A Comparative Study Of Twelfth-Grade Social Studies Using A Student-Activity Method, A Traditional Method, And A Combination Traditional-Activity Method Of Instruction.

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A COMPARATIVE STUDY OF TWELFTH GRADE SOCIAL STUDIES USING A STUDENT-ACTIVITY METHOD, A TRADITIONAL METHOD, AND A COMBINATION TRADITIONAL-ACTIVITY METHOD OF INSTRUCTION

A Dissertation
Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
James Edward Darcy
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CHAPTER I
INTRODUCTION

A great deal of research has been done in attempting to determine whether one method of teaching social studies is better than another. Some studies find one method to be superior in attaining certain results; other studies indicate another method is superior for other results.¹ Some studies are contradictory: others conclude that no one method has any advantage over any other.² Wesley³ has shown that the concept of a method as an entity is valid: "There is no method of teaching history without history, but method has an entity apart from history. Method can be described, analyzed, and improved."

Despite a continuous barrage of recommended innovations, the basic instructional methods of teachers seem to remain in the same stable pattern.⁴ Expository textbooks continue to be the overwhelming


choice of teachers as the most used instructional aid.\textsuperscript{5} Homework consists of studying a textbook; in the classroom recitation which follows, the student is asked to remember what he has read. Finally a test calls for recall of the knowledge that was read and recited.

Horton,\textsuperscript{6} in an attempt to determine whether there is a relationship between the participation in civics courses taught in the high school and the attitudes considered to be necessary for effective citizenship, concluded that factors outside the school such as geographic locale, socioeconomic level, or educational level of the parents are more influential in shaping one's attitude toward government than are courses in government. To make government courses more effective, he suggested innovative methods that would allow students more participation in realistic problems related to self-government.

Horton's findings were confirmed by Struve\textsuperscript{7} in his study of the process of political socialization. In assessing the awareness of political leaders and issues, feelings of political efficacy, concepts of citizenship, and sense of citizen duty in high school students and parents, he concluded that existing social studies and school programs tend to reinforce the generally apathetic interest patterns learned at home rather than stimulating changes in political behavior. He suggests


that discussion, observation, and participation can affect the political awareness and efficacy of students.

In California, outside influences have had more of an effect on student citizenship than government classes. This was due to the fact that until 1968 the State Legislature mandated specific programs. Senate Bill No. 1 shifted much of the control over the curriculum to local school districts. In passing this legislation, the state realized that because of the economic, geographic, physical, political, and social diversity of people, there was a need for the development of educational programs at the local level that will best fit the needs and interests of the students.

The problem statement. The twelfth grade social studies in the Merced Union High School District had been traditional in its organization and structure until the mid 1960's. At that time the district began to encourage teachers of government to draft new goals and innovate new methods of instruction in the government curriculum. Three separate methods of teaching twelfth grade social studies emerged as a

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9Senate Bill No. 1, State Printing Plant, State of California, 1968, pp. 58-60. The Bill added to the following sections of the Education Code: 171, 802.1, 1018, 5016, 5017, 5018, 5711, 5712, 5719, 5720, 5820, 6307, 6308, 6309, and 6904.2. The Bill deleted sections 654, 655, 656 of the Education Code.

10Merced Union High School District, Social Science Course of Study, 1958, pp. 38-55. (duplicated)

11Merced Union High School District, Resolution of the Board of Trustees on the Teaching of Social Issues and Problems in the Social Science Curriculum, adopted Summer, 1965, p. 3. (duplicated)
result of that encouragement. In the Atwater High School, an activity-centered approach uses team teaching in which the emphasis is on having students involved in "doing" rather than listening and reading about government. This method includes such activities as learning activity packages, simulated games, a moot court using actual trial transcripts that the students themselves have obtained from county records, a mock assembly run by students to see the workings of a state government, and a mock convention to learn about the processes of national politics.

In contrast, a second high school, Livingston High School, teaches twelfth grade government in a traditional method: lecture, class discussion, readings from a basic text, and examinations at the end of given units of subject matter. A third high school, Merced High School, North Campus, teaches government using an activity-traditional approach. In this approach, Time magazine is used as the basic text. Articles are read and discussed by the entire class. A lecture is then given by the instructor to link the current event aspect of the selected articles to their historical backgrounds. The basic text used in the district is used as a source for reference materials. The program is traditional in the sense that instruction is teacher centered more than student centered. The student activities consist of learning-activity packages, student debates, and independent study. (See Appendix F.)

The question under investigation then is: Will instruction in twelfth grade social studies utilizing a student-activity method be a more effective method of preparing students in the cognitive and affective areas of citizenship than instruction using a traditional method or a combination traditional activity method of instruction?

An experimental design will be used to compare the innovative
classes emphasizing student activities with traditional classes and classes taught in a combination traditional-activity method.

Rationale. Local secondary schools must assume the responsibility for designing new social studies curricula. It is recognized that objectives, teaching strategies, materials, organizational patterns, and evaluation all impinge upon one another and collectively must be brought to bear upon the problem of developing responsible citizens who can deal maturely and realistically with social issues.

In spite of the urgency of social problems that demand new approaches to social studies, headway in many schools is impeded by various inhibiting influences. Standardized tests and college admission examinations have continued to test facts and details, so that many teachers feel compelled to teach content as an end in itself. Processes of selecting text books that exclude the use of current or experimental materials frequently lock the curriculum into a rigid mold.

Critics of high school social science programs account for such observations in several ways. Some authorities hold that the American high school social studies curriculum remains relatively untouched by the behavioral science concepts found in social psychology, sociology, anthropology, and psychiatry. The traditional explanation of this low status claims that there is a hierarchy of sciences and that the criterion of

\begin{itemize}
  \item[13] Ibid., p. 70.
  \item[14] Ibid., p. 73.
\end{itemize}
exactness defines the hierarchy. Thus, physics and chemistry, very exact sciences, are at the top, while psychology and sociology are at the bottom. 16 This traditional view is questioned by one writer who states:

The real reason is that the physical sciences are fairly neutral politically, while the social sciences are full of dynamite. It therefore becomes desirable to prevent the latter from acquiring prestige, and even to assert that there can be no such thing as a social science at all. Beguiled by the criterion of exactness, many physical scientists have helped to propagate just this view. 17

There seems little doubt that the high school social science curriculum will be required to perform a more vital role in the development of rational powers and the broadening of knowledge about social problems. If the schools fail to develop these powers in students, social problems may come to be viewed as the esoteric responsibility of experts and popular sovereignty will be replaced by manipulation as a way of life. 18

The position here is not to claim that an understanding of the behavioral sciences will automatically make socially responsible citizens. Rather, one may ask does the method of instruction in social studies determine the extent to which students respond to problematic social situations in terms of scientifically valid concepts. To put the question differently, are student responses to social problems characterized by myths and fallacies regardless of the method of instruction in twelfth grade social studies?

A student-activity method of instruction can be considered a success only if it does a better job of developing responsible citizens who

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can deal competently with social problems than does a traditional method or a combination activity-traditional method, as measured by changes in achievement and behavior of students following instruction.

**Hypotheses.** Five null hypotheses and their alternate hypotheses in specific areas of citizenship are posited:

1. That cognitive gains by students are not significantly affected by the method of instruction in twelfth grade social studies as measured by the Iowa Test of Educational Development, Sub-Test Social Studies.

   **Alternate hypothesis:** Statistically significant cognitive gains in the concepts of social studies will be observed in those students in a student-activity method of instruction as measured by the Iowa-test of Educational Development, Sub-Test Social Studies.

2. The ability to recognize myths and fallacies in selected social problems by seniors in high school is not affected by the method of instruction in twelfth grade social studies.

   **Alternate hypothesis:** Senior high school students in a student-activity centered method of instruction in twelfth grade social studies will be more able to recognize myths and fallacies in selected social problems than senior high school students in a traditional method of instruction or senior high school students in a combination activity-traditional method of instruction in twelfth grade social studies.

3. That discipline of students is not significantly affected by the methods of instruction in twelfth grade social studies as measured by examination of school records.

   **Alternate hypothesis:** Discipline of students in the student-activity centered method of instruction will be significantly better than
other seniors as measured by school records.

4. That attendance of students is not significantly affected by the method of instruction in twelfth grade social studies as measured by examination of school records.

Alternate hypothesis: That attendance of students in the student-activity method of instruction will be significantly better than other seniors as measured by school records.

5. That participation of students in extra-curricular activities is not affected by the method of instruction in twelfth grade social studies.

Alternate hypothesis: Students in the student-activity method of instruction in twelfth grade social studies will participate in significantly more extra-curricular activities than students in other methods of instruction.

Assumption. The investigator has adopted a .05 level of statistical significance for determining the acceptance or rejection of the null hypotheses.

Limitations. The students in the activity-centered method include all students in the twelfth grade government classes conducted by team teachers at Atwater High School, MUHSD. The students in the traditional classes will include selected students enrolled in twelfth grade classes in government at Livingston High School, MUHSD. The students in the combination activity-traditional classes will include students in selected twelfth grade government classes at Merced High School, North Campus, MUHSD. All three groups are within the attendance
area of the Merced Union High School District. The social studies curriculum is divided into general, core, and special education tracks. The students selected for this study participated in the general track classes.

**Definition of terms.** The terms "myth" and "fallacy" are used in the meanings given to them by Taylor.\(^\text{19}\)

**Myth.** An explanation or interpretation, the origins of which may be unknown or forgotten, that purports authenticity or truth in accounting for some practice, belief, institution, natural phenomenon, or causal relationship. Responses that qualify have persisted in the culture and been handed down generation to generation, but now conflict with scientific findings and judgment. Myths are learned through contact with myths. They are acquired and perpetuated with no basic modifications attributable to a broader spectrum of an individual's experiences and inferred generalizations.

**Fallacy.** An erroneous concept or formulation about a social problem usually resulting from a failure in logical reasoning (e.g., monistic or oversimplified interpretation of causal factors) or from incorrect inferences about particular experiences. Fallacious responses may result from inaccurate perceptions, incomplete access to full range of experiences, or an inadequate fund of concepts which would permit a logically and empirically valid conclusion.

**Traditional teaching method of instruction.** This term is used to indicate a single teacher teaching the same class for a full semester in a classroom designed to be occupied by one teacher and one group of students. The methodology used is primarily lecture and discussion.\(^\text{20}\)

**Combination activity-traditional method of instruction.** This

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term is used to describe a method of instruction utilizing the traditional method with limited student activities. The instruction and planning of activities is controlled by the teacher.\textsuperscript{21}

**Student-activity method of instruction.** In this method of instruction, activities are planned and carried out primarily by students, with the teachers acting in the role of advisors more so than instructors.

**The design.** An analysis of covariance was selected to compare the three groups on the cognitive measure. The t-test was employed to measure the degree of observed changes in student behavior at school and participation in extra-curricular activities. A one-way analysis of variance was used to measure the degree of differences among the groups on an instrument constructed to measure students' abilities to distinguish myth and fallacies in statements dealing with three social problem areas.

The Iowa Test of Educational Development, Sub-Test Social Studies,\textsuperscript{22} was the instrument used to measure cognitive gains in social studies. Changes in attendance and discipline were determined by examining school records. The attendance records kept by the MUHSD central office were used to determine student attendance during the school year. Discipline records kept by the vice-principals at each school were used to check the number of discipline referrals of the students included in the study. The ability to recognize myth and fallacy statements in three social problem areas was measured by a one hundred-five item questionnaire developed by Donald R. Taylor at the University of Denver. Changes in attendance and discipline were determined by examining school records. The attendance records kept by the MUHSD central office were used to determine student attendance during the school year. Discipline records kept by the vice-principals at each school were used to check the number of discipline referrals of the students included in the study. The ability to recognize myth and fallacy statements in three social problem areas was measured by a one hundred-five item questionnaire developed by Donald R. Taylor at the University of Denver.

\textsuperscript{21}Ibid., p. 149.

\textsuperscript{22}ITED the Iowa Test of Educational Development, Grades 8-12-Form X-5 (Chicago: Science Research Associates, Inc. 1970).
extracurricular activities was measured by questionnaires given to the students.

Outline of investigation. The study is divided into five chapters: (1) Introduction and Statement of the Problem, (2) A Review of the Related Literature, (3) The Procedures Followed, (4) The Results of the Statistical Analyses, and (5) Summary, Conclusions, and Recommendations.
CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction. This chapter reviews the literature related to the problem of investigation and is organized around the following topics: goals of social studies instruction; innovative projects in social studies; previous investigations of social studies programs; and students' misconceptions related to the social sciences.

Goals of social studies instruction. Good citizenship has long been one of the most frequently expressed goals of the high school social studies curriculum.\(^1\) Implicit in this desired outcome has been the contention that by exposing students to the social sciences, they would acquire the understandings needed for solving new social problems within a democratic framework.\(^2\) The high school social science curriculum has often been considered a major formal effort by the society to insure continuation of the American experiment in democracy.\(^3\) Democracy, it has been emphasized, requires an educated citizenry.

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The fact that such lofty outcomes are generally accepted by the American public makes all the more regrettable the discrepancies between what actually takes place in the high school social studies curriculum and what is potentially available to the public high school. In short, there is a great lag between accumulated knowledge about human behavior and the high school social science curriculum. Gross, a prominent authority on social science curriculum and instruction, makes the following comment:

At the high school level a program dominates whose outlines were forged by an NEA commission in 1916. Some local and state programs recently promulgated are closer to the recommendations of the Committee of Ten of 1893 for the social studies curriculum than to any other prototype.

A number of difficult problems complicate setting appropriate, specific objectives for social studies instruction. Writing about the meaning of the term "citizenship," Fenton discusses some of these difficulties:

Take the meaning of a term like citizenship education, for example. Authorities disagree about the characteristics of a good citizen. Some argue that he should be a participant in the political process trained to analyze political issues in the light of evidence and to come to sound conclusions about them. Others claim that since elected and appointed officials make the key decisions in the political arena, a good citizen must only know how to choose wisely between competing groups of potential decision-makers, and to pressure them for particular policies once they are elected. Why train a student to analyze complicated economic and social issues, these men would argue,

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when as a citizen, most of his influence ends when he pulls the lever on a voting machine.6

Commenting on other general social studies objectives, Fenton goes on to say:

The knowledge explosion further complicates the problem. The sum total of man's knowledge probably doubles each decade. As much as half of what a student knows when he graduates from college may well be obsolete ten years later. So why ask children to learn the mass of facts and generalizations which burden so many social studies courses? Unless students ... learn a method of inquiry, they cannot continue to learn independently once the classroom door shuts behind them for the last time.7

In an attempt to shift from a "reading - discussion" method of learning about government to an inquiry approach, the state of California compiled a document in 1968 which stated in part:

Though society may change radically, the ways in which men seek to understand it remain much more constant. This means that while students are studying the society, they must be mastering the inquiry-conceptual skills and tools that will equip them to continue learning throughout their lives. Specifically they must master the processes of inquiry, which have been developed to study man in society ... . Students must also become proficient in using the conceptual tools and the data which social scientists employ as they utilize the process of inquiry.8

This curricular statement encourages involvement of the social sciences by recommending their using the methods of social scientists in the study of man in society. This document goes on to state in behavioral terms the expected outcomes of instruction in social studies. Some

7Ibid., p. 7.
examples would be:

The student should be able to classify political behavior of individuals and groups.

The student should be able to list the methods of influencing legislative decision makers available to special interest groups.

The student should be able to identify the local governmental responses in different sections of the country to federal policy decisions on social issues.⁹

In contrast, the 1962 California social studies framework listed seven "goals" for the social studies programs:

1. Becoming better prepared for the responsibilities of adult citizenship through learning about current and immediate problems of the life of the nation and the adults in it.

2. Studying thoroughly the government of the United States, its relations with other nations, and important aspects of local and state government.

3. Realizing the need for citizens to be informed and to participate in political affairs.

4. Understanding the complexities of social institutions and of economic enterprise.

5. Learning about the basic contemporary issues facing American society and how these problems touch their own lives.

6. Recognizing the international aspects of most modern problems.

7. Realizing the individuals' responsibility for high levels of constructive thought and action in the achievement of our national goals and aspirations.¹⁰

As one reads these goals it becomes apparent that the method of students learning about social studies follows the traditional pattern. For example, the study of government consisted, under the old framework,

⁹Ibid., pp. 127, 135.

of reading about government rather than inquiring about the techniques of government in action.\textsuperscript{11}

The objectives in the 1968 framework for new programs in social science education are thought of behaviorally at two levels: key outcomes for all students and, secondly, specific outcomes as defined under "behavioral objectives" at different levels. The inquiry-conceptual objectives of the program require substantial acceleration of change in materials and classroom strategies. The student cannot become an effective inquirer by learning what is in a textbook or what the teacher tells him.\textsuperscript{12}

\textbf{Innovative projects in social studies.} The early 1960's saw mathematics and science leading the curriculum reform movement. Social studies, a late starter, experienced most of its changes in the later part of the decade.\textsuperscript{13} Although federal funding became available for the improvement of social studies in the early 1960's, the effects of the funds were not apparent for several years. As a result of the efforts of several agencies, approximately fifty different major projects designed to improve social studies emerged.\textsuperscript{14} These projects were

\begin{itemize}
  \item \textsuperscript{11}Sanders and Tanck, loc. cit.
  \item \textsuperscript{12}Social Sciences Education Framework \ldots, p. 3 (1968).
\end{itemize}
organized in a variety of ways with a nearly infinite number of aims. Some projects limited themselves to one course for one discipline, such as a course in tenth grade geography. Others prepared units drawn from several of the behavioral sciences which could fit into existing courses. Some attempted to develop curriculum sequences from kindergarten through twelfth grade.

