number commented that they had been prepared for this rigorous schedule by warnings from colleagues who had attended NSF institutes. Some, particularly those who had been away from academic study for some time, had considerable difficulty keeping up with the work, 38 per cent reporting this on the questionnaire. In the observation of team members only a few of these individuals were lazy or disgruntled. In fact, directors and staff overwhelmingly testified that while some participants were woefully deficient in historical knowledge, almost all were highly motivated, enthusiastic, curious, hard-working, and anxious to improve themselves. The average

1965 participant was clearly a credit to the institute program and to the teaching profession.

In cases where an excessive work load (apart from over-scheduling) could clearly be identified, there seemed to be four chief causes: assignments that were imprecise or open-ended, assignments that were too extensive and difficult given the ability and preparation levels of a particular group of participants or of individuals within it, failure to coordinate assignments and their lengths among various courses or parts of the program, and too great an emphasis on papers.

Team members agreed that facts and ideas presented and assignments given need to be carefully selected and clearly delimited. For example, in one institute participants were hopelessly bogged down in a mass of detail on the political history of pre-modern China, with open-ended assignments in difficult books. They ended up bewildered about what was most important and what they should be concentrating on, and frustrated about how to make this work relevant to their own classroom teaching. How much written work teachers should be required to undertake remains a moot point. While there are some advantages to teachers undertaking critiques of books and other materials or even to doing small research papers, to get the "feel" of what the historian does, it was generally agreed that lengthy term, seminar, or research papers of the kind assigned to graduate students benefited the teachers little. Moreover, papers of the latter type often proved difficult exercises because of limited library facilities and the intensive and brief nature of the summer institute.

A number of participants interviewed urged that institute directors mail out to successful applicants, at least several weeks before the institute opens, a general reading list and even specific assignments for the first week or two. In this way, it was felt, many teachers could get a head start on their work in the institute.

In matters of both overscheduling and overworking participants, as on most other issues, careful planning and design of the institute, sensitivity to the abilities, needs, and interests of the participants, and continuing coordination of all aspects of the program will eliminate the chief difficulties. This will not lead to "easy" institutes but to effective, hard-working ones of high quality.

CREDIT AND GRADES.

Another problem related to program was that of grades, examinations, and graduate credit. This issue is a more difficult one to resolve. A majority of teachers wanted graduate credit for their institute work, either because they wished to apply it toward an advanced degree (34 per cent would have attended summer school in 1965 regardless of the institute opportunity), or because their school system required advanced study for credit (60 per cent) or provided pay increments for so many units of graduate work (noted by a majority of participants interviewed). But a minority of participants, primarily older ones, were not interested in credit and were attending an institute primarily for self-improvement and intellectual stimulation. The former group naturally acquiesced in a system of examinations and grades, while the latter tended to resist it. A possible approach to this dichotomy is to have flexible policies, not requiring credit, grades, and examinations of those who do not desire them, although this raises certain problems for the overall standards, cohesiveness, and homogeneity of the work in an institute program.

Even more complicated is the question of arranging for graduate credit. If regular credit is to be given, the participant must usually be admitted to the graduate school under its normal procedures and standards. This, in turn, requires a more extensive application -- transcripts, references, etc. -- than the institute itself may determine is necessary. At the very least an additional form may have to be filled out. Moreover, many teachers who can benefit from institute training may not be qualified for graduate admission. Obviously, graduate schools should not -- and generally cannot -- be pressured into accepting below-standard candidates because of the institute program, nor should teachers attempt to use institutes as a back door to enter graduate school. On the other hand, graduate schools must not use institutes as a recruiting device to swell their future enrollments. Further problems arise in institutes catering to teachers with inadequate preparation or without baccalaureate degrees and in institutes sponsored by undergraduate colleges. Finally, poorly prepared teachers should not be thrown into graduate history courses and be judged by graduate standards.

This dilemma, with its implications for other sorts of teacher education as well, perhaps suggests that American universities need to develop a new kind of post-baccalaureate degree for teachers, which would recognize their special interests and needs and which would be based on a carefully tailored program quite distinct from the scholar-oriented program into which most teachers are now willy-nilly thrust (the M. A. T. degree may be a first halting step in this direction). Short of the millennium, however, two possible solutions were observed in 1965. In a number of institutes participants who desired it were simply given credit for their work, with no specification of whether it was graduate credit or not. In a few universities existing regulations, or the bending of rules, permitted participants to be admitted as "special" or "transient" graduate students; thus, they were not admitted for any regular degree program (and would have had to go through regular procedures to be so admitted), but received graduate credit which that or any other university could later «evaluate» as to its acceptability toward a regular graduate degree. Undoubtedly, other solutions to this vexing question will be developed in 1966, but universities must make every effort to be flexible and accommodating to this special problem of institutes.

VI. APPLICATION OF INSTITUTE TRAINING TO TEACHERS' CLASSROOMS

This question was by far the most complex and controversial issue the survey raised. At the risk of oversimplifying, team members found two main views on how the participant might transfer the new knowledge gained in the institute to his own teaching. A number of directors and staff members, as well as a substantial percentage of participants interviewed, believed that primary responsibility for this transfer lay with the teacher himself. Others argued that while ultimately the participant himself had to apply the summer experience in his classroom, there were various ways that an effective institute could assist him in this process; therefore, some part of an institute's program (estimates ranged from ten to forty percent, with no one advocating as much as half time) should be devoted to providing such assistance. All in the latter camp affirmed their strong belief that the chief purpose of an institute should be to provide first-rate instruction in subject matter, and that the emphasis on content in the guidelines of the Office of Education was entirely correct. In short, none of the proponents of making the institute relevant to the participants' teaching viewed introducing this dimension into

the institute program as an "either-or" proposition; rather they maintained that an institute could both provide first-rate instruction in subject matter and help the teacher to apply this in his classroom.

