DOCUMENT RESUME

ED 067 323 SO 003 976

TITLE	Social Science Education Consortium Newsletter. Number 13.
INSTITUTION	Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY	National Science Foundation, Washington, D.C. Div. of Social Sciences.
PUB DATE	May 72
NOTE	12p.
AVAILABLE FROM	Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302, (Single Copies, Free, Quantity Orders, $.20)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Alternative Schools; *Educational Innovation; Educational Practice; *Educational Trends; Elementary Education; *Experimental Schools; *Newsletters; Open Education; Secondary Education; *Social Studies

ABSTRACT

A lead article, "Alternative Schools: Agents for Change," written by three SSEC teacher associates, describes general characteristics of the schools and focuses upon information and generalizations about options for conventional schools based on visits, talks, and correspondence with individuals in traditional as well as alternative schools. Alternative schools differ from conventional schools in their physical environment, educational philosophy and practice, and are smaller, voluntary, community-oriented, and operate more autonomously and independently. Learning is self directed and motivated, encouraging students to develop their own philosophy and set of values, solve problems, and make decisions. Teachers are characterized by flexibility, patience, improvisation, tolerance, risk-taking, involvement, and ability to respond to pupil needs. A bibliography of sources and resources is provided. Other inclusions in the newsletter are: 1) the announcement of "Profiles of Promise," the first in a series of descriptive reports on innovative social studies practices; 2) summary descriptions of teacher education and visitor workshops, recent meetings and conferences, and explanation of recent skill labs; 3) an announcement of the November 1972 issue of "Social Education" designed to give teachers assistance in curriculum decision making. (Author/SJM)

SSEC Social Science Education Consortium

NEWSLETTER

NUMBER 13 | Supported by the National Science Foundation | MAY, 1972

ALTERNATIVE SCHOOLS: AGENTS FOR CHANGE?

Barbara Capron
Stanley Kleiman
Tedd Levy

The following article was researched and written by this year's three SSEC Teacher Associates (TAs). The TAs have spent the past eight months on leave from their school systems working as regular staff members of the Consortium. Barbara Capron is from the Belmont, Massachusetts, school system, where she is a Curriculum Associate in elementary social studies. Stanley Kleiman is a social studies teacher from Livingston High School in Livingston, New Jersey. Tedd Levy, a junior high school social studies teacher, is from the Norwalk, Connecticut, Public Schools. The TAs conducted an extensive data-gathering campaign to prepare the ground for this article. They have visited both traditional and alternative schools throughout the country, conducted both live and telephoned interviews with a variety of educators, and corresponded with many other informed and concerned individuals regarding the alternative education movement. The result of their efforts puts alternative schools in contemporary perspective and comments specifically on the place of social studies instruction in alternative schooling.

Society and Change

"But I thank God there are no free schools, nor printing and I hope we shall not have these for a hundred years, for learning has brought disobedience and heresy and sects into the world and printing has divulged them and libels against the best government. God keep us from both!"

Governor Berkeley—Virginia, 1671

One of the distinguishing characteristics of American society in the seventies is the thrust toward shaping one's own life and surroundings. People want to be shapers of change rather than subjects of change. The traditional economic, political, and religious forces that previously regulated human actions and attitudes have been increasingly questioned while a new, or perhaps renewed, search for "meaning" and "purpose" has received popular support. Those large-scale, monolithic institutions within the society that seemed so inflexible and unresponsive to change have created their own antagonists: General Motors has its Ralph Nader, the U.S. Congress its Common Cause, the polluters their environmentalists, and so on. At the same time other individuals are working outside or around the established institutions in such activities as community health clinics, store-front law offices, and street academies.

Schools are among the institutions being questioned. Concerned citizens and educators are asking: "What kinds of schools do we want?" More and more people think the answer is obvious: "We need many educational environments and many choices to suit many life-styles and different learning patterns. We need to emphasize the learner, learning rather than the teacher, teaching." Over the last few years educational reformers have emerged who think education can be reconstituted and a fresh start made through alternatives to the conventional school.

These "alternatives" are the most recent manifestations in a long history of educational reform and options. When publicly supported schools began educating large numbers of the nation's children in the mid-nineteenth century, there were already numerous parochial schools, private academies, and communal learning arrangements in operation. By the twentieth century, progressive schools, prompted by the philosophy of John Dewey, placed the student front and center. Later, the core curriculum attempted to integrate subject areas. Discipline-related curriculum projects of the sixties placed new emphasis on the subject structure and the process of teaching. Compensatory education, team teaching, programmed learning, and flexible modular scheduling have all supposedly changed the climate and accomplishments of American public schools.

However, even as these innovations were thought to be improving instruction, racism and inadequate teaching blighted the learning opportunities of inner-city youngsters. At the same time, suburban youth suffered "college prep" pressures and felt alienated by the insistent emphasis on objectives always out of reach and the impersonal environment of production-oriented schools. The race riots and student protests of the mid-sixties made it clear that educational and social structures needed reexamination and change.

In less than a decade the impact of this dissatisfaction has become increasingly evident in school systems. There are already indications of what may be the signposts of the seventies: personal introspection, self-determination and free choice, concern with small intimate groups, involvement in immediate situations, problems, and solutions.

Within this context, "other schools" have developed as a means to change public schools or as a way to avoid them. Frequently these schools have been created out of teacher/parent/student dissatisfaction with inadequate educational opportunities, a perceived authoritarian atmosphere, and the desperation of harried school officials anxious to soothe vocal and violent ethnic and intellectual student minorities.

What is an "Alternative School"?

"It is based upon the psychology that learning comes by

doing, that the concrete should precede the abstract, and that the time to take up a particular subject is when the desire for it has been awakened."

Benjamin Franklin's plan for an Academy at Philadelphia, 1749

In a very real sense, every school is an "alternative" to some other kind of learning experience and one is soon required to talk of type and degree of distinction. We have long had those special purpose schools created to serve particular needs: vocational-technical schools, continuation schools, drop-out centers, and the like. Many are now gaining the prestige that comes with doing an outstanding job.

Our concern here is with schools that focus on a youngster's whole experience rather than on one aspect of learning. "Free," "open," "innovative," "experimental," "new," "radical," or any of the other currently popular terms are widely used but are not very precise. Many informed individuals discourage any attempt at definition as being "too soon," unrealistically restrictive, or implying an artificially imposed structure.