Alexander and Unruh, in studying the new social studies projects discovered that although many projects approached their tasks in different ways, there were some common characteristics among them:

1. In a new approach to content, conceptual structures and major generalizations are emphasized rather than accumulation of facts and details as ends in themselves. Chronological surveys are giving way to depth studies focused around problems and concepts.

2. Skills of inquiry, intellectual processes, and analytical modes of thinking are emphasized. Process, inextricably interrelated with content, is designed to develop understanding and to lead students to search for solutions to problems.

3. More sophisticated group processes are being devised to direct interaction toward resolution of conflict and cooperative efforts. Students are coming to grips with controversial and vital issues of the present day.

4. The issue of values is being treated rationally and analytically, and directed toward the development of responsibility for self and others, for a world view and international understanding, and for the society close at hand.

5. Inservice education for teachers is being built into the dissemination of new social studies programs. Teachers are expected to develop new methods of teaching: methods that achieve student involvement, curriculum relevance, and intellectual inquiry. Not only familiarity with current social problems but familiarity with adolescent subculture is demanded of the social studies teacher.15

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Because of the great number of projects in the area of social studies it is impossible to include a review of all of them. The projects presented here were selected primarily because they are aimed at twelfth grade social studies, or can be used in part at that grade level, and secondly, they developed programs that could be used in any part of the country rather than for application in regional or local areas.

Three of the projects attempted to develop complete social studies programs for grades nine through twelve. The fourth project developed special projects that can be integrated into existing courses in social studies for grades nine through twelve.

A High School Social Studies Curriculum for Able Students, Carnegie-Mellon University. This project was headed by Edwin Fenton of the Carnegie-Mellon University in Pittsburgh, Pennsylvania, and funded by the United States Office of Education. The project was conducted by the Carnegie Social Studies Development Center in conjunction with the Pittsburgh Public Schools. The Center staff and Pittsburgh high school teachers developed, beginning in 1963, a sequential, cumulative curriculum for able students in grades nine through twelve. The courses were tried in an experimental class of students whose Otis I.Q. scores were at least 115. As a result of this experiment, a revised curriculum in secondary social studies for average and above average students has been published by Holt, Rinehart, and Winston, Inc. 16

Recognizing Bruner's hypothesis that students learn best through discovery, the project sought to link learning experiences from year to year and to teach the structure of the disciplines.\textsuperscript{17} As a result the curriculum was not based on traditional textbooks but used varied media as integral parts of the courses. Student texts are made up of readings, each reading is intended for one class period discussion. The readings differ from the traditional textbook in that they are selected from a variety of resource materials. They are selected from historical documents, essays, magazine and journal articles, memoirs, and many other sources.\textsuperscript{18}

Four major objectives are recognized in this social studies project:

1. Attitudes which include investigating all sides of an argument and basing one's decision on the evidence presented.

2. The development of value systems by students.

3. Inquiry skills which are defined as being able to use nineteen "analytical concepts" to ask "analytical questions" about social studies data and being able to use a six step inquiry method.

4. Knowledge objectives which are defined as learning content that will allow the student to pass the College Board Examinations and to live the good life.\textsuperscript{19}

Teacher-directed discussion of the readings and audio visual materials is the basic teaching strategy of the program. As Sanders and Tanck put it: "It amounts to teacher use of the study questions for the readings, the suggested questions in the lesson plans, and/or his own questions as cues to lead students toward knowledge, inquiry skills, and

\textsuperscript{17}Ibid. \textsuperscript{18}Ibid., p. 398. \textsuperscript{19}Ibid.
value objectives. Two criteria were used in determining the course sequence: existing teacher background and the arrangement of concepts.

The twelfth grade level introduces the behavioral sciences in the first semester. This course is designed to explore the idea that human behavior is an appropriate subject for scientific study. The second semester introduces students to humanities. The method is to analyze excerpts from West Side Story with the three focal questions of the course: What is the good man? What is the good life? What is the good society? It then examines the humanities in Athens in its golden age, in Renaissance Florence, and in today's New York. Students are made aware of the environment and life styles in each of the three settings. The students are required to keep a diary of their own during the course and do a culminating project in the form of a scrapbook, written essay, or the like, in trying to give their impressions of what is the good man, life and society.

The evaluation of the project consisted of standardized tests of social studies knowledge. Except on the SRA test of Economic Understanding, the experimental groups did not show significantly greater gains than students in the comparison groups. Sanders and Tanck, commenting on the results of the project, state that:

Although the experimental groups did not improve significantly more than comparison groups on the Watson-Glazer Critical Thinking Appraisal or the Social Studies STEP test, they scored significantly better on a social studies inquiry skills test designed by the Carnegie Center to test its inquiry objectives.
It is probably significant that experimental groups using the source materials and directed discussion did at least about as well as comparison groups using the source materials and did at least about as well as comparison groups on tests of social studies content. Although it is no surprise that experimental groups would perform better on a test of inquiry skills designed to suit approaches unique to the experimental courses, it does suggest that the project had some success in teaching its version of inquiry skills.25

Project Social Studies, University of Minnesota. This federally funded project developed a comprehensive kindergarten through twelfth grade social studies curriculum to teach skills, concepts, generalizations, and attitudes in the area of social studies. Known as the Project Social Studies Curriculum Center, the staff consisted of social scientists, social studies specialists, and classroom teachers. They held the view that the social sciences should be part of the general education and that it should be coordinated and sequential from kindergarten through the senior year in high school.26 The emphasis is on the behavioral sciences and the non-Western world and geared to all ability levels. The Center staff also felt that citizenship education should include learning inquiry skills in addition to social science knowledge.

Skills, attitudes and major social science concepts, generalizations and inquiry techniques appropriate to social studies curriculum were identified and a kindergarten through twelfth grade curriculum framework was then designed to develop the knowledge, skills and attitudes identified. The next step saw the development of teacher guides, resource units, and pupil materials to fit the framework. The units

25Ibid.

were then field tested by specially trained teachers in the Minneapolis area. The units were evaluated mainly through the use of questionnaires, observations, and teacher feedback.27

The program contains several teaching strategies but places the emphasis on the inquiry method:

Inquiry is defined as a strategy requiring students to set up and test hypotheses and often is accomplished as teacher-led discussion. It is used to promote interest and to teach concepts, generalizations, and inquiry skills. The Center staff realistically recognized that inquiry strategies may not be efficient or useful for some goals, like teaching basic terminology or developing skills, and that inquiry and exposition strategies are often mixed, as when an expository reading is used to present information useful to test a hypothesis. Exposition followed by practice is used to teach some skills like locating information and using map symbols. A variety of approaches is used to foster attitudes like skepticism of single causation and valuing human dignity.28

The most significant papers to be developed by the Center are described as:

The teacher's guides and resource units are the principal product of the Center. The guides . . . explain the goals and teaching strategies of each course, provide an overview of each course and its relationship to other courses in the curriculum, and chart the sequential development of concepts, generalizations, skills, and attitudes in each course. Some of the resource units include explanations of basic concepts and content for teacher background. The bulk of all the resource units is the identification of four elements: Objectives, content, procedures, and materials. A quantity and variety of these unit elements are identified so that no teacher would use all of them and so that teachers may select different elements for different classes and situations.29

At the senior high school level, social science concepts that were learned at lower levels are the foundation for further building of concepts and generalizations. The tendency at this level is to use more

27Ibid., p. 402 28Ibid.
29Ibid., pp. 402-403.
inquiry, analysis, and in-depth studies. The twelfth grade level looks at value conflicts and policy alternatives in civil liberties and national security, the promotion of economic growth, the aiding of underdeveloped countries, the examination of racial conflicts, the possibilities of world peace, and the personal visions of the good life.30

The Providence Social Studies Curriculum Project. This project, like the previous one, was financed by the Federal Government to develop a sequence in social studies from kindergarten through grade twelve. The results of the project are a series of resource units in which history and geography are the "integrating disciplines" and anthropology, economics, political science, and sociology are woven in the units.31

The resource units take the place of any one set of classroom textbooks which discourages the teacher from using the traditional textbook method of reading, recitation, and testing.32

Although it was not written as a "national project" but specifically for the Providence, Rhode Island Public Schools, it can be used wholly or in part by any school system.33 Unlike the Carnegie-Mellon University Project, and to a lesser degree the University of Minnesota Project, the resource units reading levels are easily within the range of the average student and with the emphasis on small group and individual projects slower learners are also able to become involved in the

30Ibid., p. 404.
32Ibid., p. 405.
33Ibid., p. 406.
program. The major idea behind this approach is for students to learn self-direction by practicing it.

The Harvard Social Studies Project Public Issues Series. The focus of this project is more on the problems of society such as racial conflicts, urban housing, and legal issues rather than on problems of the social science disciplines.

The project operates on the assumption that intensive study of detailed situations will lead the student toward valid generalizations. The project therefore is an exponent of the well known case-study approach to the social studies.

The instructional materials consist of fifteen booklets, including teaching instructions for each one. The booklets, or case studies, are employed for at least two reasons: (1) to illustrate foregone conclusions, or (2) to provoke controversy and debate issues for which "true" conclusions do not yet exist. In commenting on the uses of the materials, Newmann and Oliver point out:

... that the use of case materials does not necessarily protect the student from didactic teaching. One may use cases to support predetermined "answers," dogmatic positions, and rigid indoctrination. However, one may also use them to foster intellectual autonomy.

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34Ibid.


38Sanders and Tanck, loc. cit., p. 439.

39Newmann and Oliver, loc. cit., p. 112.

40Newmann and Oliver, loc. cit.
The object of studying issues presented in the cases is not to have the student seek out right answers. Rather it is to have students analyze various situations, or positions, and to take a stand and be able to justify that stand rationally. Evaluation is then based on the rationale the student uses to justify his position. However, as Newmann and Oliver warn: "... this way requires that the teacher be willing to accept from students conclusions that may be contrary to the teacher's beliefs; conversely, it implies that students should not accept a teacher's opinion at face value, but only if it is supported by rational justification."[41]

The cases are aimed at the student of average ability; written in a style which may cause some difficulties for poor readers, but no more problems than these students would have reading a traditional textbook.[42]

Some criticisms of the new social studies projects. In reviewing the social studies projects that have been developed in the past decades, the one word that is woven through all the projects like an endless thread is "inquiry." The key words of the "old" social studies, "the well-rounded person," or "citizenship education" are still present but they are no longer the building blocks of the curriculum.[43] Discovery or the method of inquiry is not a new idea. It has been advocated by some educators for years but has been ignored by most teachers partly

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41 Ibid., p. 113.
42 Sanders and Tanck, loc. cit.
because of the lack of raw data that is necessary. One outstanding feature of the new projects is that the instructional materials not only provide raw data but present it in a form which literally forces teachers to use the methods of inquiry. 44

However, the same authors warn that although:

... inquiry instruction based on raw data is an excellent form of instruction, it can and is being overdone in some projects ... Discovery during every class period will soon be just as boring as lecture or programmed instruction in every class period. 45

This refrain is echoed by an Illinois Junior High School Staff that was involved in the Carnegie-Mellon University Project over a period of three years. The staff felt the daily lesson plans were helpful but that alternative teaching strategies were rarely proposed. 46 Not enough variation was offered to students; too much reliance was placed on the inductive mode of inquiry that mainly emphasized the asking of questions by the instructor and the giving of answers by the students. 47 Thus the mode of inquiry is frequently teacher-centered rather than student-centered.

A common criticism of most of the projects is that they best serve the bright, above-average student. This is explained, in part, by Fenton who stated:

I have taught secondary students, undergraduates, and graduates for sixteen years, but I have never taught in the

44Sanders and Tanck, loc. cit., p. 447.
45Ibid.
elementary school. I have worked with able students, not with the disadvantaged or even the average.48

He does insist, however, that "the principles underlying the work of the social studies projects apply to all children of all abilities . . . ."49

In defending his position that the new social studies should be geared or aimed at the high ability student Fenton stated that: "If democratic education really means opportunity for each individual to stretch himself as far as his abilities permit, heterogenous grouping in which teachers give the same course to students of all abilities and goals in the same classroom must come to an end."50

The experimental classes in the projects have been located in the "more fortunate suburbs which tend to attract better teachers and more flexible administrators and to have community support for new ways of doing things."51 The question arises: What will happen to the bottom third of the class in terms of socioeconomic background and measured achievement? Fenton, realizing this group has been left out, urges project members to develop materials and techniques for these pupils.52

The projects have not completely overlooked the lower groups. A number of projects have used a variety of instructional procedures for heterogeneous classes and included much that is audio visual. There is a good chance that the slower and less motivated may be drawn into these

48Fenton, loc. cit., p. vii.
49Ibid., p. 4.
50Ibid., p. 9.
51Ibid., p. 4.
52Ibid., pp. 97-98.
Generally, there is agreement that the materials that have come out of the projects are good. The publication of new materials in the form of separate units rather than total courses allows districts to adopt an entire program or borrow the best from several programs. Dudding and Godeke support this position and suggest the materials were a great improvement over the textbook approach. It must be stated however that the materials are not intended to replace the textbook.

There seems to be solid agreement among the differing viewpoints toward the new social studies that it is "not necessary to throw the baby out with the bathwater." Most agree that the textbooks need to be revised to come into closer focus with the new materials.

Two practical disadvantages for many districts appear to be the expenses involving multi-media instructional materials and the training of teachers to use the new methods. Although some of the national projects have their own training programs, a local community may have to select one or two teachers to study the programs and introduce them to other teachers.

The new social studies does not claim to be the answer to all the problems in the social studies curriculum. Fenton, one of the most eminent voices for the new social studies, cautions those who might be looking for the piece de resistance with which to prove the new social studies as being the salvation of the curriculum:

53 Sanders and Tanck, loc. cit., p. 448.
54 Dudding and Godeke, loc. cit., p. 318.
Despite the proliferation and diversity of the social studies curriculum, we still need more. Far too many concentrate upon the development of materials for able students. Children whose achievement falls below the median do not understand the language used in many readings. We need increased attention to this neglected audience. Similarly, we need additional materials for other specialized groups within the schools. Can we develop educational systems to change the attitudes of politically alienated students coming from disadvantaged neighborhoods? Can we telescope the learning of cognitive skills among young students? How can we best teach concepts? The answer to each of these questions demands several additional curriculum projects.56

Previous investigations of social studies programs. The number of investigations of social studies programs is nearly as numerous as the number of programs themselves. The review here includes previous investigations at the junior high school level, the high school level, and the junior college level. Some of the investigations are concerned with one area of social studies, while others included all the areas of social studies taught at the grade level that was investigated. All of the investigations attempted to discover weaknesses in existing programs and to make recommendations, based on the findings, which would help strengthen the social studies curriculum.

Struve57 in assessing the awareness of political leaders and issues, feelings of political efficacy, concepts of citizenship, and sense of citizenship duty in high school students and parents concluded that existing social studies and school programs tend to reenforce the generally apathetic interest patterns learned at home rather than stimulating changes in political behavior. He further concluded that

56Fenton, loc. cit., pp. 122-123.

non-school factors seem to exert a much greater influence than school factors on the political behavior of students.58

Patrick,59 in reporting on an unpublished study conducted by the University of Michigan, confirms Struve's findings. The study attempted to measure the impact of formal instruction in civics upon student political values, attitudes, and beliefs. The findings indicated that the civic education curricula of American high schools appear to have little or no influence upon the political values, attitudes, and beliefs of most high school students.60 Students who had taken one or more courses in civics and/or government tended to show only slightly more political interest, sense of political efficacy, civic tolerance, and desire to participate in politics than those who had not taken these courses.61

The study noted one important exception to the generalization that civic education courses in American secondary schools have little or no impact upon the political values, attitudes, and beliefs of most students. When Negro students were compared to Caucasians, it was found that secondary school civic education had a greater impact upon Negros than Caucasians. After having taken courses in civics and government, Negros showed significant increases in the above mentioned areas.62 It

58Ibid.
60Ibid.
61Ibid., p. 16.
62Ibid., p. 17.
was quickly pointed out, however, that most of these students still
lagged far behind most Caucasians in political knowledge, toleration,
sense of political efficacy, and desire to participate in politics.63
These findings suggest that the political ability gap between the races
would be even greater than it is without the social studies curriculum.

At the junior college level, Trotter64 used two methods of
teaching American government in a metropolitan junior college. The two
methods of teaching utilized in this experimental study were the problem-
media dialogue and lecture methods. Two full-time government instruc-
tors were involved in the study, each teaching one of the two methods
used. Trotter concluded that the problem-media dialogue and the lecture
method are equally effective "when the objective of the course is high
student achievement."65 However, he felt the problem-media dialogue
approach promoted a more positive attitude in the student toward the
course than the lecture method.66

In a study involving eighth grade students, Lovetere67 compared
three methods of teaching social studies. One group utilized a specially
developed set of social studies readings. A second group used the read-
ings plus additional materials. The third group used the traditional

63Ibid.