Interestingly enough, the positions of both those historians and those participants who objected to the institute's becoming involved in the application of content to the classroom appeared to stem from the same two fundamental arguments: First, that directors and instructors, who were primarily historians in college and university departments, were not competent to offer help in this regard since teaching history in the schools was quite a different matter from college instruction; it required different techniques and approaches, and was altogether a problem with which professional historians had had little experience and about which they were largely ignorant. Second, that efforts to help the participant transfer his new understandings to his classroom smacked of pedagogy and "methods," which many people condemned as gimmickry at best and fakery at worst. In sum, this position was that the best way to improve history teaching in the schools is to teach teachers more history.

Those who took the opposite view also deplored traditional "methods" courses (against which team members found great resentment among teachers) as usually ineffective and often irrelevant to the problem, and agreed that by and large most historians knew little about effective teaching strategies in the schools. But they maintained that the answer for institutes was not to do nothing. Historians could learn about school problems and challenges, or they could add to institute staffs first-rate people who were knowledgeable in this area. Moreover, techniques and approaches in school instruction did exist that could assist teachers to do a better job in the classroom. Teachers should be exposed to these new findings, and institutes provided a marvelous opportunity at least to begin this process.

It was further argued that the people who knew history best -- the historians -- were clearly the ones who ought to advise about the objectives and value of history in the schools, about selecting appropriate emphases and approaches in content, and about choosing the best materials to be used in school classrooms. If historians were not willing to do this, they would be abdicating a clear responsibility and missing an opportunity to raise school instruction to the highest possible level. The advocates of helping the teacher to apply what he had learned did not aver that an outstanding institute concerned only with content was not doing a good job for the teacher; they contended only that by devoting a limited proportion of its time to the question of application, it would become an even better institute, and would end up improving classroom instruction even more.

The survey team observed a number of institutes that were assisting the teacher to apply his knowledge to the classroom. Various individuals were involved in this endeavor. A few institutes had directors and/or instructors who were both quite knowledgeable about school problems and curricula and who were sensitive to the teachers' interests and needs. In these cases it naturally followed that teachers were getting assistance. As the historical profession increasingly interests itself in the schools, and as the NDEA institute and fellowship programs continue, the number of such individuals will inevitably grow. In other institutes specialists in the social studies and in educational media who had moved well beyond the traditional "methods" approach either conducted or assisted and advised imaginative attempts to deal with the problem of application. There are clearly a number of able and forward-looking people in professional education who can successfully

fulfill this role in future institutes.

Finally, a number of institutes used "master" teachers to deal with the problem of transferring content to the classroom. In a few instances observed this last group was very successful. In others, however, their efforts ran into considerable difficulty. There seemed to be two reasons for this. First, if the "master" teacher was relatively young, no matter how good he was, the participants seemed to resent him; in a few cases, also, participants tended to reject instruction from such a person on the grounds that his experience had been in a "lab" school, an "elite" school, or with superior students only, and therefore it was not relevant to their problems in dealing with average or below average students and with poor readers. Second, it seemed clear that while teachers are willing to admit they need to know more history, they feel threatened when a "master" teacher tells them that there are more effective ways of teaching than the ones they are using. A barrier immediately shoots up. Nevertheless, team members observed enough examples of "master" teachers doing effective jobs to conclude that more experiments along this line should be tried in the future.

If one assumes that skilled personnel can be found, how might an institute go about helping the teacher to take back to his classroom what he has acquired? Again, the survey team saw a variety of approaches, and concluded that such diversity and experimentation is healthy and should be continued. To be sure, most institute directors interpreted the section of the Office of Education guidelines urging that participants be acquainted with new methods and materials as either of relatively little significance or as a call to expose teachers to new interpretations in history. In fact, the majority of directors interviewed were largely unaware of new materials and teaching strategies. Nevertheless, approaches to the application problem included the following:

First, in one or two institutes there was a conscious attempt to make the institute instruction itself a model in the use of new teaching techniques and materials. Instead of straight exposition, such strategies as problem-solving, the method of inquiry, the use of documents inductively, small-group activities, and reliance on the supplementary assistance of educational media were actually practiced in presenting content to the participants.

Second, some institutes helped teachers in the selection of content, either directly in content courses or in seminars or colloquia devoted to discussion of the appropriate subject matter to be presented to particular grade and ability levels.

Third, some institutes not only attempted to acquaint teachers with the growing variety and scope of materials for students but to aid them in making judgements about these materials. They helped participants decide which texts, readings, collections of documents, and supplementary materials were of the highest scholarly quality and were most suitable for particular kinds of students.

Fourth, attempts were occasionally made to introduce participants to new teaching strategies and approaches -- either by discussion and illustration of them, or in a few cases by the use of demonstration classes or films.

Fifth, some institutes tried not only to make available to participants lists of printed and audio-visual materials, and sometimes the items themselves in a special room, but also to help them evaluate items on such lists

and to have the teachers actually try out and use these aids or at least to have them adequately demonstrated.*

Sixth, there were efforts to encourage participants to develop new outlines, units and lesson plans for the courses they taught.

In short, there seemed to be no lack of ways to tackle the problem of application, though it should be noted that team members observed very few instances when any of these approaches was being used with complete success, and almost no cases when any substantial combination of them was being employed.

