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AN ANALYSIS OF PROGRAMS OF UTAH UNIVERSITIES AND COLLEGES
PREPARING ELEMENTARY SCHOOL TEACHERS FOR
TEACHING SOCIAL STUDIES

by

Jay A. Monson

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF EDUCATION

in

Curriculum Development and Supervision

UTAH STATE UNIVERSITY
Logan, Utah

1968

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Jay A. Monson

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ABSTRACT

An Analysis of Programs of Utah Universities and Colleges

Preparing Elementary School Teachers for

Teaching Social Studies

by

Jay A. Monson, Doctor of Education

Utah State University, 1968

Major Professor: Dr. Malcom Allred
Department: Elementary Education

The purpose of this study was to identify elementary teacher education programs within the State of Utah, to describe those parts of each program specifically designed to prepare prospective elementary school teachers for teaching social studies, and to determine the attitudes and opinions of various groups concerning the adequacy of the programs.

This study was of descriptive research design. The subjects were selected to include all prospective 1967 graduates in elementary education in the state of Utah (a total of 603), all 1966-67 first-year elementary school teachers who had graduated from a Utah university or college (a total of 511), and a faculty respondent from each Utah university and college preparing elementary school teachers (a total of 6).

The questionnaire was selected as the instrument to be used in the collection of basic data in this descriptive research. A preliminary questionnaire was constructed utilizing Guidelines for the Preparation of Elementary Social Studies Teachers (National Council for the Social Studies, 1965) as the basic document for the identification of the several items. The questionnaire was submitted to experts in the field

of social studies and teacher education for their comments and suggestions. The preliminary questionnaire was subsequently expanded to its final form.

Appropriate mailing and follow-up techniques were used in administering the questionnaire. Three follow-up contacts yielded the following total respondent returns: prospective graduates, 305 respondents, 58 per cent; first-year elementary school teachers, 345 respondents, 68 per cent; and faculty representatives of the universities and colleges, 6 respondents, 100 per cent.

Two different techniques were used to substantiate the data received in this study. One technique utilized a randomly selected population of 21 non-respondents in a follow-up survey 9 months after the initial contact. A second technique was concerned with respondent and nonrespondent stratification analysis. Both of these techniques and their resultant findings supported the utilization of data gathered on the original questionnaire return.

Findings indicate that programs of Utah universities and colleges preparing elementary school teachers for teaching social studies are varied and different. There is little uniformity among the universities and colleges regarding these programs.

Other important findings suggest that (1) sixty per cent of the graduates completing programs of preparation in elementary education within the state of Utah enroll in a social studies methods course; (2) most students enrolling in a social studies methods course rate their preparation for teaching elementary school social studies as "moderate" or "little" preparation; (3) university and college faculty representatives largely believe the methods courses are "very greatly" or "greatly"

preparing their graduates to teach elementary school social studies; (4) students and former students report areas emphasized in the social studies methods courses as centering around "Unit Structure" and related areas, they also reported "Critical Thinking" as an area of emphasis; (5) in the social sciences, prospective elementary school teachers are completing the greatest number of hours of course work in history, psychology, and geography, with the average student completing less than 1.5 hours of course work in any one of the following disciplines of anthropology, philosophy, general social science, and economics; and (6) students and former students believe courses best preparing them for teaching social studies to be those social science courses in which they complete the most hours of course work.

It is concluded that the staff of the department or division of elementary education at each of the six institutions of higher learning within the state is primarily responsible for determining the program for preparing elementary school teachers for teaching social studies. Such changes as determined desirable by these groups would therefore seem possible with little opposition or difficulty in implementation.

(188 pages)

PREFACE

After his graduation in the area of elementary education from a Utah University, the writer was employed as a sixth grade teacher in one of the larger school districts within the state. Social studies was a perplexing problem for him during his first year of teaching. Students expressed dislike for the subject at the beginning of the year. Perhaps they reflected past experiences in which social studies were presented in an indifferent and apathetic manner. Perhaps their teacher was unprepared. Whatever the reason, he made continuous attempts to improve the social studies curriculum in his own classroom and did observe some positive change in student attitude. However, he became more aware of his inadequate preparation for teaching social studies in the elementary school. The inadequacies seemed to be in two areas. First, he was limited in his own knowledge and understanding of the social sciences as disciplines of research and organization. Second, a methods course in the teaching of social studies seemed to have been of little value to him. The recognition of his limitations, because of inadequate preparation, was sufficient motivation for him to seek to strengthen himself at the graduate level. As a result of these personal experiences, he developed an interest in the preprofessional preparation of teachers who would teach social studies in the elementary school.

The writer thought about his own experiences and talked with some other teachers in the elementary schools of Utah and of Arizona who had found similar problems. As a result, this study was proposed in an attempt to identify teacher education programs within the State of Utah and to

describe those parts of each program specifically designed to prepare prospective elementary school teachers for teaching social studies.

As he became more interested in the possibility of this study, the writer corresponded with authorities who are recognized in the teaching of social studies in the elementary school. Replies were received from John D. McAulay, John U. Michaelis, Linwood Chase, John Jarolimek, and Merrill F. Hartshorn. All gave encouragement to the writer in his pursuit of the proposed study.

Officials in the State Department of Public Instruction and heads of departments of elementary education at Brigham Young University, University of Utah, and Utah State University were unanimous in their encouragement of the writer to pursue this "needed" research.

A cursory examination of the literature indicated the desirability and need for research in the area proposed. Havighurst (Price, 1963) noted a need for research in the university training of teachers of social studies. He pointed out that the success of plans now under way for upgrading the curriculum in social studies was heavily dependent upon the pre-service training of teachers.

Delegates to a 1963 conference of the National Council for the Social Studies discussed and agreed upon the need for research in the area of "training and preparation" of teachers of social studies (Price, 1963). This need was further supported in other publications of that same year (Manning, 1963; Howard, 1963; Michaelis, 1963; and Patterson, 1963). The need was still evident in the opinions expressed three years later by McAulay (1966), and Trump (1966). In 1966 this study was proposed.

As a result of past personal experience, encouragement from many, and a brief examination of the literature, the proposed study appeared

to be needed and worthwhile, even though many problems and methodological limitations in research technique were pointed out. The study was proposed by the writer and unanimous approval was given by his graduate committee.

INTRODUCTION

Purpose of the Study

The purpose of this study was to identify the teacher education programs within the State of Utah, to describe those parts of each program specifically designed to prepare prospective elementary school teachers for teaching social studies, and to determine the attitudes and opinions of various groups concerning the adequacy of the programs.

Objectives of the Study

The specific objectives of this study were as follows:

1. To review the literature concerned with pre-service preparation for prospective elementary school teachers in the area of social studies.
2. To identify the present professional programs offered by universities and colleges in Utah to prepare prospective elementary school teachers for teaching social studies as these programs are defined in official publications and interpreted by the departments in which the programs are offered.
3. To compare the subject matter content and experiences of the social studies methods courses offered in the universities and colleges as they are reported by instructors of these courses.
4. To identify social science course work completed by prospective elementary school teachers as part of their preparation program.
5. To ascertain attitudes with respect to the adequacy of present programs for preparing elementary school teachers for teaching social

studies as evaluated by: (a) university and college faculty members directly concerned with the teaching of social studies methods courses; (b) first-year elementary teachers; and (c) prospective 1966-67 graduates in elementary education.

Definitions of Terms

1. The singular term social study is defined by Douglass (1967, p. 5) as ". . . any inquiry which has as its central focus the study of one or more aspects of man's relationships with his fellow man."

2. Social studies is a plural term meaning more than one social study. It also is used to identify those portions of the social sciences and related disciplines selected, simplified, and organized for instructional purposes (Michaelis, 1964).

3. Social sciences are those fields of inquiry which deal with human society or its characteristic elements. The following disciplines are included: history, geography, political science, economics, anthropology, and sociology. Related disciplines would include psychology and philosophy (Encyclopedia of Educational Research, 1960).

4. Utah Universities and Colleges are the institutions of higher learning in the state of Utah granting degrees in elementary education. Public institutions, locations, and the number of total 1966-67 graduates in elementary education are: College of Southern Utah, Cedar City, Utah, 55 graduates; University of Utah, Salt Lake City, 129 graduates; Utah State University, Logan, 150 graduates; and Weber State College, Ogden, 92 graduates. Private institutions granting degrees in elementary education are Brigham Young University, Provo, 165 graduates, and Westminster College, Salt Lake City, 12 graduates.

5. Teacher education refers to the academic programs and pre-professional experiences organized by the universities and colleges for the purpose of preparing elementary school teachers.

6. Course work or courses is used to identify quarter or semester hours of classwork in subject fields at the university or college level.

7. The term teacher refers to a professional teacher in the elementary school (kindergarten--sixth grade) who has been certified by the State Board of Education.

Organization of the Study

This paper is organized into seven sections.

First, a preface which explains the writer's interest in the study.

Second, an introduction to the study in which the purpose of the study is stated, the objectives are listed, terms are defined, and the organization of the study is outlined.

Third, a review of literature is organized consisting of an introduction, teacher preparation for teaching elementary social studies, social sciences course work and preparation, and methods courses for teaching elementary social studies.

Fourth, a description of the procedures employed in this study is presented in which the selection of subjects, measures employed, and the research design are outlined.

Fifth, the presentation of results of the study is stated.

Sixth, a discussion of the limitations of the study, the follow-up study and respondent stratification analysis is presented.

Seventh, a summary of the study and conclusions are listed, including implications for needed research.

REVIEW OF LITERATURE

Introduction

Although a summary of this review is presented at the end of this section, the research, opinions, and experiences reported here support the need for this study and indicate that present programs designed to prepare prospective elementary school teachers for teaching social studies are considered to be inadequate.

The purpose of this review of literature was to identify and report research as well as observations and opinions which are related to the preparation of elementary school teachers for teaching social studies.

The related literature seemed to be centered in three general areas. First, writers recognized the need for adequate preparation of those who would teach social studies in the elementary school. Second, writers were concerned with the quality and quantity of preparation in the social science disciplines of prospective and currently employed elementary school teachers. Third, writers expressed their opinions and reported their research concerning the professional methods courses in the teaching of social studies being offered by institutions of higher education. Some overlap occurs among these three categories. These three general groups have been recognized by others who have examined and reported the literature (Patterson, 1964; McAulay, 1966; Fenton, 1967).

Need for Adequate Elementary School TeacherPreparation for Teaching Social Studies

Many individuals who have written in the field of education have recognized the development of a "new social science" designed to meet the challenge of a rapidly changing and increasingly complex social world (Bruner, 1960; Patterson, 1964; Coombs, 1965; Chase, 1966; Douglas, 1967; Fenton, 1967; and Taba, 1967). The development of this new social science underlies the necessity of adequate teacher preparation for teaching children social science concepts and generalizations. Leaders in education have long recognized that important changes will come about in education only as teachers and, therefore, teacher education programs change (Bruner, 1960; Price, 1963; Coombs, 1965; Chase, 1966; and McAulay, 1966).

In their appraisal of social studies in the United States, Cox and Massialas (1967) expressed their dissatisfactions with prevailing practices of teacher preparation programs for teaching elementary social studies. Their contention that present teachers of social studies are characteristically not well prepared has largely been supported by a number of others who have written on the subject (Baker, 1945; Jersild and Tasch, 1949; Sarason, Davidson, and Blatt, 1962; Patterson, 1964; Conant, 1964; Dunfee and Sagl, 1966; Trump, 1966; and McAulay, 1966).

The National Council for the Social Studies Committee on Teacher Education and Certification (1965) prepared a list of "Guide Lines for the Preparation of Social Studies Teachers." The purpose of this committee and its work was to give direction to institutions of higher education in the preparation of social studies teachers. In its report,

the Committee stated:

The undergraduate preparation of all teachers of the social studies should include appropriate course work in areas of general education, professional education and academic subject matter. The following distribution of course work indicates a suggested minimum and a range extending to a possible maximum, given as a percentage of total credit hours: general education 25-30%; professional education 15-25%; academic teaching fields 50-60% (including professionalized subject matter for elementary teachers). (The National Council for the Social Studies Committee on Teacher Education and Certification, 1965, p. 2).

The Committee (1965, p. 2) further recommended field experiences, observations and participations, and student teaching (or internship) in "appropriate sequence of course work and related activities" for each prospective teacher of social studies.

Insofar as could be determined, no study has yet been carried out concerning the implementation of these guidelines and recommendations by teacher education institutions.

Recent developments and study conducted in the several social sciences have fostered and encouraged experimentation and growth in a variety of new social studies curricula. Attention has focused on content, methods, and organization (Bruner, 1960; Patterson, 1964; Fenton, 1967).

In the new social studies described by Fenton (1967), the range of objectives, teaching strategies, materials, and patterns of pupil deployment all have implications and new demands for programs of teacher preparation. Fenton proposed that elementary teachers should become specialists in one of the social science areas. As a specialist, each teacher could capitalize on his expertness as a member of a social studies teaching team.

Another proposal for revamping present teacher preparation curricula was made by Conant (1964, p. 147-148). He believed that the present K-6 program of teacher preparation should be divided so that teachers were prepared as generalists to teach children from the kindergarten through the third grade or as specialists to teach children in grades four through six. Conant expressed the opinion that the generalists would be capable of handling social studies appropriate for these early childhood years, kindergarten through third grade. He further stated that the teaching specialists in grades four through six should have a familiarity with a variety of subjects, but also possess depth in a single social science area.

One proposal for improved training in elementary education is undergoing experimentation at the University of Chicago (Howard, 1963). Students at Chicago during their senior or graduate year are enrolled in a training program "en bloc" and receive thirty semester hours credit for three quarters work. One-half of each day is spent in the classroom of an elementary school with students functioning as interns or student teachers. Classes in the afternoon include foundational courses, e.g., psychology, child growth and development, etc., and methods courses including social studies.

A cause for an optimistic outlook about future social studies teaching was noted by some writers who believe that teachers, as a group, are becoming increasingly aware of their inadequate and limited training in social studies and are attempting to correct this inadequacy (Sarason, Davidson, and Blatt, 1962; Conant, 1964; Dunfee and Sagl, 1966).

Havighurst (Price, 1963) proposed a major "stocktaking" among the institutions preparing elementary teachers for teaching social studies.

He emphasized that the success of plans now under way for upgrading the curricula in social studies depends heavily upon the training of teachers. A compilation of dissertations in the social studies up to 1964 does not contain any reference to research being completed in the area of preparation of elementary teachers for teaching the social studies (McPhie, 1964).

Summary

The consensus of opinion appearing in the literature is that new developments in the social sciences require new, or at least revised, approaches to preparing elementary teachers for teaching social studies. Because the classroom teacher is considered to be the key to any curriculum improvement in the social studies, his preparation is a fundamental part of such improvement. Numerous writers have listed dissatisfactions with prevailing practices of teacher preparation programs for teaching social studies. Some proposals have been presented for revamping present programs. Insofar as was determined, no research has been completed prior to 1966 concerning elementary school teacher preparation for teaching social studies. It was reported that teachers are becoming aware of their inadequate and limited training for teaching social studies and that this may be cause for optimism.

Elementary Teacher Preparation in the Social Sciences

Elementary school social studies curriculums are largely built upon the social sciences (Patterson, 1964; Michaelis, 1965; Douglass, 1967). Teachers presenting lessons from contemporary social studies curriculums subsequently need an understanding and background in concepts and

generalizations from each social science field (Henry, 1957; Allen, 1959; National Council for the Social Studies, 1965; Dunfee and Sagl, 1966; Taba, 1967). Such understanding and background is considered to be both of depth and breadth if it is to be adequate.

Due to the traditional role of the elementary school teacher as a "generalist" in classroom teaching, the problem of gaining adequate depth in the social sciences was considered "impossible" by two writers (Caswell, 1953; Beggs, 1965). However, Coombs (1965) described this impossibility as proper. He proposed that elementary teachers should have "breadth" in the social sciences (rather than depth), due to the general nature of the classroom curriculums. Nevertheless, a recent trend for elementary teachers to specialize in the social sciences has been noted (McAulay, 1960). It has been said by some that this specialization is the "solution" to the problem of training elementary school teachers for teaching the new social studies curriculum (Fenton, 1967). In reviewing the literature it was learned that writers largely supported the general assumption that elementary school teachers need a "richer" background in the social sciences--both in depth and breadth.

One team of writers expressed concern that an improvement in the quality of teaching is not likely to take place in any marked manner as a result of merely increasing the amount and variety of information which prospective teachers have. Therefore the contention exists that taking more course work in the social sciences is not likely to increase the quality of the elementary teacher's presentations (Sarason, Davidson, and Blatt, 1962, p. 117). However, other literature reviewed indicated that a balanced quantitative social science background is essential to teaching contemporary social studies (Ackerlund, 1959; Ford and Pugno,

1964; Reynolds, 1964; Patterson, 1964; Young, 1965; McAulay, 1966; Cox and Massialas, 1967).

A lag was noted between the impact of social science on aspects of our society and their inclusion in social studies programs in our schools. The lag was considered by Bruner (1960) and Patterson (1964) to be due to the inadequate and limited background in the social sciences on the part of our public school teachers.

A general lack of balance in present social science training was evident in the review of literature. History was reported as the "primary background" in social studies for elementary teachers as they have predominantly history courses in their social science programs. Geography was listed as second in importance as an area of concentration, and other social science courses were listed as receiving "little emphasis" (Ackerlund, 1959; Ford and Pubno, 1964; Reynolds, 1964; Patterson, 1964; Young, 1965; McAulay, 1966; Cox and Massialas, 1967).

To correct this imbalance, each of the social science professional societies has established committees to forward the cause of their several disciplines in the schools of America (Patterson, 1964, p. 292). This discipline-centered approach was evident in the literature represented by such articles and texts as: "Teacher Preparation in Political Science," (Hahn, 1965); "Preparing Future Teachers for Economic Competence: Content Appraisal," (Saunders, 1966); and Geography in the Teaching of Social Studies (Hanna, et al., 1966).

A cooperative program among experts from the social science disciplines and experts from curriculum in teacher education was proposed by Bruner (1960, p. 79). The proposed cooperative venture would be for the purpose of developing adequate teacher education curriculums in social

studies. The proposal was supported by several other writers (National Council for the Social Studies Committee on Teacher Education and Certification, 1965, p. 3; Price, 1963; Stiles, 1958; and Taba, 1967). A closer relationship between these two groups nationally was observed in the publication of the American Council of Learned Societies and the National Council for the Social Studies (1962), The Social Studies and the Social Sciences. Insofar as was determined, however, no such cooperative programs were reported at any teacher education institutions.

Summary

Present elementary school social studies curriculums are based upon concepts from the social science disciplines. Adequate teacher background therein has, therefore, been considered desirable and essential. Disagreement was noted as to whether this background should be one of depth or breadth; however, most writers posit that quantity and balance are the most immediate needs. Elementary teachers reportedly receive considerably more hours of training in history and geography than in the other social sciences. The social science societies have expressed concern that their disciplines are not receiving representation in public school curriculums. Efforts are being made to correct this. Cooperatively improved programs for teacher education in social studies were proposed when the experts from the social sciences joined with those experts in curriculum in teacher education to formulate new programs. These new programs were to bring a balanced approach in elementary social studies curriculums.

Methods Courses in the Teaching of
Elementary Social Studies

Methods courses in education have long been a target of critics of education. Social studies methods courses are no exception to this criticism (Sarason, Davidson, and Blatt, 1962, p. 6).

The importance of method over content in teacher training was noted by Symonds (1960, p. 81). He emphasized the importance of professional methods courses in the training of teachers as opposed to mastery of subject matter. The importance of such methods courses was largely supported by others writing on the subject (Sarason, Davidson, and Blatt, 1962; Young, 1965; Conant, 1964; McAulay, 1966; Cox and Massialas, 1967; Fenton, 1967). However, the review of the literature did not reveal any writings in favor of present programs per se offered by methods courses.

Methods courses in the teaching of elementary social studies are found at most institutions having programs leading to teaching certificates. In a nation-wide survey of curricula in elementary teacher education, it was reported that 86 per cent of the institutions polled offered such a course in teaching elementary social studies (Young, 1965, p. 4).

The nature of elementary social studies methods courses as judged by public school teachers was reported by Fenton (1967, p. 112) as "dull, repetitive, theoretical, and a waste of time." This contention with regard to present social studies methods courses was supported by others (Sarason, Davidson, and Blatt, 1962; Conant, 1964; McAulay, 1966; Cox and Massiaslas, 1967).