64Robert Sidney Trotter, Jr., "A Study of Student Achievement
and Attitude Utilizing Two Methods of Teaching the American Government
Course in a Metropolitan J.C.," Dissertation Abstracts International

65Ibid.

66Ibid.

67John Philip Lovetere, "An Experimental Evaluation of the
Effectiveness of Background Materials in the Study of Government,"
methods that had previously been used at the eighth grade level. At the conclusion of the eleven week study, Lovetere found that the treatment groups showed significant cognitive gains over the control group, but there was no significant difference between the two treatment groups.68 There was also a significant change in attitudes of students in the treatment groups toward government but not in the control groups.69

Sinks, working with seventh grade students, sought to compare individualized instruction with the traditional textbook, class group method.70 Content was held constant for both groups; only the method of instruction was changed. He concluded that individualized instruction in the area of social studies at the seventh grade level significantly increases gains in achievement scores of students. He also concluded that it accounted for desirable changes in behavior, attitudes and learning strategies that were found in the students included in the experimental group.71

At the eleventh grade level, Vakos72 investigated the effect of part-time grouping on achievement in social studies. Each week, students were assigned to heterogeneous classes for two days, one large lecture

68Ibid.
69Ibid.
71Ibid.
section for one day, a high, average, or low ability group for two days. He found that ability levels were unrelated to test performance. He also concluded that grouping has little effect on student attendance.73

Linhardt74 compared two teaching methods, lecture and discussion, in a psychology course given at the twelfth grade level. It was hypothesized that there would be a greater modification of attitudes among seniors taught by discussion method than those taught by lecture and that both of these groups would show greater change of attitude than a control group who were not enrolled in the psychology course. There were sixty students in the experimental groups, which consisted of two sections of a one semester course in psychology. A third group of thirty seniors not taking psychology were used as the control group. Linhardt found no significant differences in either achievement or attitudes between the two experimental groups, and neither of the experimental groups showed a significant change in attitudes over the control group.75

In an experimental summer school program in twelfth grade social studies, Morrison76 compared the effects of teaching of twelfth grade government in an environment saturated with study trips and resource

73Ibid.


75Ibid.

speakers with a traditional method taught during the same summer. A summary of the findings showed that the experimental group had greater cognitive gains than those students in the traditional classes, but this difference was only obtained with the Caucasian students. The Negroes, Mexican-Americans, and orientals in the experimental group did not show any significant gains over those students in the traditional groups. Attendance and behavior among the students in the experimental group improved over those students in the comparison group.77

High school students' misconceptions related to the social sciences. Studies of the responses of high school and college students to superstitions, myths, fallacies and misconceptions began in the early decades of the present century. This section stresses studies using high school subjects to investigate responses to various types of misconceptions related to the behavioral sciences.

In one of the very early investigations, Nixon78 formulated a list of thirty true-false statements which, in his opinion, science had proven to be false. An example of two items shows the nature of the questions he included in his study:

18. Adults sometimes become feebleminded from over study.

19. Man is superior because his conduct is very largely guided by reason.79

In administering his thirty-item test to college students, he found that men averaged 10.5 and women 12.3 erroneous responses.

77Ibid., pp. 102-103.


79Ibid., p. 419.
Garrett and Fisher\textsuperscript{80} added ten items of a similar nature to Nixon's original thirty and administered their test to high school students rather than college students. They found that high school students were "... considerably more credulous than Nixon's men and women."\textsuperscript{81} They theorized that lack of information was the main factor behind high credulity.

By 1930 Lundeen and Caldwell\textsuperscript{82} developed a two hundred item test to determine "... to what extent high school seniors of various localities have heard of, believe in, and are influenced by certain unfounded beliefs."\textsuperscript{83} Their purpose was to discover the causal factors behind belief or disbelief and with the results construct teaching strategies to overcome unscientific responses. They concluded from their study that education reduced erroneous beliefs. They further discovered that high school senior girls were more susceptible to the influence of unfounded beliefs than senior boys. In another study, Caldwell and Lundeen\textsuperscript{84} reported on their efforts to prepare and administer some teaching units designed to correct unfounded beliefs among junior high school students. They found a 33.3 percent gain in desirable responses with 55 percent of the students in ten schools answering


\textsuperscript{81}Ibid., p. 415.


\textsuperscript{83}Ibid., p. 257.

\textsuperscript{84}Otis W. Caldwell and Gerhard E. Lundeen, "Further Study of Unfounded Beliefs Among Junior High School Pupils," \textit{Teachers College Record}, 36:35-52, October, 1934.
Engle\textsuperscript{85} in an effort to promote the incorporation of psychology at the high school level, demonstrated the potential of that discipline for overcoming "deeply rooted preconceived notions"\textsuperscript{86} by means of a course pre-test and post-test. He used a fifty-item true-false pretest with 402 high school juniors and seniors. Using the pre-test results he formulated a series of questions such as, "Are high-school boys and girls prepared to assume the responsibilities of parenthood in a few years as long as . . . three out of four trust to 'instinct' for guidance in the development of love for children?"\textsuperscript{87} There was statistically significant improvement on each of the thirty-two items selected from the original fifty for use on the post-test.

In 1955, Miller\textsuperscript{88} developed a "Fallacy Recognition Test" in two parallel forms and concluded from its use that students who receive instruction on reasoning problems more readily recognize fallacies than those students receiving no instruction. He also found that capacity to recognize fallacies was not related to sex, grade, scholastic standing, mental age or reading ability.\textsuperscript{89}


\textsuperscript{86}Ibid., p. 73.

\textsuperscript{87}Ibid., pp. 75-76.


\textsuperscript{89}Ibid.
In a more recent study, Anthony\textsuperscript{90} devised an instrument for measuring contradictory beliefs about (1) sex, courtship and marriage, (2) economics, (3) prejudice, (4) nationalism and patriotism, (5) social class, and (6) religion and morality. Constructing a list of sixty-six contradictory statements which she had validated with judges, she tested 208 students at the ninth and twelfth grade levels. She found no significant differences between girls within or between grades, nor for boys within or between grades. She also found no significant differences between boys and girls within ninth grade and twelfth grade.

The motivation for the studies of student responses to myths and fallacies has been the desire for curriculum improvement. In spite of the attempts to eliminate them from the minds of students, myths continue to exist. Students continue to hold beliefs that are inconsistent with the findings of science. As Rosten has commented: "We all see things as we are and not as they are."\textsuperscript{91}

**Summary.** Local secondary schools are assuming more and more responsibility for designing social studies programs that draw from ideas and materials developed by national social studies projects yet bring them together into a coherent approach. Indeed if the new social studies curriculum is to succeed at the local level, it must be modified to fit the specific situation.\textsuperscript{92} If the classroom teacher offers a program to


\textsuperscript{91}Leo Rosten, "Myths by Which We Live," *Journal of General Education*, 17:169, October, 1965

\textsuperscript{92}Dudding and Godeke, *loc. cit.*, p. 320.
his students as a kind of teaching machine, the chances for successful teaching are fairly remote. If, on the other hand, he uses the curriculum as a guide to his own planning and a stimulus for his thinking, real growth can occur. In the final analysis, the teacher's objectives and attitudes toward inquiry will determine how well it will succeed.
CHAPTER III

PROCEDURES FOR CONDUCTING THE INVESTIGATION

Introduction. As stated earlier, the purpose of this study is to determine which method of teaching twelfth grade social studies is the most effective method in terms of cognitive and affective gains: a student-activity method, a traditional method, or a combination traditional-activity method of instruction. In this chapter, a description is presented of the composition of the student groups, the qualifications of the instructors, the hypotheses to be tested, the teaching methods employed, the research procedures and instruments used, and the statistical procedures used.

DESCRIPTION OF THE STUDENT GROUPS

The students included in the study attended high school in the Merced Union High School District. The schools were: Atwater High School (student-activity group), Livingston High School (traditional group), and Merced High School, North Campus (combination traditional-activity group).

The ethnic distributions of the students from each high school is presented in Table 1. Following is a brief description of each group.

The Student Activity Group. The students in the student activity group attended Atwater High School, Merced Union High School District (MUHSD). The group consisted of 164 senior students made up of the following ethnic groups: Black, 14; Mexican-American, 14; Oriental, 10;
and Caucasian, 126 (see Table 1). There are 69 males and 95 females in the group.

**TABLE 1**


<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>ATWATER</th>
<th>Percent</th>
<th>LIVINGSTON</th>
<th>Percent</th>
<th>MERCED</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oriental</td>
<td>10</td>
<td>6.9</td>
<td>13</td>
<td>8.7</td>
<td>11</td>
<td>8.4</td>
</tr>
<tr>
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<td>14</td>
<td>8.8</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>12.3</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>14</td>
<td>8.8</td>
<td>25</td>
<td>19.8</td>
<td>20</td>
<td>15.3</td>
</tr>
<tr>
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<td>126</td>
<td>75.5</td>
<td>90</td>
<td>71.5</td>
<td>83</td>
<td>64.0</td>
</tr>
</tbody>
</table>

**The Traditional Group.** The students in the traditional group were enrolled in Livingston High School, MUHSD. The ethnic distribution is shown in Table 1. There are 68 males and 60 females in the group. This group differs from the other groups in its ethnic composition in that no Blacks are included. Blacks make up less than one percent of the entire student population.

**The Combination Activity-Traditional Group.** The students in the combination group attended Merced High School, North Campus, MUHSD. The total numbered 130 seniors of which 56 were males and 74 females. The ethnic composition consists of sixteen Black, twenty Mexican-American, eleven Oriental, and eighty-three Caucasian students.
DATA ON INTELLIGENCE TEST SCORES AND FAMILY INCOMES

Data concerning the economic compositions of each schools' attendance area was obtained from a report. This report, prepared for the purposes of determining welfare assistance needs in the county, showed the median family income for homes in the Atwater High School area to be $7,550. The median family income for homes in the Livingston High School area was $7,465. The Merced High School attendance area had family incomes somewhat higher at $8,750. (See Table 2.)

The subjects in each group appear to be of average intelligence. (See Table 2.) In September, 1971, all the students in the school district enrolled in the twelfth grade were administered the Large-Thorndike Intelligence Test. The subjects in the student activity group achieved a mean I.Q. score of 99.8, the students in the combination activity-traditional group achieved a mean I.Q. score of 99.1, while the students in the traditional group attained a mean I.Q. score of 97.2. Students who scored two standard deviations above or below the mean on this test were excluded from the study.

<table>
<thead>
<tr>
<th>TABLE 2</th>
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<tr>
<td>MEAN I.Q. SCORES AND MEDIAN FAMILY INCOMES OF THE STUDENTS INCLUDED IN THE STUDY FROM ATWATER, MERCED, AND LIVINGSTON HIGH SCHOOLS</td>
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<table>
<thead>
<tr>
<th></th>
<th>ATWATER</th>
<th>MERCED</th>
<th>LIVINGSTON</th>
</tr>
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<tbody>
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<td>I.Q.</td>
<td>99.8</td>
<td>99.1</td>
<td>97.2</td>
</tr>
<tr>
<td>INCOME</td>
<td>$7,550</td>
<td>$8,750</td>
<td>$7,475</td>
</tr>
</tbody>
</table>

1Merced County Board of Supervisors, Family Income, Merced County, source: 1970 Census Sample (mimeographed).

INSTRUCTORS

All of the instructors in the study hold the general secondary life diploma credential of the State of California. Based upon the evaluations of their classroom performances by the administrators of their schools, the instructors have all been granted tenure by the MUHSD. The teacher of the traditional course has had thirty-three years of teaching experience at the secondary level. He holds a B.A. and an M.A. degree in social science. The teachers of the student-activity group have had eight years and fourteen years experience respectively in teaching at the secondary level. One holds both the B.A. and M.A. degrees in social science and the other instructor holds a B.A. degree in history and an M.A. degree in political science. The instructor of the combination activity-traditional course possesses a B.A. degree in social science and an M.A. degree in history. He has taught twelfth grade social studies for eleven years.

HYPOTHESES

The five major null hypotheses tested in this study are stated in Chapter I (see page 7). In addition to the major hypotheses and their alternatives, several other hypotheses were constructed to attempt to determine what effects, if any, the three methods of instruction in twelfth grade social studies had on the different ethnic groups.

Hypothesis 1.1. Caucasian subjects in the three methods of instruction in twelfth grade social studies will score significantly higher on the Iowa Test of Educational Development, Sub-Test Social Studies, than will the Oriental and Mexican-American subjects in the
three methods of instruction.

**Hypothesis 1.2.** Black students instructed in twelfth grade social studies under a student-activity method of instruction will score significantly higher on the Iowa Test of Educational Development, Sub-Test Social Studies, than will Black students instructed under a combination student activity-traditional method of instruction.

**Hypothesis 2.1.** Caucasian students instructed in twelfth grade social studies under a student activity method will score significantly higher on a test designed to measure student responses to myth or fallacy statements related to three social problem areas than will Caucasian students who are instructed in twelfth grade social studies under a combination student activity-traditional method or a traditional method of instruction.

**Hypothesis 2.2.** Oriental students instructed in twelfth grade social studies under the student activity method will score significantly higher on a test designed to measure student responses to myth or fallacy statements related to three social problem areas than will Oriental students instructed in twelfth grade social studies under a combination student activity-traditional method of instruction or a traditional method of instruction.

**Hypothesis 2.3.** Black students instructed in twelfth grade social studies under a student-activity method will score significantly higher on a test designed to measure student responses to myth or fallacy statements related to three social problem areas than will Black students instructed in twelfth grade social studies under a combined activity-
traditional method.

**Hypothesis 2.4.** Mexican-American students instructed in twelfth grade social studies under a student activity method will score significantly higher on a test designed to measure student responses to myth or fallacy statements related to three social problem areas than will Mexican-American students instructed in twelfth grade social studies under a combination activity-traditional method or a traditional method of instruction.

**DESCRIPTION OF THE TEACHING METHODS**

**Introduction.** Each of the groups involved in the study follow the district adopted course of study. However, an instructor may vary the sequence of the course of study at different times. For example, one group may be studying economics while the other is studying comparative governments, and the third group yet another area. Each group spent approximately the same amount of time studying each subject area; however, the combination activity-traditional group usually did not spend a set block of time on any one subject, but skipped from one subject to another and then back again to the original subject. An example of this is during the study of the legal system. They might spend two days on international law and two days on comparative governmental systems and then back to international law. The other two groups did this to some extent but more often stayed on one subject until the unit was completed.

The same basic textbook was available to each group. Supplementary books varied among the groups, with each teacher selecting the books he felt best suited the needs of his students; however, many times the teachers selected the same books for supplementary use. (See Appendix G.)
Each group also had available for use periodicals such as *Time* magazine and *The Congressional Quarterly*.

**The Student Activity Method.** The activities in this course are conducted by the students themselves. With the guidance of two teachers, the students help plan and carry out such activities as a moot court, mock legislative assembly, and a mock political convention.

During the moot court, the classroom is set up as an actual courtroom including the jury box, judge's bench, attorneys' sections, court reporter's section, and the like. The students obtained transcripts of actual court trials from various county clerks. The transcripts are used by the students as a guide, including the evidence, the names of the parties, the court officials, and the attorneys. It is interesting to note that the student juries do not always arrive at the same verdict as the adult juries in the transcripts. All the activities of an actual trial are presented, from the seating of the jury to the final verdict. Two trials are presented by each class: a criminal case and a civil case, each lasting approximately two weeks. Each student plays an active part in the case, either as a court official, juror, defendant, arresting officer, or witness. Students' roles are determined by the class. For example, the judge is selected by the class from among those students indicating a desire to be the judge. An ineffective judge may be removed by the Supreme Court (instructors) upon proper petition by one or more of the attorneys.

Another example of the type of activities used by this group is the mock legislative assembly, modeled after the California State Assembly in Sacramento. Covering a period of approximately six weeks, the first week is spent in lecture and discussion by the team teachers on the
procedures involved in such things as the functions of the legislature, legislative committees, the procedure for introducing bills, and the like. The government class is divided up into districts, assemblymen are elected, and the remaining students serve as legislative aides and officials. Committees are organized and the legislature is ready to function. The chambers of the legislature are duplicated in the classroom and all students are active participants.

A mock political convention is the culminating activity at the end of the semester. Held in the school gymnasium, the keynote speaker is an elected state assemblyman or state senator. From four to eight presidential hopefuls vie for the votes of each state's delegates. A week in the planning and two days in the execution, the mock political convention appears to be an effective tool in teaching students how political candidates for president are chosen.

The activities discussed above take up twelve to thirteen weeks of the eighteen week semester. The remaining weeks of the semester are spent in lecture, discussion, and reading; however, there are still some student activities. For example, at the end of a unit of subject-matter, students review by using gaming activities. "Bingo" is used where cards contain answers and questions are called.

There is one formal paper required of each student during the semester. The paper involves having the student read the Congressional Record on some topic of interest. Then the student must research mass media materials on the same topic and compare and analyze his findings with the Congressional Record. This paper is a joint venture including the English and Social Studies Departments. The English Department instructors grade the papers for mechanics and format; the Social Studies
Department, that is, the team teachers evaluate the papers for content.

The evaluation of the student activities is done jointly by the students and the team teachers. A check list for each student activity has been developed by the instructors, and at the end of an activity, the teachers and students work together in arriving at a grade for each student. (See Appendix H.) Each student submits a statement indicating his part in the activity and the grade he feels he deserves. Evaluation of subject-matter units presented by the lecture-discussion method are evaluated by means of essay examinations.