In general, the survey team concluded that few institutes were notably effective in connecting their subject matter instruction with new materials and methods being developed to teach these topics. Only a handful of teachers had the opportunity to explore new and different approaches to teaching the history they were studying at the institutes. As a consequence, most participants will probably teach this fall much as they have done in the past, except to revise the content of their units and bring them up-to-date. Part of the difficulty in this area clearly stems from a lack of communication and of any mechanism to promote such communication. For example, few institute directors had even heard about the work of the new curriculum centers in social studies. New materials and approaches for teaching history in the schools based on recent experiments and study were largely unknown. Moreover, while some institutes on their own initiative prepared excellent lists of printed and other materials, carefully selected and annotated, there seemed to be no sharing of such efforts for mutual benefit. What seems to be needed is a continuing endeavor to provide both teachers and institute staff and directors with two kinds of information: evaluative lists of materials and aids in various fields of history that are suitable for use with various student levels and groups (a function that might be performed by the American Historical Association or some other national body), and lists (or preferably copies) of the studies and materials being produced by the curriculum centers and other experimental projects. The latter should certainly be provided to all directors of institutes in 1966.

Testimony concerning the question of application obtained from participants in interviews was conflicting. Some teachers, as noted earlier, were very much opposed to the institute dealing with this question at all; others were desirous of help in this regard and grateful for any assistance they received. Team members, however, did discover one interesting point of terminology in interviewing. On several occasions a participant was asked whether the institute was giving him any instruction in "methods." The usual reaction was either "yes, and it's terrible -- a big waste of time," or "No, thank God." Later, in the same interview, without using the word "methods," the team member asked if the institute program was assisting the participant to identify materials of high scholarly quality that he could use with his students, to learn about new instructional strategies, such as the inductive approach, and to become acquainted with new educational media. Invariably the participant perked up, replying with enthusiasm that he was getting this sort of help, or that he wished he were.

*For a summary of the conclusions and recommendations of a specialist in educational media who was attached to the team and visited four institutes, see Appendix C.

In participants' responses to the questionnaire there was a high correlation between institutes to which teachers reacted favorably and those which endeavored to deal with the problem of application. Conversely, institutes that ignored this question tended to be ranked lower by the participants. Nevertheless, more conclusive evidence concerning transfer of knowledge to the classroom must await the follow-up survey being planned by the American Historical Association. The team members concluded that future institutes should be encouraged to experiment imaginatively with application of content in the classroom, and that directors, as well as the historical profession as a whole, should be made aware of the issue and should give it further study.

VII. COORDINATION AND INTEGRATION

Effective resolution of the issues discussed so far undoubtedly helps to produce a cohesive and integrated institute. Conversely, a well-coordinated institute facilitates achievement of such matters as special design, appropriate scheduling and work load, and application of content to the classroom. Because of the special concept and format of an institute it has general goals which transcend the objectives of its individual parts. Every component must contribute its share to the overall effectiveness of an institute.

Although these last considerations would seem to be axiomatic in planning and conducting an institute, a number of institutes observed were not well coordinated or integrated. The difficulty seemed to arise in two main areas: the design of the institute program and the role of the director (the latter will be discussed in more detail in the next section). If the various components had not been planned so as to interact with and complement each other, it was usually difficult to bring them into common focus once the institute was underway. On the other hand, when a well designed institute was not achieving maximum coordination and integration in operation, it was usually due to the failure of the director to make the necessary adjustments.

Coordination requires a definition of objectives that complement each other, as well as careful advance planning. Moreover, as noted earlier, an institute will be better integrated if a relatively homogeneous group of participants are sought. Planning of all aspects of the institute should be well coordinated. Team members visited several institutes where this process had been facilitated by one or several meetings among the director and staff in the spring, some weeks before the institute opened. The survey team strongly recommended that such meetings be held, whenever possible. In cases where staff members are to come from a different institution than that holding the institute, funds should be included in the institute contract to permit travel of such instructors to a planning meeting.

Once the institute begins there need to be periodic meetings of the director and staff. Throughout the institute the director must be in close touch with every aspect of its operation and be prepared to take whatever action is necessary to achieve greater integration. Not only courses but guest lectures, the use of media and materials, library and other facilities, and even social activities should be related to each other.

Various approaches to coordination were observed. In one institute the director and his staff had arranged individual interviews with the participants to discuss how each teacher's needs and interests related to the program as a whole. In another case a brief evaluative questionnaire was circulated to participants early in the second week of the institute, and changes in the operation of the institute were made on the basis of some of the suggestions and com-

ments received. In several institutes the director and all the staff attended every activity of the institute, with instructors sitting in on each other's classes. At other institutes the director and staff met daily with the participants at a coffee hour, or ate with them on a fairly regular basis.

In responses to the questionnaire there was a correlation between the participants' general feeling about the effectiveness of an institute and their view of how well coordinated it was. From this evidence and their own observation team members concluded that coordination was an important factor in the success of an institute.

VIII. THE ROLE OF THE DIRECTOR

The director clearly plays a vital role in the success of an institute. The optimum situation observed was where the director provided intellectual as well as administrative leadership, and took part in many activities of the institute. By contrast several institutes were visited in which the director was virtually invisible, limiting himself to "paper-pushing" and minor administrative tasks. As might be expected, in such cases both staff and participants seemed to be floundering, and there was little coordination and integration.

In the observation of the survey team there were several important features that characterized an effective director:

First, he had to be interested in, if not knowledgeable about, the needs and problems of teachers and schools. Such sensitivity was usually reflected in the design and planning of the institute, in the operation of its program, and in the attitudes of participants toward the institute.

Second, the director had to possess the authority, courage, and skill to respond quickly and efficiently to problems in the program and to constructive requests and suggestions from staff and participants. He had to be able to intervene in order to make needed changes. It was obviously a mistake when directors, who realized things were not going well in the program, preferred to postpone basic alterations "until next year."

Third, the director had to have a thorough knowledge of the subject matter (and its materials) of the institute. In this regard, however, team members observed two or three excellent directors who were not specialists in the content of their institutes. In these cases their virtues and skills in other respects more than made up for this lack, but the survey team concluded that they nevertheless operated under some handicap. As a professional in the field of the institute, the director could not only provide intellectual focus and leadership but also was better able to recruit and direct staff.

