Approved for the Major Department

William H. Seiler

Approved for the Graduate Council

Dean Davis

AN INVESTIGATION OF THE METHODS OF TEACHING SOCIAL STUDIES IN THE JUNIOR AND SENIOR HIGH SCHOOLS OF THE KANSAS CITY, KANSAS PUBLIC SCHOOL SYSTEM

A THESIS

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By

WALTER L. DAVIES

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CHAPTER I

THE KANSAS CITY, KANSAS PUBLIC SCHOOL SYSTEM

Kansas City, Kansas, a midwestern city of approximately 140,000 people, is located in the northeastern corner of the state at the junction of the Kansas and Missouri rivers. The school system is governed by an elected Board of Education made up of six members. It has long been the accepted practice that the board members would represent the geographic areas of the city. The Argentine and Rosedale sections of the city have been alloted one member each, while the central and northern sections of the city, where the population is greater, have supplied the remaining four members. The Kansas City, Kansas Public School System is under the direction of Superintendent of Schools, F.L. Schlagle, who has served as Superintendent for the past twenty-five years.[1]

Thirty-nine elementary schools, four junior high schools, two senior high schools, two junior-senior high schools, and one junior college make up the educational network within the city. The school system is organized on the K-6-3-3-2 basis. In 1954, the per pupil cost based on an average daily attendance was $191.63 for elementary students

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1 Information in this first chapter came mainly from "Facts About Your Schools," a mimeographed pamphlet issued by the Kansas City, Kansas Teachers Council in November, 1955.

and $270.29 for high school students. In 1955, the per pupil cost had dropped to $180.26 for elementary students and $249.08 for high school students.

In October, 1953, the citizens of Kansas City, Kansas indicated their concern for the educational needs of the children of the city by voting in favor of a $6,500,000 building bond issue. School building needs in all sections of the city were included in the building program. The building program is now in the final stages, and as it nears completion six new elementary schools have been constructed; one new junior high school is completed; one new junior-senior high school has been built, and another one is in the final stages of construction. In addition, many schools have gone through a complete remodeling program.

The school personnel, in addition to Superintendent F. L. Schlagle, consists of a business manager, eight directors, forty-seven principals, 698 teachers, nine registered nurses, ten school librarians, seventeen high school clerks, 105 custodians, and two attendance officers.

The teachers of Kansas City, Kansas maintain a strong teacher's council. Through the teacher's council, numerous services for new teachers are provided. A new teacher in the Kansas City, Kansas system can expect to receive a letter of welcome from the council. Housing and transportation assistance will be given if requested. The local Chamber of

Commerce cooperated with the teacher's council in sponsoring a city-wide bus tour for all new teachers. Each school has building sponsors to aid the new teacher in getting off to a good start in the system.

With the problem of educating the slow learner so prominent at the present time, an attempt has been made to meet the problem by providing fourteen ungraded rooms, (five junior high school and nine elementary school) geographically located throughout the city, for slow-learning children.

In an attempt to secure the full cooperation of the parents of school children, the school system encourages Parent-Teacher Associations. There is an active association in all the schools within the system.

Teachers are required to hold bachelor's degrees to teach in the Kansas City, Kansas system.

Each teacher in the system is expected to maintain a program of professional study and improvement. All teachers are required to earn at least six college credit hours every five years. Failure to meet the above requirement results in the teacher being penalized by the use of the salary schedule. [2] At regular intervals teachers have the opportun-

[2] A teacher not on maximum salary will not be given any increment or salary increase until the deficiency is made up. A teacher on maximum salary will be lowered one increment on the salary schedule until the deficiency is made up.

ity to participate in writing and revising the curriculum. They also participate in the evaluation and selection of textbooks.

All of the schools in the system have their own libraries. In addition, the Board of Education directs the operation of the Kansas City, Kansas Public Library. The Board of Education supplies money for the purchase of supplementary reading materials for departments in the various schools where supervisors and teachers feel that such material is necessary.

The school system provides a sufficient amount of audio-visual equipment to the schools to enable them to carry on an audio-visual program for all students. A list of available equipment would show sixty 16 m.m. sound projectors, sixty-three slide film machines, eleven opaque projectors, ninety record players, one television set and thirteen tape recorders. In addition, many of the schools own and maintain audio-visual equipment of their own. The school board also provides a circulating library of audio-visual material.

The school board maintains numerous special services for the students of the city. Nurses are on duty one-half day at all junior and senior high schools, with the remaining half day being devoted to the elementary schools. Each year all students are given a free dental inspection, and

audiometer tests are given to all third, sixth, eighth, and tenth grade pupils. Other special services are physical education and recreation, student safety patrols, teachers for homebound students and hospital cases, speech correctionist in the elementary schools, and a program of Binet testing for all exceptional students.

The Kansas City, Kansas Board of Education is extremely proud of the record made by their teachers in regard to professional advancement. Kansas City, Kansas teachers have maintained membership in professional organizations for thirty-two consecutive years. Kansas City, Kansas is the largest city in the United States with the greatest number of consecutive years of 100% membership in the local, state, and national associations. The school board insists on representation at all Kansas State Teacher's Association and National Education Zone Schools; National Education Association Conventions, and Kansas State Teacher's Association Sectional Delegate Assembly Conventions. Teachers attending these meetings are allowed to attend on school time but in most cases must pay their expenses while out of the city.

The above-mentioned facts about the Kansas City, Kansas public school system are offered as background material before an attempt is made to evaluate the effectiveness of one phase of this educational system, namely, Methods of Teaching Social Studies in the Junior-Senior High Schools of the Kansas City, Kansas Public School System.

CHAPTER II

DEVELOPMENT OF THE SOCIAL STUDIES PROGRAM FOR THE JUNIOR-SENIOR HIGH SCHOOL

I. National patterns for the social studies curriculum

Social studies programs in the junior-senior high schools of our country may be conveniently classified as to periods of time. In general, the first period would date from the beginning of formal education in this country until World War II. The second period would be from World War II until the present time.

Investigation reveals that the aims and objectives of school social studies programs changed very little during the entire first period. Improvements were made in the schools in reference to the social studies program during the first period, in methods of instruction, improved facilities, and advancements in course materials, but the content of social studies courses remained relatively unchanged. Dr. Maurice P. Moffatt refers to politics, economics, history, and jurisprudence as the older social sciences, which constituted the traditional social science curriculum in the public schools.[1] Material presented in these courses changed very little through the years. The second period, as it has been

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[1]Maurice P. Moffatt, Social Studies Instruction (New York: Prentice-Hall, Inc., 1950), p. 3.

arbitrarily classified, has been one of experimentation, confusion, and perhaps, progress. The rapidly changing world picture brought about by World War II has resulted in many new ideas about the social studies curriculum.

Social studies defined. The term "social studies" had its origin in 1916 when it was adopted by the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association. The Committee's definition of the term was: "The social studies are understood to be those whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups." [2] In 1916 the new term was being developed in an attempt to get away from the old concept of a social science program.