The Combination Student Activity—Traditional Course. This course is traditional in the sense that it is almost entirely teacher centered. The basic source of material for this course is Time magazine. The general pattern of the course is to locate and assign students to read articles from Time magazine on the subject matter that is being studied in class at a given time. Past issues of the magazine are kept on shelves in the classroom and are available for student use as well as current issues. Through the years, an index system has been developed by the instructor which permits easy access to past articles on the units of subject matter studied in the course.

Once the assigned articles on a given unit of subject matter are read, there is a discussion period about the materials in the articles. Following the reading and discussion sessions, the instructor presents a lecture on the historical aspects of the material. Sometimes the process is reversed and the lecture is given first, followed by reading and discussion.

Two types of tests are used to evaluate student achievement.
Essay examinations are given to evaluate the students' ability to grasp the materials presented in the lectures and discussions. Objective tests, usually true-false tests, are used to evaluate the students' ability to understand and recall the materials in the *Time* magazine articles. (See Appendix H.)

The student centered aspects of the course consist of student debates, simulated games in economics and comparative government, and learning activity packages. In these activities, the instructor takes the role of advisor, letting the students carry out the activities themselves.

In addition to *Time* magazine, the basic text book for twelfth grade social studies, periodicals, and other supplementary paperback books are available in the classroom for student use. Although these supplementary materials are not required reading, they are used extensively by the students in conjunction with the learning activity packages, student debates, and other activities.

The *Traditional Course*. This twelfth grade class in American government is considered to be traditional in the sense that it is a teacher-centered course, with the teacher planning all of the lessons, the subject matter to be studied, and the evaluation of the students. In addition, the format consists of lectures, readings from a basic text, and discussion. There are supplementary books available; however, the readings in these books are selected by the instructor and are mandatory reading for all students. There are no activities involving students, and all students in each class are lead through the subject matter in a lock-step manner, with each class covering the same material in a given class period.
Student evaluation consists of essay examinations covering the materials presented in the lectures, textbook readings, discussions, and assigned readings in the supplementary books.

RESEARCH PROCEDURES

Evaluation of student discipline. Each school in the study has a vice-principal in charge of discipline who keeps a record of all students referred to him for any reason concerning the student's conduct. Through individual contacts with each of these school officials, information was obtained concerning the discipline patterns of each subject during the spring semester as well as those seniors not included in the groups. Again it was determined whether the teaching methods in twelfth grade social studies had any effect on student discipline.

Evaluation of attendance records. The attendance records for the subjects in each group were obtained for the Spring semester from the attendance records at each school. The attendance for each student is processed through a computerized system that records all absences for any reason. A comparison of the absences at the end of the Spring semester was made between the students in each group and the seniors not included in the study to determine whether the teaching methods had any effect on student attendance.

Student participation in extra-curricular activities. A short questionnaire (See Appendix B) was administered to all subjects in the study at the beginning of the spring semester to obtain data concerning extra-curricular activities of the subjects during the Fall semester. The same questionnaire was administered at the end of the Spring semester.
to obtain data concerning the subjects' extra-curricular activities during the spring semester. The purpose of these questionnaires was to determine what changes occurred in the extra-curricular activities of the subjects in each group.

**Testing procedures.** All the tests and questionnaires administered to the subjects first had to be approved by the administration of the MUHSD. The investigator was informed that the instruments could be used if the students would not be required to reveal their ethnic, religious, or socio-economic backgrounds. It was therefore necessary to have each subject put his name on the tests and questionnaires. The teachers of each group were then requested to identify the ethnic background of each student. The categories included Caucasian, Black, Mexican-American, Oriental, and other. None of the subjects were placed in the category of "other." Only those students who completed the questionnaires and the tests were included in the study.

Arrangements were made with the administration of each school and the teachers of the classes included in the study for the investigator to administer all the tests. The questionnaires were also given by the investigator. Because of the number of activities involving seniors the last two weeks of school, (graduation lineup, awards assemblies, etc.), it was decided to administer the Iowa Test of Educational Development, Sub Test Social Studies, and the Myth and Fallacy Test during the first week in May. The classes in each group were tested during the first two class periods in the cafeteria at each school. The investigator arrived well in advance of the testing periods and set out all materials to be used on an every-other-chair basis in the cafeteria. Each group tested received the same instructions. There were no interruptions or problems
at any of the test administrations conducted by the investigator. It should also be pointed out that the state mandated testing of ninth and twelfth grades, which takes place in September, is carried out in the cafeteria at each school.

The subjects took the Myth and Fallacy Test last. Because all questions must be answered, no time limit was set. When the student completed this test he filled out the questionnaire concerning his extra-curricular activities during the spring semester. He was then excused to return to his regular class period.

The Iowa Test of Educational Development, Sub Test Social Studies was administered first. After receiving directions, the students were given forty minutes to work on the test. At the end of that time, the students were given a five minute break before returning to take the Myth and Fallacy Test.

RESEARCH INSTRUMENTS

The research instruments used in this study were the Iowa Test of Educational Development, Sub Test Social Studies, a Myth and Fallacy Test, and a diary.

The first instrument was used to measure cognition at a higher level than "knowledge," requiring interpretation and evaluation materials. The eight passages in the sub-test concern topics drawn from the areas of geography, sociology, contemporary social problems, economics, political science, and history. This instrument was selected because it was administered to all the subjects in the study at the beginning of the

The investigator, over the past several years as a classroom teacher, has become aware of the high degree of interest high school students show in contemporary social problems. Despite this interest, many students continue to make inaccurate statements and come to illogical conclusions in dealing with social problems. For example, they may feel the income tax laws favor the low income worker because they personally have all their withheld taxes returned. A question that this study hopes to answer is: Does the method of teaching twelfth grade social studies have any effects on the extent to which students subscribe to myths and fallacies regarding selected social problems? To answer this question, the investigator selected a 105 item questionnaire developed by Dr. Donald Taylor at the University of Denver. Using high school students in the Denver Public Schools, Dr. Taylor developed his questionnaire to determine the extent to which high school seniors subscribe to myths and fallacies in the area of courtship, marriage, and family; crime and juvenile delinquency; and politics and economics. Nine behavioral scientists evaluated the content validity of the items developed by Dr. Taylor. Three groups of three behavioral scientists each were selected, one group for each social problem area. The selection of evaluators in each group was determined on the basis of their specialized preparation and work in the social problem area. Items on which fewer than two evaluators concurred were eliminated. Several of the items were eliminated even though two or more evaluators concurred.

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but written comments brought to light irremediable ambiguities or possible misinterpretation which seemed to justify elimination. The end result was the 105 item Myth and Fallacy Test.

The investigator kept a diary during the time the study was in progress to record any comments or events, positive or negative, concerning the three programs in the study. This simple method of observation, classified as nonreactive testing, is recommended by Webb, et al.5 They go on to say that "... conversational sampling is a sensitive and faithful source of information."6

A further comment by Binder7 is made on this method of collecting data:

We must use all available weapons of attack, face our problems realistically and not retreat to the land of fashionable sterility, learn to sweat over our data with an admixture of judgment and intuitive rumination, and accept the usefulness of particular data even when the level of analysis available for them is markedly below available for other data in the empirical area.

METHODS OF MEASUREMENT

The Iowa Test of Educational Development, Sub-Test Social Studies, was used to measure cognitive gains. The parametric test of covariance was used to compare the results obtained through Sub-Test Social Studies of the ITED. Kerlinger recommends covariance in studies involving intact

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6Ibid., p. 131.

groups. He goes on to say that: 8

One of the major difficulties of educational and sociological research is our inability to set up experimental groups at will. Administrators and teachers, for example, are understandably reluctant to break up classes. The investigator must use classes intact. Through the analysis of covariance it is often possible to control class or other group differences statistically.

In September, 1971, all the subjects included in the study were given the Iowa Test of Educational Development, Sub-Test Social Studies as a part of the state-mandated testing program. The standard scores obtained on this test were used as the pretest. The ITED Sub-Test Social Studies was again administered to all the subjects during the first week in May, 1972. The standard scores on this test served as the post-test. The scores from the post-test were covaried with the pre-test scores.

The covariance procedure is further described by Helmstadter 9 as:

When matching is not possible and randomization has not eliminated relevant subject differences, the researcher can employ statistical control. Actually statistical control does not involve holding variables constant or obtaining equivalent groups, but rather making a statistical adjustment on the final observations to account for any measured lack of initial equivalences . . . . If a measure of past accomplishment is available and it is related to future performance, then, by means of an analysis of co-variance, it is possible to determine how many of the differences in the final performance would be expected because of the initial differences in achievement and to make an appropriate adjustment. When interpreting results, only differences larger than those to be expected on the basis of initial differences would be considered.

The analysis of covariance was divided into levels of male and female.


This division is based on the assumption that boys exhibit a greater degree of political acumen than girls.\(^\text{10}\)

To obtain an accurate measurement, the MANOVA computer program requires consistency in the number of scores in each cell. Twenty-two female Caucasian scores, eight from the student-activity group, seven from each of the other two groups, were randomly discarded to achieve proportional numbers of female subjects in each cell when the analysis of covariance was computed comparing treatment groups by sex, and treatment be ethnic sub-groups. In addition, twenty Caucasian male students' scores were also randomly discarded from the student-activity groups to insure proportionality among the cells when the analysis of covariance was run comparing ethnic sub-groups within each treatment group. The scores for these students were retained for all other measurements.

To measure the extent to which senior high school students subscribe to selected social myths and fallacies, a Myth and Fallacy Test was given to the subjects in the study.

In order to determine if there were any significances between the ethnic groups as well as the total groups themselves, a one-way analysis of variance was the statistical procedure selected for this task. An analysis of variance was run to determine any significant differences among the subjects in the three groups representing the three methods of instruction in twelfth grade American government. Another analysis of variance was run to determine whether there were any significant differences among the ethnic groups identified in the study.

The appraisal of student behavior in the areas of participation in activities, attendance, and discipline was accomplished by subjecting the data in these areas to a series of t-tests. In the areas of discipline and attendance, students included in the study were compared with seniors in their respective schools who were not included in the study. In the area of extra-curricular activities, only those seniors who were included in the study were given the student questionnaire. Therefore, the t-test was used between the student groups included in the study.

The statistical tests used were considered significant at the .05 level of confidence as this level corresponds fairly well to two standard deviations from the mean of a normal probability distribution.\footnote{Kerlinger, loc. cit., p. 154.}
CHAPTER IV

STATISTICAL TREATMENT OF THE DATA
AND FINDINGS OF THE STUDY

INTRODUCTION

The data contained in this study were collected during the 1971-1972 school year to compare three methods (student-activity, traditional, and a combination traditional-activity method) of teaching twelfth grade social studies. The student-activity group consisted of 164 seniors; the traditional group, 128 seniors; and the combination traditional-activity group, 130 senior students.

The data deal with cognitive gains of students as well as affective gains in the areas of discipline, attendance, and extra-curricular activities. The Iowa Test of Educational Development, Sub-Test Social Studies, and the Myth and Fallacy Test described in Chapter III were the instruments used to measure cognitive gains. The data concerning discipline, referrals for any reason and student attendance were obtained from school records. Participation in extra-curricular activities were reported by the students on a questionnaire at the close of the school year. A diary was also kept to record observed comments and events the investigator noted during the study.

GENERAL RESULTS OF THE COGNITIVE AND AFFECTIVE MEASURES

The following is a report of these data, the various statistical procedures used, and the relationship of the data to the formulated
hypotheses.

COGNITIVE RESULTS AS MEASURED BY ITED

Hypothesis 1. That cognitive gains by students are not significantly affected by the method of instruction in twelfth grade social studies as measured by the Iowa Test of Educational Development, Sub-Test Social Studies.

The ITED, Sub-Test Social Studies pretest was given in September, 1971 and the posttest in May, 1972. The mean scores of the subjects are presented in Table 3.

<table>
<thead>
<tr>
<th>TABLE 3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student-Activity Group</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>18.910</td>
<td>19.985</td>
</tr>
<tr>
<td>Females</td>
<td>17.158</td>
<td>17.592</td>
</tr>
<tr>
<td>Combined males and females</td>
<td>18.034</td>
<td>18.789</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity-Traditional Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
</tr>
<tr>
<td>Females</td>
</tr>
<tr>
<td>Combined males and females</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
</tr>
<tr>
<td>Females</td>
</tr>
<tr>
<td>Combined males and females</td>
</tr>
</tbody>
</table>

In the preceding summary of mean scores on the ITED, Sub-Test Social Studies it is apparent that the students in the traditional group began at a lower level of knowledge than the other two groups. When combining the mean scores of males and females in each group, the students
in the student-activity group achieved a mean score of 18.034 on the pre-
test and a mean score of 18.789 on the posttest. Subjects in the combina-
tion activity-traditional group achieved a mean score of 17.934 on the
pretest and a mean score of 18.186 on the posttest. The subjects in the
traditional group scored means of 16.096 and 16.282 on the pre-posttests.

An analysis of covariance run on a Trendex 500 computer at the
University of the Pacific, using the ANOVA program, compared the standard
scores of the three groups obtained on the Iowa Test of Educational De-
velopment, Sub-Test Social Studies. The research design for the measure-
ment of cognitive gains was a pre-posttest. The pretest scores were used
as the covariant control. The analysis of covariance was partitioned into
levels of male and female to control for possible differences in male and
female subjects.

TABLE 4

COGNITIVE MEASURE OF GAINS IN TWELFTH GRADE SOCIAL STUDIES
FOR STUDENTS IN THE STUDENT-ACTIVITY GROUP, THE
ACTIVITY-TRADITIONAL GROUP, AND THE
TRADITIONAL GROUP USING ANALYSIS
OF COVARIANCE

<table>
<thead>
<tr>
<th>A. Complete Factorial</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>df</td>
<td>SS</td>
<td>MS</td>
<td>F</td>
</tr>
<tr>
<td>Treatment</td>
<td>2</td>
<td>104.602</td>
<td>52.301</td>
<td>3.306</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
<td>4.234</td>
<td>4.234</td>
<td>0.268</td>
</tr>
<tr>
<td>Tr. X Lev.</td>
<td>2</td>
<td>38.586</td>
<td>19.293</td>
<td>1.219</td>
</tr>
<tr>
<td>Within Cells</td>
<td>363</td>
<td>5743.289</td>
<td>15.822</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>368</td>
<td>5890.711</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the analysis of covariance performed on the data
(see Table 4) these differences are significant at the .05 level of significance. Although the analysis of covariance will adjust for some of the initial differences in the groups, it is very possible that factors other than the method of instruction are affecting student achievement. One possible factor could be that students who begin studying a subject at a higher level of knowledge may learn faster than those students who start out at a lower level. This same factor might also apply to the scores on the Myth and Fallacy test. The null hypothesis that cognitive gains by students are not significantly affected by the method of instruction in twelfth grade social studies was rejected at the .05 level of significance.

In comparing the student-activity group with the combination activity-traditional group, the students in the student-activity group did significantly better on the ITED, Sub-Test Social Studies (t = 2.73) at the .05 level of significance. When the students in the student-activity group were compared with the students in the traditional group they also did significantly better (t = 7.23) at the .05 level of significance. Hypothesis 1 was rejected in favor of the alternative hypothesis:

Statistically significant cognitive gains in the concepts of social studies will be observed in those students in a student-activity method of instruction as measured by the Iowa Test of Educational Development, Sub-Test Social Studies.

Additional hypotheses. In an attempt to determine what effects, if any, the three methods of instruction in twelfth grade social studies had on the different ethnic groups, several additional hypotheses were constructed in addition to the major null hypotheses and their alternate hypotheses. The following is a summary of the statistical measurements
and their relationships to these additional hypotheses:

Hypothesis 1.1. Caucasian subjects in the three methods of instruction in twelfth grade social studies will score significantly higher on the Iowa Test of Educational Development, Sub-Test Social Studies, than will the Oriental and Mexican-American subjects in the three methods of instruction.

When the students were divided into the ethnic sub-groups the following means were obtained.

Table 5


<table>
<thead>
<tr>
<th>Student-Activity Group</th>
<th>PRETEST</th>
<th>POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasians</td>
<td>16.792</td>
<td>18.117</td>
</tr>
<tr>
<td>Orientals</td>
<td>19.091</td>
<td>21.545</td>
</tr>
<tr>
<td>Mexican-Americans</td>
<td>16.158</td>
<td>16.474</td>
</tr>
<tr>
<td>Blacks</td>
<td>13.500</td>
<td>14.286</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity-Traditional Group</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasians</td>
<td>18.991</td>
<td>19.806</td>
</tr>
<tr>
<td>Orientals</td>
<td>15.800</td>
<td>15.400</td>
</tr>
<tr>
<td>Mexican-Americans</td>
<td>13.000</td>
<td>14.333</td>
</tr>
<tr>
<td>Blacks</td>
<td>14.466</td>
<td>15.476</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traditional Group</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasians</td>
<td>16.646</td>
<td>16.427</td>
</tr>
<tr>
<td>Orientals</td>
<td>19.308</td>
<td>20.462</td>
</tr>
<tr>
<td>Mexican-Americans</td>
<td>13.120</td>
<td>13.920</td>
</tr>
</tbody>
</table>

In view of the differences in mean scores among ethnic subgroups within each teaching category in Table 5, any lack of statistical significance may well be due to the small number of students in some subgroups.