Fourth, the successful director did not let himself become bogged down in administrative detail, leaving that to an associate director or an administrative assistant. While this last point would seem to be self-evident, a number of instances were observed of directors serving as everything from building custodian to librarian. It is essential that a director have reliable administrative and secretarial assistance, as well as an adequate office, and he must be certain that his university fully provides these items.

When adequate administrative assistance was available, it did not really seem to matter very much whether a director taught in the institute. In some cases teaching seemed to enhance his central role and the intellectual leadership he provided; but team members observed a number of first-rate directors who were clearly giving superb supervision and leadership to the program without teaching.

In the experience of the survey team the director's essential role began

with the planning of the institute, was significant, perhaps even decisive, in the hiring of instructors and staff and in the selection of participants, and was generally the key factor in determining whether an institute was well coordinated and integrated. Success in his role required genuine dedication and all-out commitment. It also implied a willingness to violate academic traditions by interfering in courses and assignments, when necessary. Several situations were observed in which directors had had to act to reduce or coordinate excessive assignments made by their staff, and in one case, a director had cancelled as assigned research paper when he saw that it was causing much more trouble than it was worth. Flexibility of this kind on the part of the director was deemed highly desirable.

One problem for the future is the availability of able and experienced individuals to serve as directors. Since this issue is essentially similar to that of recruitment of staff, it will be discussed with the latter in the section below. Another difficulty, or at least challenge, is how better to acquaint directors with school problems in general and with new materials, methods, and media in the social studies in particular. One approach that was observed and that seemed fairly effective was to appoint a skilled specialist in education as associate director or as a member of the staff. Other solutions that were suggested included: preparation of a "kit" of basic readings on school, social studies, and teaching problems to be distributed to all directors; a special orientation program of a week or ten days in these subjects for all directors during the spring preceding the institute, to be paid for by the Office of Education (a special variant of this, to be tried in 1966, is a brief "institute" on educational media and materials for directors); circulation to all directors on a systematic basis of materials being produced by curriculum centers and projects in the social studies; consultation with specialists in education in the planning of an institute; and direct participation of directors in school programs in the spring preceding an institute -- such arrangements might range from a well-planned series of visits, observations, and conferences at schools to actual teaching by the director of a social studies class for several days or a week.

Most of these recommendations, particularly those designed to increase the director's knowledge of school problems and acquaintance with new materials and media, apply equally to institute staff, although it will probably be easier to start such efforts with directors. The survey team concluded that the greater the awareness and knowledge by directors and staffs of the actual conditions and needs in the schools, the higher the chances for conduct of an institute of maximum effectiveness.

IX. THE ROLE OF THE STAFF

Perhaps the single greatest factor affecting the success of institutes in 1965 was the quality of the instructional staff. An alert group of sympathetic and effective teachers stimulated and challenged participants, and could often overcome weaknesses of an institute in many other areas. The survey team found, however, very little correlation between the age, experience, or fame of an instructor and his contribution to the institute. Some excellent staff members were young, inexperienced and not well known in the profession; other effective instructors were much older, with a long history of scholarly production. Participants seemed little impressed by the prestige and position in the historical profession of their instructors. What they wanted was someone who was interested in them and who could communicate effect-

ively with them on the subject matter of the institute.

Team members concluded that instructors who enjoyed the most success were those most committed to the concept and goals of an institute. Such a person was concerned about school questions, even though he might be largely ignorant of them. He had generally designed a special course in accord with the aims of the institute and to satisfy what he believed to be the basic needs and weaknesses of teachers. He devoted full time (and more) to the institute and its participants. He was will to expend extra effort on his course, to meet and consult with the teachers individually and in groups at any time, and to participate in most of the formal and informal activities of the institute. (A number of participants noted in interviews and on their questionnaire that informal contact with staff members was one of the greateds rewards of the institutes experience.) He was happy to cooperate with the director and his fellow staff members to ensure coordination and cohesiveness in the institute. He was agreeable to having his own class visited and to sitting in on other classes, seminars, and discussion groups.

At the other extreme were instructors who viewed their institute assignment as simply another summer teaching chore. Often not particularly interested in teachers, such an individual tended to appear for his class at the time it was scheduled to begin, to deliver his lecture, and then to hurry back to his office or library study to work on scholarly or other tasks he had set aside for the summer. He generally saw little difference between teaching in the institute and offering his regular course except that institute students were more homogeneous in experience, training, and interests.

The survey team observed several patterns of institute staffing. In a few cases some, or even a substantial portion, of the institute instruction was offered by part-time staff. With rare exceptions this did not seem to work very well. It made more difficult the achievement of genuine coordination and integration in the program. It tended to hinder close cooperation among the director and other staff members, and it usually reduced contact between the instructor and the participants. Because of inevitably divided energies, time, and interests, the part-time staff member was unable to make the all-out commitment to the institute which the most successful instruction seemed to require. Team members strongly recommended that part-time staff not be permitted in future institutes, except in special and unusual circumstances.

Another pattern was the use of successive short-term instructors (people who were full-time for part of the institute) in the institute program. The effectiveness of this was much harder to judge. As discussed below, such an arrangement might make it possible to attract good instructors who would not otherwise be available. Moreover, a first-rate teacher who was sympathetic to the participants' needs and interests, who was fully briefed on the purposes and nature of the institute program and the place of his instruction in it, and who could give unsparingly of himself and his time during his week or two weeks at the institute was undoubtedly quite effective. On the other hand, a short-term staff member clearly operated under distinct disadvantages. Generally he had not participated in the design and planning of the institute before it began, nor could he be included in staff meetings and orientation sessions as the institute got underway. He came in "cold", so to speak, with a limited knowledge of the institute's aims, often as a stranger to other staff members, and without any "feel" for the program and spirit of the institute as these had developed in its operation. He had just begun to become acquainted with the participants and to get a sense of their outlook and interests

when he had to leave. For their part, participants had insufficient time to get to know the short-term instructor, to become accustomed to his style of teaching, and to develop mutually comfortable interaction with him. At the very least coordination and integration became much more difficult in institutes that relied on short-term staff.