Some characteristics of these schools can be identified. Alternatives are generally thought to be different from the conventional schools in which the primary source of the learning experience is the teacher and in which the content of that experience is embodied in subject matter disciplines. Under normal circumstances, school enrollment in the alternatives is voluntary and small—50, 160, 300. A considerable effort is made to have these schools function with a sense of community and in a humane and responsive manner. Numerous opportunities are available for making choices, and close relationships among students, staff, and community are encouraged. These schools have an overriding concern for self-motivation and self-development. There are usually well identified goals, and activities and procedures within the schools are consciously oriented toward reaching these goals. These schools normally have more autonomy and independence in setting their own policies than conventional schools. They have been called *public schools of choice*. A number of publicly supported options to conventional public schools already exist. This article will focus on presenting information and some generalizations about these options based on visits, talks, and correspondence with individuals in traditional schools as well as in alternative schools.

Who Are the Students in Alternative Schools?

"We press their memory too soon, and puzzle, strain, and load them with words and rules and to know grammar and rhetoric. We leave their natural genius for mechanical, physical, or natural knowledge uncultivated and neglected."

William Penn, 1683

Many authorities have observed the widespread student dissatisfaction with public schools. Mario Fantini is reported in the *Changing Schools* newsletter to have stated that conventional schools have a "vertical mass of dissatisfied customers ranging anywhere from 35% to 40% or even 60% in some areas, who are converging on the school and saying it is not working for them."

It is difficult to generalize about the nature of the 35% to 40% or more students for whom conventional schools are not working, but support for this observation of many can be found in the large number of drop-outs, disruptions, illiterates, truants, and bored and failing students. Authorities have pointed out that schools create fear, dishonesty, alienation, conformity, prejudice, self-hate; restrict ideas, self-expression, honest emotions, and the eagerness to learn. Others have gone so far as to question very seriously whether or not American public schools can ever be renewed. The *Changing Schools* report went on to ask how a single public education could deal with diversified demands and answered by suggesting that there should be educational options.

It seems apparent that much student motivation for attending alternative schools is initially a reaction against the conventional rather than an attraction toward the new. Since most alternative schools accept only students who volunteer for admission, the number of applicants provides useful information as one measure of student acceptance of this concept of education. In case after case, vast numbers of students seek the very few available openings in alternative schools. Large waiting lists of students seeking entry into the alternative, or escape from the conventional, are common. Thus far, student interest and demand has far exceeded the ability of local districts to respond to the apparent need for variety in learning opportunities.

Alternative schools, like others, appear to develop their own institutional personalities and to attract students who think they will be comfortable in that particular setting. Much of this personality is based on the composition of the faculty and the potential for accommodating the particular interests of students. Some schools consciously structure their efforts to develop an ethnic or multi-cultural orientation. In other cases, especially where alternatives were created as safety valves for the local system's troubled conventional schools, many in the alternative student population reflect the year-after-year failure of their education. Many of these students exhibit antagonistic and aggressive reactions to most situations and most people in the regular schools. Their previous school experience frequently adds up to academic failure and social and emotional problems. Another group—and probably the largest—which is drawn to an alternative education is made up of average to bright youngsters seeking some sense of purpose and perhaps attempting to escape the anxiety that their school and home have managed to impose on their daily existence.

In both the problem-motivated and purpose-motivated categories above, the increased opportunities for making choices and having the power to follow through on decisions provided by the alternative school allows the student to function more responsibly than he had previously done. This responsibility is reflected in student involvement in more real, rather than abstract, learning experiences. Occupational exploration, volunteer efforts of various sorts, community action endeavors, and independent study projects have all helped take the idea of education out of the classroom and into the world, with all its risks and rewards.*

Another characteristic of alternative schools is the acceptance of the student as a person. As trite as this statement may seem, the removal of barriers between students and staff, the de-emphasis on status and roles, and the relaxed and friendly sense of community can come as a cultural shock. The wearing apparel of the faculty is just as casual as the students'. Teachers are frequently called by their first names, have lunch at the same time and place as students, and think

*The February 1972 *SSEC Newsletter* contains a fine article by Professor Fred Newmann of the University of Wisconsin in which he explores student intentions in social action projects. A copy may be obtained by writing the SSEC, 855 Broadway, Boulder, Colorado 80302.

nothing of calling or being called by a student well after the day is over. One school in Hartford, Connecticut, stays open until 2:00 a.m. In these schools, there are many "rap sessions" among teachers and students where concerns are expressed and decisions made.

Self-directed learning is the basis for most curriculum offerings. These offerings vary with the school, of course, but personal concerns and the individual's organization of knowledge for himself are common. The student decides why he will learn and has a major say in what he will learn, how he will learn, where he will learn, and when he will learn. It is a setting in which the student feels helped to learn what he wants to know rather than being required to learn what someone else has decided he should know.

These learning decisions may take the student into the community as previously noted. They may result in the creation of a new school program, or attendance at another school where such a program is available. Sometimes students may participate in an informal program such as tutoring others. It is up to students to make the choice and then live with the results of their decision. The aim is to have them develop their own personal philosophy and set of values. The school is not only helping students in preparing for life but also in realizing that life is now. This redefinition of teacher/student roles is based largely on the belief that the learner is his own educator; that he learns best as a result of what he does, not what someone else does to or for him.

Student success is likely to be evaluated on the basis of a concern for standards that are appropriate to the learner. A general antagonism toward standard evaluation forms pervades many alternative schools. Those responsible for evaluation maintain that the standard tests only measure standard things, and fail to indicate the really important student advances. Therefore, the evaluation process in alternative schools tends to be non-judgmental in a traditional sense. Efforts are made to remove any stigma of failure from educational experiences. When a course of action doesn't work, goals are changed or different means of attaining them are devised. The student learns to know his own strengths and weaknesses and, hopefully, becomes a life-long learner.

Who Teaches in an Alternative School?

"What mattered most to me was the fine sympathy between teacher and pupil and the cordial delight which the teacher took in his work."

Horace Mann, 1843

Teachers in most alternative schools volunteered for their positions and, in most cases, are carefully screened by an administrator, other teachers, or a board of parents and students. Some teachers, like some students, are encouraged to transfer to newly created alternative schools because they are having difficulty conforming to traditional school patterns and are a nuisance or a threat to the school administration. Teachers in the alternatives seem to desire and expect more autonomy than conventional school teachers.