In 1936 a new definition of social studies appeared; one which many authorities still maintain describes the term adequately. "Social studies as defined in 1936, mean such techniques and knowledges as render our increasingly elaborate social life meaningful to the people." [3]

Primary objective of the social studies. In the light of the 1936 definition just cited, there is an understanding that the primary objective of any social studies

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[2] Ibid., p. 21.

[3] Ibid., p. 22.

program is the development of a better citizenry through a better understanding of the society in which they live. Agreement among authorities seems to end with the statement of the objective, however, as there appears to be little agreement among authorities as to the methods of reaching the desired objective. As a result, there has been a considerable amount of experimentation and confusion among school groups as they attempted to revise their curriculums.

Forces affecting social studies curriculum. There are many forces at work which have an effect on curriculum improvement in any area. Not all school groups are affected by all the forces, but it is certain any school organization is affected to some degree by at least part of the forces. Since World War II, the following forces have exerted more and more pressure on developers of social studies curriculum: 1. State Agencies; 2. The Federal Government; 3. Accrediting Agencies; 4. Individuals and Organizations; 5. Business and Labor; 6. Patriotic Groups and Veteran's Organizations; 7. Racial and Religious Groups; 8. Civic and Fraternal Organizations; and 9. The Community.[4]

It is not the purpose of this study to examine the forces individually and evaluate their contribution to a

[4] Ruth Ellsworth and Ole Sand, Social Studies Curriculum, "Twenty-Sixth Yearbook for the National Council for the Social Studies" (Menasha: George Banta Publishing Co., 1955), p. 14.

changing curriculum. Whether or not the pressures exerted by these forces have been beneficial or detrimental, it is important that we realize that such forces do exist and play a part in the development of social studies curriculum.

Methods of curriculum revision. There have been many methods used to revise curriculums in the past ten years. Curriculum experts have learned that many curriculum revisions have failed because of inadequate faculty involvement. Teachers who have had a part in selecting the subjects to be taught, and the content of their particular subject, seemed to do a better job in making the curriculum work. It might be noted that teacher involvement in curriculum planning or in writing the course of study presents an administrative problem yet to be solved in many areas. It is the general opinion that it is too much to expect teachers to work on curriculum planning in addition to full teaching loads. Some administrators have solved the problem by supplying substitute teachers, while other systems now work on curriculum changes and course of study writings and revisions during the summer months.[5]

Areas of change and controversy. Ruth Ellsworth and Ole Sand writing in the "Twenty-Sixth Yearbook of the National Council for the Social Studies," 1955, state that

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[5] Ibid., p. 18.

Citizenship Education has been the major trend in social studies for the past ten years.[6] More and more school systems have attempted to organize their social studies programs around a theme of producing better citizens. Although the goal is indeed worthwhile, evidence seems to indicate that Citizenship Education programs have not been as successful as originally hoped.

Other areas of change seem to be emphasis on economics; an added emphasis on history as a result of the program in Citizenship Education which seems to demand emphasis upon the importance of the American heritage; and on Contemporary Affairs dictated by the rapidly changing world picture.

The post World War II period has been filled with confusion as to the teacher's place in dealing with controversial issues. Some experts contend that the teacher should avoid discussion of any issue controversial in nature. This seems to deny the child the right to creative thinking. Today, most experts feel that we cannot dodge current or controversial issues. The idea that a teacher can deal in controversial issues and be unbiased and leave his opinions out is impossible. When learners help to choose what they are being taught, controversial issues are bound to develop. It would be unfair if we failed to add that evidence seems

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[6] Ibid., p. 20.

to indicate that the trend nationally has been towards limitation of inquiry or the avoidance of controversial issues.[7]

Trends of curriculum change. "The social studies curriculum, at least through Grade XII, encompasses today a diversity and proliferation of content probably never exceeded in any earlier period."[8]

A recent president of the National Council for Social Studies writes, "I am concerned with the fact that the public schools, and particularly the social studies, are being asked to teach more and more things, and to educate in more and more areas. The process is one of addition without subtraction, until today a classroom teacher is faced with a curriculum literally bursting at the seams."[9]

The two preceeding paragraphs indicate that there has been such a concentrated effort at revision of social studies curriculum in the post-war years, resulting in an overcrowded curriculum, that it is perhaps unworkable. In addition to the crowding in of additional subjects, there has been an emphasis on combining social studies subjects with other academic subjects such as English. By combining such subjects, authorities hope to make the social studies program more

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[7] Ibid., p. 105.

[8] Ibid., p. 28.

[9] Ibid., p. 27.

flexible. In recent years this combination plan has met with a great deal of opposition.[10]

The abundance of material which social studies teachers of today are asked to present to their students has resulted in a flurry of manuals and instructional guides. More and more teachers have become "manual instructors" because it has been imposed upon them. Ruth Ellsworth and Ole Sand say that manuals and instructional guides are merely aids to help the teacher.[11]

In defense of the social studies teacher, and also as a mark of progress, the following statements may be offered: "The social studies teacher has won a large degree of freedom to make, revise, and alter the content of his sources... The great number of local units, guides, and programs proves that social studies teachers are writing the curriculum to a greater extent than at any time in the past."[12] This suggests that although teachers are burdened with excessive guides and manuals which may prove detrimental to best teaching, at least they are at the present having a great deal to do with what is being taught in the social studies courses.

"It is possible that in recent years revamping the

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[10] Ibid., p. 29.

[11] Ibid., p. 111.

[12] Ibid., p. 37.

curriculum has been over-emphasized in relation to the art of teaching itself," and "effectiveness of instruction probably depends more upon personality, intelligence, and skill of a teacher than upon particular curricular structures."[13]

In summary, the "revision of social studies programs has involved a greater emphasis on geography, the interpretation of history in an international setting, a wider use of teaching aids, a more effective utilization of community resources, a closer correlation of related subjects, and an awakened recognition of the responsibility for developing good citizenship."[14]

II. The Kansas City, Kansas social studies program for junior-senior high schools.

Background. The social studies program in use at the present time had its beginning during the second semester of the 1948-49 school year. At that time, two schools in the Kansas City, Kansas Public School System, Northwest Junior High School and Wyandotte Senior High School, took part in an evaluation program which was conducted in the schools cooperating with the Kansas Study of Education for Citizenship.

The evaluation program had a threefold purpose: "It was hoped that through the evaluation program attention

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[13] Maurice P. Moffatt, Social Studies Instruction (New York: Prentice-Hall, Inc., 1950), p. 211.

[14] Ibid., p. 32.

would be called to the need for improvements in an important area of the high school program; that it would illustrate a method by which any high school could evaluate its social studies program to determine its value in citizenship education; and that ways would be indicated in which citizenship education could be improved."[15]

The Kansas Study of Education for Citizenship was sponsored by the Institute of Citizenship of Kansas State College at Manhattan and the Kansas State Department of Public Instruction. The study had as its purpose the improvement of citizenship education in the high schools of Kansas and was financed in part by the sponsors and in part by the cooperating schools which contributed resources and teacher time.[16]

The study started with the following high schools: The Field Kindley Memorial High School and the Roosevelt Junior High School of Coffeyville; the Hutchinson Senior High School and the Liberty and Sherman Junior High Schools of Hutchinson; Wyandotte High School and Northwest Junior High School of Kansas City, Kansas; the Washington and Lincoln High Schools and the Roosevelt Junior High School of Salina; and Buhler Rural High School of Buhler. During the second year

[15] Eldon D. Wheeler and D. F. Showalter, An Evaluation of Citizenship Education in the High School (Manhattan: Kansas State College Press, 1950), Purpose of the Report.