But where are institutes to find as instructors (and directors) the paragons of virtue described at the beginning of this section? A number of directors reported difficulties in recruiting staff for 1965, and the situation may get worse before it gets better. The problems in staffing seemed to fall into three broad categories: attitudes of the historical profession, the nature of rewards in the academic system, and administrative barriers. To be sure, all of these are related and progress in recruiting the best staff can be achieved only if advances are made in all three areas. Until recently the historical profession as a whole has not been especially interested in social studies and in how history is taught in the schools. Moreover, few individual historians have been particularly concerned with these problems, particularly when confronted by heavy competing demands on their time and energy. Thus, there was little professional stimulus or incentive to direct historians toward teaching in an institute; in fact, many staff members interviewed reported that institute teaching was simply -- and primarily -- a task they had taken on in lieu of regular summer school teaching. As the historical profession develops a greater interest in and undertakes broader responsibilities concerning history teaching in the schools, and particularly if leading historians -- opinion makers and mentors to numbers of graduate students -- become concerned with this issue, general attitudes will change and a growing number of individuals may become not only willing but anxious to teach in history institutes.

Second, teaching in an institute, like most teaching, usually does very little to advance an individual's career. In fact, it may even hinder it since valuable time for research and writing is lost. For many historians, particularly younger ones, summer is considered the ideal and necessary time to pursue scholarly activity and research-related travel. And since rewards in academic life still depend overwhelmingly on publication, it may well continue to be difficult to attract the ablest younger historians to institute teaching. Moreover, when many scholars are under increasing pressures from all sides, it is important to remember that, as has already been pointed out, teaching in an institute requires added effort, energy, and time if it is to be most effective. How then will it be possible to persuade historians -- except for a few dedicated souls -- to make this extra commitment?

One suggestion made was greater utilization in institutes of short-term staff. The historian, it was argued, who would be reluctant to give up six or eight weeks of his summer to teaching in an institute, might be willing to devote one or two weeks to an institute. While team members decided that this recommendation has some merit, the disadvantages of short-term staff, noted above, may well outweigh the opportunities such a system might provide to attract some of the best historians.

Part of the answer to the problem of recruiting outstanding staff may be found through new administrative devices. For example, even in 1965 some institutes found it difficult, because of state or university regulations, to pay staff (and/or directors) the modest salary increment for time devoted to pre-institute planning and post-institute evaluation provided by the Office of Education contracts. Yet it is clear that additional work deserves extra pay. It seemed to the survey team that financial inducements could be one factor in attracting good instructors for institutes. Moreover, history departments

and deans might well consider new patterns of assignment that would encourage faculty participation in institutes. For example, to compensate him for lost research time, an historian who taught two summers in an institute would be given one semester off. Obviously, there are staffing and financial problems for departments and universities in such a proposal. In addition, since institute contracts are awarded annually on a competitive basis, such longer-term allocations of staff might be difficult to plan for. But some plan of this sort may well be necessary to enable some of the ablest historians to participate in future institutes.

Clearly everything that has been said in the preceding few paragraphs applies almost equally to directors. Conversely, the recommendation that directors be as sensitive to and knowledgeable about school problems as possible is fully pertinent to staff members. Institute instructors need to be not only sympathetic and committed, but should know something about the social studies in general and about the courses being taught and the texts and materials being used by the participants they teach. Again, this requires special effort and extra preparation.

In visits to institutes and interviews with staffs team members observed that many institute instructors were not only teaching participants, but in the process were being educated themselves. They were learning about the schools, the social studies curriculum, and the problems of teachers. In some cases it was evident that their interest and concern had been aroused, and their curiosity whetted. Undoubtedly some of these staff members will actively seek to be associated with an institute in 1966, and will carry over to their departments and to their academic-year activities new understandings and initiatives. Moreover, in a few instances team members thought they detected a definite impact of the institute experience on the teaching of the staff members themselves. Either because they were forced by the nature of the program and of the participants to modify their presentation in order to concentrate on major ideas and issues and to select the most pertinent readings, or because they became intrigued with some of the new teaching strategies being tested in the schools, such as the inductive method, several instructors indicated that they would not be teaching in the fall in quite the same old way. In the long run it may turn out that the institutes will have a significant influence on college and university teaching, although inertia, conservatism, and a relative lack of interest in problems of instruction in history departments are powerful factors resisting change.

X. ROLE OF THE HOST INSTITUTION

As in the case of its findings about staff, the survey team discovered no correlation between the success of an institute and the size and reputation of the host institution. Two of the best institutes observed were at small, little-known institutions, one public and one private. One of the weakest institutes visited was at a large and esteemed university. But there were also ineffective institutes at small institutions, and successful ones at big universities. In general, team members concluded that a key factor in the success of an institute was the degree of interest in and commitment to it displayed by the host institution. Where the holding of an institute was given high priority by the administration and the schools and departments concerned, its chances for success were clearly enhanced. Where half-hearted and lackadaisical interest and support were provided, an institute had to overcome certain odds to be effective.

At the same time it was evident that an institution with extensive resources, numerous and able faculty, and top-notch facilities was able to mount a superb institute if it made the effort to do so. While a smaller institution, without these advantages, was also clearly capable of conducting a successful institute when it marshalled the resources it possessed and made an all-out attempt to support the program, it sometimes had more difficulty recruiting staff.

