A PERUSAL of contemporary social studies literature indicates a repletion of articles related to the "revolution" that is taking place in the social studies and, as an outcome of this "revolution," the creation of a "new social studies." This "new social studies" is primarily the result of millions of dollars poured into social studies curriculum development by the U.S. Office of Education and other agencies such as the National Science Foundation. The projects funded by these and other agencies were characterized collectively as "Project Social Studies," and the new curricula which began to emerge from them were popularly referred to as the "new social studies."

Edwin Fenton, writing as early as 1965, stated that "More than 40 curriculum development projects of national significance promise to revolutionize teaching about man and society."¹ Smith and Cox discussed the great potential for change brought about by the projects. They believed that social studies educators will be inundated with new curricular packages produced by the various projects.²

The projects seem to have made an extremely valuable contribution to curriculum development in the social studies. However, the extent of this contribution is not known at this time. The present status of the various projects must be measured in the number or percent of social studies teachers that are familiar with and use the materials developed by the projects. These data should give some indication of the present status of the "new social studies."

**Statement of the Problem**

The purpose of this study was to determine the degree to which social studies teachers in Kansas and Missouri are familiar with and use the materials published by various social studies projects appropriate to high schools. In the broadest sense, this study attempts to determine the present impact of "Project Social Studies" and of the "new social studies" in the public high schools of Missouri and Kansas. To accomplish this purpose, the study will attempt to answer the following questions:

1. To what extent are the curriculum materials produced by each of the following high school social studies projects familiar to social studies teachers in the public high schools of Kansas and Missouri?
   a. High School Curriculum for Able Students (Fenton)
   b. Anthropology Curriculum Study Project (Anthro)
   c. Basic Concepts in History and the Social Studies (Rozwenc)
   d. Committee on the Study of History (Brown)
   e. Developmental Economic Education Program (DEEP)
   f. High School Geography Project (HSGP)
   g. Sociological Resources for the Social Studies (SRSS)
   h. Asian Studies Inquiry Program (ASIA)
   i. Project Africa (Africa)
   j. Harvard Social Studies Project (Oliver)
   k. North Central Association Foreign Relations Project (NCA FRP)

2. To what extent do public high school social studies teachers in Missouri and Kansas use the materials developed by each of the projects?

Procedure

Sample. Using records available in the state departments of education in Missouri and Kansas, two subsamples of 250 high school social studies teachers were selected in each state. The samples in each case were selected by means of a table of random numbers. Unfortunately, an up-to-date (1970-71) list of high school social studies teachers was not available in Missouri at the time of the study. The use of a 1969-70 list resulted in a reduced response for the Missouri subsample.

Collection of Data. The data were secured by means of a questionnaire designed by the investigators. The questionnaire requested that each participant designate his current teaching assignment—then respond to items reflecting the "Statement of the Problem" for each of 11 national social studies projects. The 11 projects were selected because of their applicability to the teaching of high school social studies. Each set of questions was preceded by a brief description of the project, with information adequate to assure that the project and its material products would be clearly recognized. The amount of description and information necessary to assure accurate responses by the subjects resulted in a 15-page questionnaire.

The questionnaires were mailed with a cover letter to the 500 members of the selected subsamples in March of 1971. Two weeks after the mailing of the questionnaire, a follow-up letter was mailed to all teachers whose response had not been received. Two weeks later, yet another follow-up letter was sent, this one accompanied by a second copy of the questionnaire.

This procedure resulted in a return of 179 questionnaires in the state of Missouri and 225 questionnaires in the state of Kansas. The total sample of 404 teachers represented an 81 percent return.

<table>
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<th>Subject Areas</th>
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<th>Kansas (n=225)</th>
<th>Total (n=404)</th>
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</thead>
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<td>Psychology</td>
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<td>18</td>
<td>35</td>
</tr>
</tbody>
</table>

* Percentage of n teaching one or more class sections

Figure 1. Distribution of Teaching Assignments by Subject Area

The distribution of the teaching assignments of the participating teachers is disclosed in Figure 1. The frequency of teaching assignments ranged from 230 in American history to only 3 in anthropology.

Results

Data necessary to answer the questions posed by the study are reported as percents and frequencies of occurrence. These data determine the impact of "Project Social Studies" by disclosing the degree to which Kansas and Missouri social studies teachers are familiar with and use materials developed.
by the projects. Figure 2 discloses teacher familiarity with each of the projects.

As indicated in Figure 2, the teachers were most familiar with the projects directed by Edwin Fenton, Donald Oliver, and Edwin Rozwenc. A total of 164 teachers (41 percent) indicated that they were familiar with the materials produced by Oliver’s “Harvard Social Studies Project.” The project has developed a “Public Issues Series” of inexpensive paperback unit books utilizing a case study approach to the study of critical issues.

Rozwenc’s “Basic Concepts in History and the Social Studies” was familiar to 145 teachers, or 36 percent of those sampled. This project has prepared paperback unit books for American history that emphasize historical interpretation. The third most familiar project was Edwin Fenton’s “High School Curriculum for Able Students.” All or part of his 9-12 social studies curriculum was familiar to 140 teachers, or 35 percent of those sampled.

Teachers were least familiar with “Project Africa,” “High School Geography Project,” “Anthropology Curriculum Study Project,” and “Developmental Economic Education Program.” In no instance were a majority of the teachers familiar with any one of the 11 projects used in the study.

The second stated purpose of the study was to ascertain the frequency and percent of teachers who were using the materials produced by the 11 social studies projects.

Figure 3 discloses that the most frequently used materials were those of the “Harvard Social Studies Project.” Eighty-six teachers, or 21 percent of the total sample, were using the material. The projects directed by Fenton and Rozwenc were ranked second and third, respectively, in teacher use.

An examination of Figures 2 and 3 reveals the difference between teacher familiarity with and actual use of project material. In only one instance were 50 percent or more of the teachers that were familiar with a project using the project’s materials: 41 percent of the total sample were familiar with the “Harvard Social Studies Project,” with 21 percent using the material.

**Discussion**

It has been assumed that the degree to which the “new social studies” has come into existence can be determined by the number and percent of teachers using materials published by the various social studies projects. On this basis it would appear that a “new social studies” exists in the classes of only a minority of the social studies teachers of Kansas and Missouri. As reported in this article, only materials produced by the “Harvard Social Studies Project,” “Basic Concepts in History and the Social Studies,” and the “High School Curriculum for Able Students” are familiar to or used by significant numbers of teachers in Kansas and Missouri.

It was not the purpose of this study to compare projects. The differences in commercial availability, purpose, and applicability render any project comparisons useless. Neither should this study be considered as a final report on the impact of the social studies projects in the Midwest. Significant changes can be expected as the projects make more of their material available for classroom use.