The analysis of covariance (see Table 6) for treatment by ethnic groups indicated that there was a significant difference \( F = 3.629 \) between the total groups but no significant differences between the ethnic sub-groups within each group \( F = 1.122 \).
TABLE 6
COGNITIVE MEASURE OF GAINS IN SOCIAL STUDIES FOR ETHNIC GROUPS USING ANALYSIS OF COVARIANCE

<table>
<thead>
<tr>
<th>A. Complete Factorial</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>2</td>
<td>111.852</td>
<td>55.926</td>
<td>3.629</td>
<td>.05</td>
</tr>
<tr>
<td>Level</td>
<td>2</td>
<td>34.582</td>
<td>17.291</td>
<td>1.122</td>
<td>NS</td>
</tr>
<tr>
<td>Tr. X Lev.</td>
<td>4</td>
<td>106.895</td>
<td>26.724</td>
<td>1.734</td>
<td>NS</td>
</tr>
<tr>
<td>Within Cells</td>
<td>340</td>
<td>5393.527</td>
<td>15.410</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>348</td>
<td>5646.856</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis 1.1 was not supported by the data.

Hypothesis 1.2. Black students instructed in twelfth grade social studies under a student-activity method of instruction will score significantly higher on the Iowa Test of Educational Development, Sub-Test Social Studies, than will Black students instructed under a combination student activity-traditional method of instruction.

Because there were no Black students in the traditional group, a t-Test was computed between the scores of the Black students in the activity group and the combination student activity-traditional group on the ITED. No significant differences (t = .158) were found between these two groups. Hypothesis 1.2 was not supported by the data.

COGNITIVE RESULTS AS MEASURED BY THE MYTH AND FALLACY TEST

Hypothesis 2. The ability to recognize myths and fallacies in selected social problems by seniors in high school is not affected by the method of instruction in twelfth grade social studies.

The Myth and Fallacy Test was administered to the students in May, 1972. The mean scores of the total groups are reported in Table 7.
TABLE 7
MEAN SCORES OF MALE AND FEMALE STUDENTS IN THE STUDENT-ACTIVITY GROUP, THE TRADITIONAL GROUP, AND THE COMBINATION TRADITIONAL-ACTIVITY GROUP ON THE MYTH AND FALLACY TEST

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Activity Group</td>
<td>55.68</td>
<td>51.68</td>
</tr>
<tr>
<td>Traditional Group</td>
<td>49.80</td>
<td>49.23</td>
</tr>
<tr>
<td>Traditional-Activity Group</td>
<td>49.84</td>
<td>51.70</td>
</tr>
</tbody>
</table>

A one-way analysis of variance (ANOVA) compared the scores on a myth and fallacy test of the three groups of subjects included in the study. As there were no Black subjects in the traditional group, the ANOVA for the total groups (Table 8) does not include scores of Black students.

TABLE 8
ANOVA TABLE FOR TOTAL GROUPS' RESPONSES TO MYTH AND FALLACY STATEMENTS IN SELECTED SOCIAL PROBLEM AREAS

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>DF</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1395.6870</td>
<td>2</td>
<td>697.8421</td>
<td>5.9842</td>
</tr>
<tr>
<td>Within Groups</td>
<td>48928.0529</td>
<td>419</td>
<td>116.7746</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50742.7399</td>
<td>421</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the total group of students, the null hypothesis that there are no differences among the groups in their responses to myths and fallacies in selected social problem areas was rejected (F = 5.9842) at the .05 level of significance.

Hypothesis 2 was rejected. Utilizing the t-Test, it was found that a comparison of the student-activity group and the traditional group
yielded a t-value of \( t = 3.22 \) which is significant at the .05 level of significance. A comparison of the student-activity group and the combination (\( t = 1.98 \)) activity-traditional group yielded a \( t \) value to \( t = 1.98 \) which is also significant at the .05 level of significance. In comparing the traditional group with the activity-traditional group no significant differences were found (\( t = 1.03 \)).

The alternate hypothesis was accepted:

Senior high school students in a student-activity centered method of instruction in twelfth grade social studies will be more able to recognize myths and fallacies in selected social problems, than senior high school students in a traditional method of instruction or senior high school students in a combination activity-traditional method of instruction in twelfth grade social studies.

To determine what effects the three methods of instruction had on the different ethnic groups on the Myth and Fallacy Test, several additional hypotheses were constructed in addition to the major hypotheses.

The mean scores of the different ethnic groups are presented in Table 9. As has been pointed out in Chapter III, there are no black subjects in the traditional group.

**TABLE 9**

<table>
<thead>
<tr>
<th></th>
<th>Caucasian</th>
<th>Oriental</th>
<th>Black</th>
<th>Mexican-American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity Group</td>
<td>56.27</td>
<td>60.90</td>
<td>48.62</td>
<td>48.93</td>
</tr>
<tr>
<td>Traditional Group</td>
<td>48.01</td>
<td>53.15</td>
<td>---</td>
<td>47.37</td>
</tr>
<tr>
<td>Traditional Activity Group</td>
<td>51.05</td>
<td>56.52</td>
<td>48.33</td>
<td>47.17</td>
</tr>
</tbody>
</table>

Hypothesis 2.1. Caucasian students instructed in twelfth grade social studies under a student-activity method will score significantly higher on a test designed to measure
student responses to myth or fallacy statements related to three social problem areas than will Caucasian students who are instructed in twelfth grade social studies under a combination student activity-traditional method or a traditional method of instruction.

A one-way analysis of variance (see Table 10) comparing the Caucasian students in each group produced an F ratio of F = 9.82 which is (significant at the .05 level) of significance.

TABLE 10

ANOVA TABLE FOR CAUCASIAN SUBJECTS' RESPONSES TO MYTH AND FALLACY STATEMENTS IN SELECTED SOCIAL PROBLEM AREAS

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>DF</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2226.9410</td>
<td>2</td>
<td>1113.4740</td>
<td>9.8279</td>
</tr>
<tr>
<td>Within Groups</td>
<td>33674.1031</td>
<td>297</td>
<td>113.3825</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35901.0441</td>
<td>299</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In comparing the student-activity group with the traditional group, the t-Test resulted in a t-ratio of t = 3.919. When the student-activity group was compared with the combination activity-traditional group the t-ratio was t = 2.63. Both of these t-ratios are significant at the .05 level of significance. A t-ratio of t = 1.218 was obtained when comparing the traditional group with the combination activity-traditional group which is not significant. Hypothesis 1.3 was supported by the data.

Hypothesis 2.2. Oriental students instructed in twelfth grade social studies under a student-activity method will score significantly higher on a test designed to measure student responses to myth or fallacy statements related to three social problem areas than will
Oriental students instructed in twelfth grade social studies under a combination activity-traditional method or a traditional method of instruction.

TABLE 11
ANOVA TABLE FOR ORIENTAL SUBJECTS' RESPONSES TO MYTH AND FALLACY STATEMENTS IN SELECTED SOCIAL PROBLEM AREAS

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>DF</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>263.3316</td>
<td>2</td>
<td>131.6734</td>
<td>1.3726</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2896.2374</td>
<td>31</td>
<td>96.0153</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3159.5690</td>
<td>33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the analysis of variance performed on the data revealed that there were no significant differences \((F = 1.37)\) among the Oriental students in the three groups at the .05 level of significance. Hypothesis 2.2 was not supported by the data.

**Hypothesis 2.3.** Black students instructed in twelfth grade social studies under a student-activity method will score significantly higher on a test designed to measure student responses to myth or fallacy statements related to three social problem areas than will Black students instructed in twelfth grade social studies under a combined activity-traditional method.

The results of a \(t\)-test between these two groups \((t = .012)\) indicated no significant difference at the .05 level of significance. Hypothesis 2.3 was not supported by the data.

**Hypothesis 2.4.** Mexican-American students instructed in twelfth grade social studies under a student-activity method will score significantly higher on a test designed to measure student responses to myth or fallacy statements related to three social problem areas than will Mexican-American students instructed in twelfth grade social
studies under a combination student activity-traditional method of instruction.

The analysis of variance (see Table 12) indicated no significant differences \( (F = .037) \) among the Mexican-American subjects in the three groups at the .05 level of significance. Hypothesis 2.4 was not supported by the data.

**TABLE 12**

ANOVA TABLE FOR MEXICAN-AMERICAN SUBJECTS' RESPONSES TO MYTH AND FALLACY STATEMENTS IN SELECTED SOCIAL PROBLEM AREAS

<table>
<thead>
<tr>
<th>Mexican-American Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of Variance</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Between Groups</td>
</tr>
<tr>
<td>Within Groups</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

**AFFECTIVE MEASURES: DISCIPLINE**

Hypothesis 3 That discipline of students is not significantly affected by the methods of instruction in twelfth grade social studies as measured by examination of school records.

An examination of the discipline records kept by the vice-principals of the three high schools during the spring semester of the 1971-1972 school year was undertaken to discover the number of referrals of the seniors at each high school. The average number of referrals for those seniors included in the study as well as those seniors at each high school not included in the study that were enrolled in the general track is presented in Table 13.
TABLE 13


<table>
<thead>
<tr>
<th></th>
<th>Atwater High School</th>
<th>Merced High School</th>
<th>Livingston High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors included in study</td>
<td>1.32</td>
<td>1.44</td>
<td>1.12</td>
</tr>
<tr>
<td>Seniors not included in study</td>
<td>1.96</td>
<td>1.87</td>
<td>.92</td>
</tr>
</tbody>
</table>

The t-Test\textsuperscript{12} was used to measure the differences in discipline referrals between those seniors in each group with those seniors not included in the study. When comparing the discipline records of those seniors at Atwater High School in the student-activity group with those seniors at Atwater High School who were not in the student-activity group, a t-value of $t = 2.04$ was found which is significant at the .05 level of significance. Seniors at Livingston High School in the traditional group were compared with those seniors at Livingston High School who were not in the traditional group. The resulting comparison for discipline referrals yielded a t value of $t = .114$ indicating no significant differences. When the seniors at Merced High School who were included in the combination traditional-activity group were compared with the seniors at Merced High School who were not included in the traditional-activity group a t value of $t = 1.46$ was found. This t value is not significant at the .05 level of confidence. Therefore, hypothesis 2 was rejected in favor of the alternate hypothesis which stated that:

Discipline of students in the student-activity centered method of instruction will be significantly better than other seniors as measured by school records.

\textsuperscript{12}James L. Bruning and B. L. Kintz, Computational Handbook of Statistics (Glenview: Scott, Foresman and Company, 1968), pp. 9-12.
AFFECTIVE MEASURES: ATTENDANCE

Hypothesis 4. That attendance of students is not significantly affected by the method of instruction in twelfth grade social studies as measured by school records.

Attendance records maintained by the district office of the MUHSD were used to compile attendance data on students included in the study as well as those seniors in the general track who were not included in the study to determine whether or not method of instruction has an effect on attendance. The average number of days missed for any reason is presented in the following table.

TABLE 14


<table>
<thead>
<tr>
<th></th>
<th>Atwater High School</th>
<th>Merced High School</th>
<th>Livingston High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors included in study</td>
<td>4.98</td>
<td>5.75</td>
<td>5.73</td>
</tr>
<tr>
<td>Seniors not included in study</td>
<td>6.39</td>
<td>6.22</td>
<td>7.01</td>
</tr>
</tbody>
</table>

The seniors at Atwater High School in the student-activity group were compared to the seniors at Atwater High School who were not in the student-activity group concerning attendance records. The t-Test gave a t value of $t = 2.76$ which indicated that the students in the student-activity group had significantly better attendance than those seniors at the same school who were not in the student-activity group.

The Livingston High School seniors in the traditional group also had significantly better attendance ($t = 2.01$) than those seniors at
Livingston who were not in the traditional group.

At Merced High School, the seniors in the combination traditional-activity group failed to differ significantly in attendance (t = .55) from those seniors who were not in the traditional-activity group.

The data indicate that hypothesis 3 is rejected as the attendance of the seniors in the student-activity group and the seniors in the traditional group did better than the other seniors at their respective schools.

The alternate hypothesis stated:

That attendance of students in the student-activity method of instruction will be significantly better than other seniors as measured by school records.

Although the alternative hypothesis is accepted, the seniors in the traditional group also evidenced significantly better attendance than those seniors not in the traditional group.

AFFECTIVE MEASURES: EXTRA CURRICULAR ACTIVITIES

Hypothesis 5. That participation of students in extra-curricular activities is not affected by the method of instruction in twelfth grade social studies.

A student questionnaire was administered in May, 1972 to the seniors included in each group. The students in the student-activity group participated in an average of 1.25 extra-curricular activities; the students in the traditional group, 1.02 extra-curricular activities; and the students in the combination traditional-activity group, 1.22 activities during the Spring semester. Seniors not included in the study did not fill out the questionnaire.

The t-Test for a difference between two independent means\textsuperscript{13} was

\textsuperscript{13}Ibid., pp. 9-12.
used to measure differences between groups participating in extra-curricular activities: Only seniors included in the study were given the extra-curricular activity questionnaire, therefore it was impossible to compare the seniors in each group to those seniors not included in the groups.

There were no differences among the groups in participation in extra-curricular activities. When the student-activity group was compared to the traditional group a t value of t = 1.58 was computed which is not significant. When the student-activity group was compared to the combination traditional-activity group a t value of t = .31 was found. When the seniors in the traditional group were compared to the students in the combination group a t value of t = 1.35 was found which is not significant at the .05 level of significance.

Hypothesis 4 was not rejected by the data and the alternate hypothesis was not supported by the data. The alternate hypothesis stated:

Students in the student-activity method of instruction in twelfth grade social studies will participate in significantly more extra-curricular activities than students in other methods of instruction.

THE DIARY RECORD

The diary proved to be of dubious value to the investigation. The investigator made five observations of each group during the semester. Each observation lasted approximately two hours. The visits consisted of the investigator's observing the instructors and the students. The investigator conversed with the students before and after class and during activities that would allow for conversation. The comments of the students and instructors were recorded after the visit in a diary.

The following is a summary of the reactions noted of students and
instructors during the visits:

1. Students in all the groups seemed to admire and like their instructors. In no instance did the investigator hear any derogatory remarks by students about the instructors.

2. All of the instructors in the groups expressed doubts about the reliability of the ITED to measure student ability in the social studies.

3. The students seemed to enjoy taking the Myth and Fallacy Test more than the ITED, Sub-Test Social Studies. Many students in all the groups showed an interest in discussing the items on the Myth and Fallacy Test at the end of the testing period.

4. The instructors of the student activity group felt the activities were a good way to get every student involved in the program. This observation was borne out to some extent by the comments of several students who felt that the activities gave them a change of pace and a chance for them to "do their thing."

5. The instructors of the student-activity group felt the most difficult part of their program was in evaluation. They considered evaluation to be one of the weaker parts of their program. The instructor of the combination activity-traditional group commented that evaluation kept him from having more student activities in his classes.

Summary. Of the five null hypotheses formulated, three were rejected and two failed to be rejected. The hypotheses that were not rejected were:

Hypothesis 4. That attendance is not affected by the method of instruction in twelfth grade social studies.

Hypothesis 5. That participation in extra-curricular activities is not affected by the method of instruction in twelfth grade social studies.

Three of the hypotheses were rejected:

Hypothesis 1. That cognitive gains are not affected by the method of instruction in twelfth grade social studies.

Hypothesis 2. The ability of students to recognize myth or fallacy statements related to three social problem areas is not affected by the method of instruction in twelfth grade social studies.
Hypothesis 3. That discipline of students is not significantly affected by the methods of instruction in twelfth grade social studies as measured by examination of school records.

Of the six additional hypotheses formulated to determine any effects the methods of instruction might have had on the ethnic groups, one was supported and five were not supported by the data. The hypothesis that was supported was:

Hypothesis 2.1. That Caucasian students in the student-activity group would score significantly higher on the Myth and Fallacy Test than Caucasian students in the activity-traditional or the traditional groups.

The additional hypotheses that were not supported by the data were:

Hypothesis 1.1. That Caucasians would score significantly higher on the ITED, Sub-Test Social Studies than would Oriental or Mexican-American students in each group.

Hypothesis 1.2. That Black students in the student-activity group would score significantly higher on the ITED, Sub-Test Social Studies than Black students in the combination activity-traditional group.

Hypothesis 2.2. That Oriental students in the student-activity group would score significantly higher on the Myth and Fallacy Test than Oriental students in the activity-traditional or the traditional groups.

Hypothesis 2.3. That Black students in the student-activity group would score significantly higher on the Myth and Fallacy Test than Black students in the activity-traditional or the traditional group.

Hypothesis 2.4. That Mexican-American students in the student-activity group would score significantly higher on the Myth and Fallacy Test than Mexican-American students in the activity-traditional or the traditional groups.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this investigation was to determine which method of instruction in twelfth grade social studies is the most effective method: instruction in government involving students mainly in activities, instruction in traditional classes, or instruction involving students in limited activities in traditional classes.

The study set out to measure cognitive gains as measured by the Iowa Test of Educational Development, sub-test social studies, and affective gains in student discipline, attendance, and participation in extra-curricular activities as measured by a series of simple non-parametric tests. There were one-hundred-sixty-four subjects in the student activity group, one-hundred-thirty subjects in the combination student activity-traditional group, and one-hundred-twenty-eight subjects in the traditional group.