The following points of dissatisfaction were among those expressed in articles regarding social studies methods courses: (1) "they prepare

the young teacher for the status-quo rather than for newer programs and materials," (McAulay, 1966, p. 91); (2) "emphasis is on how to teach certain subject matter, but rarely accompanied by opportunities for the student to try out the methods," (Sarason, Davidson, and Blatt, 1962, p. 6); (3) "fail to fill the role of unifying a student's education experience in the social sciences," (Fenton, 1967, p. 112); and (4) "what the students obtain in these courses too often has little relevance for teaching a class of children who vary in achievement, skill, etc.", (Sarason, Davidson, and Blatt, 1962, p. 6).

A survey concerning elementary social studies methods courses was conducted in 97 institutions from throughout the United States (McAulay, 1966). The report included one section as to the primary objective (or objectives) of the methods courses. Identification of the primary objectives by the institutions polled was as follows: (1) 67 listed "purposes of the social studies;" (2) 64 reported "unit structure" as a primary objective; (3) 63 listed "objectives of the social studies;" (4) 55 reported "audio-visual aids pertinent to the social studies;" and (5) 54 reported "the use of textbooks" as a primary objective. McAulay concluded that this part of the study revealed that present methods courses lack emphasis on newer methods and programs.

In the same study by McAulay, geography was considered to be an "area of importance" by 60 per cent of the institutional representatives. Slightly less than 25 per cent of the respondents considered concepts from the other various social science disciplines to be areas of importance. The subject "inquiry method in the social studies" was indicated as fundamental to a methods course by three of the 97 respondents. McAulay concluded that elementary social studies methods courses are

generally in great need of revision.

In analyzing further dissatisfactions with elementary social studies methods courses, several authors listed their concern over the course instructor, his preparation, contact with children, with social sciences, and the latest instructional practices (Conant, 1964; Beggs, 1965; McAulay, 1966; Fenton, 1967).

Summary

Some type of elementary social studies methods course was found in most universities and colleges preparing elementary teachers. Although most writers stress the importance of such a course, the nature of present methods courses in elementary social studies was reportedly held in dissatisfaction. Various reasons were listed for this dissatisfaction including: failure to prepare students for newer programs and materials, little opportunity to try out methods presented, and failure to unify a student's educational experience in the social sciences. The need for a methods course instructor who is a model of good instructional practices was also noted.

Review of Literature Summary

The research, opinions, and experiences reported in this review of literature support the need for the outlined objectives, and purposes of this study.

In the preface to this paper, the writer expressed dissatisfactions with his own preparation for teaching social studies in the elementary school. His limited background in the social sciences and his poor experience in a social studies methods course were among these dissatisfactions.

The objectives of this study were related to these observed personal inadequacies and have been supported in this review. The objectives of this study were: (1) to describe present programs in Utah Universities and Colleges preparing elementary school teachers for teaching social studies, (2) to determine the social science background of teachers prepared by such programs, (3) to identify the content and experiences in the elementary social studies methods courses, and (4) to ascertain the attitudes with respect to the adequacy of present programs according to several groups, including both professional educators and those preparing to become such.

The literature reviewed was centered in and supported the same areas as the objectives of this study.

Writers recognized the need for adequate preparation of those who would teach social studies in the elementary school. Because the classroom teacher is considered to be the key to any curriculum improvement, new developments in the social sciences were said to require new or revised approaches to preparing elementary teachers for teaching social studies. Those writing on the subject were dissatisfied with prevailing programs. Proposals for revamping present programs were listed by Howard, (1963), Conant (1964), and Fenton (1967). However, insofar as was determined, no research has been completed concerning elementary school teacher preparation specifically for teaching social studies.

Writers were concerned with the quality and quantity of preparation in the social science disciplines of prospective and currently employed elementary school teachers. Adequate teacher background in the social sciences was considered essential to teaching concepts and generalizations from these disciplines. Although writers agreed upon the importance of

adequate background, there was disagreement noted as to whether this background should be one of depth or breadth. It was reported that elementary school teachers have received greater concentration of course work hours in history and geography than in other social science disciplines, and that this imbalance should be corrected. A step towards this correction was proposed by several writers in that experts from the social sciences and teacher education join together to formulate adequate social studies teacher preparation programs.

Writers expressed their opinions and reported their research concerning the professional methods courses in the teaching of social studies being offered by institutions of higher education. Such courses were reportedly offered by most of the universities and colleges across the United States. Writers and, reportedly, other educators were dissatisfied with the nature of such courses. These dissatisfactions were listed for various reasons: that such courses fail to prepare students for new programs and materials; that they give students little opportunity to try out methods presented; and that they fail to unify a student's education experience in the social sciences. Concern was also expressed as to the instructor of the methods courses and the need for such a person to be a model of good instructional practices in social studies.

The general nature of the literature reviewed indicated that the social studies are in a state of change and that means of improvement are being sought. The preparation of elementary teachers for teaching social studies is a fundamental part of this consideration.

PROCEDURES

Selection of Subjects

The purposes of this study were to: (1) identify elementary school teacher education programs within the State of Utah, (2) describe those parts of each program specifically designed to prepare prospective elementary school teachers for teaching social studies, and (3) determine the attitudes and opinions of various groups concerning the adequacy of these programs.

The population of subjects was representative of three different groups. One group was selected from university and college faculty members directly concerned with teacher education programs. A second group was comprised of elementary school teachers in their first year of teaching who had graduated from Utah institutions of higher education. The third group consisted of prospective 1966-67 graduates in elementary education at Utah institutions of higher education.

The first group, university and college faculty members directly concerned with teacher education programs, was represented by department heads or department chairmen of the elementary education departments or divisions of the six universities and colleges within the State of Utah preparing elementary school teachers. These six institutions include three universities, one state college, and two four-year colleges. One university and one four-year college are private schools. Members of this group were selected because of their knowledge of their respective teacher education programs.

The second group, elementary school teachers in their first year of teaching, was identified as being composed of those professional elementary school teachers who were most likely to be able to recall, because of its recency, the quantity of their pre-service education in the area of social studies. It was the opinion of the chairman and graduate committee who directed this study that the study would be more representative of current programs if first-year teachers and prospective graduates (June, 1966) were included. This opinion was supported by John D. McAulay, Professor of Education at Pennsylvania State University and author of numerous writings and research concerning elementary social studies; by Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies; and by officials of the Utah State Department of Public Instruction--namely Research Director Ianthus Wright, Social Studies Specialist E. Scott Wolfley, and Elementary Supervisor G. Morris Rowley.

The third group, prospective 1966-67 graduates in elementary education, was selected because of its members' knowledge of current programs as discussed in the previous paragraph.

As the writer met with his graduate committee and met and corresponded with other individuals noted above, it was determined that polling all prospective graduates and all first-year teachers in the state would further substantiate the findings of this study.

In an attempt to identify the population sub-groups of university and college representatives and prospective graduates, a letter was sent to the head or chairman of each of the six departments or divisions of elementary education at the institutions of higher education within the state. A copy of this letter is included in Appendix A. The purposes

of this letter were to seek the cooperation of the university and college faculty representatives and to request listings of names and addresses of prospective 1966-67 graduates in elementary education from the respective schools. All of the department chairmen or heads or division chairmen expressed their willingness to cooperate and an interest in the study. Four of the six persons indicated their belief that there was a need for this study. Lists of prospective graduates were sent to the researcher. A total of 603 persons formed the population to be polled of this group. The six department heads or chairmen or division chairmen composed the population from the university and college group.

Letters were sent to superintendents of the forty school districts in Utah explaining the nature of the study. Their cooperation was requested in identifying within their respective districts first-year elementary teachers who had graduated from a Utah university or college. Thirty-one of the superintendents indicated their approval of the study and sent the names of their district's first-year teachers to the writer. Follow-up letters were sent to superintendents who did not respond within several weeks. Replies were subsequently received from all 40 superintendents. Of the 40, eight school districts reported no first-year elementary teachers, these were Beaver, Garfield, Millard, North Sanpete, North Summit, South Sanpete, Wasatch, and Wayne school districts. A list of the names of all first-year elementary school teachers who reportedly graduated from one of the six institutions of higher education within the state was compiled. This list contained 640 names. The list was checked for accuracy with the Educational Directory published by the Utah State Department of Public Instruction. This checking and later re-checking with returned questionnaires revealed that a total of 129 persons

originally listed on the first-year teacher list were inappropriately included for one or more of the following reasons: not actually being a first-year teacher, but rather a first-year teacher to a particular district only; being a first-year secondary teacher; and/or having graduated from a university or college in another state.

The total population selected included 1120 possible respondents. Sub-populations included representatives of departments or divisions of elementary education at all six universities and colleges in Utah preparing teachers; all prospective graduates from these universities and colleges (603); and all first-year elementary teachers within the state who had graduated from one of these six universities and colleges (511). These subpopulations thus represented the entire possible population in their respective groups.

Description of Measures Employed

Official publications of the six universities and colleges were examined and compared in an attempt to identify and describe teacher education programs in Utah preparing prospective elementary school teachers for teaching social studies. These publications included general catalogs, program outlines, and detailed requirement sheets published by the several institutions of higher education.

The review of literature indicated techniques used for a descriptive survey of this type. The questionnaire was selected as the best instrument to collect data for this study.

In preparation for the construction of the questionnaire, the writer reviewed various publications concerning this type instrument (Borg, 1962; Jelenik, McGrath, and Woochner, 1963; Rummell, 1958; and Good,

Barr, and Scates, 1941).

A preliminary questionnaire was constructed utilizing Guidelines for Preparation of Elementary Social Studies Teachers (National Council for the Social Studies, 1965) as the basic document for the identification of the several items. John D. McAulay, in a letter to the writer, made suggestions for inclusion in the questionnaire. The questionnaire was organized in two parts, a descriptive survey section, and an attitude measurement section.

The questionnaire was constructed to obtain information in the following areas. First, the questionnaire sought information concerning certain characteristics of the subjects, i.e., college or university attended, grade being taught or preferred to teach, and sex (Appendix B, Questionnaires, Form 1 and 2, Items 1, 2, 3). Second, attitudes toward the adequacy of present programs for preparing elementary school teachers for teaching social studies were sought (Items 6, 7). Third, information was requested concerning subject matter content and experiences of the social studies methods courses offered in the universities and colleges as reported by respondents (Items 4, 5, 8, 9). Fourth, the questionnaire solicited information concerning under-graduate social science course work completed (Item 10). Fifth, the respondents were requested to indicate those social science courses (or others) which best prepared them for teaching elementary school social studies (Item 11). Finally, the aspect of "other preparation" for teaching social studies was sought from the subjects (Item 12).

The questionnaire was reviewed by social studies authorities McAulay and Hartshorn, by Utah State Department of Public Instruction officials

Wright, Wolfley, and Rowley, and by members of the writer's dissertation committee who evaluated it in terms of information, structure, and format.

The basic format of the preliminary questionnaire was used, with minor modifications, for surveying the university and college representatives, first-year teachers, and prospective graduates. Copies of the three questionnaires used are found in Appendix B.

A trial administration of the questionnaire was completed with 12 student teachers at the Edith Bowen Laboratory School, Utah State University, during April, 1967. The trial administration resulted in one or two minor changes in the manner in which responses were recorded.

Research Design and Procedures

This study was of descriptive research design. The study attempted to identify teacher education programs within the state of Utah, to describe those parts of each program specifically designed to prepare prospective elementary school teachers for teaching social studies, and to determine attitudes of adequacy of these programs according to prospective graduates, first-year elementary teachers, and faculty representatives of the respective departments or divisions of elementary education at each of the six universities and colleges in Utah preparing elementary teachers.

The descriptive-questionnaire-study was determined as the most suitable method to be used in this survey. The questionnaire was designed to identify attitudes, opinions, and judgments of the three respondent groups regarding adequacies of present programs for preparing elementary school teachers for teaching social studies.

The following procedures were included in this research design:

1. The subjects were selected to include complete populations from the three participating groups. All of the six Utah colleges and universities preparing elementary teachers were represented by faculty respondents from the departments or divisions of elementary education. All prospective graduates in elementary education at these same institutions and all first year-teachers who had graduated from these six schools were included in the total population to be polled.
2. The questionnaire instrument was developed and approved for use.
3. A trial administration of the questionnaire was completed and resulted in minor modifications to the questionnaire form.
4. In accordance with suggestions to the writer from his dissertation committee and from the literature (Rummell, 1958), each selected subject was assigned a respondent number to allow for anonymity of response, to facilitate tabulation of the returned questionnaire, and to allow for follow-up contacts.
5. A coding system was developed by the researcher utilizing small "ink-like" dots placed in locations on the reverse side of the questionnaire. Each locale represented a certain number, thus allowing for each questionnaire to be coded with the appropriate respondent-assigned-number.
6. Personally-signed letters accompanied each questionnaire to the 6 faculty representatives, the 603 prospective graduates, and the 511 first-year elementary teachers. The letter explained the nature of the study, solicited the respondent's cooperation, and urged quick response to the questionnaire. An addressed, stamped envelope was included in

the mailing for this purpose. (Copies of letters used are included in Appendix A.)

7. Each questionnaire was identified through the coding procedure as it was received.

8. Two weeks after the initial mailing, a personally-signed second letter was sent to each non-respondent (copy in Appendix A).

9. One-hundred-and-thirty questionnaires were returned unopened by the postal department because they could not be delivered. Different addresses were obtained for 30 of the returned questionnaires, and they were resent. The remaining 100 undelivered questionnaires represented 8.8 per cent of the total first-mailings.

10. Four weeks after the initial mailing, a third letter and a second copy of the questionnaire were sent to those who had not responded. Due to the end of the school year one week after this second follow-up (and of subsequent graduation of prospective teachers and vacation time for the first-year teacher group), no further follow-up attempts were made until November, 1967.

11. Supplementary follow-up letters were sent approximately every three weeks to the six faculty representatives until each had responded.

12. Data from the returned questionnaires were tabulated, compiled, and analyzed as reported in the next section of this dissertation.

13. A third follow-up study was carried out with a randomly selected group of non-respondents nine months after the initial mailing. The results of this follow-up, as well as the procedures followed, are found in the discussion section of this dissertation.

RESULTS

The purpose of this study was to identify and describe those facets of the teacher education programs within the state of Utah designed to prepare prospective elementary school teachers to teach social studies and to determine the attitudes and opinions of various groups concerning the adequacies of the programs. More specifically, the writer attempted to identify the present professional programs offered by universities and colleges in the state to prepare prospective elementary teachers for teaching social studies, and to compare the subject matter content and experiences of the social studies methods courses at these several institutions of higher education. An attempt was also made to identify the social science course work completed by prospective elementary school teachers as part of their general education course requirements and preparatory programs. The study was designed to include data collected from three groups, i.e., prospective 1966-67 Utah graduates in elementary education from the six universities and colleges, first-year elementary teachers who graduated from one of six Utah institutions of higher education, and university and college faculty members directly concerned with the preparation of elementary school teachers for teaching social studies at these six universities and colleges.

The results of the research survey are reported in three main divisions of this section of the study. Responses to the questionnaire by prospective graduates of the six participating universities and colleges in the state of Utah are reported in the first section. Responses to the questionnaire by first-year teachers in the state of Utah are reported in

the second section. Responses of individual faculty representatives from the six participating institutions are reported in the third section. Data gathered from the total population is presented and interpreted in the first part of each of the three sections. The second part of each section is devoted to the presentation and analysis of the data gathered from the six sub-populations represented by the institutions of higher education.

Responses of Prospective Graduates
to Questionnaire

Composite summary

The initial population of prospective graduates was 603 senior students enrolled in the six universities and colleges in Utah preparing elementary teachers. A questionnaire (Appendix B) was sent by first class mail to each of these 603 persons and appropriate follow-up steps were taken as discussed in the Procedures section of this paper.

Seventy-one questionnaires were returned for one or more of the following reasons: incorrect addresses, having moved, and/or no longer in school. The total remaining possible respondents was 522. Three-hundred-five questionnaires, or 58.4 per cent, were returned and considered valid for inclusion in this study. Two hundred seventeen, 41.6 per cent, of the prospective graduates did not respond to the questionnaire.

Item number one of the questionnaire was concerned with the university or college from which the respondent would graduate. Institution respondent totals and percentages are reported in Tables 7 through 30.

In responding to item number two, prospective graduates identified the grade level they preferred to teach or had contracted to teach following graduation. This item was included to describe the character of the respondent. The response to questionnaire item number two was as follows: kindergarten-25, first grade-44, second grade-41, third grade-39, fourth grade-55, fifth grade-35, sixth grade-23, seventh grade-2, eighth grade-1, special education-4, headstart-1, librarian-1, and undecided-21.

The sex of the respondent was identified in response to item three of the questionnaire. This item was included for characteristic purposes. Forty-one of the prospective graduate respondents were males and 264 were females.

Item number four of the questionnaire concerned the number of credit hours, if any, completed in a social studies methods course. This item was included for the purpose of determining the number of students enrolling in the methods course and to identify the average number of credit hours earned in such a course. Of 305 students responding, 63 per cent were or had enrolled in a social studies methods course. Three quarter hours credit were most commonly indicated as the number of hours credit received for this course.

The respondents were asked to indicate when, if taken, they enrolled in the social studies methods course. In the review of literature it was stated by certain authors (Fenton, 1967; Combs, 1965) that methods courses may be more effective if taken after a classroom teaching experience. The greater number of the prospective graduates taking the methods course, 160, took the social studies methods course before student teaching. Twenty-seven students took the course after, and 70 took the course during student teaching.

A total of 112 students, 37 per cent of those responding, indicated they had not taken any credit hours in elementary social studies methods. A problem became evident, however, in identifying methods courses at Brigham Young University. At this institution most students participated in a "type of social studies methods course" during their student teaching. In the tabulation of responses from Brigham Young University students, a majority indicated that such an offering did not warrant their making an affirmative response as having taken a social studies methods course. The attitudes of students in the Brigham Young University program are documented in a following section devoted to that institution.

Item number six of the questionnaire sought to determine the attitudes of participants in the social studies methods courses concerning the extent to which they believed the methods course prepared them for teaching social studies in the elementary school. The response to this item is listed in Table 1.

The attitudes of prospective elementary school teachers who had not taken the social studies methods courses in their preparation for teaching elementary social studies was the concern of item seven on the questionnaire. Table 2 identifies the attitudes of these prospective graduates as they reported their preparation.

Data presented in Table 1 and Table 2 indicate that those prospective elementary school teachers not taking the social studies methods courses believed their preparation to be higher on a rating scale than did those who took the course. Fourteen per cent of the non-participants in the methods course reported their preparation at a higher level on the rating scale than did the participants in such a course.

Table 1. Composite total of prospective elementary school teachers' attitudes concerning their preparation for teaching elementary social studies as a result of taking the social studies methods course

	Very greatly	Greatly	Moderately	Little	Very little or none
Total number	9	31	83	46	23
Percent	4.69	16.65	42.77	23.91	11.98

Table 2. Composite total of prospective elementary school teachers' attitudes concerning their preparation for teaching elementary social studies--not having taken the social studies methods course

	Highly adequate	Adequate	Moderately	Little	Very little or none
Total number	10	41	36	17	7
Percent	9.01	36.94	32.43	15.32	6.30

Item number eight on the questionnaire sought to identify the "Areas Emphasized" in the social studies methods courses. Because these courses are designed to specifically prepare elementary school teachers for teaching social studies, the "Areas Emphasized" in such a course were deemed by the writer to warrant inclusion in this study and subsequently upon the questionnaire form. The responses to item eight are reported in Table 3. The number of possible frequencies for each item was 192--the number of respondents completing the social studies methods course. The table is shown with items of greatest frequency listed near the top. This

Table 3. Composite total of prospective teachers' evaluations of areas emphasized in elementary social studies methods courses at Utah institutions of higher learning

Area emphasized	Frequency
Objectives	161
Unit structure	153
Purpose of the social studies	144
Organization and content of elementary social studies curriculum (K-6)	136
Critical thinking	117
Courses of study	101
----- (50%) -----	
Current events	92
Instructional materials (audio-visual)	88
Sociological concepts for the elementary school	85
Use of text books	82
Controversial issues	80
Learning theory in the social studies	76
Free and inexpensive materials	74
Evaluation of pupil progress in social studies	56
Use of trade books	56
Geography skills	54
Economics education	53
Historical method	50
Geography materials	48
International education	43
Anthropological concepts for the elementary school	40
Other Areas Emphasized	
Democratic relationships	5
Values	4
Role playing	1
Public relations	1
Music in the social studies	1
Problem solving	1
Concept approach	1
Group participation	1

practice was followed with all such tables in this dissertation. As part of questionnaire item number 8, students were asked to list "other areas emphasized" in the social studies methods course. These responses are reported at the bottom of Table 3.