[16] Ibid., Preface.

year of the study the following additional schools were added: Argentine, Rosedale, Central, Sumner and Northeast of Kansas City, Kansas; Westmoreland, Onaga, Flush, Fostoria, Olsburg, Wheaton, St. Mary's, St. George, and Wamego of Pottawatomie County. In selecting the participating schools, some consideration was given to interest, size, and geographical location.

An Executive Committee, composed of representatives of the cooperating schools and the sponsoring organizations, was set up as the governing body of the Kansas Study of Education of Citizenship. In addition to the Executive Committee there was an advisory committee of lay and professional persons.

The study was confined to the social studies curriculum, because it was the belief of those participating that the social studies program was the only phase of the high school program that had as its sole purpose the development of individuals who are adequate to undertake their responsibilities and duties as members of society.

"The work program in the cooperating schools had three phases: (1) The determination of the proper objectives of citizenship education; (2) The evaluation of the present school program of citizenship education in terms of these objectives to determine its effectiveness and to indicate respects in which improvement is needed; and (3) The develop-

ment of new units, courses, procedures, and materials in order to effect the necessary improvements."[17]

Objectives. Each of the participating schools, through their representative teachers, took part in a three-part program to determine the objectives of a sound social studies program.

"In selecting the objectives for an educational program, educational thought stressed the use of three sources: students and their needs; society and its needs; and the experience of the past as formulated in the literature and in educational programs."[18]

The Committee realized the importance of the use of all three above-mentioned sources and appointed committees of participating teachers to investigate all three sources. Questionnaires, checklists, interviews, and case history techniques were used to gather information on students in the participating schools. The Committee realized that studies dealing with students and community needs were of a necessity bound to be extensive and time-consuming. Therefore, the Committee decided to use as its primary source the program of citizenship education then in use in the various schools, and the past experience of educators as outlined in

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[17] Ibid., p. 9.

[18] Ibid., p. 9.

the literature.[19]

The work of the Committee on student and community needs was to be used at a later date when the time came to evaluate the program. Any objectives dealing with student and community needs that were not included in the first phase of the program could be incorporated in later programs of social studies in the various schools as each individual school thought they were necessary.

Much time was given to the phase of the program dealing with objectives. As written samples of lists of objectives from participating teachers came to the committee it became evident that most teachers had different conceptions of what objectives were. It soon became evident that the usable lists of objectives had to be formulated into statements of concrete terms to make them educationally useful.[20]

From lengthy discussions of these first drafts of objectives three things became evident to the teachers working on the study:

> If the social studies curriculum is to be a true curriculum, a curriculum which seeks to accomplish common objectives through integrated learning experiences, a common way of stating objectives is a necessity. Teachers having a part in the curriculum must have a common set of terms whose meaning is clearly understood.

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[19] Ibid., p. 10.

[20] Idem.

> If objectives are to be educationally useful they must be definite enough to give a clear understanding of what is sought and yet general enough to result in a list short enough to be manageable. The general statements of educational aims which were given above were, it was pointed out, too indefinite. Their meaning is not evident, and thus they are not directly usable. The catalogues of factual information which some teachers listed are too detailed. A curriculum built on such a basis would be limited in purpose to giving only information and would be so inflexible as to hamper creative teachers.
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> The educational program has two basic factors: (a) the students, and (b) the organized bodies of subject matter. Objectives to be educationally useful must take into account both of these factors. For the student, the objective must state the kind of behavior it seeks to have him exhibit. For the content, i.e., subject matter, the objective must indicate the realm in which he is to act. In short, an objective must state what a student is to do about what. [21]

From the second draft of objectives it became evident that teachers found it useful to state their objectives in terms of knowledge, attitudes, habits, and skills. All teachers were in agreement that these behaviors could be developed in an educational program.

By utilizing the categories of knowledge, attitudes, habits, and skills for stating objectives, the teachers working on the Kansas Study reformulated their objectives in a second draft and such statements as the following appeared:

"1. Respect for the civil rights of others; 2. Habit of keeping informed on current affairs; 3. Ability to locate reliable sources of information on social problems; and

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[21] Ibid., p. 11.

4. Knowledge of the basic facts of government." [22]

The second draft showed that most teachers were working for the same objectives but had different ways of stating them. The second draft was also valuable in that it brought all the differences out into the open and paved the way for the final formulation of objectives.

The objectives in terms of behavior finally formulated by the teachers working on the Kansas Study are as follows:

A. The student should possess the knowledge necessary to good citizenship:
   1. He should be familiar with reliable sources of information.
   2. He should have information concerning basic facts and generalizations.

B. The student should have the skills necessary to critical thinking on the problems of citizenship:
   1. He should be able to obtain information from written, oral, and graphic presentations.
   2. He should be able to present information in oral and written form.
   3. He should be able to locate information.
   4. He should be able to interpret and compare information.
   5. He should be able to formulate and apply generalizations.
   6. He should be able to recognize trends-- social, economic, political.
   7. He should be able to recognize assumptions in argument.
   8. He should be able to recognize logical consistency in argument.
   9. He should be able to recognize the relevance and validity of evidence.
   10. He should be able to apply background knowledge to present problems.

C. The student should have socially desirable attitudes:
   1. He should be interested in citizenship.
   2. He should have respect for the rights and personality of others.

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22 Ibid., pp. 11-12.

3. He should be willing to cooperate in solving common problems.
4. He should be concerned about the general welfare.
5. He should prefer democratic processes.

D. The student should have the habits necessary to good citizenship:
1. He should keep himself informed on public issues.
2. He should participate in civic and social activities.
3. He should observe accepted social standards.
4. He should observe laws, rules, and regulations.[23]

Evaluation. After the cooperating schools had developed their objectives for a sound citizenship program they felt that it was necessary to make an evaluation of their present programs to see if corrections were necessary.

In order to make a comprehensive evaluation the cooperating schools chose five standardized tests and prepared a checklist. The tests and checklist were given to selected groups of students in cooperating schools. It was impossible to gather evidence on all the desired objectives but information was gathered on many of the desired types of behavior.

It was the opinion of the Study that evidence was obtained on student progress toward the following types of behavior:

Knowledge concerning basic facts and generalizations.
Ability to interpret and compare information.
Ability to formulate and apply generalizations.
Ability to recognize assumptions in argument.
Ability to recognize logical consistency in argument.

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[23] Ibid., p. 12.