To facilitate the statistical procedure used in measuring cognitive gains using the ANOVA computer program, the scores of twenty-two Caucasian females randomly selected from the three groups were discarded in order to obtain consistency in the cells. Twenty Caucasian male students' scores were also randomly discarded from the student-activity group when comparing ethnic sub-groups within each group in order to achieve consistency in the cells for measurement of cognitive gains. The Iowa Test of Educational Development, Sub-Test Social Studies was the instrument used to measure cognitive gains. No Black subjects were in the traditional group, therefore the Black subjects in the other two groups
were compared using the t-Test. Student discipline, attendance, and extra-curricular activities were measured by the t-Test. The data for discipline and attendance were collected from school records. Student participation in extra-curricular activities was obtained by a student questionnaire. Student responses to myth and fallacy statements related to three social problem areas were measured by a one-hundred-five item Myth and Fallacy Test.

CONCLUSIONS

Measures of cognitive gains. The covariant analysis indicated that statistically significant gains were achieved by the subjects in the student-activity group over the students in the traditional and combination traditional-activity group at the .05 level of significance on the ITED, Sub-Test Social Studies. The choice of sex as an independent variable proved to be of no value. No significant differences in gains were found according to sex and no interaction between sex and treatment occurred in the groups. When comparing total groups on the ITED, it should be noted that student scores in the traditional group were nearly two standard scores lower on the pretest. It is difficult to account for this difference in scores as the students in each group had comparable I.Q. scores and came from families having similar median incomes (see Chapter III). The ITED Manual for Teachers\(^1\) suggests several factors besides teacher and pupil ability that may affect pupil performances on the ITED sub-tests. These factors include such things as pupil motivation and teacher attitude toward the tests.

\(^1\)ITED the Iowa Test of Educational Development, How to Use the Test Results, a Manual for Teachers and Counselors (Chicago: Science Research Associates, Inc., 1962), p. 46.
When the students' scores were again subjected to the analysis of covariance to determine if there were any differences in the achievement of the ethnic subgroups within each group the results showed that there were no significant differences among the Oriental and Mexican-American students. This lack of significance may well be due to the small number of students in some of the ethnic subgroups.

Responses to myth and fallacy statements. The analysis of variance indicated that students in the student-activity group achieved significantly higher on the Myth and Fallacy Test than the students in the other two groups. However, when the subjects were analyzed according to their ethnic background only the Caucasian subjects in the group had significantly higher scores. No significance was found for the Oriental and Mexican-American subjects in the activity group over those students in the other two groups. As there were no Black students in the traditional group, a t-test was utilized to compare the scores of the Black subjects in the student-activity group with those of the Black subjects in the combination activity-traditional group. The obtained t value of \( t = .158 \) indicated there was no significant difference between the scores of these subjects. Again, the lack of significance among the ethnic subgroups may be due to the lack of numbers in the groups.

The analysis of scores revealed that Caucasian students in the student-activity group subscribed to significantly fewer myth and fallacy statements than did other students in the study. (On the Myth and Fallacy Test, the Caucasian students in the activity group achieved a mean score of 56.27. According to Taylor, a hypothetical guessing population taking the test would achieve a mean score of 52.5). The data
obtained indicates that some students in the activity group are more able than others to detect myths and fallacies, but few approach a level of competence that might be expected of graduating seniors in a modern society which should be at least as high as a population using "blind guessing." From the data presented, it seems reasonable to conclude that high schools can improve the competence of students to examine critically and respond intelligently to various prescriptions relating to social problem areas. The development of competence to understand and deal with social problems seems particularly imperative for those students who will terminate their formal education at the end of the twelfth grade. By use of the Myth and Fallacy Test, or some other similar instrument, teachers can detect myths and fallacies held by their students and adjust their instruction or curriculum to dispell these false social concepts. Most important, however, is to train students to detect these false concepts and recognize them for what they are, namely, social myths and fallacies.

Disciplinary referrals. Student referrals to the vice-principal are considered to be signs of poor "citizenship." If seniors in any of the groups included in the study showed fewer discipline referrals than other seniors who were not included in the study, it could indicate that the method of instruction had an influence on student citizenship. The only seniors included in the study who had significantly fewer discipline referrals than their fellow seniors who were not included in the study were those in the student-activity group. If discipline referrals are indeed a measure of citizenship, then the students in the activity group were better citizens than other seniors. In these times of general student unrest, any program that has the ability significantly to reduce
student disciplinary problems at the twelfth grade level deserves the careful consideration of secondary school educators.

**Student attendance.** An analysis of the attendance data revealed that two of the three groups had significantly better attendance than their fellow seniors who were not included in the study. Seniors in the student-activity group had significantly better attendance \( t = 2.76 \) than other seniors at Atwater High School while the traditional group had significantly better attendance \( t = 2.01 \) than other seniors at Livingston High School. There were no significant differences at Merced High School \( t = .55 \) between those seniors in the combination traditional-activity group and other seniors.

**Participation in extra-curricular activities.** The three groups were most similar to each other in the area of extra-curricular activities. Because only seniors who were included in the study reported on extra-curricular activities, it was not possible to compare them with other seniors. When the seniors in the student-activity group were compared to seniors in the traditional group on extra-curricular activities no significant differences \( t = 1.58 \) were found between the two groups. When the student-activity group was compared to the combination traditional-activity group, a t value of \( t = .31 \) was found which is not significant. The traditional group was then compared to the combination group and no significant differences \( t = 1.35 \) were found in student participation in extra-curricular activities.

**Diary record.** Following the counsel of Webb, et. al., and Binder (Chapter III), a diary was kept during the time of the investigation.
Five observations of each group were made during the Spring Semester. Approximately three weeks apart, each observation lasted two hours. Very little information was gleaned from the groups with this instrument. Although no empirical data were expected to be obtained through its use, it was hoped that some insights into the students' reactions to the three methods of instruction might have been discovered. This failure may have occurred because of the restricted number of observations by the investigator. If more observations of a longer duration had been possible perhaps more student reactions would have been discovered. One comment of particular interest that was recorded in the diary was the difficulty expressed by the instructors in evaluating student participation in activities. Perhaps letter grades should be replaced by some other method of evaluation, such as pass or fail, in an activity centered course. This would eliminate the difficulty of searching for the fine line between two letter grades for a particular student. With forty to fifty students participating in any given activity, it is a monumental exercise in patience and perseverance for instructors to arrive at a fair letter grade for each participant.

SUMMARY OF THE FINDINGS

This study comparing three methods of instruction in twelfth grade social studies resulted in the following findings:

1. Students taught by a student-activity method of instruction achieved greater cognitive gains than students taught by a traditional method or a combination student activity-traditional method of instruction.

2. There were no differences between males and females in achievement in twelfth grade social studies as measured by the ITED, Sub-Test Social Studies.
3. Students taught by a student-activity method of instruction scored higher on a myth and fallacy test of selected social problems than students instructed by a traditional method or a combination activity-traditional method of instruction. (But this difference was found only in Caucasian students. No such effects were found in Oriental and Mexican-American students.)

4. Black students taught by a student-activity method of instruction did not score significantly higher on a myth and fallacy test of selected social problems than Black students taught by a combination activity-traditional method.

5. Seniors taught by a student-activity method of instruction had significantly better discipline records than other seniors at the same high school. No significant differences were found in the traditional group or the combination traditional-activity group when compared to other seniors in each school.

6. Seniors at Atwater and Livingston High Schools included in the study had significantly better school attendance than seniors from these schools who were not included in the study.

7. There were no significant differences among the three groups included in the study in participation in extra-curricular activities.

RECOMMENDATIONS

In light of the findings in this study, several recommendations are made:

First, although the student-activity method resulted in significant cognitive gains for the students at the .05 level of significance, it might be well to arrange the traditional schedule to allow courses to be offered as entire blocks for shorter periods of calendar time. Under this arrangement students might take only one or two subjects at a time, thus making it possible for extended experiences in student activities.

Second, the apparent inability of the Black and Mexican-American groups to perform at the same level as Caucasian and Oriental classmates
Programs should be developed that will have more relevance for ethnic sub-groups. Included in these programs should be more accurate evaluation instruments for measuring the achievement of these groups of students.

Third, programs that provide female role models should be compared to programs involving male role models to determine the effects such programs might have on both male and female students. This would be warranted by the fact that in this study male students did not do significantly better than female students although there were no female role models. Even without these models the female students made much greater gains than males in the traditional group.

Fourth, the Myth and Fallacy Test merits further exploration. A longitudinal study involving the testing of students in the ninth grade and again when they are in the twelfth grade is recommended to determine just how many social myths and fallacies high school instruction actually dispells. Also future studies would do well to include additional independent variables such as courses taken, grade point averages, and aspiration level.

Fifth, there is also a need to carry out studies with experimental designs to determine what kinds of teaching methods and content have significant capacity for counteracting myth and fallacy responses. Instruments of narrower scope should be developed and utilized to get at the causal factors behind student responses.


B. PERIODICALS


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**C. PUBLISHED REPORTS**


D. UNPUBLISHED MATERIALS


Merced County Board of Supervisors, Family Incomes Merced County. Source - 1970 Census Sample. (Mimeographed.)


Trotter, Robert Sidney, Jr. "A Study of Student Achievement and Atti-
tude Utilizing Two Methods of Teaching the American Government
Course in a Metropolitan J.C." Dissertation Abstracts Internation-

Vakos, Harry Nicholas. "The Effects of Part-Time Grouping on Achieve-
ment in Social Studies." Dissertation Abstracts International,

———. "The Effects of Part-Time Grouping on Achievement in Social
Studies." Unpublished Doctoral dissertation, University of
Minnesota, 1969.
APPENDICES
APPENDIX A

LETTER OF PERMISSION TO USE
MYTH AND FALLACY TEST
March 25, 1972

Mr. James E. Darcy
Atwater High School
P. O. Box 835
Atwater, California 95301

Dear Mr. Darcy:

Your comparative study of twelfth-grade social studies programs sounds interesting. You have my permission to reproduce and use the 105-item MFT, or any portion of it, in your study. I hope it will meet some of your needs.

Best wishes for a successful dissertation.

Sincerely yours,

Donald R. Taylor
PURPOSE OF THIS BOOKLET

The statements in this booklet are part of a study of attitudes and opinions. Statements are made about marriage and family, politics and economics, and crime and juvenile delinquency. For some of these statements you may feel that you do not have enough personal knowledge to make an agree or disagree answer. However, please do make an agree or disagree answer to all statements in terms of your opinion or best judgment.

Please make every effort to answer each statement accurately; that is, answers should show your own opinions. Your cooperation is sincerely appreciated.

The data obtained from this study will be handled in such a way that no individual will be singled out or studied. All answers are confidential and no information about individuals will be made part of any record.

Your name: ____________________________
(Please Print)

Sex (Circle one): Male Female
Listed below are a number of statements with which some people agree and others disagree. The statements are made about marriage and family, politics and economics, and crime and juvenile delinquency.

Please give your own opinion on each statement by circling one of the two letters printed before each statement. Circle the letter "A" if you agree with the statement. Circle "D" if you disagree with the statement.

Here are two examples:

A  D  0. Crime is a big problem in the United States.
A  D  00. Crime is not a problem in the countries outside the U.S.

If you wish to change your answer, be sure to erase your first circle before circling your final choice. Each statement should have only one letter circled.

A  D  1. A couple's happiness after marriage often depends not on how much money they have, but on how they agree to handle the money they have.
A  D  2. The fact that crime runs in families indicates that a certain proportion of crime is hereditary or instinctive.
A  D  3. The government owns most of the tools of production in our economic system.
A  D  4. A good way to attack juvenile delinquency would be to punish the parents for the misbehavior of their children.
A  D  5. Our society, through advertising and salesmanship, encourages people to want more than they can possibly get.
A  D  6. Alcoholics convicted of drunk driving will not generally stop their drinking habits even after they have been put in jail and punished severely for endangering the lives of others.
A  D  7. The income tax as we know it in America favors lower income families; the sales tax favors higher income families.
A  D  8. There is a typical criminal type which must be eliminated from civilized society.
A  D  9. Middle-age groups are more active in politics than young adults or the old.
A  D 10. In dating, the person who feels most involved and serious about the relationship will dominate and perhaps take advantage of the other person.

Make sure you have marked all items then go on to the next page.
A D 11. We live in a society in which there is equal opportunity.

A D 12. Most people prefer to date, and actually do date, a gentle and quiet person, rather than a forward, aggressive person.

A D 13. If the couple really are in love, problems will take care of themselves after they are married.

A D 14. The police and the courts have a record of being careful to treat Negro and American Indian criminals the same as white criminals.

A D 15. It is quite likely that a husband and wife from different cultural backgrounds will be happy and well adjusted.

A D 16. Going steady in high school today is not pointed toward marriage; that is, the vast majority going steady never marry each other.

A D 17. Criminals are generally unfeeling; they no longer care what anyone thinks of them and have abandoned all hope of status or recognition.

A D 18. Even if a couple really are in love and do not have any money problems, there are still good reasons for having a period of engagement before getting married.

A D 19. Fewer people would decide to commit crimes or become criminals if punishments were more severe and if everyone knew what he would suffer if he were to act in a criminal way.

A D 20. Economic depressions hurt people who have little education and low ambition; those with advanced college degrees and a "go-getter" attitude are little affected.

A D 21. There is a real need to hire more police to catch criminals if we want a quick reduction in the crime rate.

A D 22. The executive of the largest corporations live rather insecure lives; that is, they are not very sure of holding their jobs and have great worries about keeping the corporation in sound financial condition.

A D 23. In our society we pay greater attention to the means used in gaining status and wealth than we do to the actual possession of status and wealth.

A D 24. To preserve the American way of life, each man can reject government help and assume complete responsibility for his own well-being and that of his family.

MAKE SURE YOU HAVE MARKED ALL ITEMS THEN GO ON TO THE NEXT PAGE.
A D 25. Church members are far more law-abiding than non-members.

A D 26. The money problems of most families would be solved if their incomes could be raised between $1,000 and $2,000 a year.

A D 27. We're too soft on criminals anymore; there wouldn't be so much crime if there were stiffer prison terms and more hard labor.

A D 28. When individual producers and consumers are allowed to follow their own self-interests, natural laws of economics (for example, competition, law of supply and demand) operate to produce the greatest public good.

A D 29. The more left out a young child feels, the more quickly he becomes independent of others.

A D 30. If punishment is appropriately severe and properly administered, convicted criminals reform their ways when released back into society.

A D 31. That "we are in love" is the most important reason offered by couples for getting married.

A D 32. There is no way by which the power of the United States Supreme Court may be curbed or checked.

A D 33. The rate of murders in states that have the death penalty for convicted murderers is much lower than in states that permit no death penalty.

A D 34. The federal government sets up the laws regarding marriage and divorce.

A D 35. Most crimes are against property (for example, burglary), rather than against other persons.

A D 36. It doesn't matter whether you like the girl's (or boy's) parents; after all you don't marry the whole family.

A D 37. If all farmers work hard and have good weather, the resulting large crops are sure to increase total farm income.

A D 38. So-called "white-collar crimes" (that is, crimes committed by business and professional people in the course of their occupations) are much more costly and widespread than the crimes which are given newspaper coverage.

A D 39. Almost no worker in our economic system is by himself producing finished goods (that is, the things as we buy them in the stores).

MAKE SURE YOU HAVE MARKED ALL ITEMS
THEN GO ON TO THE NEXT PAGE.
A D 40. In our society everyone receives equal legal protection and administration of justice before the law.

A D 41. Private production of goods and services is always more efficient than public production of goods and services.

A D 42. The way to cure criminal behavior is to punish criminals, and then they will think twice before committing crime again.

A D 43. In America there is equality of the sexes shown in dating practices and behavior.

A D 44. Laws are effective only when they reflect the moral attitude and public opinion of society.

A D 45. A man and woman will generally have some serious problems in marriage if their families have different styles and levels of living.

A D 46. Policemen are less likely to be killed by criminals in states that permit a death penalty for convicted murderers than in states that do not permit a death penalty.

A D 47. Every society of any size places people in different social positions--that is, in different classes.

A D 48. Feebleminded persons (that is, mentally defective persons) do not generally show excessive rates of delinquency.

A D 49. In terms of modern knowledge about raising children, college graduates are rather well prepared to become parents and raise children.

A D 50. Crime is caused by bad people who violate the law.

A D 51. As a society and economy becomes more complicated, more governmental activity and control are necessary.

A D 52. The crime rate is highest for people in their late teens.

A D 53. Courtship (that is, dating) in America is an elaborate and complex process.

A D 54. Though there are other causes, delinquency results from an absence of baseball fields, swimming pools, and other facilities for recreation.

A D 55. The very poor have been helped more than any other group in America by Social Security and minimum wage laws.

MAKE SURE YOU HAVE MARKED ALL ITEMS THEN GO ON TO THE NEXT PAGE.
A D 56. During the last world war most people had to use up some of their savings to meet rising costs.

A D 57. Our method of courtship gives each person the widest possible choice in the selection of a mate.

A D 58. Because of the good records kept by police, courts, and other authorities, it is possible to state with certainty how much delinquency there is in the United States.

A D 59. Though there are still "pockets" of poverty in America, the problems and suffering of the very poor have been greatly improved in the last ten to fifteen years.