Alternative schools seem to put greater emphasis on human qualities, conventional schools on academic credentials. Some alternatives frankly state that they are more interested in the teacher's capacity to learn than in his training to teach.

Most people in publicly supported alternatives would agree with Jonathan Kozol that "it is as much an error to say that learning is never the consequence of conscious teaching, as it is to imagine that it always is. The second error belongs most often to the public schools; the first to many of the Free Schools." (KOA, January, 1972)

Teachers moving from conventional schools face their own "inner transition." They need to be able to "let go" of constant control, of preconceived notions of what children ought to do and ought to learn. As a teacher in an alternative school explained, "We try not to set up a whole bunch of rules and then think of ways to enforce them. This is very discouraging to teachers who need rules." Flexibility, patience, noise-level tolerance, and improvisation are important traits for the teacher to possess or to develop.

Other personal abilities and attitudes that seem to characterize alternative school teachers include a tolerance for ambiguities and unfinished tasks, and a willingness to take risks and allow students the power to make decisions. These teachers are also open to becoming involved with all aspects of student development and to being available when needed. They are willing to meet with parents, to know community resources, and to participate in meetings with and about students.

In addition, the alternative school teacher is or should be able to observe and respond to student needs and concerns and not feel threatened by direct encounters. He should also be able to work with people of different ages, abilities, and backgrounds; and have personal interest in aesthetic, sensory, ethical, and whole-life experiences which he can bring into play in his role as a teacher.

The most important teaching techniques may be those which create an atmosphere for learning. This atmosphere is often enhanced by the concept of the teacher as learner.

Teacher goals for students in alternative schools may include having students develop the idea of learning for learning's sake, thinking in relationships as they expand their understanding of themselves, and learning to exert their own autonomy.

In a sense, teachers and students become their own curriculum experts as they gain in the use of human and material resources for their own learning processes. "We have to be smarter about using the resources and interests of children than we have been," Dwight Allen noted in a letter to the authors, and "much less reliant on publishers and much more on creative teachers and on children themselves."

Teachers in alternative schools seem to be excited, to enjoy what they are doing, and to work harder than they did in conventional schools. Teacher autonomy too has changed the school scene. "No one can make decisions for teachers, the way they're in touch with kids," an administrator in St. Paul told one of the authors. "It releases so many ideas, but their responsibility is very heavy. So much intellectual energy is released as a result. They're probably the most excited teachers in the city."

Who Runs an Alternative School?

"In his school at Cheshire he forthwith began to try experiments—started a school library—gave nature study a prominent place—shared keeping order with his pupils."

Amos Bronson Alcott, 1873

Administrators in alternative schools generally share much of their power and responsibility with the staff and students. The tasks they often retain are those that few others are willing to assume. These are often large scale school-community relations, staff coordination, maintenance of records, and general facilitating of the daily operation of the school. Many

principals say that dealing with many different people and groups has made their job much more challenging, wearing, and satisfying.

A vast array of other individuals has entered the alternative school as resources: tutors from other schools or colleges, parents as resource people or helpers, practice teachers, and non-certified teachers as year-long "consultants" with teaching responsibilities.

Many parents and community advisory groups really want to know about the school. Often they are initially uncertain and anxious. However, they soon become involved in many ways with the school staff and often become strong school supporters. In many cases parents have a much greater say in school affairs, especially in things that affect them or their children, than do parents in most conventional schools.

Alternative Schools and Social Studies

"Drop the speller, the reader, the grammar, the copybook from the schools and teach the use of English language by means of ordinary books and papers. Natural history with in and outdoors classes should be a leading part of school work."

Colonel Parker, Superintendent
Quincy, Massachusetts, 1872

So far we have been describing general characteristics of alternative schools. In looking now more specifically at instruction, we have chosen to concentrate on social studies teaching for several reasons. First, because it is the subject area in which we are most interested and in which we have had the most contacts. Second, because by its very nature—as we shall try to show—it lends itself especially to the new directions which alternative schools are trying to promote.

George Dennison quotes a teacher in *Lives of Children* as saying, "We make lots of trips, try to use all the things that are available—museums, parks, old mines, reconstructions of historic sites, markets, docks, demonstrations, factories, architecture. . . We have dug our own clay, ground grain, gone to the mill to see it ground, and made our own bread." This typifies a "learning by doing" approach and shows concern for real-life learning experiences that are in some significant way part of a unified approach to learning. The content of social studies, its processes and materials, has much to offer alternative schools and alternative programs in other, conventional, schools. Social studies can be the vehicle for incorporating many subject areas and concerns into students' learning experiences, while providing cohesion and relevance. Social studies in the seventies can thus be increasingly important and effective. The movement toward interdisciplinary study and the growing interest in affective education are two easily discerned examples of trends that can benefit when implemented from a social studies perspective.

Many people believe in the absolute truth and sanctity of the physical sciences but are not sure of what is true, or even valuable, in the social sciences. In addition, surveys consistently show student dissatisfaction with social studies. Thus, the social studies are an ideal place for innovation. Many of the concerns of both alternative and conventional schools—ecology, human relations, ethnic studies, community action—are social studies concerns. There are means of coping with these concerns that reflect the alternative school movement.

Large blocks of uninterrupted time can provide the needed flexibility for large scale project work, continuous work on special topics, extended field trips, and the development of special skills or interests. Resources can be extended to include a wider community, creating a more varied and exciting learning environment, and providing more of a real-world emphasis. Some secondary students now spend one third or more of their time in independent study, work study, or community action programs. Social studies easily lends itself to this real-life content and can take advantage of the flexible time and space arrangements in alternative schools.

Students can choose topics for study, decide appropriate activities, and often write their program and develop their materials. Teachers and students can be co-developers in the learning process. Other students and adults can be involved in cross-age tutoring and learning.

An example of an outstanding model for student developed curriculum that can be easily replicated is the Social Studies Lab in Enfield, Connecticut. Here student-created lab carts containing a variety of materials are available to anyone in the school. Students at this school also analyze curriculum materials and direct a media-oriented resource center for school use. The program is an exciting social studies alternative within a conventional school.

Problem solving is an important method for dealing with social studies concerns that appears to foster individual decision making and self-development. This again is particularly apparent in alternative schools. Problem solving becomes the organizer for knowledge. The confidence achieved from the ability to solve problems is an important by-product of this approach. A rich learning environment and a supportive school environment prompt students to search and experiment. Those who become truly engaged in the joy and excitement of the problem-solving search are well on their way to becoming life-long learners. Trying, making mistakes, trying again, using divergent routes toward a solution, but succeeding to their satisfaction—this is a route that helps learners learn how to learn.