Ability ro recognize relevance and validity of evidence.
Respect for the rights and personality of others.
Preference for the democratic processes.
Habit of keeping regularly informed.
Habit of participating. [24]

The teachers and staff spent a great deal of time in selecting suitable standardized tests for their evaluation program. The following instruments were used in the evaluation program:

Social Beliefs (4.31), Progressive Education Association. Made by the University of Chicago.
Examination in Civics (Civilian Form), United States Armed Forces Institute. Cooperative Test Service.
Examination in Problems of Democracy (Civilian Form) United States Armed Forces Institute. Cooperative Test Service.
Watson-Glaser Test of Critical Thinking: Battery I---Tests 1, 2, 3, 4, Battery II---Tests 6 and 8. World Book Company.
Interest and Activity Checklist. The Kansas Study of Education for Citizenship. [25]

Each of the evaluating instruments were given at two and where it seemed appropriate three grade levels. It was not the intention of the Study to determine what level of performance was to be expected at each grade level, but to determine if there were substantial differences between the performances at various grade levels.

The Study admits that the validity of their evaluation

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[24] Ibid., p. 14.

[25] Taken from the files of Hazel Kier, Supervisor of the Kansas City, Kansas Public School System.

is based on two assumptions. First, that the character of the cooperating schools had not changed in the last six years; and second, that the selected groups of students taking the tests were representative of their various classes. It was the opinion of the Study that the assumptions were valid to the extent necessary to make the results useful.

The results of the evaluation program of the Kansas Study indicated to the supervisors and cooperating teachers of the Kansas City, Kansas system that certain changes had to be made in order to make the social studies program workable in terms of Citizenship Education.

CHAPTER III

THE KANSAS CITY, KANSAS SOCIAL STUDIES PROGRAM

I. Recent modifications.

The participation of the Kansas City, Kansas schools in the Kansas Study of Education for Citizenship had a definite effect on the social studies program now in use. The supervisors and teachers who cooperated in the Kansas Study drew some definite conclusions as to the effectiveness of the social studies program then in use.[1]

They felt that the courses which were being offered throughout the system were for the most part adequate to meet the needs, but that a considerable amount of work in revising the courses of study for each particular subject was necessary. Prior to the 1951-52 school year, there were no social studies course requirements for high school sophomores. Statistics showed that the Kansas City, Kansas school system was experiencing a substantial pupil drop-out at the close of the sophomore year. Superintendent of Schools F. L. Schlagle felt that if the social studies

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1 Part of the material presented in this chapter comes from personal interviews with Hazel Kier, Supervisor for the Kansas City, Kansas school system, and Marion A. Wools, Wyandotte High School teacher, who was one of the cooperating teachers in the Kansas Study of Education for Citizenship.

departments of the schools were going to gear their programs to Citizenship Education, there was a definite need for a course designed to meet the needs of sophomore students. Representatives of the social studies departments of all the senior high schools gathered to develop such a course. A description of this sophomore course will be given later in the chapter. The addition of the course for high school sophomores was the only change in the social studies curriculum in relation to subjects offered in the schools.

Courses of study for the various social studies subjects have been the practice in Kansas City, Kansas for at least the past twenty years. Examination of the courses of study in 1951-52 showed that if the program was to be one of Citizenship Education, it was necessary to completely re-write the course of study for all subjects offered. Each junior and senior high school sent teachers to work in committee to re-write the courses of study for each grade level. When it was possible, a teacher who had served as a cooperating teacher in the Kansas Study served as chairman at each grade level. Although teachers were given school time to work in committee, much work was also done by individual teachers on their own time.

It is now the policy of the Kansas City, Kansas school system to have social studies teachers at each grade level meet in committee on school time, every other year, to make

whatever minor course of study revisions as are necessary. Once each five years, a complete course of study revision is made at each grade level.

II. Administrative policies affecting social studies teachers.

Contracts. The teacher of social studies in the Kansas City, Kansas public schools agrees to follow the course of study adopted by the Board of Education, when he signs his contract.[2] Such an agreement between the Board and the teacher makes it imperative for the teacher to understand the function of the course of study because he has obligated himself to follow it. The Board feels that the arrangement is a good one, and that as long as the teachers are writing and constantly revising the course of study, they are not imposing anything on the teacher. The contract arrangement described above might lead some people to believe that it is an attempt by the Board to dictate specific material to be taught and the methods to be used by the teacher in presenting the material. The following statement should clarify the attitude of the Board of Education. "Since there are many teachers working in a large area it is not intended that each person must follow the course of study in detail but it is necessary that all have a suggested course to

[2] Teachers' Notification And Contract, Form 7, Kansas City, Kansas, Public Schools.

follow." [3]

Restrictions. The social studies teacher in the Kansas City, Kansas system is fortunate in that the Board of Education does not impose restrictions upon his teaching. A restriction such as the avoidance of controversial or current issues is not imposed upon the teacher. Teachers are asked only to use good judgment and to watch the amount of time consumed in dealing with such problems. The Board feels that the social studies program in use at the present time is sound, and that as long as teachers follow the course of study, the program will meet the demands of society by producing a better citizenry for Kansas City, Kansas.

Teaching aids. Each social studies teacher is supplied with "A Manual For The Use Of The Social Studies Course Of Study." All social studies teachers are expected to become familiar with the manual, because only through the manual, can teachers be aware of what teachers preceeding and following them are doing. Teachers and administrators both feel that the program in use has exceptional continuity and they want to make sure that this feature of the program is preserved.

The manual contains, in brief form, a description of all the social studies courses offered from grades four

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[3] A Manual For The Use Of The Social Studies Course Of Study, Grades seven through twelve, Kansas City, Kansas Public Schools, June, 1951, p. 9.

through twelve. The teacher who becomes familiar with the material that the child has previously been exposed to can in all probability do a better job of organizing his own course.

Other features of the manual are a discussion of the purposes of the social studies program and the outcomes expected. There is a brief discussion of the use of the course of study and suggested techniques and methods of teaching. The manual also suggests methods of making appropriate use of the social studies period and suggestions for evaluation of the social studies program.[4]

III. Description of social studies courses offered

A study of world cultures. "A Study of World Cultures" is the name given to the social studies course required of all seventh grade students attending the junior high schools of Kansas City, Kansas. The course is for a full year, with students meeting every day, five days a week. It is basically a course in geography and is commonly referred to as geography by both students and teachers. The course is planned to give students of the early adolescence period better intercultural and international understandings. The course also attempts to give students insight into the social processes, social institutions, social values, and social problems. The seventh grade teachers of

[4] Ibid., p. 1-11.

the city feel that the teaching of current events is valuable to young people of this age group and recommend that one class period a week be devoted to current events. It is hoped that the students will acquire some knowledge of major news developments and also that they may acquire some ability to relate this knowledge to geographic understandings.[5]

The course of study lists the following minimum essentials for the course. "At the close of the study of the various cultures outlined for this seventh grade course in social studies, pupils should be able to discuss concerning each people studies: (1) Who are these people? (2) How do they live? (3) How do they earn their living? (4) Why are we interested in them?[6]

"A Study of World Cultures" is divided into six units. "Orientation- Exploring Our Own Community" is the title of Unit I. The course of study recommends that six weeks be devoted to the study of Unit I. After a study of Unit I is completed, each student should have some knowledge about the location of Kansas City, Kansas; the background of the people who live in the city; how the people of Kansas City, Kansas earn a living; and, how the people of Kansas City, Kansas are related to people in other parts of the world. A por-

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5 A Study of World Cultures, Social Studies Course of Study for grade seven. Kansas City, Kansas Public Schools, June, 1951. pp. 1-2

6 Ibid., p. 3.

tion of the time alloted for Unit I should be used to introduce the students to such geographic tools as maps and graphs.