In terms of attracting teachers, the nature of the host institution played a relatively insignificant role. The majority of participants attending an institute of their first choice (68%) selected the institute primarily because it offered instruction on a subject they were or would be teaching, while only 38% chose an institute primarily because of the reputation of the institution or its faculty. (An additional 28% selected an institute because it was near, and 11% because it gave them a chance to travel).

Thus, while team members were disappointed that a relatively small number of major institutions offered history institutes in 1965 (many were undoubtedly unable to draw up proposals in the short time available in the fall of 1964), and while they hoped that more large universities would sponsor institutes in the future, the survey team concluded that a balance between types of institutions is desirable and healthy for the NDEA program and that all proposals should be judged in the future on their merits, keeping in mind the degree of involvement and commitment by the host institution that is evident in the proposal.

In several cases observed there was a notable lack of support for an institute from the host institution. This seemed to result either from poor planning or from lack of interest which amounted to bad faith. If an institution accepts a contract from the goverment to offer an institute, it should clearly provide the services and facilities promised in the proposal to the Office of Education. Directors must be sure that they have firm commitments from their administration on such key matters as their own released time in the semester preceding the institute, aid and cooperation in obtaining secretarial help, office space, and administrative assistance, and the provision to the institute of fully adequate classroom, library, housing, and other facilities. In addition, there should be a clear understanding between the director and the administration on such difficult issues as admissions, credit, and grading, which were discussed in section V of this report.

From its observation the survey team was unable to reach any conclusions concerning the importance of an institute's relationship with departments and schools of the host institution. In the majority of cases institutes were sponsored by or affiliated with departments of history. In some instances institutes were jointly supported by history departments and schools or departments of education. Only a few institutes were linked only with education departments (usually because the history department had been uninterested, or had not had the time or staff to sponsor an institute). While it would seem desirable that an institute be involved both with the history departments and with education departments, the survey team did not uncover any direct correlation between such a relationship and the success of an institute. Moreover, there was not even any evidence that it is essential that an institute be closely linked with the history department, since two excellent institutes were observed that had only minimal ties to history departments.

XI. RELATIONS WITH THE SCHOOLS AND WITH THE OFFICE OF EDUCATION

In planning institutes for 1965 some directors consulted briefly with local, state, or regional school officials, including teachers, chairmen of social studies departments principals, curriculum supervisors, and superintendents. Only a few directors, however, worked closely with schools or school systems, either before or after the institute. In one instance school officials recommending an applicant to an institute were asked to guarantee that the school would spend a certain amount for books and materials for the teacher's classroom instruction after his return from the institute. In general, the survey team concluded that since the schools clearly benefit from having teachers attend institutes, they should assume some responsibility for assisting the teacher to apply his summer training. One approach suggested was that at the close of the institute, directors write officials of schools and school systems from which participants come, urging them to help the teacher try out what he has learned and suggesting that certain teachers, on the basis of their performance in the institute, could now play a role in local curricular and other projects in the social studies.

In a less direct fashion some institute directors in 1965 supported participants in their schools by writing letters to departmental chairmen, principals, or superintendents after the institute was over to certify that the participants had successfully completed the program. In a few cases directors apparently also went on to comment on the participants' performance and future potential. In addition, a number of directors indicated that they hoped to follow up the work of their participants during the following school year through letters, questionnaire or small-scale surveys. Several institute directors planned to hold a conference or a series of meetings with former participants during the academic year to review the institute and the experience of participants after they had returned to the classroom. In a few cases a program of visits to former participants in their schools was planned.

In 1965 a number of institute directors conducted an immediate evaluation of the work of the institute at its close, either through brief questionnaires, meetings with participants, discussions among the director and staff, or some combination of these. The survey team concluded that efforts at evaluation and "follow-up" are extremely desirable, both in the interests of better institutes in the future and in terms of helping to increase the impact of the participant on his return to the classroom. If at all possible, the Office of Education should fund well worked-out proposals for evaluation and "follow-up" in future institutes. The study being conducted by the American Historical Association in the spring of 1966 will, of course, provide valuable evidence concerning this question.

In 1965 relations between directors and the Office of Education were extraordinarily good, with very few exceptions. Despite the natural difficulties caused by the late announcement and contracting of the institute program, directors testified time and again to the sympathy, cooperation, and assistance afforded them by officials in Washington. There was a clear feeling that the Office of Education was not concerned just with the budget and technical requirements of institute contracts but was deeply interested in the important educational purpose of the institutes. In fact, in the observation of team members, directors often had more difficulty with their own administration and colleagues than with the government bureaucracy.

CONCLUSION

What, then, did the survey disclose about NDEA history institutes in 1965? Its main findings are summarized near the beginning of this report. These concluding remarks will present instead some general impressions and a brief look into the future. First, the overwhelming majority of participants in history institutes were pleased and appreciative of the opportunity afforded them, and they valued the institute program as long overdue recognition of their needs and interests. Having seen federal blessings showered upon their colleagues in mathematics and the sciences, social studies teachers had begun to feel like the neglected stepchildren of American education. At last some attention and some help was being given to them. Many viewed this as a hopeful sign that the significance of the social studies in elementary and secondary schools was finally being acknowledged.

Almost all the teachers worked hard and bent every effort to derive maximum advantage from the institutes. They were cooperative, enthusiastic, and dedicated; they were wonderful students to teach. Moreover, most teachers were being challenged and stimulated by the institute experience. They were acquiring new knowledge and interpretations and, in some cases, new skills. They obviously learned a good deal of history. How and to what extent they will be able to apply their institute training in their own teaching remains a moot point, as has been noted. But the clear gains in cognition, in their sense of identification with history and historians, and in their professional pride were everywhere evident and testify to the significance of the institute program for the social studies and for American education generally.