In alternative school environments choices flourish and, like any place where communications are open, confrontations are possible. A value-clarifying technique familiar to many social studies teachers can be useful in these everyday situations. Learners using problem-solving approaches can define value conflicts, gather data, predict, analyze and evaluate consequences. By choosing freely from several options and publicly affirming their choice, students gain a sense of control and responsibility for their own actions. Many other social studies experiences and skills, such as construction projects, publishing ventures, interviews, games and simulations, and role playing, make learners more open, responsive, and empathetic. Applying these experiences and skills to relevant social concerns makes them even more significant, and again more significant in an environment where students and teachers both feel responsible for learning.

The variety of opportunities for learning in alternative schools often requires new methods and materials. A teacher can choose eclectically from the many national social studies projects and multi-media materials such as the MATCH units, the 1930's Multi-Media Kit, the Macmillan Anthropology Curriculum Study Project and High School Geography Project, the Holt elementary and secondary social studies series, the Scott Foresman Spectra materials, and other carefully constructed commercial materials to help create and maintain a stimulating environment. Popular paperbacks, newspapers, magazines, and government publications add variety and help keep budgets low. *The Whole*

Earth Catalog, the *Social Studies School Service Catalog*, and *Big Rock Candy Mountain* are sourcebooks for many exciting ideas and materials.

Facilities for social studies and other learning in alternative schools are normally similiar to those in any other school except that equipment and materials are for student use. "Do touch" resource centers, copying machines for students, student-directed laboratories, and open storerooms can be the basis for exciting and meaningful learning.

Some educators feel that many goals in social studies defy measurable evaluation—for instance, what is the good citizen? As a result the present de-emphasis on grades and tests, most prevalent in alternative schools, is not especially bothersome to many social studies teachers. Perhaps even those parents, often found with students in conventional schools, who feel functional skills should be evaluated on some point scale could accept some other type evaluation in social studies. An informal, interactive evaluation process is not threatening and is perhaps a satisfactory way to analyze and evaluate student growth in decision making and responsibility. There need be no stigma attached to the intellectual capacity or the worth of a student when this type discussion takes place. A student's ultimate evaluation can instead be his own measure of his effectiveness and worth as a member of society.

Society and the Future

"The democracy which proclaims equality of opportunity as its ideal requires an education in which learning and social application, ideas and practice, work and recognition of the meaning of what is done, are united from the beginning and for all."

John Dewey, 1921

It is true that education is bound up in a societal context. A large percentage of American society has come to expect change. Schools are expected to change with the rest of society, though, we would guess, the preference at present is still for only slight remodeling of existing school structures.

Neil Postman says that "Americans have a terrific commitment to the public schools." He also feels that the non-publicly supported alternatives "are terrifically valuable because they are outlets—safety valves—for those who can't wait for changes to take place. More than that they are valuable because their very existence is a reproach to the public schools and a stimulation to change in the public schools. 'Free schools' are creating some new models for working with children for public schools to take seriously and assimilate."

Among people in alternative schools there are signs that they are looking critically at their schools and suggesting some changes which need to be made. Though these people still support the philosophy and ensuing "openness" evident in these schools, they willingly admit their problems. Jonathan Kozol in his new book, *Free Schools*, is concerned that adults in these schools are not committed to teaching the functional skills necessary for survival. Some of these adults suffer from dilettantism and amateurishness; other are interested almost exclusively in working out or testing some particular educational or political ideology.

Some alternative educators are saying that if you leave change at the "optional level," choices are preserved but some imperatives may not emerge. Most educators would include some facets of education that are too important to leave out: survival skills, talent development, skills for living in a changing environment, and other essentials.

Schools should be organized and operated with goals in mind, and should have planned programs that are aimed at the attainment of their goals. Perhaps evidence of recognition of the need for planning is the support given by the U.S. Office of Education for alternative models of education in cities including Minneapolis, Berkeley, and Tacoma.

Varied and interesting forecasts concerning alternative schools have come from our talks with authors and educators around the country. Fred Hechinger summed up many of these observations. "We've always talked about diversity," he said, "but really it hasn't been much; it's been in rhetoric rather than fact." Most people with whom we talked saw alternatives as having a tremendous impact on the course of education. State and local school administrators felt that large school systems especially need to offer varied modes of instruction for their pluralistic population, or else perish. Many educators stressed that these alternatives must be incorporated into the public system. Otherwise optional schools will vanish or become private schools for those who can afford them.

As we speed toward tomorrow even the alternatives are not keeping pace. Futurists among educators are suggesting some ways to cope. Some of the models they suggest are:

- — societal project centers for keeping up with tomorrow;
- — students going to school for social and athletic activities but receiving academic tutoring outside school;
- — business and professions housed in school buildings in return for instructional aid to schools;
- — communities setting up tutoring networks;
- — life-long educational experiences on a plug-in, plug-out basis with no compulsory attendance;
- — school offerings with an eye to the future, such as urbania, information systems, world systems, adaptational psychology, human life cycles, cultural conditioning, and survival tactics.

As we surveyed historical sources up to 1967 concerning the future of education, it was interesting to note that there was little mention of the rise of alternative schools. Designers for the future, however—those who C.P. Snow says "have the future in their bones"—have discerned patterns in future events, made estimates about needed vocations, and theorized about future family and human relationships, all of which have implications for American education. The question now is, "will American schools become responsive to the needs of a future-oriented society?"

SOURCES AND RESOURCES

The following list is not intended to be inclusive; these sources and resources were particularly useful to the authors in preparing this article.

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Rasberry, Sally, and Robert Greenway. *Rasberry Exercises: How to Start Your Own School and Make a Book.* Freestone, Calif.: Freestone Publishing Company, 1971.
Weinstein, Gerald, and Mario Fantini. *Toward Humanistic Education: A Curriculum of Affect.* New York: Praeger, 1971.