The second unit of the course is "Our Neighbors in Latin America." Attention is directed toward the geography of Latin America with special emphasis on Mexico, Brazil, and Argentina. A study of the origin of the people of Latin America is made and an attempt is made to investigate how the people of Latin America live as compared to the people of the United States. This same method of study is used for the third, fourth, and fifth units. Nine weeks is the suggested time allotment for the second unit.

In Unit III, a study is made of "Our Neighbors in Asia." For six weeks attention is directed toward China and India.

Three weeks is the suggested amount of time to use for the study of Unit IV, "Our Neighbors in the South Pacific." The Philippines and Indonesia are the areas of concentration for this unit.

A three week study of Turkey and Iran constitutes the fifth unit, "Our Neighbors in the Near East."

The last nine weeks of the year are devoted to a study of "The People of the United States in Relation to the World Community." An attempt is made here to compare life in the United States with the life of the people of the areas of the

world that were studied.

America's Story. All eighth grade students in the junior high schools are required to take the course officially called "America's Story", but commonly referred to as American History. The course is designed as a full year course and meets every day.

"The units in 'America's Story' have been developed to assist pupils to gain an understanding of the story of our nation: Why our forefathers left their mother country to seek liberties and fortune in America; why they separated from England and developed a great experiment in democracy; and how they built a great industrial nation and finally became a world leader. Opportunities are provided through activities in the classroom to help pupils develop an appreciation of our heritage. Stress has been placed upon how the people live, work and play."[7]

The course of study lists the following as minimum essentials for the course:

1. An appreciation of the ancestral background of Kansas City, Kansas, and contributions of these nationalities
2. An understanding of the reasons for the colonization of America and the establishing of a United States of America
3. A knowledge of the important steps in developing our democratic government from the Magna Charta to the present

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[7] America's Story, Social Studies Course of Study for grade eight. Kansas City, Kansas Public Schools, June, 1951, p. 1.

4. An understanding of the territorial expansion of the United States
5. An understanding of how the western movement and the War Between the States affected the growth of democracy.
6. An understanding of the causes and results of the Industrial Revolution
7. An understanding of how the United States became a leader in world affairs.
8. An appreciative understanding of a connected story of our nation from Columbus to the present time.
9. An understanding and an appreciation of the important rights, privileges and responsibilities of American citizens
10. A knowledge of where to go for some of the information concerning social studies.[8]

The course "America's Story" is divided into six units, with the amount of time to devote to each unit being left to the judgment of the individual teacher. The unit titles are challenging questions, such as: Who Are We? Why Is There a United States of America? What Is Democracy? Why Do We Live As We Do? Why Do We Work As We Do? What Does The Rest Of The World Mean To Us? and What Does America Mean to Me?[9]

Community citizenship. All ninth grade students are required to take a one-semester course called "Community Citizenship." The course is built around the importance of the individual in society. The course of study says that the real goal in teaching citizenship is, "active, intelligent participation in the democratic processes of government."[10]

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[8] Ibid., p. 2.

[9] Ibid., p. 1.

[10] Community Citizenship, Social Studies Course of Study for grade nine. Kansas City, Kansas Public Schools, June, 1951, p. 1.

The purpose of the course in Citizenship is not only to furnish a background of facts, but to create a proper attitude on the part of the student toward society and social problems, with a view to getting him to take action-- that is, to discharge his personal responsibilities as an individual citizen.[11]

The minimum essentials for the course in Citizenship are listed as follows:

1. An understanding and appreciation of community problems.
2. A knowledge of how to contact and participate in civic groups
3. A realization of the importance of law and law enforcement in the community
4. One's obligations to society; an appreciation of the benefits that come from group living
5. The part played by the community recreation program
6. What constitutes wholesome, beneficial recreation
7. Ability of the student to appraise his own aptitudes, strong and weak points
8. A knowledge of, and respect for, foreign ideologies, but a preference for the democratic way of life.[12]

The course in Citizenship is divided into three units, with no suggestions given as to the time the teacher should use in the study of each unit. The first unit is titled "The Individual." The unit is an attempt to get the student to engage in self-examination as to his interests and abilities, so that he will be better able to find his place in life.

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[11] Ibid., p.1.

[12] Ibid., p.3.

A study of such social institutions as the home, the school and the church is attempted in Unit II, "Social Relations.

The third unit, "Community Living," involves an examination of such problems as race relations, local housing, welfare work, and the educational needs of the community.

Our modern world. The course required of all sophomore students is "Our Modern World." It is a one semester course and meets every day. "The course seeks to meet the needs of high school sophomores in such a modern, practical way that they may be persuaded to continue their schooling. Under no circumstances should this course be considered a replacement of such courses as world history, economics, or international relations. The student who intends to go to college should be all means take world history or kindred history courses." [13]

The subject, "Our Modern World," is divided into three units. Teachers are permitted to allot time to each unit as they see fit. The first unit is called, "A Study of Means and Methods of Obtaining and Evaluating Information." The students are introduced to methods of getting information. The teacher makes an attempt to get the student interested in reading the newspapers and nationally recognized

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[13] Our Modern World, Social Studies Course of Study for grade ten. Kansas City, Kansas Public Schools, July, 1954. p. 1.

news magazines. Television programs designed to present current happenings are brought to the attention of the students, and they are urged to listen to radio news programs and digests.[14]

Unit II, "A Study of our Economic Life," is a brief, general lesson in economics. Students are required to become familiar with the basic laws of economics. Attention is directed toward the family in terms of consumer education. A brief analysis of the role of the government in the economy of our country is attempted. As an introduction to the third unit, a study is made of America's stake in world trade.

In the third unit, "International Relations," the teacher attempts to develop skills in obtaining and evaluating information about a current international problem. The teacher is expected to guide the students in their investigation of the problem through the use of current information.[15]

The course of study lists the following minimum essentials for the course:

1. To develop in the student a realization of the sources and types of information available today.
2. To realize the necessity for critical appraisal of the information with which one

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[14] Ibid., p. 5.

[15] Ibid., p. 16.

comes into contact.

3. To bring about student awareness of the superiority of our free enterprise system over state-controlled economy.
4. To show the interdependence of the nations of the world economically.
5. To develop an awareness that cooperation rather than force for settling disputes is urgent.
6. To stimulate interest in participation in discussion groups and civic affairs.[16]

The political development of our nation. The required course for all eleventh grade students is usually referred to as either American Government or Constitution. The course meets every day for one semester, and because of the fact that in some of the schools the alternate semester course is physical education, segregated classes of boys or girls is not uncommon. When the new courses of study were written in 1951, the American Government teachers tried to write the course of study so that students would get an idea of not just how governments are supposed to work, but actually how they do operate.[17] Studies are made of city, state, and federal governments; and the United Nations.

The course is divided into five units, with individual teachers using their own discretion as to the amount of time devoted to each unit. The first unit, "How Are Men Governed?," introduces the students to such forms of govern-

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16 Ibid., pp. 3-4.