Over 50 per cent of the participants in methods courses indicated that: Objectives, Unit structure, and Purposes were being emphasized. These concepts have been termed "traditional" (McAulay, 1966). Also mentioned with a frequency ratio of 50 per cent or higher were: Organization and Content of the Curriculum, Critical thinking, and Courses of study. These six items--Objectives, Unit structure, Purposes, Organization and Content of the Curriculum, Critical thinking, and Courses of study--appear to be the areas of primary emphasis in the social studies methods courses as reported by prospective graduates. Two social science discipline areas, sociology and anthropology, were reportedly receiving widely different emphasis in the methods course. Sociological concepts were mentioned twice as frequently as anthropological concepts. Anthropology was mentioned less often than any other item on the printed checklist. Less than one-third of the respondents mentioned economics education, historical method, geography skills and materials, and international education as areas emphasized in the methods course.

Item number 9 of the questionnaire was included to further identify the nature of the social studies methods course. This particular item was concerned with the "Experiences Offered" in the social studies methods course. Table 4 lists the experiences offered in the social studies methods courses as reported by the prospective graduates.

Two items on the response list for this question received a frequency ratio of 50 per cent or higher--Construction of a unit and Construction of lesson plans. Tables 3 and 4 indicate that the overall total of frequencies for "Experiences Offered" was lower than for "Areas Emphasized."

Two items only on the experience list received more than 50 per cent frequency. Six items received this frequency on the areas emphasized list.

Table 4. Composite total of prospective teachers' evaluations of experiences offered in the social studies methods courses at Utah institutions of higher learning

Experiences offered	Frequency
Construction of a unit	154
Construction of lesson plans	112
----- (50%) -----	
Teaching a social studies lesson	98
Evaluating text books	86
Preparing instructional materials	83
Examining instructional materials	76
Observation of social studies in the classroom	68
Panels and discussion of current events	65
Preparing bulletin boards	52
Interviewing resource persons	43
Field excursions (community study, State Legislature, etc.)	41
Observing and recording a child's social development	34
Helping an individual child	33
Visiting community social agencies	28
Participation in community events	26
Conducting opinion polls	11
Community or international projects	10
Others	
Critical thinking	1
Directed student role playing	1

Also on the experience list were six items receiving less mention than the lowest item on the areas emphasized list. Experiences in the social studies methods courses are evidently not as common as areas emphasized.

Identifying social science courses completed by the prospective graduates was the purpose of Item number 10 on the questionnaire. Respondents were asked to list the number of credit hours taken in the individual social science areas. Table 5 is a composite listing of social science courses taken by prospective graduates at the six Utah universities and colleges participating in the study. This table is a summary for all respondents. For uniformity in reporting this table, semester hours were changed to quarter hours at a ratio of 2/3 quarter hour

Table 5. Social science courses taken by prospective elementary school teachers at Utah institutions of higher learning--by quarter hours

Course	Total quarter hours	Range	Mode	Mean
History	2,787	1-51	5	9.14
Psychology	2,536	3-63	5	8.31
Sociology	1,631	2-55	5	5.35
Geography	1,458	3-30	5	4.78
Political Science	1,190	2-45	5	3.90
Philosophy	690	3-15	5	2.26
Economics	645	3-12	5	2.11
General Social Science	481	3-27	5	1.58
Anthropology	481	2-15	5	1.58

equals 1 semester hour.

A frequency distribution was made for each pertaining social science discipline. The mean number of hours was computed for each discipline area. This average was considered important in analyzing individual student preparation. The mode was also indicated for each discipline and was considered valuable due to the nature of the question--the mode showing the number of hours receiving the greatest frequency. The range was also included and considered necessary due to the extreme range of hours in certain social science areas. In addition to these scores, quarter hours were totaled for each of the discipline areas. A similar frequency distribution was tabulated for each social science table in this study.

As evidenced in the review of literature, students in undergraduate preparation for teaching elementary social studies receive more formal training in history than in any other social science discipline area. This assumption proved to be true in this survey. Also receiving emphasis in this survey in Utah was the area of psychology--with an

average of 8.31 hours completed by the respondents.

Respondents from Utah Universities and Colleges reported limited training in social science areas of anthropology, economics, and philosophy. Low scores in these areas were evidenced as reported in the above table. Anthropology was the lowest of the social science disciplines in regards to the number hours of course work completed with an average of 1.58 hours completed.

As part of Item number 10 on the questionnaire, students were asked to list whether the social studies methods course, if taken at all, was taken before or after the social science course listed. (The purpose of this question was explained previously--some authorities feeling that such a methods course may have more meaning if taken at a different point than presently being taken by most prospective teachers). Less than 2 per cent of the students in this study listed any social science courses taken after the social studies methods courses.

Item number 11 on the questionnaire asked the respondents to indicate which of the social science courses best prepared them for teaching elementary school social studies. Space was also provided for respondents to list other courses they believed to have "best prepared them." The response to this item is reported in Table 6. Social science disciplines receiving highest frequencies are listed first. All 305 respondents were included in this summary tabulation.

A comparison of Tables 5 and 6 would indicate that the social science areas in which students enrolled for the greatest number of hours of course work were listed as those courses best preparing them for teaching social studies in the elementary school. In general, students indicated those courses were the most beneficial in which they had

Table 6. Composite total of prospective teachers' opinions of courses best preparing them for teaching elementary school social studies--Utah Universities and Colleges

Course	Frequency
History	187
Geography	182
Psychology	117
Sociology	104
Political Science	97
General Social Science	39
Philosophy	34
Anthropology	28
Economics	25
Others	
None	9
Student Teaching	3
Language Study	1
Social Studies Methods Course	1
Social Foundations Course	1
Social Psychology	1
Classroom Observation	1
Audio-Visual Course	1

completed the most hours of course work. One slight variation was in geography and psychology, with geography being considered higher in preparatory value while psychology was reported higher in hours completed.

The final item on the questionnaire, Item number 12, sought to determine any "other preparation" the respondent believed helpful in social studies teaching. Respondents listed the following items: Travel-82, Church Mission-14, Lived Elsewhere-9, Student Teaching-4, Other Courses-4, Foreign Study-3, Research-2, Family Members-1, Worked as a Social Worker-1, Magazines-1, Foreign Pen Pals-1, and Foreign Language Preparation-1.

Brigham Young University prospectivegraduates

One-hundred-and-sixty-five questionnaires were sent to prospective graduates from Brigham Young University. These persons were listed by the University as prospective teachers who would be granted elementary teaching certificates at the June, 1967 commencement.

One-hundred-thirty-three questionnaires were returned, or 80.6 per cent. Of this number, 42 were invalid for use in the study, (reasons being: not actually graduating in elementary education but in another area, usually in secondary education; having dropped out of school; having moved and left no forwarding address; and/or misinterpretation of questionnaire form and, therefore, incorrect response). Of these listed causes of invalidation, 78.5 per cent were due to the respondents not actually graduating in elementary education.

Ninety-one questionnaires were considered to be valid for this study. Of the possible valid number of returns, this was 73.9 per cent.

Of the Brigham Young University respondents included in the study, 77 were female and 14 male.

Response to "grade level you hope to teach," was as follows: first grade-13, second grade-7, third grade-25, fourth grade-16, fifth grade-12, sixth grade-4, and kindergarten-2. Other single responses included special education and library. Nine students were undecided as to grade level, and one student indicated he would not be teaching.

A problem of identification became apparent from the study regarding the social studies methods course at Brigham Young University. Students reported they received some instruction in social studies teaching in conjunction with a Basic Classroom Procedures course that accompanied student

teaching. However, such a reportedly minor part of the course was devoted to social studies teaching, that 68 of the 91 Brigham Young University students listed that they had "no credit hours" in elementary social studies methods courses. The complete results of this inquiry item were as follows: no credit hours-68, two credit hours-5, three credit hours-6, four credit hours-2, six hours-1, and four respondents listed 8 credit hours. Five students listed question marks by this question, indicating the confusion outlined above.

Eighteen students reported enrolling in a specific and separate social studies methods course. Eleven took the course before student teaching, 5 after, and 3 during their student teaching experience. Of those taking the methods course, 2 students marked the methods course as having "Very Greatly" prepared them for teaching social studies in the elementary school; 3 listed this preparation as "Greatly," 12 as "Moderately," 15 as "Little." No respondent marked "Very Little or None" in response to this inquiry.

When asked how they felt about their preparation for teaching social studies, those not taking the methods course listed response as follows: "Highly Adequate"-4, "Adequate"-18, "Moderately"-24, "Little"-15, and "Very Little or None"-4.

Table 7 shows the "Areas Emphasized" in the formal social studies methods course as evaluated by students who completed this course at Brigham Young University. No evaluation was given for the Basic Classroom Procedures course as this study was concerned with specific social studies methods courses only.

The number of items receiving greater than 50 per cent frequency of mention by prospective graduates from Brigham Young University was twice

Table 7. Composite total of prospective teachers' evaluations of areas emphasized in elementary social studies methods course at Brigham Young University

Area emphasized	Frequency
Objectives	18
Purpose of the social studies	18
Organization and content of elementary social studies curriculum (K-6)	18
Unit structure	16
Use of text books	14
Geography skills	14
Instructional materials (audio-visual)	13
Current events	12
Sociological concepts for the elementary school	12
Geography materials	12
Courses of study	11
Critical thinking	10
----- (50%) -----	
Learning theory in the social studies	9
Controversial issues	9
Economics education	9
Free and inexpensive materials	8
Historical methods	8
Evaluation of pupil progress in social studies	7
Anthropological concepts for the elementary school	7
Use of trade books	6
International education	4
Others listed	
Humanities and arts	1
Music in the social studies	1

that of the state average. However, as noted only 18 of 91 Brigham Young University respondents participated in the actual social studies methods course.

Table 8 identifies the "Experiences Offered" in the social studies methods course at Brigham Young University as evaluated by these prospective graduates. Both of these tables (7 and 8) show percentage frequency ratios higher than the state average. For Table 8, the 50 per cent frequency items (or higher) include six experiences. The state average for

Table 8. Composite total of prospective teachers' evaluations of experiences offered in the social studies methods course at Brigham Young University

Experiences offered	Frequency
Construction of a unit	17
Construction of lesson plans	15
Teaching a social studies lesson	15
Evaluating text books	15
Preparing instructional materials	15
Examining instructional materials	15
Panels and discussion of current events	9
----- (50%) -----	
Observation of social studies in the classroom	8
Preparing bulletin boards	8
Field excursions	6
Interviewing resource persons	5
Visiting community social agencies	4
Helping an individual child	4
Participation in community events	3
Community or international projects	3
Observing and recording a child's social development	2
Conducting opinion polls	1

experiences with 50 per cent or higher frequencies totaled only two.

A comparison of Table 7 and Table 8 indicates a "unit approach" in the methods course. "Text book evaluations" were also mentioned by 15 of the 18 respondents. "Geography" and "sociology" received more than 50 per cent frequency mention in discipline areas. "Instructional materials" also received above this 50 per cent frequency.

Table 9 is a listing of social science courses taken by the prospective graduate respondents at Brigham Young University. This table is a composite total of all respondents including those who did not take the formal social studies methods course. Students were asked to list the number hours taken in social science courses. A frequency distribution was made for each of the social science areas (as outlined for Table 5).

Table 9. Social science courses taken by prospective teachers at Brigham Young University--by semester hour

Course	Total semester hours	Range	Mode	Mean
History	692	2-25	6	7.60
Psychology	416	2-20	3	4.57
Geography	286	2-25	3	3.14
Sociology	248	2-17	3	2.73
Political Science	234	1-7	3	2.57
Philosophy	130	2-5	2	1.43
General Social Science	69	2-9	3	.76
Economics	44	2-6	3	.48
Anthropology	29	2-3	3	.31

Prospective graduates from Brigham Young University reported three more hours training in history than in any other social science area. The areas of anthropology and economics received less than an average of one hour's course work.

Table 10 is a representation of value judgments by this group of Brigham Young University students concerning social science courses best preparing them for teaching elementary social studies. The respondents were asked to indicate those courses they believed best prepared them for teaching elementary school social studies.

A comparison of Table 9 and Table 10 reinforces the assumption that students, in general, feel "best prepared" in relation to the hours of course work completed in particular discipline areas.

Respondents were requested to list other preparation they had that would assist them in social studies teaching. These responses were as follows: Travel-26, Church Mission-5, Other Courses-5, Living with Others-5, Foreign Study-3, Student Teaching-2, Individual Research-2, Reading Magazines and Books-1, and Foreign Pen Pals-1.

Table 10. Composite total of prospective teachers' opinions of courses best preparing them for teaching elementary school social studies--Brigham Young University

Course	Frequency
History	71
Geography	64
Political Science	32
Sociology	25
Psychology	22
Philosophy	13
General Social Science	10
Anthropology	4
Economics	1
None	9

College of Southern Utah

prospective graduates

Of the 55 questionnaires sent to prospective graduates at the College of Southern Utah, two were returned due to "addressee being unknown." Twenty were returned and considered valid for inclusion in this dissertation. The percentage of possible respondents who completed returns and were used in the study totaled 41.6 per cent.

Of the respondents, 9 were male and 11 were female.

Choice of grade-levels which College of Southern Utah respondents preferred to teach was reported as follows: kindergarten-5, first grade-4, second grade-2, third grade-1, fourth grade-1, fifth grade-2, and sixth grade-4. One respondent was planning to teach the seventh-grade, but would still graduate in elementary education.

Only 5 of the 20 respondents participated in the social studies methods course. Four of these persons listed 3 hours of training in the teaching of elementary social studies, and one person listed 25 hours--

including his social science course work as part of this total.

Three of the respondents took the methods course before student teaching, two following student teaching. When asked to evaluate their preparation for teaching social studies as a result of taking the methods course, 1 student reported "Very Greatly," 2 students "Moderately," 1 marked "Little," and 1 person indicated "Very Little or None."

Of those not taking the methods course, 7 evaluated their preparation as "Adequate," 5 as "Moderate," and 2 as "Very Little or None."

Table 11 lists the "Areas Emphasized" in the social studies methods course as evaluated by students completing this course at College of Southern Utah.

A higher-than-state-average percentage frequency resulted from the polling of the 5 College of Southern Utah respondents who participated in the social studies methods course.

Table 12 shows the "Experiences Offered" in the social studies methods course at the College of Southern Utah. The information was based upon the 25 per cent of respondents who took the methods course.

Table 13 is a listing of social science courses and total quarter hours completed by prospective graduates at College of Southern Utah.

College of Southern Utah students reported higher than state average training in psychology (5 hours above average), political science (2 above average), sociology (4 above average), and economics (1 above average).

Lower-than-state-average course work hours completed was reported in anthropology (1 hour below average) and philosophy (2 hours below average).

Table 11. Composite total of prospective teachers' evaluations of areas emphasized in elementary social studies methods course at College of Southern Utah

Area emphasized	Frequency
Unit Structure	5
Objectives	5
Geography materials	5
Free and inexpensive materials	5
Instructional materials (audio-visual)	5
Current events	5
Purpose of the social studies	4
Evaluation of pupil progress in social studies	4
Organization and content of elementary social studies curriculum (K-6)	4
Geography skills	4
Sociological concepts for the elementary school	4
Critical thinking	4
Courses of study	4
Controversial issues	3
------(50%)-----	
Learning theory in the social studies	2
International education	2
Historical method	2
Anthropological concepts	2
Use of trade books	1
Use of text books	1
Economics education	1

Table 12. Composite total of prospective teachers' evaluations of experiences offered in the social studies methods course at College of Southern Utah

Experiences offered	Frequency
Construction of a unit	5
Construction of lesson plans	5
Preparing instructional materials	5
Examining instructional materials	5
Teaching a social studies lesson	4
Preparing bulletin boards	4
Panels and discussion of current events	4
Interviewing resource persons	3
Evaluating text books	3
------(50%)-----	
Observation of social studies in classroom	2
Helping an individual child	2
Conducting opinion polls	2
Visiting social agencies	1
Participating in community events	1
Observing and recording a child's social development	1
Field excursions (community study, State Legislature, etc.)	1
Community or international projects	0

Table 13. Social science courses taken by prospective teachers at the College of Southern Utah--by quarter hours

Course	Total quarter hours	Range	Mode	Mean
Psychology	273	10-26	11	13.65
Sociology	180	5-31	8	9.00
Political Science	117	2-20	5	5.85
History	99	3-18	3	4.95
Economics	64	3-12	3,5	3.20
General Social Science	39	8-21	10	1.95
Geography	29	3-14	3	1.45
Philosophy	14	3-6	5	.70
Anthropology	11	3-5	3	.55

Table 14 is a listing of value judgments by the 20 College of Southern Utah respondents as to those courses best preparing them for teaching elementary school social studies. The table is presented with disciplines of highest frequency first.

Table 14. Composite total of prospective teachers' opinions of courses best preparing them for teaching elementary school social studies--College of Southern Utah

Course	Frequency
Psychology	13
Sociology	9
History	8
Political Science	7
Geography	4
General Social Science	3
Economics	1
Anthropology	1
Philosophy	0
Student Teaching	2

Students at College of Southern Utah judged as courses best preparing them for teaching social studies those courses in which they had completed the greatest number of hours of course work.

Other preparation listed by this group included: Travel-6, Church Mission-3, and Living in a Foreign City-1.

University of Utah prospective

graduates

One hundred and twenty-nine questionnaires were sent to students at the University of Utah. Of this number, six were returned due to addressee being unknown. Sixty-nine questionnaires, or 56.09 per cent, were returned and considered valid for this study.

There were 68 female respondents and one male respondent from the University of Utah.

Grade levels respondents preferred to teach were as follows: kindergarten-5, first grade-8, second grade-12, third grade-15, fourth grade-10, fifth grade-12, and sixth grade-4. Three students listed special education as their anticipated teaching assignment.

A social studies methods course is required of all students majoring in elementary education at the University of Utah. Therefore, all of the respondents reported participating in such a course. A discrepancy was noted, however, in the number of quarter hours which students reported they had completed in this method course. Nine students reported taking the course, but listed no quarter hours of credit received. The remaining respondents listed the following hours credit: two hours-8, three hours-5, six hours-14, four hours-27, five hours-2, and over 10 hours-4. This lack of uniformity evidently resulted due to the social studies

methods course being combined with other methods courses in a "block" program at the University of Utah.

Sixty-two of the respondents reported that they took the methods course during student teaching, 5 said before, and 2 marked after student teaching.

As an evaluation of their preparation for teaching elementary social studies as a result of the methods course work, the prospective graduates made the following responses: 3 reported "Very Greatly," 12 listed "Greatly," 33 marked "Moderately," 17 listed "Little," and 3 said "Very Little or None."

Table 15 lists responses of University of Utah prospective graduates in regards to "Areas Emphasized" in the elementary social studies methods course.

When compared with students at other universities and colleges in Utah, the respondents from the University of Utah indicated that the Use of text books, Geography skills and materials, and Historical method were emphasized less than in similar courses at other institutions. The Purpose of the social studies, Objectives, and Unit structure were similarly reported as areas of highest emphasis.

Table 16 lists the "Experiences Offered" in the social studies methods course at the University of Utah. This table is based on response from all 69 respondents.

Two experiences included in the University of Utah social studies methods course received higher than 50 per cent mention as reported by prospective graduates.

Table 17 is a composite listing of social science courses completed by the prospective graduates at the University of Utah.