A D 60. The experiences a person has between one and five years of age (preschool years) usually play an important part in marriage success or failure as an adult.

A D 61. A little inflation (rising prices) is to be preferred to a little deflation (falling prices).

A D 62. Criminal behavior is more likely in normal times rather than in times of war and disaster.

A D 63. Most families think carefully about the usefulness and quality of the products they buy.

A D 64. As a slum area is occupied by a succession of racial and nationality groups (for example, Irish immigrants replaced by Negroes; Negroes replaced by Puerto Ricans; etc.), the juvenile delinquency rate also changes up or down a great deal.

A D 65. If the government would stop cheaper foreign goods from coming in, people would then buy American-made products, our factories would hire more people to make these products, and total income would be increased.

A D 66. "Crime doesn't pay." That is, for the amount of time and trouble, as well as the likelihood of getting caught and punished, an intelligent person will earn more abiding by the law.

A D 67. Just as in a family, a balanced federal budget (that is, spending no more money than is taken in) is a necessity for a stable America.

A D 68. A large proportion of American youths form their political attitudes in rebellion against their parents.

MAKE SURE YOU HAVE MARKED ALL ITEMS THEN GO ON TO THE NEXT PAGE.
A D 69. The rate at which murders are committed in the United States has greatly increased in the last thirty years.

A D 70. The trouble with young people who are about to be married is that they don't take their wedding vows seriously enough.

A D 71. "... all men are created equal ..." This is a self-evident truth and a law of nature.

A D 72. Evil causes evil. That is, the causes of crime can always be found in bad conditions that we all dislike, such as poverty, alcoholism, mental illness, lack of love by parents, etc.

A D 73. American divorces are getting easier to obtain; and, as a result, the divorce rate is going up rapidly.

A D 74. Knowing only how much money a man earns can often tell us many things about him (for example, his age, political opinions, education, tastes).

A D 75. In-laws are usually "difficult" because they try to tell newlyweds what to do.

A D 76. The support of education is one of the governmental services for which the private economy makes a large financial sacrifice.

A D 77. People with the most money and highest social positions do not have the highest rate of divorce.

A D 78. Criminals are not physically, mentally, or psychologically inferior to the general population.

A D 79. When it comes to selecting a marriage partner, there is for each of us a right person who will someday come along.

A D 80. The unemployment problem would be solved if unemployed people were willing to hunt for jobs or work for less money.

A D 81. Friendship, dating, association, marriage--are carried on mainly across social class lines in American society.

A D 82. How most American families spend their money is determined by minimum bodily needs for food, clothing, and shelter.

A D 83. A criminal learns in a way that is very different from that of a law-abiding citizen.

A D 84. Many Americans think nothing of getting divorced; it doesn't really bother them very much.
A D 85. Income is not very evenly distributed among Americans.

A D 86. Men tend to marry women who have less education than they.

A D 87. Independent voters tend to be better informed and more concerned with their political choices than are registered Democrats and Republicans.

A D 88. American parents carry great responsibility for supervising and controlling the behavior of young people on dates.

A D 89. Insurance is your best buy; a family can't have too much of it.

A D 90. Men will always work hardest when they are allowed to pursue their own self-interest; for example, workers who are paid according to how much they produce will always work hardest.

A D 91. It very often happens that a person with personality problems solves these problems by marrying the right kind of person.

A D 92. Married couples are generally well informed about sex and its role in human life.

A D 93. There would be little poverty if everyone really wanted to work for a living.

A D 94. Broken homes (that is, parents divorced) contribute far more than their share of delinquents.

A D 95. If drug addiction is to be stopped, there must be tougher enforcement of criminal laws against drug addicts.

A D 96. Taxes paid to the government take away dollars from the private economy; the dollars taken can thus produce no economic return for the private economy.

A D 97. Lawyers could prevent a great many divorces if they attempted more marriage counseling.

A D 98. Being a male (a man) is more important than almost any other single trait for showing the difference between criminals and non-criminals--more important, for example, than difference in age, race, family background, or personality.

A D 98. Couples having problems with their in-laws can move away and free themselves of in-law influence.

A D 100. The more children a mother has to take care of, the less likely she is to work outside the home.

MAKE SURE YOU HAVE MARKED ALL ITEMS THEN GO ON TO THE NEXT PAGE.
A D 101. How much money the parents of juvenile delinquents have sometimes affects police treatment or the court decisions.

A D 102. During hard times (depressions) the rate of divorces decreases; during good times (prosperity) the rate of divorces increases.

A D 103. The owners of giant corporations are usually quite active in the control and supervision of their businesses.

A D 104. Monogamy (that is, one man being married to one woman) is the instinctive or in-born, pattern of marriage for human beings.

A D 105. The outstandingly rich men in America have for the most part gained their money by thrift, hard work, and great ability.
APPENDIX B

STUDENT QUESTIONNAIRE USED TO OBTAIN DATA ON EXTRA-CURRICULAR ACTIVITIES
STUDENT QUESTIONNAIRE

The statements in this questionnaire are part of a study of activities of seniors in high school. Please make every effort to answer each statement honestly and accurately. Your cooperation is sincerely appreciated.

The data obtained from this questionnaire will be handled in such a way that no individual will be singled out or studied. All answers are confidential and no information about individuals will be made a part of any school record.

NAME_________________________________ CIRCLE ONE: MALE FEMALE

(PLEASE PRINT)

Circle the class period in which you have American Government: 1 2 3 4 5 6

Please check in the space provided the activities you have participated in during the FALL SEMESTER* of this school year.

____ Member of an ecology action group. If so, name of group

____ Not a member of an ecology action group, but have participated in one or more of their projects.

____ Volunteer worker for a charitable organization.
If so, name of group______________________________.

____ Volunteer worker for political candidate.

____ Volunteer worker for a community self-help project.

____ Attended one or more city council meetings.

____ Involvement in a city recreation program.
If so, what program______________________________.

____ Member of high school student government committee.

____ Member of student council.

____ Member of school club. If so, name of club(s)_________________.


Class officer.________

Other (Describe in detail).

Please answer EACH of the following:

1. Persons who have reached the age of 17½ may now register to vote in state and federal elections.
   a. If you are now 17½ years old or more, are you a registered voter? CIRCLE ONE: YES NO
   b. If you are not yet old enough to register, do you plan to do so when you are old enough? CIRCLE ONE: YES NO
   c. If you are old enough but have not registered to vote, do you plan to do so in time to vote in the California June Primary?

2. Do you intend to donate money to your favorite political candidate or candidates? CIRCLE ONE YES NO
   If yes, circle one or more: Local level National level State level

3. Do you plan to campaign actively for a presidential or congressional candidate in: CIRCLE ONE: THE CALIFORNIA PRIMARY THE NOVEMBER GENERAL ELECTION BOTH ELECTIONS NEITHER ELECTION

4. Are you likely to campaign actively for a local city council candidate? CIRCLE ONE: YES NO

5. Are you likely to favor the same political party as your parents? CIRCLE ONE: YES NO

6. Which political party do you favor:
   CIRCLE ONE: REPUBLICAN DEMOCRAT INDEPENDENT
   OTHER (specify)__________________________
APPENDIX C

INFORMATION REGARDING THE MOCK CONVENTION
HELD BY THE SENIORS IN THE
STUDENT ACTIVITY GROUP
1972 MOCK CONVENTION

CONVENTION OFFICERS

CHAIRMAN—-CHAREANE WIMBLEY
VICE CHAIRMAN—DENISE BERG
TALLY CLERKS—-CONNIE AGHBASHIAN

PARLIAMENTARIAN—ROXANNE BLACKSTONE
PAGE CHAIRMAN—COLEEN WENRICH
CHIEF SERGEANT AT ARMS—CHRIS LANUM
CREDENTIAL COMMITTEE CHAIRMAN—THERESA BUSTAMANTE
RULES COMMITTEE CHAIRMAN—LEE MILLION, DANNY LANGLEY
EDITING COMMITTEE CHAIRMAN—BEV BROADFOOT
CONVENTION SECRETARY—JANET STREET
READING CLERK CHIEF—GLYNIS DOVE
REFRESHMENT COMMITTEE CHAIRMAN—JESSIE WILLETTE
ELECTRICAL COMMITTEE CHAIRMAN—JEFF POUND
TELEVISION COMMITTEE CHAIRMAN—HENRY WHITFORD
DECORATION COMMITTEE CHAIRMAN—CHRISTIE MOONEY
CONVENTION CHAPLAIN—REVEREND BROADFOOT
KEYNOTE SPEAKER—ASSEMBLYMAN FRANK MURPHY
CONVENTION ADVISORS—MR. JOLOSKY AND MAYOR GORTON
SPECIAL ASSISTANTS—VICKIE BOYD AND PAULA ERICKSON
Senior Mock Convention

ORDER OF BUSINESS

The Mock Convention shall proceed in the order of business prepared and printed by the Rules Committee.

1. Call to Order by Temporary Chairman.
2. Star Spangled Banner.
3. Pledge of Allegiance to the Flag.
4. Invocation.
5. Introductory remarks by the Temporary Chairman of the Committee.
6. Motion to make the Temporary Officers the Permanent Convention Officers. (Chairman, Secretary, Credentials Committee, Rules and Order of Business, Platform, etc.)
11. Roll Call of states for nominating speeches for President.
12. Balloting by Roll Call; as many ballots as necessary.
13. Announcement of convention choice for the Presidential Candidate by Convention Chairman.
14. Roll Call of the states for nominating speeches for Vice-Presidential Candidates.
15. Balloting by Roll Call for V-P candidates.
16. Announcement of convention choice for the Vice-Presidential candidate, by the Convention Chairman.
17. Adjournment.
RULES FOR THE 1972 SENIOR MOCK CONVENTION

Petitions for candidacy

1. Must show twenty-one (21) valid signatures of the Senior Class, no SENIOR signing more than one petition.

2. Must be authorized by (1) Chairman of the Rules Committee, (2) Chairman of the Credentials Committee, and (3) Chairman of the Mock Convention.

3. Must have paid SENIOR Class dues, and be a member of Atwater High School.

Apportionment of State Delegates

1. Each member of the SENIOR Class and the observing juniors must participate in some phase of the convention; as members of committees and/or state delegations.

2. Each state shall be apportioned approximately 2/5 of the delegates to an actual convention, plus one, in the cases of even numbers, to prevent split votes.

Proceedings in the Convention

1. No person, except members of the several delegations, and officers of the Convention, shall be admitted to the section of the Convention hall apportioned to Delegates. Visitors will be permitted with special passes and will sit in designated places except in cases where there are not enough SENIORS to fill the delegations.

2. The state chairmen to each delegation will be decided on a first-come sign-up basis to favor expediency. This does not prevent the delegation to vote on a new chairman in the case of the originals' absence. Changes in chairmanship must be reported to the Convention Chairman. The Mock Convention Chairman will appoint a state chairman if necessary.

3. A motion to suspend the rules shall be in order only when the majority of the delegations make the motion, and the majority of the delegations second that motion.

4. Nomination speeches shall not exceed more than five (5) minutes. There shall be no more than two (2) seconding speeches, and these may not last more than three (3) minutes each.

5. No member shall speak on the same question more than once, or speak for more than three (3) minutes, except in the nomination of President or Vice-President. The Chief Sgt. at Arms will keep time.
6. Demonstrations following the nomination speeches shall not last longer than ten (10) minutes.

7. When a majority of delegates from twelve (12) states demand that a vote be recorded, it shall be taken.

8. In no case shall roll call be dispensed with during nominations for Presidents. As the name of each of the states is called for, the chairman of each of the states may nominate a candidate, (favorite son, etc.) or yield the state's place to another state that wishes to nominate someone but is farther down the list, or, the state may pass.

9. Favorite sons may be nominated only by state delegations able to justify a favorite son. To be considered a favorite son, a candidate must receive the majority of the votes from his delegations, and meet the first and third rules of petitions.

10. The number of votes needed to nominate shall be defined as one half of all the delegates vote plus one. This year, 192.

11. It is permissible to have nomination and seconding speeches come from the same state.

12. When it appears at the close of the roll that any candidate nominated for President has received the majority (192) of votes entitled to be cast in the convention, the Chairman of the Convention shall announce the question "Shall the nomination of the candidate be made unanimous?" But if no candidate shall have received such a majority, the chairman will direct the vote to be taken repeatedly until some candidate has the majority of the votes cast.

13. The position of any delegate not in attendance shall be filled at the discretion of the Mock Convention. If an entire delegation is absent, that state shall be dropped from the rolls.

14. When possible, all chairmen of delegations should be SENIORS. If this is not possible, a junior shall be randomly appointed by the Convention Chairman.

15. Chairmen wishing to be recognized by the Convention Chair must attract "mike" pages by raising red "Talk Cards". Chairman will not be recognized otherwise.

16. Only State Chairmen have the right to address the Chair.

Voting

1. Each delegate (includes juniors) shall be entitled to one (1) vote. However, all votes from junior delegates shall be pledged to the candidate receiving the majority of the votes of the
states' SENIOR delegates. This year, there are no even delegations, but states having a majority by only one in the BLOCK voting, may request to be bypassed for further debate once.

2. Voting shall consist of three (3) ballots.

1. First Ballot. All delegates must vote for the candidate for whom they signed a petition. Of the 383 possible votes, this year's six official candidates must receive 1/6 plus one -- 64 votes to stay a candidate.

2. Second Ballot. All delegates may vote for the candidate of their own personal choice. (Juniors included.) Candidates must now receive 1/4 plus one vote to remain in the race, or; 98 votes.

3. Third Ballot. State delegations will vote by "BLOCK"-- all delegates in the state must vote for the same candidate. This will be decided by majority vote. For majorities of only one, refer to voting rule #1. In this final vote, the candidate needs one half total possible votes plus one, or 192 votes to be the formally nominated COORS party presidential candidate for the 1972 Mock Convention!
Motions and Amendments

Main motions may be introduced only when there is no other motion pending—they must have a second.

Subsidiary motions and privileged main motions may be introduced while there is a motion before the assembly if they are made in the proper place.

Subsidiary motions relate to other motions under consideration for the purposes of changing, disposing the main motion or closing (ending) debate. They are as follows:

1. Motion to amend
2. Motion to amend the proposed amendment
3. Motion to refer the main motion to a committee
4. Motion to postpone indefinitely
5. Motion to limit debate
6. Motion to lay on the table
7. Motion for the previous question
8. Motion to allow the withdrawal of a motion
9. Motion to raise a point of order
10. Motion to provide for the manner of voting.

There are three proper ways to amend a motion. They are:

1. To amend by inserting or adding
2. To amend by striking out
3. To amend by substituting a word, phrase, clause, or entire proposition.

An Amendment must be seconded in order to be voted upon. It may be discussed, another amendment cannot be made before the first one is disposed of unless it is one to change the amendment under discussion. A second amendment must be a motion to amend the first amendment only. There may be only two (2) amendments to the original motion pending at one time.

A motion to refer to a committee may be made after a main motion or after a motion to amend. It may not be made if any one of the other subsidiary motions in the list has been made and has not been voted upon. This motion is amendable and debatable.

A motion to limit debate limits the number of times a member may speak on the same motion, the length of time he may speak, the amount of time to be used in discussion must be closed. This motion is in order whenever a debatable motion is pending. It is not debatable, but is amendable and requires a two-thirds vote.

A motion to postpone definitely, if carried, disposes of the main motion
and any amendments made. This motion is amendable and debatable.

A motion for the previous question is a motion to stop all debate and vote on the question immediately. The form of this motion is, "I move the previous question."

A motion to lay on the table is a way of setting aside consideration of a motion. Its object may be to stop further action on a motion, to give time for more urgent business, or to consider a motion under more favorable conditions. The form is, "I move to lay the motion on the table." If this motion is carried, all action stops. The question cannot be taken up again unless a motion to take it from the table is carried. These motions are not debatable or amendable.

A request to allow the withdrawal of a motion may be made by the person who has made the motion if for any reason he has changed his mind. As this is a request instead of a motion, the form is, "I ask leave to withdraw," a vote must be taken on the original motion unless a motion is made by any member who should say, "I move that the member be allowed to withdraw his motion." This request or a motion to grant such a request may be made at any time before the vote is taken on a motion. It needs no second and is not debatable or amendable.

A question of order is raised when some supposed mistake in parliamentary procedure is made by the presiding officer or by some member. The rules governing such mistakes, or disorders in an assembly, are called "points of order." The form is:

Member: Mr. Chairman, I rise to a point of order.
Chair: Will the member please state his point of order?
Member: My point of order is that the chair failed...
Chair: (deciding) The point of order is well taken or, the point of order is not well taken.
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APPENDIX D

INFORMATION REGARDING THE MOCK ASSEMBLY HELD BY THE SENIORS IN THE STUDENT ACTIVITY GROUP DURING THE 1971-1972 SCHOOL YEAR
Clerk Presides:

1. Announcements
   - roll call
2. Prayer
3. Next order of business
   - nominations

4. Recognize - Major Floor Leader
   - introduction of H.R.I.
   - Speaker
   - Speaker Pro Tem
   - Chief Clerk
   - Chaplain

   Have brought to desk - have Reading Clerk read

5. Recognize Major Floor Leader again
   - will move and adopt H.R.I.

6. Call the roll (Reading Clerk)
7. Announce vote
8. Select committees - escort for Speaker and Speaker Pro Tem
9. Oath of office - Justice
10. Turn gavel to Speaker

Speaker Presides:

1. Address by Speaker
2. Address by Speaker Pro Tem
3. Adoption of Rules
   - recognize Major Floor Leader for introduction of H.R.II
   - bring to desk
   - have Reading Clerk read
   - recognize Major Floor Leader for motion to adopt

Order Clerk to prepare the roll
Order Clerk to clear the roll (tabulate)
Order Clerk to announce the vote
4. Announcements

5. Introduction of Guests

6. Suspend Rule No. 49:
   "Rule No. 49, providing for the calling of the roll from A to Z, and back again from Z to A to permit introduction of bills to be temporarily suspended."

