

# Reviews

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**The Era of the New Social Studies.** John D. Haas, Boulder, Colorado: The Social Science Consortium, 1977. —Reviewed by Jack F. Cousins, Professor of Education, University of Colorado, Boulder.

Any education movement must be examined in the social/educational context of its origins and development. In *The Era of the New Social Studies*, John Haas provides social studies educators with an insightful, historical-social examination of the movement that began in the early 1960s and that climaxed in the early 1970s.

Even though early changes in social studies followed similar developments in science and mathematics, there were pioneer curriculum reform efforts underway at Harvard, Amherst, and Carnegie Mellon. In addition, writers such as Earl Johnson, Lawrence Metcalf, Maurice Hunt, and Charles Keller had been proposing changes since the mid-1950s.

The New Social Studies (NSS) was not characterized by a unified front, but some emphases emerged early. These were a concern for structures of disciplines; an emphasis on inquiry teaching and learning; and a concern about using primary materials. The emphasis on discipline structures and the historian's model of inquiry seemed to dominate the early years of NSS. Serious consideration of the role of social studies curriculum was not a major concern of the NSS.

The number of curriculum projects grew from 24 in 1963 to more than 70 by 1969. Two issues of *Social Education* (April 1970; November 1972) were devoted to analyses of these many projects. Haas identified the following trends that had emerged by 1972:



1. Greater emphasis on methodology of the social sciences
2. An interdisciplinary approach to curriculum development
3. Heavy emphasis on concepts and generalizations
4. A concern for values
5. Cross-cultural studies
6. Encouragement of creative-subjective and divergent thinking
7. Some encouragement of in-depth study of topics
8. A greater variety of materials
9. The use of background readings for teachers along with detailed lesson plans
10. Research and development including field trials and revisions.

By the mid-1960s, the emphasis that was most popular was that which advocated a decrease in the

amount of history taught plus increased use of social science concepts and discipline structures. This emphasis was to lose considerable ground by the early 1970s.

As with any history, the history of curriculum development may be the record of those who were actively involved. Haas contends that the zenith of the NSS had passed by the early 1970s and that relatively few teachers were directly affected by the movement. He concludes *The Era of the New Social Studies* with a rather pessimistic outlook. This writer cannot help but agree in general. But, if one examines materials that are now emerging from the publishing houses, it appears that many of the NSS developments are now appearing, although modified, in public school materials.

John Haas has done a remarkably insightful job of examining the decade of the New Social Studies. His treatment is historically thorough and well written. This short book ought to be read by all involved in social studies education.

**The Teacher and Individually Guided Education.** Edward J. Nussel, Joan D. Inglis, and William Wiersma. Reading, Massachusetts: Addison-Wesley Publishing Co., 1976. 315 pp. **The Principal and Individually Guided Education.** James M. Lipham and Marvin J. Fruth. Reading, Mas-

sachusetts: Addison-Wesley Publishing Co., 1976. 336 pp. — Reviewed by Marilyn L. Nye, Associate Chairperson, Department of Teacher Education, California State University, Hayward.

Individually Guided Education (IGE) is an alternative form of schooling that originally developed from a project at the Wisconsin Research and Development Center called Maximizing Opportunities for Development and Experimentation in Learning in the Schools.

The IGE system includes seven components: (a) the multiunit school organization, (b) a model of instructional programming for the individual student, (c) evaluation for educational decision making, (d) curriculum materials compatible with IGE, (e) a program of home-school community relations, (f) facilitative environments for IGE, and (g) continuing research and development to improve IGE.<sup>1</sup>

The first book introduces teachers and teacher educators to IGE with the focus on multiunit school organization; activities for the individual student, and small and large group instruction; and professional activities related to other professionals and parents. Particular attention is given to the research factor that has been included in a number of schools and school districts that have adopted IGE. This has involved the development and refinement of specific components of IGE using the resources of colleges and universities, research and development centers,

educational laboratories, and state education agencies.

The second book presents a similar overview of IGE, but emphasizes the leadership role of principals in each of the basic components. The significance of administrative and instructional theories related to operational procedures is stressed more in this text than in the first one. In addition, eight case studies are included to enable administrators to analyze reality-based situations dealing with issues that may arise in the planning and implementation of IGE programs.

These two books are part of the Leadership Series in Individually Guided Education that comprises ten sets of printed materials and correlated films and filmstrips. The authors assure the reader, however, that implementation of IGE does not depend upon adoption of a single, specific set of materials. Instead, they offer guidance to selection and use of available resources, both human and material. Direction is given to such features as the development of behavioral objectives, modes of instruction, diversified staffing, and community involvement, all of which are components of current educational movements such as bilingual, early childhood, and open education.

The rapid growth of IGE is substantiated by attendance at the 1975 annual meeting of the National Association for Individually Guided Education, which numbered over 1,200 participants, an increase of 600 over the number of participants at the first annual meeting in 1973.

Over 2,500 schools throughout the United States are presently

using IGE as their standard operating procedure, which suggests that this may not be just another fleeting educational innovation. With this in mind, as well as the general usefulness of the books for persons who are not presently interested in adopting the program in its entirety, I recommend the first book to teachers and teacher educators, and the second one to principals and other administrators involved in curriculum planning. [E]

<sup>1</sup> H. J. Klausmeier, R. G. Morrow, and J. E. Walter. *Individually Guided Education in the Multiunit School*. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1968.

## Reviewers



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