Periodicals

Changing Schools. (An Occasional Newsletter). c/o Robert Barr, University of Indiana, Bloomington, Indiana 47401 ($3.00 a year).
Communications on Alternatives (KOA). Goddard College, Box 567, Plainfield, Vermont 05667.
KIDS Magazine. Box 30, Cambridge, Massachusetts 02139 (50¢; $5.00 a year).
Media and Methods. 134 North 13th Street, Philadelphia, Pennsylvania 19107 ($7.00 a year).
Media Mix. P.O. Box 5139, Chicago, Illinois 61680 ($3.85 a year).
New Schools Exchange Newsletter. 701 Anacapa, Santa Barbara, California 93101 (twice monthly; $10.00 a year).
Outside the Net. P.O. Box 184, Lansing, Michigan 48901 (Quarterly; $2.00 a year).
The Teacher Paper. 3923 S. E. Main, Portland, Oregon 97214 ($3.00 a year).
This Magazine Is about Schools. P.O. Box 876, Terminal A, Toronto, Ontario, CANADA ($3.50 a year).

Places

Adirondack Mountain Humanistic Education Center, Upper Jay, New York 12987.
Center for Humanistic Education, University of Massachusetts, Amherst, Massachusetts 01002.
Development and Research in Confluent Education, Department of Education, University of California, Santa Barbara, California 93106.
Education Development Center, 55 Chapel Street, Newton, Massachusetts 02158.
NTL Institute for Applied Behavioral Sciences, 1201 16th Street, N.W., Washington, D.C. 20036.

Curriculum Materials and Resources

Achievement Motivation Materials. Education Ventures, Inc., 209 Court Street, Middletown, Connecticut 06457.
Big Rock Candy Mountain. Portola Institute, 1115 Merrill Street, Menlo Park, California 94025. (Two issues, 4 supplements a year; $8.00).
Environmental Studies, P.O. Box 1559, Boulder, Colorado 80302.
Materials and Activities for Children and Teachers (MATCH). American Science and Engineering, Inc., 20 Overland Street, Boston, Massachusetts 02215.
1930's Multi-Media Kit. Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto, Ontario, CANADA.
Selective Educational Equipment, Inc., 3 Bridge Street, Newton. Massachusetts 02195.
Social Science Laboratory Units. Science Research Associates. 259 East Erie Street, Chicago, Illinois 60611.
Social Studies School Service Catalog. 10000 Culver Boulevard, Culver City, California 90230.
Whole Earth Catalogue. 558 Santa Cruz Avenue, Menlo Park, California 94025 ($5.00).

People

The authors wish to express their appreciation to the following people who were contacted by letter or phone about this *Newsletter* article:

Dwight Allen, Dean of Education. University of Massachusetts
Robert Barr, National Consortium of Alternative Schools, University of Indiana
Jean Fair, President of the National Council for the Social Studies
Don E. Glines, Mankato State College
John Haas, Director, Center for Education in the Social Sciences, University of Colorado
Wilfred G. Hamlin, Goddard College
Fred Hechinger, *The New York Times*
Nicholas Helburn, Director, ERIC Clearinghouse for Social Studies/Social Science Education
Nat Hentoff, Author
Jerome Jekel, Mankato State College
Richard Jones, Evergreen College
Ray Jongeward, Northwest Regional Educational Laboratory
Lionel Lauer, Philadelphia Public Schools
Kat Marin, *New Schools Exchange*
Fred Moore, Learning for Living
Ewald Nyquist, Commissioner of Education, New York
Mark Phillips, University of Massachusetts
Neil Postman, New York University
Leroy F. Psencik, Texas Education Agency
Wilson Riles, Superintendent of Public Instruction, California
Terry Ripmaster, New Jersey Alternative Foundation
Richard Rocchio, Center for Research in Education
Vincent Rogers, University of Connecticut
Alex Sergienko, Tacoma Public Schools
Anita Sperber, Indiana University

PROFILES OF PROMISE

ERIC/ChESS has recently been awarded a grant from the U.S. Office of Education to publish reports of innovative classroom practices in social studies, social education, and interdisciplinary education.

All practices selected for publications must deal with conditions common to many other school districts and present a new or improved approach to the solution of problems. The innovation must lend itself to easy adoption or adaptation by other school districts, schools, or classroom teachers, with a reasonable expectation of successful outcome. Practices should be replicable within the standard school budget. We will ask people involved in the practice to agree to answer letters from readers or to receive visitors in their schools.

Each *Profile of Promise* will be four pages long and will include photographs or artwork. Problems, solutions, goals, resource persons and materials, and a brief list of relevant ERIC documents will be included in each issue.

Tedd Levy, SSEC Teacher Associate from Norwalk, Connecticut, has written the first *Profile of Promise,* describing the program at Bell Junior High School in Golden, Colorado. George Carnie, principal at Bell, has worked to develop the human element within the school by creating a more democratic environment for students and staff. Carnie redistributed many administrative functions to involve students, staff, and the community more actively. A truly participatory system is evolving at this school.

Copies of this *Profile,* as well as information on ordering future issues, are available from *Profiles of Promise,* ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302. You should also write to this address if you know of a significant practice in a school or classroom which you would like to recommend for publication.

SSEC DATA BOOK

In response to the obvious plight of all of us who attempt to select social studies curriculum materials appropriate to our needs and those of our students, the Consortium first published the *Social Studies Curriculum Materials Data Book* in March, 1971. Since then, two Supplements to the *Data Book* have appeared—one focusing on selected innovative textbooks, the other on instructional games and simulations. Supplements will continue to be published every six months as new materials are analyzed and revisions become necessary.

The *Data Book* presently contains three major sections. The project materials section includes 69 analyses of federally-funded curricula. This comprehensive section includes virtually all those products of funded projects which are commercially available. The textbooks section is the smallest of the three, now containing 20 individual analyses of textbooks. The October 15, 1972 Supplement to the *Data Book* will emphasize this section, including analyses of other textbooks which reflect innovative and worthwhile components of social studies curriculum reform in the last decade. The most recent Supplement to the *Data Book*—March 15, 1972—greatly expands the games and simulations section, bringing the total of individual games and games packages analyzed from 18 to 44.

We are considering adding new sections to the *Data Book*. Volume II will begin with the publication of the October 15, 1972 Supplement, with space available for additional sections. We will continue to make revisions to update existing analyses and will add new information to the three existing sections. However, we are receiving such queries as "What about other media? Filmstrips? Cassettes? Paperbacks?" Since we have tried to design the book to facilitate your decision-making—to make the selection from the vast array of curriculum materials now available more convenient and effective—we would like to hear from you. Should we add new sections? What should they be? In what other ways can we improve the book?