Table 15. Composite total of prospective teachers' evaluations of areas emphasized in elementary social studies methods course at University of Utah

Area emphasized	Frequency
Purpose of the social studies	63
Objectives	62
Unit structure	61
Organization and content of elementary social studies curriculum (K-6)	53
Critical thinking	50
Current events	43
Controversial issues	40
Courses of study	39
----- (50%) -----	
Learning theory in the social studies	33
Instructional materials (audio-visual)	33
Sociological concepts for the elementary school	33
Free and inexpensive materials	28
Economics education	25
Evaluation of pupil progress in social studies	23
International education	22
Use of text books	19
Anthropological concepts for the elementary school	19
Use of trade books	18
Geography skills	15
Historical method	15
Geography materials	11
Others	
Values	3
Democracy	3
Problem solving	1
Concept approach	1

Students at the University of Utah reported a more balanced number of hours completed in all areas of social science than did prospective graduates from other Utah Universities and Colleges. University of Utah respondents reported higher-than-state-average hours in anthropology (4 hours above average), economics (3 hours above average), and philosophy (3 hours above average). No social science area was reportedly lower than 3 hours average. Although history remained the area in which the

Table 16. Composite total of prospective teachers' evaluations of experiences offered in the social studies methods course at University of Utah

Experiences offered	Frequency
Construction of a unit	62
Construction of lesson plans	43
----- (50%) -----	
Teaching a social studies lesson	37
Panels and discussion of current events	25
Observation of social studies in the classroom	24
Preparing Instructional Materials	24
Preparing bulletin boards	21
Evaluating text books	21
Field excursions (community study, State Legislature, etc.)	20
Examining instructional materials	19
Interviewing resource persons	17
Observing and recording a child's social development	15
Helping an individual child	13
Visiting community social agencies	10
Participation in community events	9
Community or international projects	4
Conducting opinion polls	3

Table 17. Social science courses taken by prospective teachers at the University of Utah--by quarter hours

Course	Total quarter hours	Range	Mode	Mean
History	558	3-20	5	8.08
Sociology	520	3-16	5	7.54
Psychology	465	3-21	5	6.74
Economics	387	3-8	5	5.61
Philosophy	386	4-15	5	5.59
Geography	374	3-10	5	5.42
Anthropology	311	3-15	5	4.55
Political Science	303	3-10	5	4.46
General Social Science	214	4-20	5	3.10

greatest number of credit hours were completed, it was lower (1 hour below) the state average.

Table 18 lists value judgements by University of Utah respondents concerning social science courses (and other courses) which best prepared them for teaching elementary social studies.

Students at the University of Utah made more frequency mentions of anthropology, economics and philosophy than prospective graduates from other institutions. However, with a total possible frequency of 69, only geography and history exceeded the 50 per cent frequency ratio.

University of Utah students listed the following as other preparation: Travel-17, and Church Mission-2.

Table 18. Composite total of prospective teachers' opinions of courses best preparing them for teaching elementary school social studies--University of Utah

Course	Frequency
Geography	45
History	40
Political Science	30
Sociology	29
Psychology	23
Anthropology	16
Economics	15
Philosophy	15
General Social Science	11
Others	
Social Studies Methods	1
Social Foundations	1
Social Psychology	1

Utah State University
prospective graduates

One hundred and fifty questionnaires were sent to prospective graduates from Utah State University. Twelve were returned undeliverable due to address changes. Of the resulting 138 possible respondents, 78 returned the questionnaire and were considered valid for inclusion in the study. This represented 56.5 per cent.

Twelve male and 66 female respondents participated in the study.

Utah State University respondents indicated the following grade levels they preferred to teach: kindergarten-4, first grade-6, second grade-11, third grade-12, fourth grade-13, fifth grade-14, sixth grade-7, seventh grade-1, and undecided-10.

Fifty-one students, or 65 per cent, reported they had taken the social studies methods course. In response to the inquiry as to number of quarter hours in the methods course, 45 students listed three hours and 6 students reported over eight hours. Forty of the students took the course before, 10 after, and 1 during student teaching.

In response to the question concerning how well the methods course prepared them for teaching elementary social studies, 2 students indicated "Very Greatly," 6 listed "Greatly," 20 marked "Moderately," 12 listed "Little," and 14 marked "Very Little or None."

For the 27 students who did not take the social studies methods course, 6 felt their preparation "Highly Adequate," 12 listed "Adequate," 7 marked "Moderately," and 2 indicated "Little."

The following two tables are based on the responses of prospective graduates who took the methods course as to the "Areas Emphasized" and

Table 19. Composite total of prospective teachers' evaluations of areas emphasized in elementary social studies methods course at Utah State University

Area emphasized	Frequency
Objectives	38
Unit structure	33
Critical thinking	32
Purpose of the social studies	31
Organization and content of elementary social studies curriculum (K-6)	28
----- (50%) -----	
Courses of study	23
Current events	23
Controversial issues	23
Use of text books	18
Sociological concepts for the elementary school	18
Historical method	17
Learning theory in the social studies	16
Use of trade books	16
Instructional materials (audio-visual)	16
Economics education	15
Free and inexpensive materials	14
Geography skills	13
Evaluation of pupil progress in social studies	12
Geography materials	12
International education	11
Anthropological concepts for the elementary school	11

"Experiences Offered" in the course.

Prospective graduates at Utah State University indicated that critical thinking was emphasized more (two places higher in ranking) than the average for prospective graduates from other Utah institutions of higher learning.

Five items were mentioned by more than 50 per cent of the prospective graduates from Utah State University.

Table 20 identifies the "Experiences Offered" in the social studies methods course at Utah State University as reported by prospective graduates. This table is based upon a total of 51 possible frequencies.

Table 20. Composite total of prospective teachers' evaluations of experiences offered in the social studies methods course at Utah State University

Experiences Offered	Frequency
Construction of a unit	32
Evaluation of text books	26
----- (50%) -----	
Construction of lesson plans	23
Examining instructional materials	21
Panels and discussion of current events	20
Preparing instructional materials	18
Teaching a social studies lesson	17
Interviewing resource persons	12
Observation of social studies in the classroom	8
Preparing bulletin boards	8
Visiting community social agencies	6
Participation in community events	6
Helping an individual child	5
Conducting opinion polls	5
Observing and recording a child's social development	4
Field excursions (community study, State Legislature, etc.)	4
Community or international projects	2
Others	
Critical thinking	1

With the exception of Construction of a unit and Evaluation of text books, no other Experience Offered received higher than a 50 per cent frequency. Ten of the experiences offered received lower frequencies than the state average for these items.

Table 21 is a composite listing of social science courses completed by the prospective graduates at Utah State University.

Students at Utah State University reported a greater range of hours of social science course work completed than did students at other institutions of higher learning in the state. Higher than state average hours were reported for political science (1 hour above average) and psychology (3 hours above). Lower than state average hours were reported in

Table 21. Social science courses taken by prospective teachers at Utah State University--by quarter hour

Course	Total quarter hours	Range	Mode	Mean
Psychology	878	3-63	12	11.26
History	678	5-31	5	8.69
Sociology	389	2-55	5	4.99
Geography	379	3-29	3	4.86
Political Science	321	1-20	5	4.12
Economics	124	5-11	5	1.59
General Social Science	89	3-18	4	1.14
Anthropology	86	3-8	5	1.10
Philosophy	58	3-9	5	.74

anthropology (5 hours below), economics (1 hour below), and philosophy (2 hours below).

A listing of value judgments by Utah State University respondents concerning the social science courses best preparing them for teaching elementary school social studies is found in Table 22.

As was observed with prospective graduates from other Utah universities and colleges, respondents at Utah State University mentioned more frequently those disciplines in which they had completed the most hours of course work.

Under other preparation, students at Utah State University listed: Travel-19, Church Mission-2, Living on Indian Reservation-2, and Student Teaching-1.

Weber State College prospective graduates

Ninety-two questionnaires were sent to prospective graduates from Weber State College. Nine of these were returned undeliverable for

Table 22. Composite total of prospective teachers' opinions of courses best preparing them for teaching elementary school social studies--Utah State University

Course	Frequency
History	44
Geography	36
Psychology	33
Sociology	25
Political Science	20
General Social Science	6
Anthropology	5
Economics	3
Philosophy	2
Other	
General Education	1

various reasons--unknown, incorrect address, no longer in school. Of the remaining 83 possible returns, 40 questionnaires were returned and considered valid for the study. This represented a percentage of 48.3.

There were 5 male respondents and 35 female respondents from Weber.

Weber State College prospective graduates preferred to teach in the following grades: kindergarten-9, first grade-4, second grade-6, third grade-7, fourth grade-4, fifth grade-3, sixth grade-3, eighth grade-1, headstart-1, and undecided-1.

All but two of the respondents took the required social studies methods course. Six students listed this course as 3 quarter hours, with other listings as follows: four quarter hours-19, five quarter hours-6, six hours-2, seven hours-1, and eight and above-4. Twenty-seven of the students took the methods course before student teaching, 7 after, and 4 during student teaching.

When asked to evaluate their preparation for teaching social studies as a result of taking the methods course, 7 students listed "Greatly,"

13 indicated "Moderately," and 13 also marked "Little." Five students listed "Very Little or None" in response to this inquiry. For the 2 students who did not take the methods course, 1 listed his preparation as "Adequate," and 1 marked "Very Little or None."

A total of 38 prospective graduate respondents from Weber took the social studies methods course. The following two tables are based on the responses of these students in regards to the "Areas Emphasized" and "Experiences Offered" in the social studies methods course at Weber State College.

The "Use of text books" as an area emphasized received more frequent mention at Weber State College than at any other institution in the state. Higher-than-average mentions were also given to: Use of trade books, and Sociological concepts for the elementary school. The low frequency items were similar to those for the state as a whole. Six of the items received more than a 50 per cent frequency mention.

Table 24 lists "Experiences Offered" in the social studies methods course at Weber State College as reported by the prospective graduates. Items mentioned at Weber State College that were higher than state average included: Observation of social studies in the classroom, Evaluating textbooks, and Teaching a social studies lesson.

Table 25 shows course work hours completed by Weber students in the social science area disciplines.

Students at Weber State College received slightly higher than the state average training in geography (5 hours above average). They were below state average in psychology (3 hours below), sociology (1 hour below) and economics (1 hour below). Respondents reported less than one hour's training in anthropology and philosophy.

Table 23. Composite total of prospective teachers' evaluations of areas emphasized in elementary social studies methods course at Weber State College

Area emphasized	Frequency
Unit structure	31
Objectives	31
Organization and content of elementary social studies curriculum (K-6)	27
Use of text books	25
Purpose of the social studies	23
Courses of study	19
----- (50%) -----	
Instructional materials	17
Sociological concepts for the elementary school	16
Critical thinking	16
Use of trade books	14
Free and inexpensive materials	14
Learning theory in the social studies	13
Current events	8
Evaluation of pupil progress in the social studies	7
Geography materials	7
Geography skills	5
Historical method	5
Controversial issues	4
International education	3
Economics education	3
Anthropological concepts for elementary school	1
Others	
Democratic relationships	2
Role playing	1
Values	1
Public relations	1

Table 26 lists value judgments by prospective graduates of Weber State College as to the social science courses best preparing them for teaching social studies.

Weber State College students rated those social science courses highest in preparatory value in relation to the number of course work hours they had completed in the various social science areas.

These students listed other preparation as follows: Travel-13, Church Mission-2, Worked as a Social Worker-1, Family Members-1.

Table 24. Composite total of prospective teachers' evaluations of experiences offered in the social studies methods course at Weber State College

Experiences offered	Frequency
Construction of a unit	31
Observation of social studies in the classroom	21
Construction of lesson plans	19
Evaluating text books	19
-----(50%)-----	
Teaching a social studies lesson	18
Preparing instructional materials	17
Examining instructional materials	14
Observing and recording a child's social development	11
Preparing bulletin boards	8
Helping an individual child	7
Field excursions (community study, State Legislature, etc.)	7
Visiting community social agencies	5
Interviewing resource persons	5
Panels and discussion of current events	4
Participation in community events	4
Community or international projects	1
Conducting opinion polls	0
Others	
Directed student role playing	1

Table 25. Social science courses taken by prospective teachers at Weber State College--by quarter hour

Course	Total quarter hours	Range	Mode	Mean
History	316	1-40	5	7.90
Psychology	231	3-15	5	5.78
Geography	208	3-25	5	5.20
Sociology	176	3-21	5	4.40
Political Science	146	3-45	5	3.65
Economics	68	3-12	5	1.70
General Social Science	64	4-27	5	1.60
Philosophy	33	3-5	5	.83
Anthropology	20	5-10	5	.50

Table 26. Composite total of prospective teachers' opinions of courses best preparing them for teaching elementary school social studies--Weber State College

Course	Frequency
Geography	27
Psychology	24
History	18
Sociology	15
Political Science	8
General Social Science	8
Economics	5
Philosophy	2
Anthropology	1
Others	
Audio-Visual	2
Student Teaching	1

Westminster College prospective

graduates

Twelve questionnaires were sent to prospective teachers graduating from Westminster College. Seven were returned valid for inclusion in this study; this represented 58.3 per cent of the possible return.

All Westminster respondents were female.

Grade levels these respondents preferred to teach were as follows: first grade-2, second grade-2, fourth grade-2, and sixth grade-1.

All seven respondents took the social studies methods course. Six students took the course before and one after student teaching. Five students listed four hours in the methods course, one listed five hours, and one student reported sixteen hours.

In reporting their preparation for teaching elementary social studies as a result of taking the methods course, 1 student indicated "Very Greatly," 3 marked "Greatly," and 3 listed "Moderately."

The following two tables are based on the evaluations of the seven respondents from Westminster College, all of whom took the social studies methods course.

"Areas Emphasized" in the methods course at Westminster College as reported by these students approximated those for the state as a whole.

In Table 28, "Experiences Offered" in the social studies methods course, as evaluated by prospective graduates, are reported. "Preparing instructional materials" and "Teaching a social studies lesson" received

Table 27. Composite total of prospective teachers' evaluations of areas emphasized in elementary social studies methods course at Westminster College

Area emphasized	Frequency
Unit structure	7
Objectives	7
Organization and content of elementary social studies curriculum (K-6)	6
Purpose of the social studies	5
Use of text books	5
Free and inexpensive materials	5
Courses of study	5
Critical thinking	5
Instructional materials (audio-visual)	4
----- (50%) -----	
Evaluation of pupil progress	3
Learning theory in the social studies	3
Geography skills	3
Historical method	3
Sociological concepts for the elementary school	2
Use of trade books	1
Geography materials	1
Current events	1
Controversial issues	1
International education	1
Economics education	0
Anthropological concepts for the elementary school	0
Other	
Group participation	1

Table 28. Composite total of prospective teachers' evaluations of experiences offered in the social studies methods course at Westminster College

Experiences offered	Frequency
Construction of a unit	7
Construction of lesson plans	7
Teaching a social studies lesson	7
Observation of social studies in classroom	5
Preparing instructional materials	4
----- (50%) -----	
Preparing bulletin boards	3
Panels and discussion of current events	3
Participation in community events	3
Field excursions (community study, State Legislature, etc.)	3
Visiting community social agencies	2
Evaluating text books	2
Examining instructional materials	2
Helping an individual child	2
Interviewing resource persons	1
Observing and recording a child's social development	1
Conducting opinion polls	0
Community or international projects	0

higher relative rankings here than for other institutions of higher education in the state.

For Table 27 and Table 28, the population included only 7 persons.

Table 29 is a summary of the social science courses completed by Westminster respondents.

Students at Westminster College reported above state average course work hours in the areas of history (7 hour above average) and philosophy (2 hours above average). They reported an amount considerably below the state average of course work hours in political science (3 hours below), economics (2 hours below), general social science (1.5 hours below), and sociology (4 hours below).

Table 30 identifies value judgments by Westminster College respondents as to the social science courses best preparing them for teaching

Table 29. Social science courses taken by prospective teachers at Westminster College--by semester hour

Course	Total semester hours	Range	Mode	Mean
History	70	5-18	4	10.00
Psychology	57	4-11	8	8.14
Philosophy	29	2-8	2	4.14
Geography	26	4-7	4	3.71
Sociology	11	3-5	3	1.57
Anthropology	7	3-4	3.5	1.00
Political Science	5	5	5	.71
Economics	5	5	5	.71
General Social Science	0	0	0	0

Table 30. Composite total of prospective teachers' opinions of courses best preparing them for teaching elementary school social studies--Westminster College

Course	Frequency
Geography	6
History	6
Psychology	2
Philosophy	2
Anthropology	1
General Social Science	1
Sociology	1
Economics	0
Political Science	0
Other	
Language	1

social studies.

Westminster College students evaluated as course work areas best preparing them for teaching elementary social studies those areas in which they completed the greatest hours of course work.

Mentioned as other preparation (with a frequency of one each) were: Travel, Living Elsewhere, and Studying a Foreign Language.

Summary of questionnaire response
by prospective graduates

The 305 respondents from the prospective graduate group represented 58.4 per cent of the total possible respondent population. Reportedly, 63 per cent enrolled in a social studies methods course during their undergraduate training. The average number of hours credit received for this course was three credit hours. However, wide variation was noted in reports of this item.

Although most prospective graduates (160) took the social studies methods course before student teaching, a large number (70) participated in the methods course during their student teaching experience.

A problem of identification was noted concerning the 37 per cent of respondents who reported not taking a social studies methods course per se. At Brigham Young University, students reported participating in a "type" of social studies methods course correlated with other elementary curriculum areas. However, these students largely listed no credit hours taken in an elementary social studies methods course. Eighteen of the 91 Brigham Young University respondents reported enrolling in a separate and specific elementary social studies methods course. Their responses were used in evaluating the methods course at Brigham Young University.

Prospective graduates not enrolling in a social studies methods course evaluated their preparation for teaching elementary social studies higher on a rating scale of five items, than did those who enrolled in a methods course. Fifty-three percent of those not taking the methods course evaluated their preparation as "Moderate" to "None." Those taking the course evaluated their preparation as "Moderate" to "None" with a

frequency of 76 per cent.

Fifty per cent or more of the prospective graduates identified "Areas Emphasized" in the social studies methods course as: Objectives, Unit structure, Purpose of the Social Studies, Organization and content of elementary social studies curriculum, Critical thinking, and Courses of study. Less than 30 per cent of the respondents mentioned: Anthropological concepts, Economics education, Historical method, Geography skills and materials, and International education.

The "Experiences Offered" in the methods courses received mention less frequently than did "Areas Emphasized." Only two items were mentioned by 50 per cent or more of the prospective graduates as being "Experiences Offered" in the methods courses: Construction of a unit, and Construction of lesson plans. Six items on the "Experience Offered" list were indicated as being offered by less than 15 per cent of the respondents.

Prospective graduates reported an average of over nine hours course work completed in history, eight hours in psychology, five hours in sociology, five hours in geography, four hours in political science, two hours in philosophy, two hours in economics, one-and-one-half hours in general social science, and one-and-one-half hours in anthropology.

When social science courses were ranked in order of hours completed, a relationship was identified between the relative position of the social science disciplines and the opinions of the prospective teachers as to those courses best preparing them for teaching elementary social studies. History was mentioned most frequently as best preparation for teaching elementary social studies. Geography, psychology, sociology, political science, general social science, philosophy, anthropology, and economics

followed in that order.

Mentioned most often as "Other Preparation for Teaching Elementary Social Studies" was Travel, followed by Church Mission and Living Elsewhere.

Responses of First-Year Elementary

Teachers to Questionnaire

Composite summary

First-year elementary school teachers in 32 Utah school districts were sent copies of the questionnaire. These districts were previously identified as having all first-year elementary school teachers in the state. A total of 640 first-year elementary teachers was included in the initial population. As the questionnaires were returned, it was evident that certain of the potential respondents were not actually first-year elementary teachers. The lists of names of all first-year teachers sent to the researcher by the respective school districts were checked for accuracy with the Educational Directory published by the Utah State Department of Public Instruction. This checking and later re-checking with the returned questionnaires revealed 129 persons who were inappropriately included on the first-year teacher list. These persons were determined to be either first-year teachers to a particular district only and/or first-year secondary teachers. Of the remaining 511 possible respondents, a total of 345 questionnaires were returned and considered valid for inclusion in this study. This represented 67.5 per cent of the possible returns. One hundred sixty-six first-year teachers did not respond to the questionnaire--32.5 per cent.

A copy of the questionnaire used with the first-year teacher group is found in Appendix B (Form 2). The questionnaire used with this sub-population was similar to the form used with prospective graduates. Minor changes in wording were made in order that the first-year teacher questionnaire would be appropriate to persons who had graduated.

Item number one of the questionnaire was concerned with the university or college from which the respondent graduated. Respondent totals, grouped by graduating institutions, are reported in sub-sections of this part of the paper (see Tables 31 through 54).

Item number two on the questionnaire sought to determine grade levels first-year elementary teachers were teaching. This item was included for the purpose of determining the character of the respondents. The response to Item number two was as follows: kindergarten-31, first grade-51, second grade-62, third grade-61, fourth grade-56, fifth grade-41, sixth grade-31, special education-4, headstart-2, library-1, substitution-1, not teaching (maternity leave)-1, and unmarked-4. All elementary grade levels were represented in the stratification of respondents.