17 The Political Development of our Nation, Social Studies Course of Study for grade eleven. Kansas City, Kansas Public Schools, June, 1951. p. 1.

ment as monarchy, oligarchy, dictatorship, and communism. A brief study is made of the characteristics of each of the types of government.[18]

"Why Choose Democracy?," is the question posed as the title of Unit II. The unit is a historical study of what influence the various groups of early settlers in this country had on the form of government adopted. The many attempts at organization of a government in this country from the Albany Plan of Union, through the Continental Congresses to the Declaration of Independence and finally the Constitutional Convention, are analyzed.[19]

The third unit is called "Democratic Government in Action." A study is made of the legislative, executive and judicial branches of our government.[20]

Unit IV, "Democratic Government in State and Community," is divided into two sections. The first section deals with state and county governments, with emphasis on the state of Kansas and on Wyandotte county. The second section is a study of city government and all attention is directed toward the government of Kansas City, Kansas.

The last unit to be studied in the "Political Development of our Nation" is the question, "What Are the Prac-

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[18] Ibid., pp. 6-7.

[19] Ibid., p. 9.

[20] Ibid., p. 11.

tical Applications of Democratic Processes?" A study is made of democratic processes in relation to suffrage, political parties, nominations, campaigns and elections.[21]

The minimum essentials of the course are:

1. To know the sources and historical backgrounds which prompted our choosing the democratic way.
2. To know your obligations and privileges as an American citizen on a National, State and local level.
3. To know the historical and purposeful activities of political parties.
4. To know the basic concepts and terms used in our current political world.
5. To know the comparison between democratic and totalitarian forms of governments.[22]

American history. All twelfth grade students are required to take the full year course in American History. The social studies program in the schools of Kansas City, Kansas is a comprehensive one, including required courses at grade school, junior high and senior high school levels. In view of this fact, there remains for the twelfth grade level the task of rounding out the program by giving special emphasis to four phases of American life: the political, the economic, the social and our international relations, which have been touched upon at lower levels.[23]

The course is divided into four units and teachers

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21 Ibid., p. 18.

22 Ibid., p. 5.

23 American History, Social Studies Course of Study for grade twelve. Kansas City, Kansas Public Schools, June, 1956. p. 1.

are allowed to use their own judgment as to the amount of time to devote to each unit. The first unit is "The Political Development of our Country from 1763 to 1861." The study begins with the year 1763 to avoid repetition of study conducted in the eleventh grade course in American Government. The unit is intended to be a comprehensive study of political development in this country up to the time of the Civil War. Study begins with the causes of the American Revolution and the winning of our independence. After an investigation into the creation of our national government, attention is directed toward the part played in our political development by such individuals as Washington, John Adams, Jefferson, Madison, Monroe and Jackson. [24]

Unit II, "The Development of our Economic Life," involves a study of the Industrial Revolution; the development of industry in the United States; our monetary and banking system; the organization of labor; the role of agriculture in our economy; and, our conservation program. [25]

The third unit is, "The Development of our Social Life." A study is made of what social progress has been made in such areas as immigration, liquor control, equality for women, and juvenile delinquency. The cultural develop-

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[24] Ibid., pp. 7-10.

[25] Ibid., pp. 13-17.

ment of our country is also briefly studied in this unit.[26]

"The Development of our International Relations" is the fourth unit of the American History course. The unit begins with our early policy of isolationism and traces the reasons for our having to change our foreign policy. An attempt is made to define our new foreign policy and an investigation is made of the forces working for and against world peace.[27]

The minimum essentials for the course in twelfth grade American History are:

1. To understand the organization of government
2. To understand how government contributes to public and political welfare
3. To understand how political groups function
4. To provide a basis for understanding current political development
5. To learn how nations of the world can cooperate with each other
6. To learn the basic rights and duties of citizenship
7. To develop a faith in democracy
8. To gain an insight into the nature and causes of social and political problems
9. To evaluate reforms and schemes
10. To understand the rules of government in social problems
11. To understand the causes and effects of crime and juvenile delinquency
12. To understand the evidences and results of ignorance and intolerance
13. To learn something of economic processes
14. To understand labor management relationship
15. To understand the need for continued conservation of our natural resources

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[26] Ibid., pp. 21-22.

[27] Ibid., pp. 27-29.

16. To understand the importance and problem of past and present agriculture
17. To acquire geogrphic concepts
18. To understand men's economic, political, and social interdependence
19. To understand the history of the United States' Foreign Policy
20. To understand the costs and results of global war.
21. To understand what the committments of the United States are abroad
22. To understand what possible courses of action the United States have open in the present state of world affairs. [28]

World history. The course in World History is not representative of the social studies program in the Kansas City, Kansas high schools because it is only offered at the Wyandotte High School. The limited number of students at the other high schools showing interest in the course is the reason for its not being included in their programs. The course is an elective course open to all sophomores, juniors and seniors. The time requirement for the course is one period a day for one semester. The course is set up in three units with the teacher being the judge of time allotment for each unit. The first unit is "The Ancient World," and is organized under the following headings: Primitive Civilizations; Ancient Civilizations; Greek Civilizations; Roman Civilizations; The Rise of Christianity; and the Barbaric Invasions. [29]

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[28] Ibid., pp. 4-5.

[29] World History, Social Studies Course of Study for grades ten, eleven and twelve. Kansas City, Kansas Public Schools, June, 1953. p. 2.

The second unit is a study of the "Medieval World" and begins with a study of Charlemagne and the Holy Roman Empire. Other areas of study are: The Rise of the Papacy; The Origins of the National States; Conflicts Between the East and the West; Medieval Contributions to Civilization; and Marriage and Family Life.[30]

The last unit is the "Beginnings of the Modern World," commencing with the Renaissance and ending with the building of overseas empires. The Reformation and the rise of national states are also studied.[31]

The course of study does not list the minimum essentials of the course.

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[30] Ibid., p. 4.

[31] Ibid., p. 7.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. This study was made of the social studies program in the junior and senior high schools of the Kansas City, Kansas Public School System to determine whether or not the social studies curriculum followed national patterns as outlined by leaders in the field; and, to discover the most used teaching methods of the social studies teachers within the system. In making the study, the following procedures were used: (1) An investigation was made of the national patterns for the social studies curriculum; (2) A study was made of the background of the social studies program in use in the junior and senior high schools of the Kansas City, Kansas Public School System; (3) The courses of study for each social studies subject taught were examined for content; (4) Local administrative policies which might affect social studies teachers were investigated; (5) A questionnaire was distributed to the local social studies teachers to gain information concerning methods of teaching.

Conclusions. Investigation seems to reveal that the objective of the social studies program in the schools of Kansas City, Kansas is closely patterned after the objective as set down by leaders in the social studies field. The objective of any social studies program is the development of

a better citizenry through a better understanding of the society in which they live. (p.8) That the program in Kansas City, Kansas is patterned after the same objective is suggested by the following statements: "The social studies program in Kansas City, Kansas, is an attempt to help young people meet the problems involved in everyday living; the purpose of a social studies program is to give further insight into the social processes, social institutions, social values, and social problems that underlie various forms of society," and, "the outcomes expected include acquisition of knowledge and skills, and the development of habits and attitudes that are necessary for good citizenship." [1]

The fact that the courses of study for all social studies subjects were revised as a result of the participation of Kansas City, Kansas teachers in the Kansas Study for Citizenship Education follows the theory that the major trend in social studies for the past ten years has been Citizenship Education.