Please send any suggestions to the attention of Cheryl Charles, Editor, *Social Studies Curriculum Materials Data Book*, SSEC, 855 Broadway, Boulder, Colorado 80302.

TEACHER EDUCATOR WORKSHOPS

Four Teacher Educator Workshops have now been successfully completed. The two final sessions for the 1971-72 academic year were held April 3 and 4 at Montclair State College, Upper Montclair, New Jersey and April 6 and 7 at Bowling Green State University, Bowling Green, Ohio. In addition to the regular SSEC staff members, Consortium members Ambrose Clegg, John Patrick, and Jim Shaver and new member, Allan Kownslar, participated as consultants.

Based on written evaluations of the workshops and verbal feedback from participants, the last two workshops were reorganized to provide more opportunities for the participants to work with social studies materials. Demonstration lessons seem to be the most exciting and successful way of getting across to participants the tremendous possibilities for using social studies project materials at the college level.

One of the most positive aspects of the workshops has been the participation of social science professors not exclusively involved in teacher education. Social scientists were invited to participate on the theory that most college students take many non-education courses in their freshman and sophomore years. Teaching models using good materials in such courses would provide these students with an idea of the variety of possible approaches to teaching. Many of the social scientists who participated in the workshops indicated that they are taking a new look at their role as teacher educators.

Several colleges and universities have asked to serve as host institutions for the 1972-73 Teacher Educator program. We are currently making tentative plans for that program and will be glad to entertain suggestions for possible sites for next year.

RECENT MEETINGS AND CONFERENCES

Administrators' Conference

Five administrators from the home school districts of the three SSEC Teacher Associates attended a conference in Boulder on March 22 - 25. The conference was designed to serve as a summary of the Teacher Associates' experiences at the SSEC and as a preparation for their return next year to their school districts. Administrators attending were: Julius Bernstein and Herbert Andlauer from Livingston, New Jersey; Vincent Cibbarelli and Donald Buckley from Norwalk, Connecticut; and Donald Fournier from Belmont, Massachusetts. The program included consultation sessions with the SSEC staff, reports from the Teacher Associates, and planning sessions concerning local needs and future directions for social studies in each school district. Plans were made for continued communication and cooperation between the SSEC and the participating communities.

CS⁴ Follow-Up Conference

Two conferences for State Social Studies Specialists were held as a follow-up to the 1971 SSEC Summer Conference. Each two-day conference was attended by local and state supervisors and was devoted to in-depth use of the ERIC system and the Curriculum Materials Analysis System (CMAS). On March 16-17, 1972, James Davis and Sharon Ervin of the SSEC and ERIC staffs respectively conducted a workshop in Des Moines, Iowa. On April 6-8, 1972, Irving Morrissett and James Davis of the SSEC staff led a workshop in Williamsburg, Virginia.

ASCD Annual Conference

Three Consortium members conducted a consulting skills laboratory at the annual conference of the Association for Supervision and Curriculum Development held in Philadelphia on March 5-8, 1972. The session was led by Emily Girault of the University of Pennsylvania and Robert Fox of the University of Michigan. Assisting them was W. Williams Stevens, Jr. Approximately 40 participants were introduced briefly to some of the problems and techniques associated with becoming a consultant. At the conclusion of the session there was a general discussion on the development of the SSEC's consulting network. This network, which is being sponsored by the Consultation Task Force of the Consortium, is under the direction of Ronald Lippitt, former president of the SSEC and presently professor of psychology and sociology at the University of Michigan.

Northeast Regional NCSS Conference

Stan Kleiman and Tedd Levy, SSEC Teacher Associates,

led two three-hour clinics at the Northeast Regional NCSS Conference held in Boston on April 5-8. This session, entitled, "Social Studies is for Kids: Materials and a Way to Decide," gave participants the opportunity to be involved as "students" in four demonstration lessons from recently produced curriculum materials. The session also included an explanation of the Curriculum Materials Analysis and ERIC systems.

Stan Kleiman and Tedd Levy also chaired a section meeting on "Trends in Social Studies: Two Teachers Talk." The program included an overview of the latest trends in social studies education from the perspective of the Associates, based on their travels around the country during the past year. Both sessions were well attended.

VISITOR WORKSHOPS

To date, the SSEC and ERIC staffs have conducted over 20 Visitor Workshops at the Resource and Reference Center (RRC) in Boulder. Many of these have been conducted for Colorado teachers. Among the Colorado districts represented were Adams County Districts 1, 14, and 50, Denver, Security, Loveland, and Boulder. Other cities and areas in the country which have visited the RRC are: Bloomington, Indiana and surrounding area; Phoenix, Arizona; Westport, Connecticut; Mankato, Minnesota; and Glen Rock, New Jersey.

Workshop programs have varied in both length and content. Individuals and groups have spent from two hours to three days working with the staff in the RRC. Topics and/or problems considered have been a) curriculum materials analysis, b) simulations and games, c) elementary social studies programs, d) individualization and new social studies, and e) use of the Educational Resources Information Center (ERIC) system.

The primary objective in conducting Visitor Workshops has been to work with prospective visitors in identification of specific needs to discover potential resources for meeting these needs. School districts or individuals who are considering the possibility of working with the SSEC and ERIC staffs are encouraged to identify their needs as carefully as possible. It is then easier to explore possible ways of meeting specific needs.

Potential Visitor Workshop participants should write or call James E. Davis, Assistant Director, SSEC.

SPECIAL ISSUE OF *SOCIAL EDUCATION*

The November 1972 issue of *Social Education*, the journal of the National Council for the Social Studies (NCSS), will be devoted to giving classroom teachers down-to-earth assistance in curriculum decision making. The SSEC and the NCSS Curriculum Committee are cooperating in the production of this issue with plans to include a wide variety of concrete, immediately applicable ideas and tools, plus abundant information on materials and resources for the social studies teacher.

The issue will be designed to assist teachers in assessing needs and determining objectives in the social studies curriculum; in selecting instructional materials (including project materials, textbooks, and media) to fulfill those needs and objectives; in obtaining feedback on the success of materials in classroom use; and in keeping informed about innovative developments in social studies education. The bulk of the issue will focus on description and analysis of the major national social studies projects, bringing the reader up to date on the 26 projects appraised by Norris M. Sanders and Marlin L. Tanck in the April 1970 issue of *Social Education* and adding analyses of several newer projects not covered at that time.