7. Introduction, first reading, and reference of Assembly bills
   - floor open for introduction
   - recognize members
   - give to desk
   - order Reading Clerk to read
   - held at desk

8. Absences
   - Major Floor Leader - Major party absences
   - Minority Floor Leader - Minority party absences

9. Reports

10. Announcements of Caucus, if any

11. Adjourn
    - if the desk is clear
An act to be proposed to the Assemblymen representing the people of the State of California:

To amend the current State Requirements present in our high school educational machinery.

The people of the State of California do enact as follows:

SECTION I. The students should be allowed to choose their subjects and courses which would best suit their profession which they wish to enter.

SECTION II. Students should not be subjected to extraneous courses which they will have no use for in later life. Specialization is the key to success.

SECTION III. The only requirements which the students should be subject to are:
1. California History, First Aid (1st year)
2. American History (2nd year)
3. English Grammar (1st year)

SECTION IV. Those subjects which should not be requirements are:
1. Physical Education
2. English II and III
3. World Geography
4. American Government
### SUBJECT: Second Reading File

**Date:**

**A.B. NO.:**

**AUTHOR:**

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### THIRD READING FILE

**AUTHOR:**

| 1 | 2 | 3 | 4 | 5 | 6 | (Introduction) | 1 | 2 | 3 | 4 | 5 | 6 | (Close) |

**MEMBERS:**

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APPENDIX E

INFORMATION USED BY SENIORS IN THE STUDENT ACTIVITY GROUP DURING THE MOOT COURT
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MOOT COURT
COURT PROCEDURE

1. Seating of prospective jurors and instruction to the answering of the roll call. (Bailiff)
2. Entrance of attorneys, clerks, defendant, recorder.
3. Entrance of judge. (Reading of petition)
4. Calling of jury roll. (Clerk)
5. Dismissal of all prospective witnesses. (Judge and bailiff)
6. Seating of first twelve jurors. (Clerk)
7. Oath to jurors to answer questions. (Clerk)
8. Examination of prospective jurors. (Judge and attorneys)
9. Oath to jury selected to try the cause. (Clerk)
10. Dismissal of remaining prospective jurors. (Judge)
11. Oath to officer having custody of jury. (Clerk)
12. Instructions to jury. (Pages 1-4) (Judge)
13. Opening statement by prosecuting attorney. (District Attorney)
14. Statement by defense attorney. (Defense Council)
15. Calling of prosecution's witness. (District Attorney)
17. Cross-examination by defense. (Defense Council)
18. Cross-examination of defense witness. (District Attorney)
19. Rebuttal by prosecution's witnesses. (District Attorney)
20. Closing argument by prosecution. (District Attorney)
22. Instruction to the jury. (Pages 5 and 6) (Judge)
23. Dismissal of jury for deliberation. (Judge)
24. Reading of jury's verdict. (Bailiff)
25. Sentence. (Judge)
PICKING OF THE JURY:

1. The judge calls upon the county clerk to read off the jury roll call. The clerk reads off the names and number of each juror waiting for his or her reply (if any juror is not present the judge informs the bailiff to look into the whereabouts of the absent juror).

2. After reading of the roll call the judge then asks the clerk to randomly pick twelve names. The first juror called proceeds to the seat nearest the judge in the back row of the jury box. The selected juror is seated then the next called juror takes the next seat until twelve people have been seated.

3. Once the first twelve people have been seated the judge asks all prospective jurors to stand and raise their right hands at which time the clerk administers the "Oath to Juror to Answer Questions." When completed the judge asks the jurors to be seated.

4. Now the judge asks the jurors to stand one at a time (the twelve sitting in the jury box) and give their name, their occupation, their marital status, and their husband or wife's occupation.

5. Once the identification has been completed the court begins the questioning of the jurors, starting with the judge, then the District Attorney or prosecuting attorney, and then the Defense council. The first questions are to be general intended for all prospective jurors. IF AN ATTORNEY HAS A SPECIFIC QUESTION HE WISHES TO ASK A SPECIFIC JURYMAN HE MAY DO SO UPON indication to the court.
MOOT COURT

COURT PROCEDURES

1. The bailiff seats the prospective jurors to the judge's right. He then instructs them on the answering of the roll call by the clerk which is as follows:
   Bailiff: "When your name is called by the clerk please answer by telling the clerk how many miles it is from your home to the court room. If less than one mile just indicate by answering one mile anyway."

2. Now the attorneys, the defendant, the clerk, and the court recorders enter the courtroom and take their places.

3. Upon seating of the court the bailiff goes to the judge's chambers to get the presiding judge. When the judge is ready to enter the court the bailiff says to the court the following:
   Bailiff: "Court please come to order and rise--the Honorable Judge [NAME] presiding."

   Then when the judge is seated the bailiff says "Court be seated."

4. The judge then brings the court into session.
MOOT COURT

In the Superior Court of the State of California
In and For The
County of ______________________

The People of the State of California,
Plaintiff,

vs.

________________________________________
Defendant...

Verdict

We, The jury in the above entitled cause, find the defendant

________________________________________
guilty____________________________________

Foreman
Ladies and Gentlemen of the jury:

It becomes my duty as judge to instruct you concerning the law applicable to this case, and it is your duty as jurors to follow the law as I shall state it to you.

The function of the jury is to determine the issues of fact that are presented by the allegations in the information [indictment] filed in this court and the defendant's plea of "not guilty". This duty you should perform uninfluenced by pity for a defendant or by passion or prejudice against him. You must not suffer yourselves to be biased against a defendant because of the fact that he has been arrested for this offense [these offenses], or because an information [indictment], has been filed against him, or because he has been brought before the court to stand trial. None of these facts is evidence of his guilt, and you are not permitted to infer or to speculate from any or all of them that he is more likely to be guilty than innocent.

Therefore, in determining the guilt or innocence of the defendant you are to be governed solely by the evidence introduced in this trial and the law as stated to you by the court. For such purpose the law forbids you to be governed by mere sentiment, conjecture, sympathy, passion, prejudice, public opinion or public feeling.

Both the People and the defendant have a right to demand, and they do demand and expect, that you will conscientiously and dispassionately consider and weigh the evidence and apply the law of the case, and that you will reach a just verdict [as to each count charged], regardless of what the consequences of such verdict may be.
39 Such verdict must express the individual opinion of each juror.
APPENDIX F

LETTER FROM MR. RALPH P. SHERLOCK DESCRIBING THE THREE METHODS OF TEACHING TWELFTH GRADE SOCIAL STUDIES AT ATWATER, LIVINGSTON, AND MERCED HIGH SCHOOLS
January 24, 1973

To Whom It May Concern:

This is intended to verify the diverse teaching methods and techniques currently employed in the Merced Union High School District in the teaching of American government in grade 12.

In Atwater High School, an activity-centered approach to instruction is used. Team teaching is employed and emphasis is placed on involving students in instructional simulations rather than merely listening and reading about government. Included in this activity approach are learning activity packages, simulation games, a moot court using actual trial manuscripts obtained by students from county records, a mock assembly of students to illustrate the workings of state government, and a mock convention to reveal the processes of the national political parties.

At Livingston High School, a traditional approach is used: lecture, class discussion, readings from a basic text, and unit tests.

At Merced High School, a current events-related background method is used. Using a current news magazine for thought and subject stimulation, the entire class reads and discusses articles. The teacher then provides background information of a historical nature to put current events into perspective through lectures. Learning-activity packages, student debates, and independent study are parts of the instructional pattern.

Sincerely,

Ralph P. Sherlock
Assistant Superintendent-Instruction

RPS/nh
APPENDIX G

PARTIAL LIST OF BOOKS AVAILABLE TO EACH GROUP
1. Each group included in the study had classroom sets of the following textbooks:


Each group received copies of *The Congressional Quarterly*.

Each group received classroom sets of *Time* or *Newsweek*.

2. Partial list of supplementary books used by the Student-Activity Group. Copies of these books were available in the classroom.

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<td><em>Labor in America</em></td>
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3. Partial list of supplementary books used by the traditional group. Copies of these books were available in the classroom.

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Regnery  
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McClellan, Grant  
The Two Germanies  
Wilson  
1959
Packard, Vance O.  
Status Seekers  
McKay  
1959
Schlesinger, Arthur  
The Hidden Persuaders  
McKay  
1957
Soule, George  
The Age of Jackson  
Little  
1945

4. Partial list of supplementary books used by the combination traditional group. Copies of these books were available in the classroom.

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APPENDIX H

EVALUATION INSTRUMENTS USED BY INSTRUCTORS OF EACH GROUP
STUDENT-ACTIVITY GROUP

American Government
Final Exam, 1st semester

Part 1. (60% of grade):

Discuss the growth of executive power. In your discussion give reference to the Constitution, the Federalist Papers, and pertinent subsequent historical events.

Part II. (30% of grade):

Discuss Federalist Paper #51. Was Madison's dictum generally applicable to society? Give examples of subsequent relevant historical events.

Part III. (10% of grade): (Answer Part III on THIS PAGE).

a) Identify each of the following quotes, and b) answer the question directed to the quote. In all cases, one word or one sentence will suffice.

1. "... in the long run Puritanism in New England was to decline, not because it was defeated, but, in a sense, because it had succeeded."

   a).
   b). According to the author, the Puritans, in effect, identified purpose with what?

2. "To ripen a person for self-sacrifice he must be stripped of his individual identity and distinctiveness."

   a).
   b). What was the author's suggestion as to how the above could be effectively achieved?

3. "... in a traditionally free country the individual who pits himself against coercion does not feel an isolated human atom but one of a mighty race-his rebellious ancestors."

   a).
   b). This author equates rebellion with what tradition?
1. An essential element of a republic is (a) a two party system (b) a government of elected official (c) a bicameral legislature (d) universal suffrage.

2. The principle of checks and balances was introduced to prevent (a) federalism (b) national supremacy (c) judicial review (d) tyranny.

3. At the Constitutional Convention, the Great Compromise was agreed upon to settle the controversy between (a) slave states and free states (b) Southern states and Northern States (c) Farm states and Industrial States (d) large states and small states.

4. The Constitution of the United States guarantees to each state (a) an equal share of the taxes (b) Federal Aid for flood control (c) a republican form of government (d) the power to grant patents to inventors.

5. Article I of the Constitution outlines the powers of (a) the president (b) Congress (c) the Supreme Court (d) none of these.

6. The Constitutional reason for the census in the United States is to (a) apportion the states' membership in the House of Representatives (b) to determine the number of eligible voters (c) fix the geographic center of the population of the United States (d) find out the size of the labor force.

7. The smallest number of members of Congress that a state will have is (a) 1 (b) 5 (c) 2 (d) 3.

8. The United States Senate differs from the House of Representatives in that (a) the Senate introduces all revenue bills (b) membership in the Senate is based upon population (c) the Senate approves Presidential appointments (d) Senators must be native born Americans.

9. The number of electoral votes to which each state is entitled depends upon the number of (a) popular votes cast by the state in the last election (b) Senators and Representatives that the state has in Congress (c) native-born citizens in the state (d) electoral districts in the state.

10. In case of the death or removal from office of both the President and Vice President of the United States, the official who shall become President is the (a) Chief Justice of the Supreme Court (b) Secretary of State (c) Speaker of the House of Representatives (d) President pro tempore of the United States Senate.

11. The reason the Constitutional Convention met was (a) the central government was too strong (b) to form a more perfect union (c) to reconstruct the Articles of Confederation (d) to declare war.
12. The first goal stated in the Preamble of the Constitution is (a) promote the general welfare (b) establish a constitution (c) establish justice (d) elected official will not get paid

13. The aim of the Constitution's Bill of Rights is (a) fairness of laws (b) regulate the power of the government (c) guarantee basic civil rights (d) all of these
TRADITIONAL GROUP

American Government

Econ. Final Exam, Make-up

1. Take your choice of either a or b:
   a. What is an economic good or service? Carefully explain.
      What are the factors or forces that determine the economic
      well-being of a society? Define and carefully explain the
      interrelationships among them.
   b. Carefully, and in detail, explain and evaluate two interpreta-
      tions of what resources are. Which of the two provides a more
      useful analysis for explaining the process of economic growth?

2. Take your choice of either a or b:
   a. Money is defined by the functions it performs. The "thing"
      used to carry out these functions can literally be anything;
      however, some things work better than others. Discuss fully
      the three main functions of money and the criteria used to
      select the best "thing" with which to carry out these functions.
   b. Money can be created out of thin air. Discuss how money can
      be created by banks and all the available means the FRB has in
      controlling the amount of money created.

3. Write everything you know about Keynes.
MOCK ASSEMBLY
EVALUATION SHEET

NAME: ___________________  DATE: ___________________

HOUR: ___________________

JOB: ___________________

FLOOR ACTION - ______________

AGENDA ITEM:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

CREATIVE

SERIOUS

MAKING AN ATTEMPT

ARGUMENTIVE

TRIVIA

DISRUPTIVE

COMMITTEE ACTION - ______________

HEARING: (BILL NO. ______________)

____________________________________________________________________________________

TESTIFYING (BILL NO. ______________)

____________________________________________________________________________________

REMARKS:

Evaluated by: ___________________
Evaluation of the Mock Assembly Periods

The Mock Assembly on the whole was a great experience to all of us, but few measures should have been sought before the assembly started. As a result of not knowing how the Assembly was to be run, the Assembly was too long and somewhat unrelated to the basic concept of what we were supposed to do.

Before convening with the Assembly, we should have learned about the procedure, rules and regulations and the basics. As we were all blind on this, the first few days were confusing and puzzling. It took a while to get the hang of the proceedings. Since we did not know about the procedures and regulations much time was wasted on matter that had no bearing to the Assembly.

We should have eliminated all the little "announcements" and "askings", like, the Gov. Gorton counting, holes and such, just took time and wasted time that could have been spend on hearing the bills. It was the same several persons who talks, motioned and seconded. After a while it became monotonous and very boring.

There should have been an allotment of time for the Assembly, committe hearing and etc. In this way, the bills may have all been heard.
Much of the second and third readings should've been voted on after all the bills went through by the committee. All the controversial bills should've been voted on separately while the others should've been on the consent calendar.

But, the Assembly was great. I have learned much in the past few weeks about how our bills are passed and killed. We were able to experience the acts, not just learn about. It made me more aware and more about the party caucus and party-party disagreements. I now know that politics aren't the honest things as I had previously conceived.

I contributed to the Assembly very little as it seemed that all the motions and seconds were done before I was able to stand. Since I am shy, my shyness showed. If the bill by Assemblywoman Jantz was presented, I believe I could've presented a good argument, as I was prepared.

I believe I should deserve a B. I am sure I could've done a good job in the committee.
I was the criminal committee vice-chairman under our competent leader Mr. Shand. I did, however, take over frequently for Mr. Shand, when he was absent.

Also, I submitted Bill no. 351 which is submitted here. It was introduced by me on May 1, and was read and held at the desk. On May 7, I testified to the constitutional amendments committee, headed by Mr. Olson. On May 8, it was passed as amended. (they had to live up to their name.) Mr. Lingren also testified in my behalf as a hunter needing this legislation passed. On May 9 my bill was voted onto the 2nd reading file. Here it was again amended. May 13, it was passed to the 3rd reading file, where it was passed to the Senate on May 21.

I was chairman of our committee during the most controversial meeting when Mr. Olson's and Mr. Shand's bill came to committee. This bill received some sort of testimony by at least over half of the students of our class, whether out of order or not. I had a lot of trouble with this bill, but it finally turned out as I had wanted. The discussion of this bill became quite heated which I am sure the real committees sometimes become.

I was also a minority on a few of our bills which passed through our committee, however, most of our easy-to-influence people sided with whatever they felt like saying when they voted. In this respect our Assembly was not as it would be in Sacramento.
GOVERNMENT ASSEMBLY

In fifth period government, our assembly was headed by Miss Ann MacDonald, who did an excellent job throughout the past six weeks. Everyone in our class was able to speak out and say what was on their minds without really hesitating. For instance, Al Miguel had never said a word before the final six weeks of our class when he became a superior chaplain.

Many people were aroused into the discussions for the first time on various subjects. The interest in certain bills was especially noticed. The average eighteen-year-old student began to feel his aging by actually voting how a mature adult would vote on most bills and not as a high school senior would. The assembly made most of us assume our responsibilities as young adults, one day destined to govern this country alone.

The many different bills designed by nearly every member of the class greatly reflected the various bills now in the Senate. Everyone seemed to take the Assembly seriously, making it more interesting all the way through. It was hard to believe the many different opinions of the young people of today and how certain each of them are that they are correct in their judgment.

Unfortunately, many of the controversial bills will never be able to go to the floor because we lack the time, but this is the fault of the slow author.