Extensive teacher participation in the writing and revising of courses of study indicate that once again Kansas City, Kansas is following the national pattern. It seems to be the general opinion that teacher participation in curriculum revision results in a more workable program.

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1 A Manual For The Use Of The Social Studies Course Of Study, Grades seven through twelve, Kansas City, Kansas Public Schools, June, 1951., p. 1.

The study of the content of the social studies courses offered indicates that Kansas City, Kansas has not kept pace with the national pattern as far as geography is concerned. Geography is taught only in the junior high school and not in the senior high school. Recent developments have placed it with other subjects in the senior high school as a general survey course.

The teaching of American History in the secondary schools of Kansas City, Kansas seems to follow the thinking of leaders in the field. The course of study for the American History course for the twelfth grade calls for a comprehensive tracing of the development of democracy from its beginning in this country. Dr. Moffatt writes, "The objective of history teaching in the high schools is knowledge of American democracy from its beginnings, the course it has taken, and its worth to our people." [2] As a further indication that the history program in the schools of Kansas City, Kansas is an attempt to do those things that are accepted as right on a national scale, the following statements are offered; "It is hoped to develop a well-adjusted, active, informed citizen of a democracy who posseses a sincere desire to assist in solving of problems that involve the security and welfare of our community, our nation and the

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2 Maurice P. Moffatt, Social Studies Instruction (New York: Prentice-Hall, Inc., 1950), p. 6.

world." One of the outcomes expected from the course in American History is, "Knowledge that will aid the student to interpret the present day happenings in light of the past."[3] The above statements seem to go hand in hand with the following statement from Dr. Moffatt, "History in the secondary schools should be a guide to prepare pupils for the modern world. It should provide adequate knowledge of the past in order to comprehend the present; and it should be a source of worth-while information. A knowledge of our own history is essential to understand the growth of our society."[4]

Two statements, one from the course of study for ninth grade Community Citizenship, and the other from Dr. Moffatt's book, Social Studies Instruction, again indicates that national patterns are being followed. The course of study for Community Citizenship states that the keynote of the course is the importance of the individual in society.[5] Dr. Moffatt writes about Civics, "The chief emphasis in modern courses is on practical and intelligent citizenship through an understanding of the relation between the individual and the community."[6]

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[3] American History, Social Studies-Grade twelve, Kansas City, Kansas Public Schools, June, 1956, p. 6.

[4] Moffatt, op. cit., p. 4.

[5] Community Citizenship, Social Studies-Grade nine, Kansas City, Kansas Public Schools, June, 1951, p. 2.

[6] Moffatt, op. cit., p. 34.

"The primary function of the American Government course is to provide each pupil with an understanding of the origin of his government through a study of the Constitution, its functions, its duties, the rights delegated to the federal government, and the activities which it undertakes." [7] The course of study for the eleventh grade course in American Government follows the ideas presented in the above quotation by providing a unit devoted to the study of the Constitution.

Although world history is not a representative course in the social studies program in Kansas City, Kansas, the fact that it is taught in the only high school in the system where enrollment warrants its inclusion in the program follows the modern practice that tends to eliminate English history and European history in favor of a more inclusive, realistic course in world history. [8]

A check on administrative policies of the Kansas City, Kansas system reveals that social studies teachers are not hampered by policies that might have a detrimental effect on the program.

Before any conclusions are made concerning methods of teaching by the social studies teachers of Kansas City, Kan-

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7 Moffatt, op. cit., p. 34.

8 Ibid., p. 32.

sas, an explanation of the questionnaire used to determine these methods is necessary. A questionnaire entitled "Methods Used in Social Studies Classes in the Junior and Senior High Schools in the Kansas City, Kansas Public School System" was prepared and distributed to the junior and senior high school social studies teachers. The questionnaire contained three pages, with the first page being devoted to an appeal to the teachers to help complete the study by being thorough in their handling of the questions asked. The second page of the questionnaire listed sixteen types of procedures known to be used by teachers. There was a space left at the bottom of the list of procedures for teachers to write in procedure types which they felt should have been included in the list. There was also a checklist for the types of procedures used. The checklist was devised to determine the frequency of use of any or all of the procedures that the teacher used. Frequencies ran from a column for "never" down to a column for "daily use." Space was also provided on page two for the teacher to number the ten most important types of procedures in the order of their importance. The third page of the questionnaire required a sentence form answer. Questions were asked pertaining to the types of procedures listed on page two. The questions were posed in an attempt to get specific information about types of procedure. For example, the first procedure type on page two is formal

lecture and the first question on page three is, "What type of material do you select to present as a formal lecture?"

The response to the questionnaire was so great that some doubt might arise as to the validity of the percentages which appear later in the chapter; therefore, an explanation as to the reason for the high rate of return is necessary. A list of teachers of social studies in all the junior and senior high schools in the city was obtained. A questionnaire was prepared with the teacher's name and subject taught written on the first page. The questionnaires for each school were then taken to the principal of each school where an interview was granted. The purpose of the questionnaire was explained to the principal and a plea for his assistance was made. On a pre-arranged date the questionnaires from each school were picked up.

Sixty-one questionnaires were distributed to the eight junior and senior high schools of the Kansas City, Kansas Public School System. In some cases, teachers taught more than one subject in the social studies field and they were asked to return a questionnaire for each subject taught. Fifty eight questionnaires representing 95% of all those distributed were returned.

In most cases, page one of the questionnaire was returned with considerable effort on the part of the individ-

ual teacher at following the directions for completion. Forty teachers, representing 69% of those returning the questionnaire, numbered the types of procedures from one to ten in the order of their importance. All of the teachers who returned the questionnaire completely filled in the frequency check-list showing the approximate amount of time spent by each teacher with the type of procedure listed.

It can be assumed that the list of procedure types used was complete because only 7% of the teachers answering used the space to add procedures which they felt should have been included. In each case the write-in procedure was "debates and panels" which could have been listed under the sixteenth procedure, which was group work.

The answers to the questions on page three of the questionnaire are very incomplete. There are not enough answers to any of the questions to draw any conclusions. Only 16% of the teachers returned page three completely answered. Another 13% of the teachers returned page three partially answered. In view of the small number of cases involved, it would be impossible to draw any conclusions from page three of the questionnaire.

In view of the findings of this questionnaire study the following conclusions may be stated:

1. All of the sixteen types of procedures listed on the questionnaire are used to some degree by the social

studies teachers of the junior and senior high schools of Kansas City, Kansas.

2. The formal lecture method of teaching is rarely used by the social studies teachers of Kansas City, Kansas. Thirty-four of the fifty-eight teachers reported that they never use the formal lecture method of teaching, while only seven teachers reported using it more often than once a month.