In addition, the issue will include an article and checklist on new textbooks which have been influenced by the new social studies projects; an overview article on goals and objectives of the social studies; an article describing recent developments in the realm of needs assessment and suggesting some sources of assistance for schools wishing to conduct needs assessment programs; a special section on evaluation of the classroom use of materials, including several "tear-out" feedback devices for use by social studies teachers in obtaining data on the materials they use; suggestions on how to go about selecting media for classroom use; a special Books column suggesting a "standard reference library" for social studies teachers; an article suggesting how teachers can do their own curriculum materials analyses; and information on handy resources for obtaining further information and keeping up to date on the ideas and tools dealt with in the issue.

Besides the above articles and columns, there will be a "Teacher Feedback Device" included in the issue. This questionnaire will ask readers to answer a number of questions about their experiences with new social studies materials. It is intended that the returns from this questionnaire will form the basis for an expanded feedback network which will collect and disseminate information about the many new social studies materials now coming on the market.

The SSEC and the NCSS Curriculum Committee have submitted a joint proposal to the planning committee of the 1972 NCSS Boston convention to conduct a working session with interested teachers and administrators during the convention to further develop plans for this network.

SADMESS

As announced in the November 1971 *Newsletter*, the SSEC is conducting the SADMESS project, an environmental education project funded under the Environmental Education Act of 1970. SADMESS stands for "Student-Assisted Development of Materials for Environmental and Social Studies." The project is staffed by eight high school students from the Boulder Valley Public Schools, as well as four SSEC professional staff members. They are developing curriculum materials focusing on the social aspects of environmental problems.

The article in the November *Newsletter* described two curriculum development projects on which the SADMESS students had embarked: one dealing with the psychological and social efforts of crowding and the other with the relationships between environmental problems and mass advertising. Since that last report, these two foci have ballooned and shifted until they have become two totally new and much more ambitious projects.

Half the group is currently reviewing a wide variety of learning resources for environmental education. They have interviewed many local resource persons, read numerous articles and books, tried out several games, and reviewed a number of films. Brief descriptions and critiques of each

resource examined have been written up and the students are now experimenting with various ways to combine their written material with colorful graphics and thought-provoking questions to make up the "Schoolbook." The Schoolbook staff have, up to this point, concentrated primarily on the different ways in which major world philosophies and religions have treated man's relation to the physical world. They have found this relationship to be of nearly universal concern, but have also learned that few practitioners actually follow the guidelines laid down in their religions and philosophies. The Schoolbook staff, as a result, have now turned their attention to examples of environmental-concern-in-practice. They are looking for living examples of environmentally conscious communities and individuals and are studying the ways in which they operationalize their concerns.

The other project which has evolved from SADMESS is called Boulder Experiments. Several of the SADMESS students are staging a community environmental fair, which will be held May 12, 13, and 14. The downtown area of Boulder will be blocked off to traffic and Boulderites will be encouraged to utilize experimental shuttle bus services to get to the fair. Community members from all walks of life—elementary and secondary students, university personnel, city government officials, businessmen, the aged, and even preschoolers—are participating in preparations for the fair. There will be numerous displays, demonstrations, mini-experiments, and just plain entertaining activities, all relating to possible alternatives for Boulder's future physical and social environment. The SADMESS staffers are documenting procedures and problems in getting the fair off the ground; during and after the fair a feedback and evaluation program will be executed in order to ascertain Boulderites' reaction to the fair as a whole and to specific elements within the fair. In addition to a special report based on fair feedback to be prepared for the City Council, all the documentation on planning, procedures, and evaluation will be compiled and put into an interesting, readable, and useable format for publication as a guide for students in other communities wishing to undertake similar massive community-participation projects.

SSEC TO SPONSOR SKILL LABS

The Social Science Education Consortium will be conducting four Skill Labs prior to its Annual Invitational Conference in June. The four Labs—Consultation Skills, conducted by Ronald Lippitt; Proposal Writing Skills, conducted by Irving Morrissett and W. Williams Stevens, Jr.; Social Studies in Early Childhood, conducted by Edith King; and Social Studies Methods Teaching Skills, conducted by G. Sidney Lester—are designed to help educators at all levels improve their individual educational skills. All Skill Lab directors are eminently qualified leaders in the field of social studies education and bring with them considerable expertise in the various areas of the Labs.

The facilities of the SSEC and the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) will be available for use by participants. The resources of other Boulder social studies organizations, such as the Mountain View Center for Environmental Education and the *Our Working World* curriculum development project, will be employed in the Labs.

Cost for the Consultation Skill Lab is $125.00 for two and one half days, June 5 to 7. The Proposal Writing, Early Childhood, and Social Studies Methods Teaching Labs are $100.00 each for two days, June 6 and 7. Participants must make their own arrangements for travel and housing, and must cover transportation costs and expenses while attending the Labs.

Persons interested in attending a Skill Lab should contact the Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302, before May 15, 1972.

SSEC PUBLICATIONS

Social Studies Curriculum Materials Data Book

The *Data Book* is offered in looseleaf form on a subscription basis. New and revised analyses will appear twice a year.

#139 (1971-) *Data Book* in looseleaf form including all Supplements to date of order and an attractive, durable vinyl-covered 3-ring binder $20.00

Note: Beginning with the October 1972 Supplement, the *Data Book* will be divided into two volumes. At this time the price for the above will become *$26.00* and will include all Supplements to date, including October 1972 and an additional 3-ring binder for Volume 2.

#139-A *Data Book* and next semi-annual Supplement (includes an additional 3-ring binder for Volume 2) $32.00

#139-B *Data Book* and next two semi-annual Supplements (includes an additional 3-ring binder for Volume 2) $38.00

Future Supplements purchased separately when ready $ 7.50

Additional 3-ring binder for Volume 2 purchased separately $ 7.50

The Environmental Problem: Selections from Hearings on the Environmental Education Act of 1970. Edited by Irving Morrissett and Karen B. Wiley.

This book recounts, in the words of the participants themselves, a significant portion of the testimony leading to the development of the Environmental Education Act of 1970, a "bill to authorize the United States Commissioner of Education to establish educational programs to encourage understanding of policies and support of activities designed to enhance environmental quality and maintain ecological balance." Persons testifying include ecologists, social scientists, students, an artist, a theologian, educators, government officials, businessmen, architects, journalists, and many others. The record has been carefully edited and condensed to present the essential themes, a wide variety of viewpoints, and dramatic encounters found in the Record of these enlightening hearings.