Item number three of the questionnaire identified the sex of the respondent. This item was included for study characteristic purposes. There were 51 males and 299 females in the first-year teacher respondent population.

Item number four of the questionnaire sought to identify the percentage of first-year teachers participating in the social studies methods course. This item also solicited the number of hours credit received for the course. Two hundred fourteen students, 62.1 per cent, enrolled in the social studies methods course. The average hours of credit reported for such a course was three quarter or three semester

hours.

The respondents were asked to indicate in item 5 of the questionnaire when they had enrolled, if at all, in the social studies methods course in relation to their student teaching. Ninety-three teachers indicated they had taken this course before student teaching, 36 after, and 89 during student teaching.

A total of 131 first-year teachers, 37.9 per cent of those responding, indicated they had not taken any credit hours in elementary social studies methods courses. A problem, as was evident with the prospective graduate respondents, was also evident with first-year teachers from Brigham Young University. The problem of identifying a separate and distinct methods course at this institution of higher learning was listed by 49 per cent of the first-year teacher graduates from Brigham Young University.

Item number six of the questionnaire sought to determine the attitudes of the first-year teachers who had participated in a social studies methods course concerning the extent to which they believed the methods course prepared them for teaching social studies in the elementary school.

The response to this item is listed in Table 31.

Table 31. Composite total of first-year teachers' attitudes concerning their preparation for teaching elementary social studies as a result of taking the social studies methods course

	Very greatly	Greatly	Moderately	Little	Very little or none
Total number	11	18	93	52	30
Percent	5.39	8.82	46.59	26.55	11.65

The attitudes of non-participants in the social studies methods courses concerning their preparation for teaching elementary social studies was the concern of Item number seven on the questionnaire. Table 32 identifies the attitudes of these first-year teachers as they reported their preparation.

A comparison of Tables 31 and 32 indicates that as with prospective graduates, first-year teachers who had not taken the methods course regarded their preparation as being more adequate than did those who took such a course. In comparing the prospective graduates with the first-year teachers 12 per cent of the non-participating first-year teachers regarded their preparation as being less adequate than did the prospective graduates who had not taken the social studies methods course.

Item number eight on the questionnaire sought to identify the "Areas Emphasized" in the social studies methods courses. Responses to this item are reported in Table 33. As with the prospective graduate tables, all tables in this section of the paper are reported with the item of greatest frequency listed at the top of the table column. The number of

Table 32. Composite total of first-year teachers' attitudes concerning their preparation for teaching elementary social studies, no methods course taken in social studies

	Highly adequate	Adequate	Moderately	Little	Very little or none
Total number	2	37	39	10	16
Percent	1.92	35.38	37.50	9.50	15.58

Table 33. Composite total of first-year teachers' evaluations of areas emphasized in elementary social studies methods course at Utah institutions of higher learning

Area emphasized	Frequency
Unit structure	191
Objectives	180
Purpose of the social studies	164
Organization and content of elementary social studies curriculum (K-6)	121
Critical thinking	115
Current events	107
Instructional materials	104
----- (50%) -----	
Use of text book	88
Sociological concepts for the elementary school	85
Free and inexpensive materials	83
Courses of study	77
Learning theory in the social studies	73
Controversial issues	70
Evaluation of pupil progress in the social studies	58
Geography skills	47
Geography materials	42
Historical method	40
Use of trade books	39
Economics education	37
International education	26
Anthropological concepts for the elementary school	22
Other areas emphasized	
First hand experience	1
Values	1
Groups	1
Enrichment ideas	1
Levels of thinking	1
Resource material	1

possible frequencies for each item under "Areas Emphasized" was 204.

Table 33 identifies that over 50 per cent of the participants in methods courses indicated that the concepts of: Objectives, Unit Structure, Purpose of the social studies, Organization and content of elementary social studies curriculum, Critical thinking, Current events, and Instructional materials, appear to be the areas of primary emphasis in

the social studies methods courses. First-year teachers mentioned with a frequency ratio of 50 per cent or higher, the same areas as did the prospective graduates. However, "Courses of study" was mentioned less frequently by the first-year teachers, and "Current events" and "Instructional materials" were mentioned more frequently by this group. Receiving lowest mention by both groups were: "International education" and "Anthropological concepts for the elementary school." The discipline areas of geography, economics and history all received less than 20 per cent frequency ratios by the first-year teacher respondents.

Item number 9 of the questionnaire was included to further identify the nature of the social studies methods courses. This particular item concerned the "Experiences Offered" in the methods courses. Table 34 lists the experiences offered in the course as reported by the first-year teachers.

Twice as many items on the "Experience Offered" list received a frequency ratio of 50 per cent or higher by the first-year teachers when compared with the prospective graduates. Items receiving this frequency ratio or higher in Table 34 included: Construction of a unit, Construction of lesson plans, Teaching a social studies lesson, and Preparing instructional materials. However, in comparing Tables 33 and 34, the overall total of frequencies for "Experiences Offered" was lower than for "Areas Emphasized"--indicating that perhaps areas of emphasis receive greater attention in methods courses than do experiences offered.

Item number 10 on the questionnaire solicited the identification of social science courses completed by the first-year teachers as part of their undergraduate course work. Respondents were requested to list the number of credit hours taken in the individual social science areas.

Table 34. Composite total of first-year teachers' evaluations of experiences offered in the social studies methods courses in Utah institutions of higher learning

Experiences offered	Frequency
Construction of a unit	188
Construction of lesson plans	175
Teaching a social studies lesson	125
Preparing instructional materials	104
------(50%)-----	
Observation of social studies in the classroom	99
Examining instructional materials	94
Evaluating text books	80
Preparing bulletin boards	79
Panels and discussion of current events	54
Interviewing resource persons	47
Helping an individual child	42
Observing and recording a child's social development	34
Field excursions (community study, state legislature, etc.)	30
Visiting community social agencies	24
Participation in community events	17
Community or international projects	16
Conducting opinion polls	7
Other experiences offered	
Critique of books	1
Practical teacher	1

Table 35 is a composite listing of social science courses taken by first-year teachers at the six Utah universities and colleges participating in the study. Semester hours were changed to quarter hours for uniformity in reporting this table.

The mean number of hours completed in social science discipline areas was similar for both the prospective graduates and the first-year teachers. First-year teachers reported less (-1.5) hours completed in economics than did prospective graduates. Anthropology was reported as higher in relative position by the first-year teachers, but received the same mean average hours in both groups. All other areas remained in

Table 35. Social science courses taken by first-year teachers as part of their undergraduate preparation at Utah universities and colleges--by quarter hours

Course	Total quarter hours	Range	Mode	Mean
History	2,753	2-90	5	8.47
Psychology	2,646	3-43	5	8.14
Sociology	1,846	3-40	5	5.68
Geography	1,456	3-28	5	4.48
Political Science	1,243	3-23	5	3.82
Philosophy	822	3-18	5	2.22
Anthropology	468	3-8	5	1.44
General Social Science	361	2-19	5	1.11
Economics	237	3-20	5	.74

their relative position when comparing first-year teacher response with the prospective graduate response.

Item number 11 on the questionnaire asked the respondents to indicate which social science courses best prepared them for teaching elementary school social studies. Space was also provided for first-year teachers to list other courses they believed to have "best prepared them." The response to this item is reported in Table 36. Social science disciplines receiving highest frequencies are listed first. All 345 first-year teachers were included in this tabulation.

In comparison of Tables 35 and 36, first-year teachers mentioned most frequently as social science courses best preparing them, those same social science courses in which they had completed the highest number of hours of course work. This pattern was also evidenced by the responses of the prospective graduates. There were slight variations between the two groups (see Tables 5 and 35, and Tables 6 and 36). First-year teachers mentioned sociology more often than psychology, and economics more often than philosophy. With these exceptions noted, the two tables

Table 36. Composite total of first-year teachers' opinions of undergraduate courses best preparing them for teaching elementary school social studies

Course	Frequency
History	187
Geography	180
Sociology	114
Psychology	98
Political Science	85
General Social Science	47
Economics	33
Anthropology	23
Philosophy	21

were largely similar for both responding groups.

The final item on the questionnaire, Item number 12, sought to determine "other preparation" the respondents believed helpful in social studies teaching. Respondents listed the following items: Travel-67, Readings-12, Other Classes-10, Student Teaching-9, Living with Others-7, Church Mission-6, District Guides-6, Other Teachers-4, Foreign Study-3, Peace Corps-1, Free and Inexpensive Information-1, Workshops-1, National Park Work-1, and Family Members-1.

First year teachers from

Brigham Young University

One hundred nineteen of the responding first-year teachers were graduates of Brigham Young University. Eleven were male, 108 were female. Grade levels represented by the respondents were as follows: kindergarten-5, first grade-24, third grade-19, fourth grade-18, fifth grade-14, sixth grade-13, headstart-1, and special education-1.

The difficulty in identification of the social studies methods course noted by prospective graduates was also noted by the first-year teachers from Brigham Young University. Twenty-three of the respondents documented this item on the returned questionnaire with a note of explanation to the effect that they had participated in a "Basic Procedures" methods course, but not specifically in a social studies methods course.

Fifty-nine of the first-year teachers from Brigham Young University indicated they had not taken a social studies methods course. This was 49.5 per cent of the respondents. The remaining 60 teachers indicated they had participated in such a course. Three semester hours in social studies methods was the average listed by this group. Thirty-seven of the first-year teachers from Brigham Young University reported they took the methods course before student teaching, 8 listed after, and 15 during student teaching.

When asked how well prepared they believed they were for teaching social studies in the elementary school as a result of taking the methods course, 4 students marked "Very Greatly," 4 listed their preparation as "Greatly," 26 as "Moderately," and 5 indicated "Very Little or None."

Those not taking the methods course responded to the inquiry concerning the adequacy of their preparation as follows: "Highly Adequate"-1, "Adequate"-20, "Moderately"-11, "Little"-3, and "Very Little or None"-11.

Table 37 reports the areas which were emphasized in the formal social studies methods course as evaluated by first-year teachers who completed this course at Brigham Young University. The total possible frequency for each item was 60, the number of respondents who participated in this formal course.

Table 37. Composite total of first-year teachers' evaluations of areas emphasized in elementary social studies methods course at Brigham Young University

Area emphasized	Frequency
Unit structure	58
Objectives	53
Purpose of the social studies	39
Instructional materials (audio-visual)	38
Organization and content of elementary social studies curriculum (K-6)	37
Free and inexpensive materials	31
Current events	31
Use of text books	30
----- (50%) -----	
Critical thinking	24
Courses of study	23
Sociological concepts for the elementary school	21
Learning theory in the social studies	18
Evaluation of pupil progress in the social studies	16
Geography skills	15
Geography materials	13
Controversial issues	11
Historical method	9
Economics education	9
Use of trade books	8
Anthropological concepts for the elementary school	6
Others	
Enrichment ideas	1
Resource materials	1
Pupil achievement	1

When compared with student evaluations of "Areas Emphasized," first-year teachers generally mentioned the same items with similar frequency. First-year teachers mentioned more frequently: Instructional Materials and Free and Inexpensive Materials. They mentioned with less frequency: Use of text books, and Geography skills. As noted in the table, 8 items received a frequency ratio of 50 per cent or higher.

Table 38 is a listing of first-year teacher attitudes concerning "Experiences Offered" in the social studies methods course at Brigham

Table 38. Composite total of first-year teachers' evaluations of experiences offered in the social studies methods course at Brigham Young University

Experiences offered	Frequency
Construction of a unit	59
Construction of lesson plans	58
Teaching a social studies lesson	38
Observation of social studies in the classroom	35
Preparing bulletin boards	32
Evaluating text books	30
Examining instructional materials	30
----- (50%) -----	
Preparing instructional materials	28
Helping an individual child	18
Observing and recording a child's social development	13
Panels and discussion of current events	10
Interviewing resource persons	9
Field excursions	8
Participation in community events	6
Visiting community social agencies	5
Community or international projects	5
Conducting opinion polls	3

Young University. Both Table 37 and Table 38 show percentage frequency ratios higher than the state average for the first-year teacher group. For Table 38, the 50 per cent frequency (or higher) items include 8 experiences. The state average for experiences with such frequencies totaled only 4.

Table 39 reports social science courses taken by first-year teachers who were graduates from Brigham Young University. This table is a composite total of all responses including those reported by respondents who did not take the formal social studies methods course.

When compared with the prospective graduates, first-year teachers from Brigham Young University reported slightly fewer hours of course work in geography, history, and economics. However, there was general

Table 39. Social science courses taken by first-year teachers while undergraduates at Brigham Young University

Course	Total semester hours	Range	Mode	Mean
History	746	2-12	3	6.27
Psychology	479	2-19	3	4.25
Sociology	409	2-18	3	3.35
Geography	300	2-26	3	2.52
Political Science	242	2-10	3	2.03
Philosophy	153	3-8	3	1.29
General Social Science	79	2-7	3	.66
Anthropology	40	2-3	3	.34
Economics	30	3	3	.25

similarity in the social science course work taken by the two groups.

First-year teachers reported less than an average of one hour's course work completed in economics, anthropology, and general social science. History was the area of greatest concentration of course work. Brigham Young University first-year teachers were below state average in geography hours completed (-2 hours), political science (-1), sociology (-2), and history (-2).

Table 40 is a representation of value judgments by first-year teachers from Brigham Young University concerning social science courses best preparing them for teaching elementary social studies.

As was true with the prospective graduates from Brigham Young University and with the state averages for both the prospective graduates and first-year teacher groups, the first-year teachers from Brigham Young University tended to regard courses in which they had taken the greatest number of hours credit as the courses which best prepared them for teaching elementary social studies.

Listed as other preparation for teaching social studies by this group of first-year teachers were: Travel-25, Church Mission-3,

Table 40. Composite total of first-year teachers' opinions of courses best preparing them for teaching elementary school social studies--graduates of Brigham Young University

Course	Frequency
History	79
Geography	66
Sociology	43
Psychology	33
Political Science	23
General Social Science	18
Philosophy	10
Economics	6
Anthropology	6
Others	
None	7
S.R.A. Economics Course	2
Audio-Visual Course	2
Social Studies Methods Course	1

Outside Reading-4, Living Elsewhere-2, Peace Corps-1, District Guides-3, Student Teaching-3, Free Information-1, Foreign Study-3, Living with Others-4, Other Classes-3, and Other Teachers-2.

First-year teachers from College
of Southern Utah

Eighteen of the responding first-year teachers were graduates of the College of Southern Utah, 3 males and 15 females. Grade levels represented by this group included: kindergarten-0, first grade-2, second grade-5, third grade-2, fourth grade-4, fifth grade-3, and sixth grade-2.

Only 3 of the 18 teachers took the social studies methods course at College of Southern Utah. All 3 of these respondents evaluated the course as "Very Greatly" preparing them for teaching elementary social studies. The remaining 15 respondents evaluated their preparation

(not having taken the methods course) as: "Adequate"-5, "Moderately"-9, and "Very Little or None"-1.

As noted above, the 3 respondents who took the social studies methods course at College of Southern Utah regarded their preparation very highly. When indicating "Areas Emphasized" and "Experiences Offered" in the social studies methods course, all 3 respondents reported almost every item as included. For this reason, no tables were composed on these two sections of the questionnaire for this group. The responses of these 3 first-year teachers were included in the composite summary appearing in Tables 33 and 34.

Table 41 lists the social science courses taken by the first-year teachers who graduated from the College of Southern Utah. All 18 of the respondents were included in this tabulation.

First-year teachers from College of Southern Utah reported taking 6 hours course work in history above the state average for first-year teachers. They also reported 4 hours above average in political science

Table 41. Social science courses taken by first-year teachers' while undergraduates at College of Southern Utah

Course	Total quarter hours	Range	Mode	Mean
Psychology	267	8-35	10	14.83
History	260	5-90	9	14.44
Political Science	142	5-11	8	7.89
Sociology	129	3-20	10	7.17
Geography	21	3-9	3	1.17
Economics	18	5-8	5	1.00
Anthropology	15	3-6	3	.83
General Social Science	10	2-5	3	.56
Philosophy	8	3-5	3,5	.44

course work completed and 6 hours above average in psychology. Below average for hours of course work completed in the social sciences was reported by College of Southern Utah first-year teachers for the areas of geography (-3 hours below average), anthropology (-1 hour) and philosophy (-2 hours). Average social science hours completed by the first-year teacher group from College of Southern Utah were similar to those for the student group from this same institution.

Table 42 is a summary of reported attitudes of first-year teachers from the College of Southern Utah concerning social science courses best preparing them for teaching elementary social studies. Unlike other prospective graduates and first-year teacher groups, first-year teachers from College of Southern Utah indicated sociology to be the course best preparing them for teaching elementary social studies. This course was fourth in the ranking of hours taken and thus departed somewhat from the observed general tendency to consider preparation highest in the area of most course hours completed.

Table 42. Composite total of first-year teachers' opinions of courses best preparing them for teaching elementary school social studies--graduates of College of Southern Utah

Course	Frequency
Sociology	12
History	10
Psychology	10
Political Science	7
General Social Science	3
Geography	1
Economics	0
Anthropology	0
Philosophy	0

None of the first-year teachers from College of Southern Utah marked economics, anthropology, or philosophy as being of preparatory value for teaching elementary social studies.

Other preparation listed by this group included: Travel-4, Other Courses-2, and Student Teaching-1.

First-year teachers from
University of Utah

Seventy-six of the responding first-year teachers were graduates of the University of Utah, 6 males and 70 females. Grade levels the respondents were teaching were as follows: kindergarten-10, first grade-9, second grade-10, third grade-14, fourth grade-15, fifth grade-6, sixth grade-6, special education-2, library-1, and unmarked-3.

All but 2 of the first-year teachers reported participation in the social studies methods course at the University of Utah. These 2 individuals graduated in secondary education and subsequently accepted elementary teaching positions. The total number of respondents taking the social studies methods course was 74. The average number of hours reported for such a course was 4.5 quarter hours. Six respondents marked that they took the course before student teaching, 7 marked after, and 61 indicated they had taken the course during student teaching.

As an evaluation of their preparation for teaching elementary social studies as a result of taking the methods course, first-year teachers from the University of Utah made the following responses: "Very Greatly"-3, "Greatly"-7, "Moderately"-33, "Little"-17, and "Very Little or None"-16.

For the 2 teachers not taking the method course, 1 indicated his preparation as "Moderately" and 1 marked "Very Little or None."

Table 43 reports opinions of University of Utah first-year elementary school teachers as to "Areas Emphasized" in the elementary social studies methods course. A total frequency of 74 was possible for each item.

The evaluations of "Areas Emphasized" by both the first-year teachers and students from the University of Utah were similar. Geography skills and materials were rated slightly lower in the student's rating, but all items remained in their relative high or low positions.

Table 43. Composite total of first-year teachers' evaluations of areas emphasized in elementary social studies methods course at the University of Utah

Area emphasized	Frequency
Unit structure	68
Objectives	68
Purpose of the social studies	64
Critical thinking	64
Current events	57
Sociological concepts for the elementary school	48
Controversial issues	40
----- (50%) -----	
Organization and content of elementary social studies curriculum (K-6)	31
Learning theory in the social studies	28
Evaluation of pupil progress in the social studies	24
Instructional materials (audio-visual)	24
Courses of study	21
Free and inexpensive materials	20
Use of text books	17
Economics education	17
Geography skills	15
Geography materials	12
Anthropological concepts	12
Historical method	12
International education	11
Use of trade books	8
Other areas emphasized	
Groups	1
Test Construction	1
Levels of thinking	1

When compared with the state averages for "Areas Emphasized," first-year teachers at the University of Utah made more frequent mentions of: Sociological concepts for the elementary school, and Controversial issues --both receiving over 50 per cent frequency ratios.

Table 44 indicates attitudes as reported by first-year teachers from the University of Utah concerning the "Experiences Offered" in the social studies methods course.

As was noted with the prospective graduates from the University of Utah, the first-year teachers indicated more than twice as many items under "Areas Emphasized" as they did "Experiences Offered."

First-year teachers from this university made more frequent mentions of "Examining instructional materials" than did students from the same

Table 44. Composite total of first-year teachers' evaluations of experiences offered in the social studies methods course at the University of Utah

Experiences offered	Frequency
Construction of a unit	65
Construction of lesson plans	60
Teaching a social studies lesson	49
----- (50%) -----	
Preparing instructional materials	35
Observation of social studies in the classroom	32
Examining instructional materials	28
Preparing bulletin boards	27
Panels and discussion of current events	26
Interviewing resource persons	15
Observing and recording a child's social development	14
Helping an individual child	14
Evaluating text books	12
Field excursions	9
Visiting community social agencies	6
Community or international projects	6
Participation in community events	3
Conducting opinion polls	2

institution. The teacher group made fewer mentions of: Panels and discussion of current events, and Evaluating text books.