3. The informal lecture method, which was described as being the type of lecture that was open for questions by students, is extensively used. All but one of the answering teachers reported that it was one of the methods used. Forty-three or 74% of the teachers indicated that this method was used at least once a week.

4. The use of the oral question and answer method is popular with this group of teachers. Fifty-three or 91% of the teachers reported this as a method used.

5. Oral reading of materials in class is an extensively used teaching method with fifty-five teachers indicating their use of it.

6. Fifty-two teachers reported the use of oral reports from outside books, magazines, and newspapers.

7. The oral report is more popular than the written report with forty-three teachers reporting the written report as a method used.

8. Forty-nine teachers, representing 84% of those returning questionnaires, indicated that they used movies as a method of teaching. Thirty-two of the forty-nine teachers who indicated they used movies also indicated that they used this method once a month or less.

9. The use of film strips is not as extensive as movies as only thirty-six teachers, representing 62% of those reporting, use it as a teaching method.

10. Reading home work is a much used method as fifty teachers, representing 86% of those reporting, use it. Twenty-four teachers of the fifty who use reading home work as a method, report using it daily.

11. Fifty teachers also report using written homework as a method. Twenty-five of this group report its frequency of use at less than once a week.

12. Forty teachers reported the use of creative work as a method with the frequency of use ranging from once a month to once a semester.

13. Field trips are not used very often with only thirteen teachers reporting it as a method used. In all cases the frequency of use was about once a semester.

14. Only twenty-three teachers report the use of the subjective examination while forty-nine report the use of the objective examination as a teaching method.

15. Only one teacher reported that a study period as

a part of regular class time is not a method used. Of the fifty-seven teachers reporting its use, fifty-one, representing 88%, reported its frequency of use being at least once a week.

16. The following list of methods is in the order of their popularity based on the reports of methods used by the social studies teachers of Kansas City, Kansas: 1. Informal lecture; 2. Study period; 3. Oral reading of materials in class; 4. Oral questions and answers; 5. Oral reports from outside books, magazines and newspapers; 6. Home work, reading; 7. Home work, written; 8. Movies on subjects being studied; 9. Objective examinations; 10. Group work; 11. Written reports from outside books, magazines and newspapers; 12. Creative work; 13. Film strips on subject being studied; 14. Formal lecture; 15. Subjective examinations; 16. Field trips.

17. In order to establish the most used types of procedure, the following listing represents the ten most used procedures based on teachers who checked them as being used once a week or more often: 1. Study period as a part of regular class time; 2. Oral questions and answers; 3. Informal lecture; 4. Reading home work; 5. Written home work; 6. Oral reports from outside books, magazines and newspapers; 7. Oral reading of materials in class; 8. Objective examinations; 9. Subjective examinations; 10.

Group work.

18. In order to determine the ten most important types of procedures based on teacher opinion, a rating scale was developed giving each procedure listed as number one in importance ten points. Each procedure listed as number two in importance is given nine points. This rating method was scaled down accordingly to where number ten in importance received one point. The following list represents the ten most important procedures based on teacher opinion: 1. Study period as a part of regular class time; 2. Informal lecture; 3. Oral questions and answers; 4. Movies on subject being taught; 5. Objective examinations; 6. Oral reports from outside books, magazines and newspapers; 7. Reading home work; 8. Oral reading of materials in class; 9. Written home work; 10. Film strips on subject studied.

19. The questionnaire findings indicate that the methods used by the Social Studies teacher of Kansas City, Kansas are traditional academic teaching procedures.

Recommendations. In view of the findings of this study it would seem wise for the Kansas City, Kansas Board of Education to investigate the advisability of providing social studies teachers with more time for writing and revising the curriculum. The possibility of making a place for a course in geography in the senior high schools should be investigated. The Kansas City, Kansas Board of Education

seems to place a considerable amount of faith in the use of audio visual aids as a method of teaching. In view of this fact it would seem advisable to discover the reasons why social studies teachers do not make better use of the equipment provided by the Board.

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APPENDIX

Dear Fellow Teacher,

I am asking for your help in filling out the following questionnaire. I realize that this is a busy time for you, but I hope that you will take a few minutes to answer the following questions. The questions which appear on page two of the questionnaire must be answered if I am to complete the study. The study is partial requirement toward completion of the Master's Degree.

Each teacher is asked to fill out a questionnaire for each subject that they teach in the Social Studies field.

Thank you for your cooperation. You can be sure that it is deeply appreciated.

Sincerely yours,

Walter L. Davies
Social Studies Teacher
Rosedale High School

(You are asked to return the answered questionnaire to your school office.)

METHODS USED IN SOCIAL STUDIES CLASSES IN THE JUNIOR AND SENIOR HIGH SCHOOLS IN THE KANSAS CITY KANSAS PUBLIC SCHOOL SYSTEM

NAME OF SCHOOL: _____ DATE: _____

PLEASE INDICATE THE SPECIFIC SOCIAL STUDIES COURSE YOU TEACH: _____

TYPE OF PROCEDURE	FREQUENCY OF USE (CHECK ONE)						
Please insert in this column the ten most important procedures, in your opinion, numbered from 1 to 10 in sequence of importance.	Never	About Once A Semester	About Once A Month	Less Than Once A Week	About Once A Week	Almost Daily	Daily
1. Formal lecture, uninterrupted lecture and note taking.							
2. Informal lecture, talks by instructor, subject to questions by students.							
3. Questions and answers, oral.							
4. Oral Reading, of materials in class.							
5. Reports, oral, from outside books, magazines, and newspapers.							
6. Reports, written from outside books; magazines, and newspapers.							
7. Movies on subject being studied.							

TYPE OF PROCEDURE	FREQUENCY OF USE (CHECK ONE)						
Please insert in this column the ten most important procedures, in your opinion, numbered from 1 to 10 in sequence of importance.	Never	About Once A Semester	About Once A Month	Less Than Once A Week	About Once A Week	Almost Daily	Daily
8. Film strips, on subject being taught.							
9. Home Work, reading.							
10. Home Work, written.							
11. Creative work, drawing of cartoons, etc.							
12. Field Trips.							
13. Subjective Examinations.							
14. Objective Examinations.							
15. Study period, part of regular class time.							
16. Group work,							
17.							

Please list any other types of procedures which you use and feel should have been included.

I. What type of material do you select to present as a formal lecture?
   1.
   2.
   3.

II. What type of material do you select to present as an informal lecture?
   1.
   2.

III. What type of material do you select to present by the question and answer method?
   1.
   2.
   3.

IV. What type of material do you select to present which lends itself to creative work?
   1.
   2.

V. What type of material do you assign for student oral reports?
   1.
   2.

VI. What type of material do you assign for student written reports?
   1.
   2.

VII. List the three best films used.
   1.
   2.
   3.

VIII. List the three best film strips used.
   1.
   2.
   3.

IX. Why do you use oral reading in class?
   1.
   2.

X. Is reading assigned as home work from text or reference books?

XI. Field trips (type). Give examples.
1.
2.

XII. What type of material is covered by objective examinations?
1.
2.

XIII. What type of material is covered by essay examinations?
1.
2.

XIV. Is class study period a quiet period or subject to questions by students?

XV. What type of material do you select to be done in the form of graph work?