#140 (1971) 228 plus xiv pp., 8½" x 11",
paperback $ 6.95
hardcover $ 8.95

Materials For Civics, Government, and Problems of Democracy: Political Science in the New Social Studies. By Mary Jane Turner, with an introduction by John J. Patrick.

This book surveys those materials packages with political science content—49 packages developed by 42 curriculum development projects—with data on availability and cost, nature of content, educational objectives, teaching strategies, appropriateness for varying teaching-learning situations, and evaluation. The data and interpretive narratives systematically presented in this book are designed to aid teachers and supervisors in curriculum decision making.

#138 (1971) 199 pp., paperback $ 3.95
hardcover $ 5.95

Social Science in the Schools: A Search for Rationale. Edited by Irving Morrissett and W. Williams Stevens, Jr.

This book, the result of a conference on the problems of curriculum rationale, explores the philosophical foundations of the various social sciences. As it examines each of the social sciences and their values as parts of the total curriculum, it is a valuable asset to the teacher, the administrator, and the curriculum planner.

#137 (Holt, Rinehart and Winston, Inc., 1971) 204 pp., paperback $ 4.95

(Also may be ordered from your local bookstore and from College Order Department, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.)

Concepts and Structures in the New Social Science Curricula. Edited by Irving Morrissett.

This is the report of a conference sponsored by the SSEC and held at Purdue University in January 1966. Participants from a number of social science education projects explained the approach taken by their projects to the selection and structuring of subject matter for building curricula. The conference report is enlivened by spirited discussion, including some stimulating exchanges on the relationship of values to science and to the social studies curriculum.

#121 (Holt, Rinehart and Winston, Inc., 1966) 161 pp., paperback $ 3.75

(Also may be ordered from your local bookstore and from College Order Department, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.)

SSEC OCCASIONAL PAPERS

#101 *Sociology.* By Robert Perrucci, 1966. 34 pp. Mimeographed, bound $1.30

#102 *The Structure of Geography.* By Peter Greco, 1966. 26 pp. Mimeographed, bound $1.10

#103 *The Political System.* By David Collier, 1966. 12 pp. Mimeographed, bound $ .70

#104 *A Systems Approach to Political Life.* By David Easton, 1966. 22 pp. Mimeographed, bound $1.00

#105 *Economics.* By Lawrence Senesh, 1966. 16 pp. Mimeographed, bound $ .80

#106 *Anthropology.* By Paul Bohannan, 1966. 33 pp. Mimeographed, bound $1.30

#109 *Retrieving Social Science Knowledge for Secondary Curriculum Development.* By Charles Jung, Ronald Lippitt, and Robert Fox, 1966. 86 pp. Mimeographed, bound $3.20

#110 *The Methodology of Evaluation.* By Michael Scriven, 1966. 70 pp. Mimeographed, bound $2.40

#111 *Child Development and Social Science Education, Parts I and II.* By Irving Sigel, 1966. 9 pp. Mimeographed, bound $ .60

#112 *Child Development and Social Science Education, Part III.* By Irving Sigel and Elinor Waters, 1966. 82 pp. Mimeographed, bound $2.90

#113 *Child Development and Social Science Education, Part IV.* By Irving Sigel, 1966. 20 pp. Mimeographed, bound $1.00

#122 *Morality.* By Michael Scriven, 1966. 119 pp. Mimeographed, bound $3.90

#123 *Value Claims in the Social Sciences.* By Michael Scriven, 1966. 39 pp. Mimeographed, bound $1.50

#124 *Student Values as Educational Objectives.* By Michael Scriven, 1966. 23 pp. Mimeographed, bound $1.00

#125 *Inservice Teacher Education to Support Utilization of New Social Science Curricula.* By Robert Fox, Emily Girault, Ronald Lippitt, and Lucille Schaible, 1967. 29 pp. Mimeographed, bound $1.20

#126 *A Short Guide to the Literature of the Social Sciences.* By Peter and Mary Senn, 1968. 53 pp. Mimeographed, bound $2.10

#127 *An Annotated Bibliography for Curriculum Materials Analysis.* By Merle M. Knight, 1969. 19 pp. Mimeographed, bound $ .90

#128 *Research-Based Development: A Strategy for Educational Change in the 1970s.* By Walter R. Borg, 1971. 16 pp. Mimeographed, bound $ .85

#129 *Civic Education for the Seventies.* By John P. DeCecco, 1971. 28 pp. Mimeographed, bound $1.20

#130 *The University Model and Educational Change.* By Richard B. Ford, 1971. 10 pp. Mimeographed, bound $ .65

#131 *The Relevance of Economics in the High School: The Developmental Economic Education Pro-*

gram. By Phillip Saunders, 1971. 34 pp. Mimeographed, bound $1.40

#132 *Toward the Year 2000.* By Kenneth E. Boulding, 1971. 15 pp. Mimeographed, bound $ .80

#133 *The Curse of Culture.* By Paul Bohannan, 1971. 19 pp. Mimeographed, bound $ .90

#134 *The Dimensions of Change: In Our Society, Our Students, and Our Social Studies Curriculum.* By Ronald Lippitt, 1971. 16 pp. Mimeographed, bound $ .85

#135 *Historical Perspectives for the Sixties and Seventies: Primary Sources and Core Curriculum Revisited.* By Hazel Hertzberg, 1971. 29 pp. Mimeographed, bound $1.20

#136 *Environmental Education: Social Studies Sources and Approaches.* By Martha T. Henderson, 1971. 39 pp. Mimeographed, bound $1.60

#141 *Organizing a Curriculum Around Social Science Concepts.* By Lawrence Senesh, 1966. 17 pp. Reprint Series No. 2 $ .90

#142 *Preparing to Teach Economics: Sources and Approaches.* By Suzanne Wiggins Helburn, 1971. 24 pp. Mimeographed, bound $1.20

#146 *Classroom Observation and Analysis: Sources for Social Studies Teachers.* By Celeste P. Woodley and Alan Tom, 1971. 72 pp. Mimeographed, bound $2.55

#147 *Social Studies Projects Tour: An Informal Report.* By C. Frederick Risinger and Michael A. Radz, 1971. 31 pp. Mimeographed, bound $1.20

Twelve new occasional papers (Publications #128-#136, #142-#147) may be purchased as a single package at the reduced rate of $12.00.

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