Table 45 is a composite listing of social science courses completed by first-year teachers from the University of Utah. As was evident with the student group, graduates from the University of Utah reported a more balanced background in the areas of social science than did other groups from other universities and colleges in the state. University of Utah first-year teachers reported taking more than state average hours of course work in geography (2 hours above average), anthropology (3 hours above average), political science (1 hour above average), economics (1 hour above average), and philosophy (3 hours above average). Below state average hours of course work taken were reported for history (-1 hour) and psychology (-1 hour). The average hours completed in the social sciences by the first-year teachers from the University of Utah were similar to the totals for the prospective graduates from that same institution.

Table 46 lists value judgments by University of Utah first-year teachers concerning social science courses (and other courses) which best prepared them for teaching elementary social studies. First-year teachers from the University of Utah made more mentions of geography than any other first-year teacher group. They also evaluated political science, anthropology, and economics as of more preparatory value than did other teacher respondents. In these social science areas, first-year teachers from the University of Utah also reported more hours of course work than other first-year teacher groups. This reporting followed the pattern of respondents to generally regard the courses best preparing them for teaching elementary social studies as those

Table 45. Social science courses taken by first-year teachers while undergraduates at the University of Utah

Course	Total quarter hours	Range	Mode	Mean
Sociology	598	3-40	5	7.88
History	593	3-20	5	7.84
Psychology	581	3-30	5	7.63
Geography	447	4-15	5	6.04
Philosophy	397	4-18	5	5.22
Political Science	321	3-11	5	4.22
Anthropology	318	3-8	5	4.18
Economics	121	5-9	5	1.59
General Social Science	91	4-6	5	1.20

Table 46. Composite total of first-year teachers' opinions of courses best preparing them for teaching elementary school social studies--graduates of University of Utah

Course	Frequency
Geography	51
History	43
Political Science	28
Sociology	24
Psychology	19
Economics	18
Anthropology	13
General Social Science	10
Philosophy	9
Others	
Social Psychology	1
Social Foundations	1

same courses in which they had completed the most hours of course work.

First-year teachers from the University of Utah listed as other preparation for teaching social studies: Travel-12, Church Mission-1, and Friends in Foreign Lands-1.

First-year teachers from UtahState University

Seventy-two of the responding first-year teachers were graduates of Utah State University, 15 males and 57 females. Grade level representations of the respondents were as follows: kindergarten-10, first grade-12, second grade-10, third grade-13, fourth grade-8, fifth grade-8, sixth grade-8, special education-1, headstart-1, and unmarked-1.

Thirty of the respondents, or 41.7 per cent, reported they had taken the social studies methods course. Three quarter hours was most commonly listed as the number of credit hours received for this course. Twenty-two of the respondents reported taking the methods course before student teaching, 8 after, and 2 during student teaching.

In response to the question concerning how well the methods course prepared them for teaching elementary social studies, no respondent marked "Very Greatly," 3 respondents listed "Greatly," 13 marked "Moderately," 9 indicated "Little," and 3 marked "Very Little or None."

For the 40 first-year teachers not taking the social studies methods course, 1 felt his preparation "Highly Adequate," 12 listed "Adequate," 18 marked "Moderately," 17 reported "Little," and 3 marked "Very Little or None."

Table 47 identifies opinions of first-year teachers from Utah State University as to the "Areas Emphasized" in the social studies methods course. A total frequency of 32 was possible for each item.

The first-year teacher and prospective graduate groups from Utah State University were similar in their appraisals of "Areas Emphasized" in the methods course. Teachers mentioned the "Use of text books" more frequently than did the students. Other than this item, the two groups

Table 47. Composite total of first-year teachers' evaluations of areas emphasized in elementary social studies methods course at Utah State University

Area emphasized	Frequency
Unit structure	24
Purpose of the social studies	23
Objectives	21
Critical thinking	18
Use of text books	18
Organization and content of the elementary social studies curriculum (K-6)	16
----- (50%) -----	
Instructional materials	13
Controversial issues	13
Current events	12
Sociological concepts for the elementary school	12
Use of trade books	11
Courses of study	11
Historical method	11
Learning theory in the social studies	10
Geography skills	7
Geography materials	7
Free and inexpensive materials	7
Economics education	6
International education	4
Anthropological concepts	2
Others	
Values	1

reported similar evaluations of "Areas Emphasized." The Utah State University first-year teacher evaluations were also similar to the state first-year teacher averages for "Areas Emphasized."

Table 48 reports the "Experiences Offered" in the social studies methods course at Utah State University as reported by first-year teachers. This table was also based on a total possible frequency of 32 for each item. As was noted with the state averages for "Areas Emphasized" and "Experiences Offered," first-year teachers from Utah State University mentioned "Areas Emphasized" with greater total frequency than "Experiences Offered." Three items--Construction of a unit, Construction of

Table 48. Composite total of first-year teachers' evaluations of experiences offered in the social studies methods course at Utah State University

Experiences offered	Frequency
Construction of a unit	24
Construction of lesson plans	17
Teaching a social studies lesson	17
----- (50%) -----	
Evaluating text books	15
Preparing instructional materials	15
Examining instructional materials	14
Interviewing resource persons	8
Panels and discussion of current events	8
Observation of social studies in the classroom	7
Preparing bulletin boards	4
Observing and recording a child's social development	4
Visiting community social agencies	3
Participation in community events	3
Field excursions	3
Helping an individual child	2
Conducting opinion polls	1
Community or international projects	1
Others	
Critique of books	1

lesson plans, and Teaching a social studies lesson--received a frequency ratio greater than 50 per cent on the "Experience Offered" list. Six items were marked with a ratio of 50 per cent or higher on the "Areas Emphasized" list.

Table 49 is a listing of social science courses taken by first-year teachers who graduated from Utah State University. All 72 respondents are included in this table.

First-year teachers from Utah State University reported fewer hours of course work completed in the following areas than did prospective graduates from this same university: anthropology (-1 hour below prospective graduate average), history (-1 hour), political science

Table 49. Social science courses taken by first-year teachers while undergraduates at Utah State University

Course	Total semester hours	Range	Mode	Mean
Psychology	744	5-43	8,11	10.33
History	515	3-34	5	7.21
Geography	313	3-16	3	4.35
Sociology	308	3-18	5	4.28
Political Science	273	3-9	5	3.79
Anthropology	51	3-5	5	.71
Philosophy	46	3-5	5	.64
Economics	41	3-12	5	.57
General Social Science	32	3-10	3	.44

(-1 hour), and psychology (-1 hour). They reported below the state first-year teacher average for anthropology (-1 hour below state first-year teacher average) and philosophy (-2 hours). First-year teachers from Utah State University indicated above state average course work completed in psychology (+2 hours above state first-year teacher average).

A listing of value judgments made by Utah State University respondents concerning the social science courses best preparing them for teaching elementary school social studies is found in Table 50.

In general, first-year teachers from Utah State University regarded the courses in which they had taken the greatest number of hours course work as the courses best preparing them for teaching social studies. However, two exceptions to this generalization were noted. Geography, third in the number of hours taken, was mentioned most often as the best preparatory course. Psychology, with the most hours of course work taken, was fifth in rankings on the list of best preparation for teaching courses.

Table 50. Composite total of first-year teachers' opinions of courses best preparing them for teaching elementary school social studies--graduates of Utah State University

Course	Frequency
Geography	42
History	38
Sociology	19
Political Science	18
Psychology	18
General Social Science	11
Economics	5
Anthropology	3
Philosophy	1

Other preparation which first-year teachers from Utah State University reported as helpful in teaching social studies was as follows: Travel-15, Church Mission-3, Student Teaching-4, District Guides-3, Other Teachers-2, Books and Magazines-7, Workshops-1, National Park Work-1, Living in Other Countries-2, Other Courses-3, and Family Members-1.

First-year teachers from

Weber State College

Thirty-eight of the first-year respondents were graduates from Weber State College, 4 males and 34 females. Grade levels taught by the respondents were as follows: kindergarten-6, first grade-3, second grade-8, third grade-7, fourth grade-8, fifth grade-5, and sixth grade-1.

All of the respondents indicated they had taken the social studies methods course. Three hours were most commonly listed as the number of credit hours received for such a course. Twenty-four teachers took the methods course before student teaching, 9 after, and 5 during student

teaching.

When asked to evaluate their preparation for teaching social studies as a result of taking the methods course, 1 first-year teacher listed "Very Greatly," 3 marked "Greatly," 20 indicated "Moderately," 8 indicated "Little," and 6 marked "Very Little or None."

Table 51 reports the responses of the first-year teachers from Weber State College as to "Areas Emphasized" in the social studies methods course. A total frequency of 38 was possible for each item.

Table 51. Composite total of first-year teachers' evaluations of areas emphasized in elementary social studies methods course at Weber State College

Area emphasized	Frequency
Unit structure	36
Objectives	33
Purpose of the social studies	33
Organization and content of the social studies curriculum (K-6)	33
Instructional materials	25
Use of text books	22
Free and inexpensive materials	20
----- (50%) -----	
Courses of study	18
Learning theory in the social studies	15
Current events	13
Use of trade books	12
Critical thinking	12
Evaluation of pupil progress in the social studies	11
Sociological concepts for the elementary school	9
Controversial issues	8
Geography skills	7
Historical method	7
Geography materials	6
International education	4
Economics education	3
Anthropological concepts for the elementary school	1
Other areas emphasized	
First hand experience	1
Field trips	1

First-year teachers from Weber State College made more frequent mentions of Instructional materials, Learning theory, and Current events, than did the prospective graduates at the same institution.

Table 52 is a listing of first-year teachers' attitudes concerning "Experiences Offered" in the methods course at Weber State College.

First-year teachers from Weber State College, when compared with prospective graduates from the same college, mentioned Observing and recording a child's social development less frequently as an "Experience Offered." The first-year teachers responding made more mentions of "Interviewing resource persons."

Table 52. Composite total of first-year teachers' evaluations of experiences offered in the social studies methods course at Weber State College

Experiences offered	Frequency
Construction of a unit	35
Construction of lesson plans	35
Observation of social studies in the classroom	23
Evaluating text books	23
Preparing instructional materials	20
----- (50%) -----	
Examining instructional materials	17
Teaching a social studies lesson	16
Preparing bulletin boards	12
Interviewing resource persons	10
Visiting community social agencies	8
Panels and discussion of current events	8
Field excursions	7
Helping an individual child	5
Participation in community events	4
Observing and recording a child's social development	2
Community or international projects	2
Conducting opinion polls	1
Other experiences offered	
Practical teacher	1

When compared with the state averages for the first-year teacher group, respondents from Weber State College reported the same "Experiences Offered" items as receiving a frequency ratio of 50 per cent or higher--with one addition--Evaluating text books.

Table 53 is a listing of social science courses taken by first-year teachers who were graduates from Weber State College.

First-year teachers from Weber State College reported above state average course work hours completed in geography (+2 hours above average) and general social science (+1 hours). They reported course work hours completed below the state average in history (-1 hour below state average) anthropology (-1 hour), and philosophy (-1 hour).

First-year teachers from Weber State College reported course work totals and averages dissimilar to the student group from the same institution. First-year teachers indicated they had received more credit hours in geography (+1 hour above the prospective graduate average), psychology (+3 hours), general social science (+1 hour), philosophy (+1 hour) and sociology (+1 hour) when compared with the prospective graduates from the

Table 53. Social science courses taken by first-year teachers while undergraduates at Weber State College

Course	Total quarter hours	Range	Mode	Mean
Psychology	316	3-40	5	8.31
History	269	3-38	5	7.08
Geography	235	3-28	5	6.18
Sociology	222	3-23	5	5.84
Political Science	144	3-23	5	3.79
General Social Science	93	5-19	5	2.45
Philosophy	54	3-12	5	1.42
Economics	30	5-20	5	.79
Anthropology	22	3-5	5	.58

same college.

Table 54 is a listing of value judgments made by Weber State College first-year teacher respondents concerning the social science courses best preparing them for teaching elementary school social studies.

First-year teachers from Weber State College reported psychology to have more preparatory value than did any other first-year teacher group. History was mentioned less often as of preparatory value by the Weber group than other first-year teacher respondent groups. Anthropology was not mentioned as a course of preparatory value by any first-year teachers from Weber.

Other preparation listed by Weber State College first-year elementary school teachers included: Travel-11, Church Mission-1, Living Elsewhere-1, Other Classes-1, Social Studies Methods Course-1.

Table 54. Composite total of first-year teachers' opinions of courses best preparing them for teaching elementary school social studies--graduates of Weber State College

Course	Frequency
Geography	19
Psychology	16
Sociology	16
History	15
Political Science	9
General Social Science	5
Economics	4
Philosophy	1
Anthropology	0
Others	
Family and Child Development	1

First-year teachers fromWestminster College

Two of the responding first-year teachers were graduates of Westminster College, 1 male and 1 female. These teachers were teaching the second grade and fifth grade. Both respondents took the social studies methods course at Westminster before student teaching. One teacher indicated the methods course "Greatly" prepared him for teaching elementary social studies. The other respondent reported the course as "Moderately" preparing him for teaching elementary social studies.

Inasmuch as only 2 of the first-year teachers were from Westminster, no tables were constructed for this small respondent population.

When evaluating the "Areas Emphasized" in the methods course, both respondents mentioned: Unit structure, Objectives, Purpose of the social studies, Free and inexpensive materials, Courses of study, and Instructional materials. One of the two also checked: Organization and content, Use of text books, Geography materials, Historical method, Sociological concepts, and Critical thinking.

As an evaluation of the "Experiences Offered" in the methods course, both students indicated the following: Construction of a unit, Construction of lesson plans, Teaching a social studies lesson, Interviewing resource persons, Preparing instructional materials, Examining instructional materials, Helping an individual child, and Field excursions. One of the 2 respondents indicated as "Experiences Offered:" Observation of social studies in the classroom, Preparing bulletin boards, Participation in community events, and Observing and recording a child's social development. No mention was given to: Visiting community social agencies, Panels and discussion of current events, Evaluating text books, Conducting

opinion polls, and Community or international projects.

Both Westminster College first-year teachers listed hours of course work in geography (3 hours total), history (24 hours total), anthropology (8 hours total), psychology (19 hours total), general social science (11 hours total), and philosophy (9 hours total). No course work hours were listed as being completed in political science, economics, or sociology.

In evaluating the social science courses which best prepared them for elementary social studies teaching, these 2 first-year teachers indicated the following: history (mentioned by both), and one frequency mention each for geography, anthropology, and psychology. No mention was given of economics, political science, general social science, philosophy, or sociology.

No other preparation was listed by this group.

Summary of questionnaire response

by first-year teachers

The 345 respondents from the first-year teacher group represented 67.5 per cent of the total possible first-year teacher respondent population. A total of 62.1 per cent of the respondents reportedly had enrolled in a social studies methods course during their undergraduate training. The average number of credit hours received for this course was three quarter or semester hours. A wide range was noted in reports of this item.

Twenty-seven per cent (93) of the first-year teachers took the social studies methods course before student teaching. A total of 25.8 per cent (89) participated in the methods course during their student teaching

experience while only 10.4 per cent (36) took the methods course after their student teaching assignment.

First-year teachers who had not enrolled in a social studies methods course reported their preparation for teaching elementary social studies to be more adequate than did those who had taken the methods course. Eighty-four percent of those taking the methods course evaluated their preparation as "Moderate" to "None" as compared with 62 per cent of those not taking the course who evaluated their preparation as "Moderate" to "None."

Fifty per cent or more of the first-year teachers identified the "Areas Emphasized" in the social studies methods course as: Unit structure, Objectives, Purpose of the social studies, Organization and content of elementary social studies curriculum, Critical thinking, Current events, and Instructional materials.

"Experiences Offered" in the methods courses received mentions less frequently than did the "Areas Emphasized." The 4 items mentioned by 50 per cent or more of the first-year teachers as being "Experiences Offered" in the methods courses were: Construction of a unit, Construction of lesson plans, Teaching a social studies lesson, and Preparing instructional materials.

First-year teachers reported an average of 8.5 credit hours of course work completed in history, 8 hours in psychology, 5.5 hours completed in sociology, 4.5 hours in geography, 3.5 in political science, 2 hours in philosophy, 1.5 in anthropology, 1 hour in general social science, and less than 1 average hour completed in economics.

When social science courses were ranked in order of hours completed (Table 35) a relationship was noted between the position of the social

science disciplines and the opinions of the first-year teachers as to those courses best preparing them for teaching elementary social studies (Table 3). History was mentioned most frequently as the best social science discipline area in preparation for teaching elementary social studies. Geography, Sociology, psychology, political science, general social science, economics, anthropology, and philosophy followed in that order.

First-year elementary teachers mentioned "travel" most often as "Other Preparation." Many items were listed by respondents in this category (a total of 15), with the following 3 items receiving frequency mentions of 9 or more: Readings, Other Classes, Student Teaching.

Responses of University and College Faculty

Members to Questionnaire

Representatives of departments or divisions of elementary education at each of the six universities and colleges in Utah included in this study were requested to complete a questionnaire concerning their preparation of elementary teachers in social studies (see Appendix B for questionnaire, Form 3). Department Chairmen or Heads or Division Chairmen or their designated representative at Brigham Young University, College of Southern Utah, University of Utah, Utah State University, Weber State College, and Westminster College completed the questionnaire. The entire total possible respondent population for this group returned the questionnaire for a percentage return of 100 per cent.

A composite summary of programs of Utah Colleges and Universities preparing elementary school teachers for teaching social studies will first be presented, after which individual university and college

programs will be further analyzed.

Composite summary

Item number one of the University and College Faculty Representative Questionnaire (see Appendix B, Form 3) concerned the number of students graduating in elementary education from the individual institutions of higher learning in Utah in the May-June, 1967 commencement. A total of 715 students were listed by the six representatives.

Item number 2-a of the questionnaire solicited information concerning the number of students enrolled in the elementary social studies methods courses during the past year (1966-67). Five hundred and forty-one students were reportedly so enrolled during the 1966-67 academic year.

Part-b of Item number 2 concerned average class size in the social studies methods courses. The Westminster College faculty respondent failed to answer this question and, therefore, was not included in the summary. For the remaining 5 institutions, the average class size was reported as 22.8 students. When asked if average class enrollments had increased in the last three years (Item 2-c), 3 respondents, or 50 per cent reported "yes;" 2 faculty representatives indicated "no;" and 1 respondent did not list an answer for this question. Anticipated increases in enrollment in the methods class (Item 2-d) during the next 3 years were marked affirmative by 4 respondents, or 67 per cent, with 1 representative replying "no," and 1 failing to respond.

The number of credit hours given for the methods course in elementary social studies was identified in Item number 3. Three quarter or semester hours were identified as the average number of hours credit given for such a course.

Questionnaire Item number 4 sought to identify at what year (freshman, sophomore, junior, senior) the students may enroll in the social studies methods course. At four institutions, students were reportedly allowed to enroll in the social studies methods course during their junior or senior years. At one institution, students must enroll in the course as juniors only. At one university students were enrolled during their senior year or as part of their "fifth-year" program.

Item number 5 asked when the students were able to take the methods course in relation to student teaching. One respondent marked "before" student teaching, 2 indicated "either before or after," 2 said "during," and 1 listed "depends."

Questionnaire Item number 6 sought to identify whether elementary education students enrolled in a methods course in social studies were participating in such a course with secondary education majors. At each of the six institutions polled, students majoring in elementary education may enroll in a separate social studies methods course from students in secondary education.

Item number 7 concerned the combining of the social studies methods courses with other methods courses. Part-a results identified 4 of the 6 universities and colleges as following the combining practice. Of the 4 institutions combining courses, 3 of the institutional representatives reported that "Science" was the course area with which their social studies methods course was correlated. One respondent listed the social studies course as being correlated with Science, Math, and Language Arts. At 2 of the schools, the social studies methods course was reportedly not correlated with other methods course areas.

None of the respondents listed "methods of teaching social studies in the elementary schools" as being taught as part of any content course in the social sciences (Item 7-c).