Second, the institute concept did provide something special, an extra plus, toward the improvement of teachers' competence. To be sure, the concept was not understood at all institutes, and even where it was grasped, it was not always effectively realized. But in most cases institutions, directors, and historians learned a great deal. The vast majority of directors and staff members were as dedicated, curious, and hard-working as the participants. The problems and opportunities of teacher education, of the relationship of history to the social studies, and of new materials and methods were thought about, often for the first time. Most important, contact between history and education, between historians and teachers, practically non-existent in the recent past, was reestablished. Views and ideas were exchanged, and mutual interest and respect were engendered. A dialogue was begun in the summer of 1965; its prospects are exhilarating.

Finally, as the survey's tentative findings suggest, specialists in history and in education need to know much more about the problems and challenges the institute program raises. Until continued research and analysis reveals more clearly what constitutes good teaching and what the process of learning is, answers to the questions the survey identified will be uncertain. The important thing, however, is that a beginning has been made. Historians and educators now have a chance to move ahead jointly in the examination and resolution of these important issues in American education.

APPENDIX A
Members of the ACLS Survey Team

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APPENDIX B
ORGANIZATION AND PROCEDURES OF SURVEY

The survey was undertaken by a team composed of university historians, specialists in educational evaluation, and leaders in the field of social studies. As an independent study under the auspicies of the American Council of Learned Societies, it included two complementary parts. First, during the last halfof every institute, all participants were asked to complete a questionnaire devised by the survey team early in the summer of 1965. The institute

directors were of immense help in the administration of these questionnaires since most of them distributed the questionnaires to their own participants, collected them and returned them to the survey office. An attempt was made to assure the privacy of participants' responses and to provide uniform conditions for completing the questionnaires by specifying that they be completed in common and by providing an envelope in which the participants were instructed to seal their completed questionnaire before returning it to the director. For a few institutes the questionnaires were mailed directly to the home addresses of the participants. Analysis of the very large amount of data generated by the 2,968 completed and tabulated questionnaires (from among 3,197 participants) was carried on in several stages. It involved studying both the patterns of response of participants at individual institutes as well as responses of participants taken as a whole regardless of the institute they attended.

The second part of the survey consisted of visits by members of the survey team to forty-one institutes which, it was felt, would prove representative of the entire eight-four. The number of visits which a given team member undertook varied from two to five. Each team member was asked to visit varying kinds of institutes and to make at least one visit in tandem with one other team member. Since the team was composed of both university historians and specialists in social studies education, tandem visits were normally arranged with an historian paired with an education specialist or school teacher. Four institutes were visited jointly by a team member and a specialist in educational media.

The visitor attempted to sample, in the course of two days at the institute, both the program of the institute as well as the attitudes of the people associated with it. Thus, he normally attended as many classes and other activities as possible, and talked informally with the participants. In addition, he formally interviewed -- according to the survey's specially designed interview schedules -- the institute director and assistant director (one and a half hours), two of the instructional staff (about forty-five minutes each), and at least four participants selected at random (about thirty minutes each). These interviews were designed to elicit a variety of information -- from the origin of an institute and the attitude of the university administration toward it to the adequacy of housing on or off the campus for participants.

In addition to completing the several interview forms, the institute vistor completed a "Survey Report Form," which was designed to summarize his findings. These forms were later analyzed extensively and methodically in order to identify patterns of institute programs and the relation between these and the attitudes of directors, staff, and participants toward the institute.

These data -- questionnaires, interview forms, Survey Report Forms -- furnished the factual basis for the preceding report. In addition, however, the survey attempted to take more immediate cognizance of the team's impressions by means of a summary conference at Bennington College in late August, 1965. Finally, a rough draft of this report was read and commented on by the entire survey team.

The survey team is especially grateful to the directors, staff, and participants of 1965 history institutes, who cooperated fully and enthusiastically in every aspect of the survey with which they were concerned. Directors of all institutes assisted either in administering the questionnaires or in providing the home addresses of participants for use by the survey office. Directors were helpful and hospitable in arranging the visits of team members to their institutes, often at a busy or awkward time, while staff members and participants

willingly devoted the time necessary for the visitor's interviews and made him feel at home in each institute visited.

The survey team owes special thanks for superb performance under great pressure to Mr. Don Rowney, research administrative assistant for the survey team, to Miss Helen McCauslin, secretary, and to Miss Martha Porter, who did yeoman work in preparing the questionnaires, the interview schedules, the final report forms, and the minutes of the Bennington conference, and whose valuable service to the improvement of American education was tragically terminated when she was killed in an automobile accident in the fall of 1965.

The two maps included in the report were prepared by members of the Department of Geography of Bowling Green University.

APPENDIX C
CONCLUSIONS AND RECOMMENDATIONS CONCERNING EDUCATIONAL MEDIA

If institutes in history are to "up-date" and "up-grade" the teaching of history in the schools, I believe methods of presenting content information should be considered -- important features of the program. In the four institutes I visited participants seemed to be substantially " up-dating" their subject-matter knowledge and adding to their previous fund of information. Some "up-grading" of their teaching this content may result from their exposure to preparing a closed-circuit television presentation, or from viewing and hearing discussed the various ways of using materials with their students, or from self-study exercises of 8 mm. single concept films, or from demonstrations of easy methods of preparing projectuals and actually making some of their own for an institute project, or from participating in exercises that combine non-printed instructional materials with more recent approaches to teaching historical content.

However, if the time-worn and frayed dictum, "We teach as we are taught," holds true, it is quite likely that participants will teach their newly acquired information using their same old teaching habits. In lecture after lecture in the basic content courses, I was reminded of my college courses some twenty years ago. In the only content lecture in which I observed visual materials being used, the lecture points were outlined on an overhead transparency. A mimeographed or dittoed listing of the points would have been more effective and far more efficient (participants would have been saved the time required to copy the lecture points from the screen).