Item number 8 of the questionnaire sought to identify the "Areas Emphasized" in the social studies methods courses as determined by the faculty respondents. The results of this inquiry are shown in Table 55. Frequencies for each institution are shown and total frequencies are also listed. Items of highest frequency ratios are listed at the top of Table 55.

The university and college staff members identification of "Areas Emphasized" in the elementary social studies methods course resembled those of the student and first-year teacher groups. However, the faculty respondents made more frequent mentions of all items on the list than did either the prospective graduates or the first-year teachers.

When asked to list other "Areas Emphasized" in the methods course, 4 of the faculty representatives listed "none." The College of Southern Utah representative listed items as follows: Human Relations in the Classroom, Crucial Issues, Race Relations, Instructional Trips. The staff member from Weber State College listed Role Playing.

Item number 9 of the questionnaire solicited the "Experiences Offered" in the social studies methods course as identified by the university and college faculty members. As with the "Areas Emphasized," the "Experiences Offered" resembled the listings made by prospective graduates and first-year teacher groups; however, the faculty representatives made more frequent mentions to all items on the list than did respondents in the other two sub-populations. Responses to Item 9 are shown in Table 56.

Table 55. University and college faculty members' identification of areas emphasized in the elementary social studies methods courses at individual institutions of higher learning in Utah

Area emphasized	BYU ^a	CSU	UofU	USU	WSC	WC	Total frequency
Unit structure	x	x	x	x	x	x	6
Objectives	x	x	x	x	x	x	6
Purpose of the social studies	x	x	x	x	x	x	6
Organization and content of elementary social studies curriculum (K-6)	x	x	x	x	x	x	6
Critical thinking	x	x	x	x	x	x	6
Evaluation of pupil progress in social studies	x	x	x	x	x		5
Current events	x	x		x	x	x	5
Controversial issues	x	x	x	x	x		5
Use of text books				x	x	x	3
Geography skills		x	x		x	x	4
Geography materials		x	x		x	x	4
Free and inexpensive materials	x		x		x	x	4
Courses of study	x	x		x		x	4
Learning theory in the social studies	x				x	x	3
Use of trade books	x			x	x		3
Instructional materials (audio-visual)	x		x			x	3
Sociological concepts for the elementary school	x		x		x		3
Economics education			x		x		2
Anthropological concepts for the elementary school	x		x				2
International education		x					1
Historical method			x				1

^aSee Table 56, p. 102, for abbreviation key.

Table 56. University and College faculty members' identification of experiences offered in the elementary social studies methods courses at individual institutions of higher learning in Utah

Experiences offered	BYU ^a	CSU	UofU	USU	WSC	WC	Total frequency
Construction of a unit	x	x	x	x	x	x	6
Preparing instructional materials	x	x	x	x	x	x	6
Examining instructional materials	x	x	x	x	x	x	6
Observation of social studies in the classroom	x		x	x	x	x	5
Teaching a social studies lesson			x	x	x	x	4
Panels and discussion of current events		x		x	x	x	4
Construction of lesson plans			x	x		x	3
Interviewing resource persons		x		x		x	3
Preparing bulletin boards		x	x			x	3
Evaluating text books				x	x	x	3
Helping an individual child			x		x	x	3
Visiting community social agencies		x		x			2
Observing and recording a child's social development			x		x		2
Field excursions		x					1
Community or international projects				x	x		2
Participation in community events							0
Conducting opinion polls							0

^aFor tables 55 and 56, the abbreviations noted are for the following:
 BYU--Brigham Young University USU--Utah State University
 CSU--College of Southern Utah WSC--Weber State College
 UofU--University of Utah WC--Westminster College

When asked to list other "Experiences Offered," the faculty respondent from the College of Southern Utah reported: Investigate State Social Studies Guide and Analyze Case Studies Regarding Human Relations. None of the 5 other institutional representatives made responses to this inquiry.

Item number 10 of the questionnaire sought to identify the instructor of demonstration lessons in the elementary social studies methods courses. Two respondents listed "methods instructors" in response to this inquiry, and 4 of the respondents reported "regular classroom teachers."

Social science courses required by each of the 6 individual institutions were requested in Item number 11. These courses are reported in sub-sections of this part of the study devoted to the six universities and colleges. There was little uniformity as to the required social science courses at the six institutions polled.

Questionnaire item number 12 sought to identify the attitudes of the 6 university and college respondents concerning the extent to which they believed the social studies methods course prepared their graduates for teaching social studies. Response to this item was as follows: "Very greatly"-2, "Greatly"-2, "Moderately"-2.

Faculty representatives were requested (questionnaire item 13) to list courses in related subject matter fields they believed to be most useful to prospective elementary school social studies teachers. The total listing made by this group of respondents included: political science-2 mentions, sociology-2, economics-2. A frequency of 1 mention each for: geography, history, cultural geography, social psychology, educational sociology, social and psychological development, anthropology, psychology, general social science, global geography, political geography,

communications course, and U. S. History.

None of the faculty members listed any other pre-requisites or programs offered in the area of preparation for teaching social studies in the elementary school (questionnaire item numbers 14 and 15).

Questionnaire item number 16 solicited "Who determines what your program requires for elementary school social studies teachers?" One representative indicated, "teacher education program structure;" another replied, "committee action of teacher education staff;" two reported "education staff and individual teacher;" one listed plainly, "staff," and one respondent listed a composite answer showing the "elementary staff proposing, the university council approving, the university curriculum committee approving, etc."

The final item of the faculty questionnaire (Item number 17) requested the respondents to explain briefly their philosophies in the field of preparing elementary school teachers for teaching social studies. Responses to this item are reported in the following individual subsections devoted to each of the 6 participating institutions. A more complete outline of programs of teacher education at these 6 universities and colleges can be found in Appendix C.

Brigham Young University

A total of 165 students was reported as May-June 1967 graduates from Brigham Young University. The faculty respondent indicated that all of these students had enrolled in an elementary social studies methods course, inasmuch as this course was "required" at Brigham Young University. As was noted with the prospective graduates responses from this university, the social studies methods course is included as part of

a "Basic Classroom Procedures" course and offered during the student teaching experience. (Note: the first-year teacher and prospective graduate groups from Brigham Young University did not concur with the faculty member's report on this "requirement"--inasmuch as only a small percentage of both of these student and former student groups identified themselves as having taken such a methods course.)

The social studies methods course enrollment was reportedly "not increasing during the last 3 years" and "no anticipated increases" were expected for the next 3 years.

Four hours credit is given for the combined basic procedures methods course at Brigham Young University. Students may take the course in their junior or senior year during student teaching.

Social science area requirements of students in elementary education at Brigham Young University include: 3 semester hours of geography, 8 hours of history, and 8 additional optional hours to be selected from economics, anthropology, political science, psychology, and/or sociology.

The social studies methods course was identified by the faculty respondent as "Very Greatly" preparing graduates for teaching elementary social studies. This rating was higher than that made by the first-year teacher and prospective graduate groups.

"Committee action of the teacher education staff" was listed as the determinant of requirements for elementary school social studies teachers.

As an explanation of his philosophy of teacher education in the field of social studies, the respondent indicated his belief that "social studies methods classes are best taught in the education department." He posited that "some knowledge of basic methods should be taught

before student teaching, but greater depth of understanding can be had if such a course also follows student teaching."

College of Southern Utah

May-June 1967 graduates from College of Southern Utah were reported as 50. The faculty respondent indicated that 15 students had taken the social studies methods course during the past year (1966-67). Enrollment in this course was listed as "not increasing in the last 3 years," but "anticipated increases" were listed for the next 3 years.

Three quarter hours credit is given for this course at College of Southern Utah. Students may take the course in their junior or senior year. They may take the course before, after, or during student teaching--"depending on the situation."

Students in preparation for elementary school teaching at College of Southern Utah were reportedly required to take 10 quarter hours in "general education courses." These may be selected from "the social science course areas."

The social studies methods course was identified by the faculty respondent as "Greatly" preparing College of Southern Utah graduates for teaching elementary school social studies. This rating was higher than that given by the first-year teacher and student groups.

The "education staff" and the "individual teacher" were listed as determinants of the preparation program for elementary school social studies teachers.

As an explanation of his philosophy of teacher education in this field, the respondent replied that, "the social sciences are a most important concern for future peace." He emphasized that social science,

"must construct workable means for living together--beginning in the elementary school."

University of Utah

The number of students who graduated as elementary school teachers from the University of Utah in May-June 1967 was reported to be 129. The faculty respondent for this institution reported all 129 graduates as having taken the social studies methods course. Average class size was identified as 28, with average class enrollments increasing the last 3 years and expected to increase for the next 3 years.

Two quarter hours credit is given for the social studies methods course at the University of Utah. Students may take the course either during their senior year or their "fifth-year" of college work. The course is taken during the student teaching experience.

Students at the University of Utah are required to take minimum hours of course work in the following areas: geography (10 hours minimum), history (8-10 hours), economics (5-6 hours), anthropology (3-5 hours), political science (5 hours), psychology (5 hours), philosophy (5 hours), and sociology (5-10 hours). These requirements are by comparison more tightly structured at the University of Utah than at any other of the five institutions participating in this study. The first-year teacher and student groups from the University of Utah reported a much higher-than-state-average number of hours of course work completed in the social science discipline areas.

The extent to which the social studies methods course prepares graduates for teaching social studies was identified by the respondent as "Very Greatly." This rating is higher than those made by either the

first-year teacher or student groups.

In response to the question--"Who determines what the program requirements are for elementary social studies teachers?"--the faculty member from the University of Utah replied, "Staff proposals are approved by the Department of Education staff, forwarded to the University Council for Teacher Education for approval, and finally to the University Curriculum Committee for additional approval."

No philosophy of teacher education in elementary school social studies was listed by this respondent. However, as part of a previous question, a statement was made that, "We do not prepare elementary school social studies teachers, specifically."

Utah State University

Graduates from Utah State University with elementary certification in May-June 1967 totaled 205.

The faculty respondent reported "approximately 80" as the number of students having enrolled in the social studies methods course during the past school year (1966-67). Average class size was listed as 25, with average class enrollments increasing in the last 3 years and anticipated increases for the next 3 years.

Three quarter hours credit is given for the social studies methods course at Utah State University. Students may take the course during their junior or senior year. The course may be taken either before or after student teaching.

The faculty respondent reported that students at Utah State University are required to take 5 hours of course work in psychology, with an additional 5 hours to be selected from history, economics, or political science.

The respondent identified the social studies methods course as "Moderately" preparing Utah State University graduates for teaching social studies. This indication closely resembled the ratings given the course by the first-year teacher and student groups.

"The Faculty of the Department of Elementary Education and more specifically, the instructor," were listed as the determinents of preparation program requirements for elementary school social studies teachers.

As part of his philosophy of teacher education in this field, the Utah State University respondent posited his belief that, "Social studies is the most important area introduced to boys and girls." He further pointed out that, "in general, it receives poor teaching." It was his opinion that "social studies should be the center or core of the curriculum."

Weber State College

There were 93 graduates reported in elementary education from Weber State College in May-June 1967.

The faculty respondent reported 79 students as having enrolled in the elementary social studies methods course the past year (1966-67). Average class size was listed as 21, with average class enrollments increasing in the last 3 years and anticipated increases in the next 3 years.

Four quarter hours credit is given for the social studies methods course at Weber State College. Students may take the course during their junior or senior year. The course may be taken before or after student teaching, "before being preferred and most common."

The social studies methods course at Weber State College is combined with a methods course in science and mathematics, with the total correlated course being given 4 hours credit.

It was reported that students at Weber State College are required to take 5 quarter hours training in geography and psychology, with an additional 5 hours to be selected from history, economics, and/or political science.

The faculty respondent identified the social studies methods course as "Moderately" preparing Weber State College graduates for teaching social studies in the elementary school. A similar rating was given the course by a majority of Weber State College students and graduates.

The "Elementary Department Faculty of the Education Division" was listed as the determinant of program requirements for elementary social studies teachers.

In explaining his philosophy of teacher education in this field, the respondent from Weber State College replied that such a program would aim at the "training of teachers to aid children in identifying and applying problem solving techniques to significant social problems." He viewed the facts and skills of social studies as "not ends in themselves, but tools of problem solving."

Westminster College

Twelve graduates in May-June 1967 were reported from Westminster College. The faculty respondent from Westminster listed all 12 students as having enrolled in a social studies methods course. He indicated that Westminster does not have a course specifically for elementary methods in social studies, but rather a course entitled "Elementary

Methods." Approximately half of this course is devoted to methods in social studies and the other half to science.

Students enroll in the methods course during their junior year. They take the course before student teaching.

No response was given as to the number of credit hours given for this course. No report was made concerning past and anticipated enrollment.

According to the returned questionnaire, students at Westminster College are required to take 12 semester hours in "a social studies area." Psychology is required in addition to the 12 hours. History, philosophy, and sociology were listed as being required by the institution for students enrolled in elementary education.

The respondent identified the social studies methods course as "Greatly" preparing Westminster graduates for teaching social studies. This rating was slightly higher than that given by Westminster students and graduates.

The "teacher education program structure" was identified as the determinant of program requirements for elementary school social studies teachers.

The faculty representative from Westminster included in his philosophy of teacher education in this field that "especially in the social studies is it important to know how to teach." He cited the fact that "too many social studies teachers at all levels still use the assign-study-recite method." He posited his belief that social studies classes can be "very exciting and alive, but too often one finds them dull and meaningless."

Summary of questionnaire responses by
University and College faculty members

The 6 respondents from the university and college group represented 100 per cent of the total possible respondent population. These faculty representatives reported a total of 715 students as prospective graduates in elementary education for the May-June, 1967 commencement.

Enrollment in the social studies methods course during the 1966-67 academic year was reported as 541. Average class size for this course was identified as 22.8 students. Three of the respondents, or 50 per cent, reported that average social studies methods course class enrollments had increased during the last 3 years and anticipated increases for the next 3 years were indicated by 4 (67 per cent) of the faculty representatives. Three quarter or semester hours were the average number of hours credit given for the social studies methods course.

At 4 institutions, students were reportedly allowed to enroll in the methods course during their junior or senior years. At one institution, students enrolled in the course as juniors only. At the remaining university, students enrolled either during their senior year or as part of their "fifth-year" program.

Prospective graduates were reportedly required to take the social studies methods before student teaching at one institution. At 3 of the universities or colleges, students enrolled either before or after their student teaching. At the 2 other institutions, students enrolled in the methods course during their student teaching experience.

Four of the 6 schools of higher education participating in the study followed a combination-methods-course practice in relationship to their social studies methods courses. These courses were combined at

these institutions with other methods courses to include the areas of science, mathematics, and language arts.

The faculty representatives largely identified all items on the check list of "Areas Emphasized" as being included in the methods course. They also made generally high frequent mentions to the items on the "Experiences Offered" listing.

The university and college faculty respondents identified their social studies methods courses as preparing elementary school teachers for teaching social studies as follows: 2 indicated "Very greatly," 2 identified such a course as "Greatly" preparing their teachers, and 2 replied "Moderately."

The six respondents generally identified the faculty or staff-members as being the determinants of the program of preparation for elementary school teachers for teaching social studies. Such programs were then reported to require approval by other bodies at 2 of the 6 universities and colleges.

DISCUSSION

Limitations of the Study

The purpose of descriptive research is identification and description. This study has attempted to identify various teacher education programs within the State of Utah and to describe those parts of each program specifically designed to prepare prospective elementary school teachers for teaching social studies.

Because it is the method most frequently utilized in descriptive research in education (Borg, 1963, p. 204), the questionnaire was selected as the instrument to be used in the collection of basic data. This technique appeared to be particularly suited to this study inasmuch as the study was state-wide in scope and the potential population was large (approximately 1200). The low esteem in which the questionnaire technique is held by some may be due in part to its abuse (Jelenik, Woodchner, and McGrath, 1963).

Other techniques, such as the individual interview and personal examination of individual records, may have fewer limitations than the questionnaire. However, these methods could not be used in this study because of the state-wide scope, the large population, and current policies of the several institutions of higher education which prohibit the examination of student records without permission from the individual student.

A preliminary questionnaire was constructed utilizing Guidelines for the Preparation of Elementary Social Studies Teachers (National Council

for the Social Studies, 1965) as the basic document for the identification of the several items. Dr. John D. McAulay, Professor of Education at Pennsylvania State University and author of numerous writings and research concerning elementary social studies, and Dr. John U. Michaelis, noted social studies authority, support the basic position of the National Council.

The questionnaire was submitted to Dr. McAulay; Dr. Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies; Utah State Department of Public Instruction officials to include Research Director Ianthus Wright, Social Studies Specialist E. Scott Wolfley, and Elementary Education Supervisor G. Morris Rowley; and to members of the writer's dissertation committee, for their comments and suggestions. Many helpful ideas were incorporated in the final instrument. As a result of this evaluation, the questionnaire was expanded to seek answers to attitudes, opinions, and judgments as well as data more commonly viewed as statistical. This technique to collect several kinds of data with only one instrument is supported by Good, Barr, and Scates (1941), Borg (1963), Cook (1965), Rummell (1958), and Herrick (1963). A cross section of thought as obtained through an exploration of attitudes, opinions, and judgments is legitimate data (Rummell, 1958; Good, Barr, Scates, 1941).

Although standards of validity with questionnaire-survey-type studies are difficult to determine and not readily answerable (Cook, 1965, p. 46; Jelenik, McGrath, and Wochnner, 1963, p. 105), there is no authority who advocates discontinuing this technique or who holds that the studies are invalid due to the technique itself.

Follow-up Study and RespondentStratification Analysis

This study was formally concluded with the following totals and percentages for the three groups involved: prospective graduates, 305 respondents, 58 per cent; first-year teachers, 345 respondents, 68 per cent; and faculty representatives of the Universities and Colleges, 6 respondents, 100 per cent.

A review of research literature revealed no statement of acceptable percentage figures as a criterion for accepting or rejecting data collected in a questionnaire survey. However, Jelenik, McGrath, and Wochner (1963, p. 106) stated, "There is some reason to insist upon better than 50 per cent return before using the data." Cook (1965, p. 64) determined 62 per cent return on a recent study to be "considerably high" for mailed-questionnaire-type surveys. Returns of less than 50 per cent were also considered valid on similar studies referred to by Good, Barr, and Scates, 1941; Herrick, 1963; and Rummell, 1958. The percentage return of this study of Utah elementary teacher preparation for teaching social studies was higher than these referred to comparable studies.

Although standards of acceptance concerning percentage returns are difficult to determine, several techniques are possible to substantiate data used with 20 per cent or more of the subjects not responding (Borg, 1963). These techniques specifically are: first, "interview a small number of cases randomly selected from the nonresponding group--twenty are adequate in most cases" (Borg, 1963, p. 219); second, "if the nonrespondents are located over a wide geographic region, a further follow-up attempt using correspondence should be initiated" (Borg, 1963, p. 219); third, the stratification of the respondent population

should be compared with that of the total population to determine if a biased sample responded (Herrick, 1963).

Although the returns for this study were higher than for many similar statewide studies, a follow-up study was initiated to assure the validity of the data obtained. A respondent stratification analysis was also completed for this purpose. Because of the geographical distribution of the nonrespondents, no interview follow-up was initially attempted, however, the merits of this type follow-up were considered to be of first preference.

The questionnaire follow-up study was initiated using 30 randomly selected nonrespondent names. Non-respondent lists were combined alphabetically, and the fifth name on each column thereof was selected for contact (Ferguson, 1966). A personal letter and a third copy of the questionnaire were sent to each member of the randomly selected group.

Fourteen of the selected non-respondents returned the questionnaire within a two-week period after receiving it. Follow-up letters were sent to the 16 non-respondents who did not return the third copy of the questionnaire. This follow-up resulted in another 3 questionnaires being returned to the researcher.

Personal telephone calls were made to the remaining 11 selected non-respondents who had not responded to either of the follow-up contacts. Only 2 of the 11 persons were reachable. The remaining 9 persons were not available for contact for one or more of the following reasons: no longer at the address given and having left no forwarding address, now teaching in another state (California, Florida, Iowa), serving on a Church Mission, serving in the Armed Forces in Viet Nam, deceased.

The total respondent population participating in this follow-up study was comprised of 21 persons who responded to the questionnaire. Nineteen responded by mail, and 2 responded verbally in a telephone conversation with the writer.

The participants in this follow-up study were graduates from the following institutions of higher learning in the state of Utah: Brigham Young University-3 respondents, College of Southern Utah-4 respondents, University of Utah-6 respondents, Utah State University-5 respondents, Weber State College-2 respondents, and Westminster College-1 respondent.