First, I would recommend that for future institutes, assistance be provided lecturers in selecting or preparing materials for their institute courses, and further assistance be provided in how to use materials effectively.

Second, I would recommend that institute directors be encouraged to invite, as guest lecturer, methodology specialists to acquaint participants with the various approaches to teaching historical content and also educational media specialists to give demonstrations of the uses of media in various teaching situations and for various instructional problems. Demonstrations of equipment served as an "eye-opener" to the potential of various devices as teaching tools. A number of participants I interviewed either formally or informally stated they would request the purchasing of new equipment, if not

already available in the school. If available, but being used solely by teachers in other departments, such as the Science Department, they intended to request their share in the use of existing equipment or ask for additional equipment. Although the desire to have available equipment is encouraging, how effectively it will be used is questionable. Through institute programs, participants should have opportunities to learn how to use equipment and materials through demonstrations and simulated teaching situations.

My third recommendation is three-pronged and concerns materials. Many teachers today are being faced with teaching content for which they have little background from their earlier college courses. For example, curricular revisions in some states require increased content about the non-Western world. Besides facing a need to build their own content background, teachers are searching desperately for materials about Africa and Asia that are geared to the level of the high school student. Annotated bibliographies, listings of materials, and guides to using some of these materials have been prepared for participants in some of the institutes this summer. These bibliographies and listings should be made available to directors of similar institutes in 1966, and I would recommend consideration be given to means whereby the most useful bibliographic items could be selected and distributed to directors of next summer's institutes.

Also, participants of the 1965 institutes were extremely grateful to the directors who had provided non-printed instructional materials for their preview and use as reference sources. I would, therefore, recommend that directors of the 1966 institutes be encouraged to include in their institute facilities a room where equipment and various kinds of audio-visual materials could be housed, with opportunities for participants to view them. Likewise, some of the written assignments should include critical reviews of selected materials with thoughtful consideration by the participant of how they could be used with his own students.

Directors should also be encouraged to provide for participant preparation of materials in connection with the development of content units and for evaluation of these materials either with selected groups of students for which they are intended or by other participants in the institute.

APPENDIX D

TABLE A
Information Available to Participants Concerning
NDEA Institutes at the Time of Application

	Number Answering Yes	Per cent Answering Yes
Had printed information issued by U.S. Office of Education	1553	52.3
Had brochure issued by the Institute	2601	87.7
Used printed information from sources other than the U.S. Office or the Institute.	334	11.3
Had colleagues' word-of-mouth description	304	10.3

TABLE B

Use of Institute Code Designation by Participants at the Time of Application

	Number Answering Yes	Per cent Answering Yes
Used the Code Designation	1781	60.0
Thought the Code Designation was helpful	1696	57.2

TABLE C

Other Types of Title XI Institutes to Which Participants Applied

Type of NDEA Institute	Number Which Applied	Per cent Which Applied
Geography	322	10.9
Disadvantaged Youth	78	2.6
English	54	1.8
Modern Foreign Languages	12	.4
Educational Media	126	4.3

TABLE C

Distribution of Participants by Number of History Institutes to Which They Applied

Applied to	Number of Participants	Per cent
One Institute	1377	46.0
Two Institutes	560	19.0
Three Institutes	945	31.9
Four or More Institutes	63	2.1

TABLE E

Distribution of Participants by Number of History Institutes which accepted Them

Accepted by	Number of Participants	Per cent
One Institute	2541	85.6
Two Institutes	324	10.9
Three Institutes	55	1.9
Four or More Institutes	3	.1

TABLE F
Participants' Choice of
Institutes

Institute Participants Attended Was	Number	Per cent
First Choice	2314	78.0
Second Choice	325	11.0
Third Choice	65	2.2
Had no Preference	230	7.8
Other, unclassified, responses	33	1.1

TABLE G
Factors Influencing Participant's First Choice of Institute at Time of Application

Factors	Number & Per cent of Participants Reporting Factor Was		
	Strong Influence	Moderate Influence	Little Influence
Institute focused on a subject spplicant is teaching	2307/77.8%	254/8.6%	289/9.7%
Knew and respected reputation of college or university	1344/45.3%	765/25.8%	717/24.2%
Location of Institute allowed applicant to spend weekends at home	598/20.2%	387/13.0%	1764/59.5%
Location of institute allowed applicant to commute	576/19.4%	257/8.7%	1950/65.7%
Applicant knew the reputation of faculty members	526/17.7%	524/17.7%	1713/57.7%
Location enabled applicant to combine vacation-travel and study	492/16.6%	508/17.1%	1784/60.1%
Institute focused on subject which was interesting to applicant even though he wasn't teaching or expecting to teach it	446/15.0%	192/6.5%	2068/69.7%
Institute focused on a subject which applicant's school system was then thinking of adding to the curriculum	275/9.3%	164/5.5%	2282/76.9%
Institute focused on a subject which applicant was teaching for the first time	223/7.5%	129/4.4%	2336/78.7%
A school official suggested that applicant attend institute	178/6.0%	227/7.7%	2330/78.5%
Institute was directed to teachers who work with special students (e.g. gifted, disadvantaged etc.).	82/2.8%	102/3.4%	2539/85.6%

TABLE H
Effect of Travel Costs and Housing upon Applicants

	Number Answering Yes	Per cent Answering Yes
Wanted to apply to Institutes but did not because of inadequate provisions for housing	254	8.6
Wanted to apply to Institutes but did not because travel costs were prohibitive	667	22.5

TABLE I
Effect of Requirements for Continuation of Education on Attendance at Institute

	Number	Per cent
Participants whose state or school system required them to pursue further education periodically	1786	60.2
Participants who saw attendance at an NDEA History Institute as a way to fulfill requirement to pursue further education periodically	1013	34.1