The respondents were teaching on the following grade levels: first grade-1, second grade-4, third grade-6, fourth grade-2, fifth grade-4, sixth grade-1, special education-1, substituting-1, and one person was not teaching (although this respondent had graduated in June, 1967 from one of the six participating colleges and universities). Although randomly selected, the respondents were from all of the six universities and colleges and represented the stratification of grade levels in the elementary schools of the state.

There were 15 female respondents and 6 male respondents. Forty per cent of the follow-up study respondents were male. This figure is slightly higher than the percentages of male respondents on the two comparable groups (37 per cent for the first-year teachers and 31 per cent for the prospective graduates).

Three quarter or semester hours credit was reportedly the average number of credit hours received for the elementary social studies course. A similar average number of hours was reported for the two initial respondent populations.

Nine of the respondents, or 42 per cent, indicated they had not participated in the social studies methods course. This percentage figure is 5 percentage points higher than that for the 2 comparable groups (37 per cent of the 2 initial populations were non-participants in the methods course). This higher percentage may be due to non-respondents having been initially prone to ignore the questionnaire because they had not taken the methods course in social studies.

For the 58 per cent taking the social studies methods course, the response to the questionnaire item concerning their belief as to the extent the course prepared them for teaching elementary social studies was as follows: 1 person indicated "Greatly," 5 persons marked "Moderately," 3 persons listed "Little," and 3 also indicated "Very Little or None."

When non-participants in the methods course were asked to evaluate their preparation for teaching social studies, the response was as follows: "Adequate"-6, and "Moderate"-3.

As with the two comparable responding populations, the non-participants in the social studies method course identified their preparation as higher on a rating scale than did those who completed the course.

The 12 respondents who participated in the methods course reported "Areas Emphasized" in the methods course as follows: Objectives-10 mentions, Purpose of the Social Studies-8, Unit Structure-7, Organization and Content of Curriculum-5, Courses of Study-5, Instructional Materials-5, Current Events-5, Controversial Issues-5, Critical Thinking-5, Sociological Concepts for the Elementary School-3, Use of Text Books-2, International Education-2, Historical Method-2, Economics Education-2, Learning Theory in the Social Studies-1, Use of trade Books-1, and Geography Skills-1. The frequency ratios and resulting rankings given to the

items on the "Areas Emphasized" list closely resembled the rankings given the same items by the two comparable populations (see Tables 3 and 33). Exceptions to this similarity were 3 items that received no mention by the follow-up respondents: Geography Materials, Free and Inexpensive Materials, and Anthropological Concepts for the Elementary School. These 3 items received low mention by the 2 initial populations and possibly received no mention by this follow-up group due to the small size of the follow-up population.

As with the 2 initial respondent populations, the follow-up group mentioned with less frequency the "Experiences Offered" in the social studies methods course. This selected group gave the following frequencies to items listed under the "Experiences Offered" section of the questionnaire: Construction of a Unit-7 mentions, Construction of Lesson Plans-5, Panels and Discussion of Current Events-5, Teaching a Social Studies Lesson-3, Preparing Instructional Materials-3, Interviewing Resource Persons-2, Observation of Social Studies in the Classroom-2, Examining Instructional Materials-2, Visiting Community Social Agencies-1, Preparing Bulletin Boards-1, Helping an Individual Child-1, and Field Excursions-1.

A comparison with reports of this item by the two initial groups (as found in Tables 4 and 34) reveals a close similarity in the frequency percentages given the various items by both the initial groups and this follow-up study population.

The follow-up study respondents reported the following average quarter hours credit in the social science courses completed at their respective universities and colleges: sociology-9.28 hours, history-8.28 hours, psychology-7.85 hours, political science-4.60 hours,

geography-3.19 hours, philosophy-2.72 hours, anthropology-1.60 hours, general social science-1.23 hours, and economics-1.02 hours. With the exception of sociology, the average number of hours completed in the social sciences by the special follow-up population respondents were all similar (within 1.0 hour) to the average number of hours completed by the initial population of first-year teachers. Sociology was an exception in the follow-up group due to one of the selected respondents having majored in this subject previously and having listed 43 hours of course work completed in this subject area.

The respondents of this follow-up group made the following frequency mentions of social science courses they identified as having best prepared them for teaching elementary social studies: sociology-15, history-12, geography-12, psychology-8, political science-7, anthropology-5, economics-4, general social science-3, philosophy-3. The relative positions of these items closely approximated those made by the 2 comparable initial population groups.

Follow-up study summary

The purpose of this follow-up study was to determine whether or not the nonresponding group represented a biased sampling--that is, if those people who did not respond to the questionnaire were in some measurable way different from those who did respond.

Thirty names were selected at random from the non-responding lists as possible participants in the follow-up study. Letters of transmittal and a third copy of the questionnaire were sent to each person. A second letter was sent to those who had not responded within a two-week period. A personal telephone call was made to those who still had not

responded following the two-letter contact. A final respondent population of 21 persons composed the follow-up study group.

The data obtained from the respondents of the follow-up study were compared with the responses of those who replied initially to the items of the questionnaire. The sample of nonresponding subjects answered the questions in generally the same manner as the responding group. Therefore, it was assumed that the responding group was an unbiased sample of those to whom the questionnaire was mailed.

Respondent stratification analysis

To further assure the validity of the data received, a second technique--respondent stratification analysis--was employed to check for possible bias.

Respondent stratification analysis is a technique used in estimating whether nonrespondents to a questionnaire are a biased sample (Herrick, 1963; Good, Barr, and Scates, 1941; and Rummell, 1958). This method checks for an adequate number of representative returns in the analysis of data and is considered to be more important than any given percentage of the number of questionnaires originally distributed (Rummell, 1958, p. 109).

Item number three on the questionnaire used in this study concerned the sex of respondents. There were 453 females and 79 males in the population of prospective graduates. The respondent group was composed of 264 females and 41 males. The ratio of the responding group was over 50 per cent return for both sexes--or exactly 58.7 per cent for the female group and 51.9 per cent for the male group. The first-year teacher group included 453 females and 78 males in the total population.

Respondents from this group included 285 females and 40 males. The ratio of the responding groups were 62.9 per cent for females and 51.3 per cent for males.

Item number two on the questionnaire concerned grade-level-teaching for the first-year teacher group. First-year teacher stratification on this item was as follows: kindergarten-31 teachers, first grade-51, second grade-51, third grade-55, fourth grade-53, fifth grade-37, sixth grade-31, and others-11 (others included librarians, special education, Headstart, and music supervisors).

Item number two concerned grade level preferred or contracted for teaching in the prospective graduate group. Prospective graduates reported grade level preference as follows: kindergarten-25, first grade-44, second grade-41, third grade-39, fourth grade-55, fifth grade-35, sixth grade-23, and others-28 (Headstart, special education, librarians, and undecided). Grade level stratification was comparatively equal in both groups. However, several variable factors were involved, e.g., lower rate of teacher turnover in the fifth and sixth grades and lack of kindergarten in some school districts.

Each school district employing first-year teachers in the state of Utah was represented in the strata. In no district did the ratio of respondents to non-respondents fall below the 50 per cent frequency. This ranged from the district with the largest number of respondents, Granite School District--123 possible respondents, 79 responses, 64.2 per cent--to the district with the smallest number of respondents, Kane County School District, 1 respondent possible and 1 respondent participating, 100 per cent.

Thus, the returns of the questionnaire were representative of the total population with respect to: (1) sex of respondents, (2) grade taught by respondents or grade respondents were planning to teach, and (3) number replying in each school district.

Follow-up study and respondent stratification analysis summary

Two different techniques were used to substantiate the data received in this study. One technique utilized a randomly selected population of non-respondents in a follow-up survey. A second technique was concerned with respondent and nonrespondent stratification analysis. These are different techniques referred to by different authorities in the field of educational research. Both of these techniques and their resultant findings support the utilization of data gathered on the original questionnaire return.

SUMMARY AND CONCLUSIONS

SummaryObjectives

The purpose of this study was to identify elementary teacher education programs within the State of Utah, to describe those parts of each program specifically designed to prepare prospective elementary school teachers for teaching social studies, and to determine the attitudes and opinions of various groups concerning the adequacy of the programs. The specific objectives included five items. First, to review the literature concerned with pre-service preparation for prospective elementary school teachers in the area of social studies. Second, to identify present professional programs offered by universities and colleges in Utah to prepare prospective elementary school teachers for teaching social studies as these programs were defined in official publications and interpreted by the departments in which the programs were offered. Third, to compare the subject matter content and experiences of the social studies methods courses offered in the universities and colleges as they were reported by instructors of these courses, by prospective graduates who participated in these courses, and by first-year elementary school teachers who participated in these courses in their undergraduate programs. Fourth, to identify social science course work completed by elementary school teachers as part of their preparation program. Fifth, to ascertain the attitudes of adequacy of present programs for preparing elementary school teachers for teaching social

studies as evaluated by: (a) university and college faculty members directly concerned with teaching social studies methods courses, (b) first-year elementary school teachers, and (c) prospective 1966-67 graduates in elementary education.

Procedures

This study was of descriptive research design. The subjects were selected to include 603 prospective graduates from the six institutions in Utah preparing elementary school teachers, 511 first-year teachers within the state, and six university and college faculty representatives of departments or divisions of elementary education. The total selected population included all Utah prospective graduates in elementary education, all first-year elementary school teachers who had graduated from a Utah university or college, and a faculty respondent from each Utah university and college preparing elementary school teachers.

The questionnaire was selected as the instrument to be used in the collection of basic data in this descriptive research. A preliminary questionnaire was constructed utilizing Guidelines for the Preparation of Elementary Social Studies Teachers (National Council for the Social Studies, 1965) as the basic document for the identification of the several items. The questionnaire was submitted to experts in the field of social studies and teacher education, to members of the Utah State Department of Public Instruction, and to the writer's dissertation committee for their comments and suggestions. The preliminary questionnaire was subsequently expanded to its final form.

A trial administration of the questionnaire resulted in minor changes in reporting responses to two items.

The questionnaire was sent to all possible respondents. Included in the initial mailing were a personally-signed letter explaining the purpose of the study, and an addressed-stamped-envelope for convenience of return.

A system of coding each questionnaire was developed to allow for follow-up activity and to record the individual respondent return of the instrument.

A follow-up letter was sent to all non-respondents two weeks after the initial mailing. An additional follow-up letter and a second copy of the questionnaire were sent two weeks after the first follow-up contact to those who had failed to respond.

The total respondents for the three groups and the percentage of possible returns received were as follows: prospective graduates, 305 respondents, 58 per cent; first-year elementary school teachers, 345 respondents, 68 per cent; faculty representatives of the universities and colleges, 6 respondents, 100 per cent.

Two different techniques were used to substantiate the data received in this study. One technique utilized a randomly selected population of non-respondents (total of 21 participating) in a follow-up survey. A second technique was concerned with respondent and nonrespondent stratification analysis. Both of these techniques and their resultant findings supported the utilization of data gathered on the original questionnaire return.

Results

The findings concerned the preparation of elementary teachers for teaching social studies as reported by three groups. The first group,

the prospective graduates, reported 63 per cent had enrolled in a social studies methods course, usually of three hours credit. Sixty-two per cent of these students reported taking such a course before student teaching. In regards to their preparation for teaching elementary school social studies as a result of taking the social studies methods course, 76 per cent of these students indicated their preparation as "Moderate" to "None." The 37 per cent of the respondents who did not take the social studies methods course reported their preparation for teaching elementary social studies as higher on a rating scale than did those who took the methods course--with only 53 per cent of the non-participants indicating their preparation to be "Moderate" to "None." Over 50 per cent of the participants in the methods course indicated "Areas Emphasized" in such a course as: Objectives, Unit Structure, Purpose of the Social Studies, Organization and Content of Elementary Social Studies Curriculum, Critical Thinking, and Courses of Study. The prospective graduates made less than 20 per cent mention of: Anthropological Concepts, International Education, Geography Material, Historical Method, Economics Education, and Geography Skills. Those prospective graduates participating in the methods course made fewer mentions of "Experiences Offered" in the course than they did "Areas Emphasized." The "Experiences Offered" that received greater than a 50 per cent frequency mention were: Construction of a Unit, and Construction of Lesson Plans. The average number of hours of course work completed by all prospective graduates in the social sciences were as follows: history-9 hours, psychology-8 hours, sociology-5 hours, geography-4 hours, political science-3 hours, philosophy-2 hours, economics-2 hours, general social science-1.5 hours, and anthropology-1.5 hours. Students

at the University of Utah reported a more equal balance and the highest average-number of hours completed in the various social science discipline courses. The total group of prospective graduates reported the following social science courses as best preparing them for teaching elementary social studies, (courses are ranked in order of highest frequency mention first): history, geography, psychology, sociology, political science, general social science, philosophy, anthropology, and economics. Other preparation listed by this group included three items which received most frequent mentions: Travel, Church Mission, and Living Elsewhere.

The second group, first-year elementary school teachers who graduated from a Utah university or college, reported 63 per cent had enrolled in a social studies methods course usually of three hours credit. Fifty-three per cent of the first-year teachers indicated taking such a course before student teaching. In regards to their preparation for teaching elementary school social studies as a result of taking the methods course, 84 per cent of the respondents evaluated their preparation as "Moderate" to "None." In comparison, for the 38 per cent of the respondents who did not take the methods course, only 62 per cent evaluated their preparation as "Moderate" to "None." Over 50 per cent of the first-year teachers who had enrolled in social studies methods courses indicated as "Areas Emphasized" in such courses: Unit Structure, Objectives, Purpose of the Social Studies, Organization and Content of Elementary Social Studies Curriculum, Critical Thinking, Current Events, and Instructional Materials. Less than 20 per cent of the first-year teachers mentioned: Anthropological Concepts, International Education, Economics Education, and the Use of Trade Books as being emphasized.

Four of the "Experiences Offered" in the methods courses were indicated by more than 50 per cent of the first-year teacher respondents. These included: Construction of a Unit, Construction of Lesson Plans, Teaching a Social Studies Lesson, and Preparing Instructional Materials. The average hours of course work completed in the social sciences by all first-year elementary school teachers were as follows: history-8 hours, psychology-8 hours, sociology-5 hours, geography-4 hours, political science-3 hours, philosophy-2 hours, anthropology-1 hour, general social science-1 hour, and economics-1 hour. First-year elementary school teachers from the University of Utah reported a more equated and complete program of course work in all of the social science areas than did any other first-year teacher group. First-year elementary school teachers from all six Utah universities and colleges indicated the following social science courses as best preparing them for teaching elementary social studies (ranked in order of highest frequency mention first): history, geography, sociology, psychology, political science, general social science, economics, anthropology, and philosophy. Other preparation listed by first-year teachers included four items of greatest mention: Travel, Readings, Other Classes, Student Teaching.

The third group, faculty representatives of the six institutions preparing elementary school teachers in Utah, reported a social studies methods course as being required at four of the six schools. A total of 541 students enrolled in methods courses during the 1966-67 school year. Such a course was most often given three hours credit. Two of the institutions reported that students enrolled in the course while student teaching. One respondent indicated enrollment was before student teaching. Three respondents indicated students enrolled in the methods course

either before or after student teaching. At four of the institutions the social studies methods course was correlated with another methods course concerned with a different elementary curriculum subject. Faculty respondents indicated "Areas Emphasized" in the methods course to include: (All receiving 50 per cent or higher frequency mention), Unit Structure, Objectives, Purpose of the Social Studies, Organization and Content of Elementary Social Studies Curriculum, Critical Thinking, Evaluation of Pupil Progress in Social Studies, Current Events, Controversial Issues, Use of Text Books, Geography Skills, Free and Inexpensive Materials, Courses of Study, Learning Theory in the Social Studies, Use of Trade Books, Instructional Materials, and Sociological Concepts for the Elementary School. Only four items on the list did not receive a frequency mention of 50 per cent or more--these being: Economics Education, Anthropological Concepts for the Elementary School, International Education, and Historical Method. Faculty respondents indicated "Experiences Offered" in the methods courses as follows: (mentioned by 100 per cent of the respondents), Construction of a Unit, Preparing Instructional Materials, Examining Instructional Materials; (mentioned by 50 per cent or more of the respondents), Observation of Social Studies in the Classroom, Teaching a Social Studies Lesson, Panels and Discussion of Current Events, Construction of Lesson Plans, Interviewing Resource Persons, Preparing Bulletin Boards, Evaluating Text Books, Helping an Individual Child. No respondent indicated "Participating in Community Events or Conducting Opinion Polls" as an "Experience Offered" in the social studies methods course. The faculty respondents listed the following subject matter fields as being most useful for prospective elementary school teachers: (two mentioned each of the following),

political science, sociology, economics. One mention was given to: geography, history, cultural geography, social psychology, educational sociology, social and psychological development, anthropology, psychology, general social science, global geography, political geography, communication courses, and United States History. The faculty respondents reported the methods courses were preparing their graduates for teaching social studies as follows: two indicated "Very Greatly," one marked "Greatly," and two reported "Moderately." The six staff representatives indicated that the departments or divisions of elementary education largely determine the social studies preparation program for prospective elementary school teachers.

Conclusions

From the data presented in this study, the following conclusions are reached:

1. The programs of Utah universities and colleges preparing elementary school teachers for teaching social studies are varied. There is little uniformity among the universities and colleges regarding these programs.
2. Sixty per cent of the graduates completing programs of preparation in elementary education within the state of Utah enroll in a social studies methods course.
3. Students enrolling in a social studies methods course indicate their preparation for teaching elementary school social studies as a result of completing the course to most generally be "Moderate" preparation or "Little" preparation. Students who never enroll in such a methods course most generally indicate their preparation to be "Moderate"

preparation or "Adequate" preparation.

4. University and college faculty representatives largely rate the methods courses as "Very Greatly" or "Greatly" preparing their graduates to teach elementary school social studies.

5. Students and former students report the "Areas Emphasized" in the social studies methods courses as centering around "Unit Structure" and related areas. They also reported "Critical Thinking" as an area emphasized in the methods courses at their respective institutions of higher education. "Experiences Offered" in the methods courses are not as common as are "Areas Emphasized" according to the participant groups. The experiences indicated as being offered also center around the "Unit Structure." Many "Areas Emphasized" and "Experiences Offered" on the questionnaire check-list are being neglected according to participants in the methods courses.

6. Faculty respondents agree with the student participant groups as to "Areas Emphasized" and "Experiences Offered." However, faculty representatives indicated more areas are being emphasized and more experiences are being offered than did the two student respondent populations.

7. In the social sciences, prospective elementary school teachers are completing the greatest number of hours of course work in history, psychology, and geography. They receive less than 1.5 hours of course work (average) in any one discipline of anthropology, philosophy, general social science, and economics.

8. Students and former students believe courses best preparing them for teaching social studies to be those social science courses in which they complete the most hours of course work.

9. University and college faculty representatives in general do not mention specific social science courses as "other most useful preparation" for teaching elementary school social studies.

10. A balanced program of course work in the social sciences for prospective elementary school teachers is not required at five of the six institutions of higher learning in the state of Utah which prepare elementary school teachers. At the University of Utah, general education requirements include a minimum number of hours of course work in all of the social science disciplines.

11. The staff of the department or division of elementary education at each of the six institutions of higher learning within the state is primarily responsible for determining the program for preparing elementary school teachers for teaching social studies.

Implications for teacher
training curriculum

In view of these conclusions, the following implications for teacher training curriculums at Utah universities and colleges are listed:

1. A uniform program of preparation of elementary school teachers for teaching social studies would result from state-wide guidelines or possible state-wide adherence to the guidelines established by the National Council for the Social Studies. Present programs lack uniformity among the universities and colleges within Utah.

2. Enrollment in a social studies methods course should be mandatory for all prospective elementary school teachers in light of the increasingly complex social world in which we live and the "new social science" curricula being developed.

3. Present social studies methods courses in the state of Utah are not being structured in such a way that participants therein feel well prepared for teaching elementary school social studies as a direct result of taking the class.

4. The "Areas Emphasized" and "Experiences Offered" in the social studies methods courses should be more clearly identified by university and college faculty members concerned therewith to assure such being presented in a meaningful and lasting manner.

5. According to students and professional teachers who were former students, some areas being neglected in the social studies methods courses are areas of vital importance to society today. In particular, those of international concern and those concerned with the social science areas of economics, anthropology, and political science are reportedly receiving little attention. Perhaps present courses are overburdened with traditional concepts concerning unit structure and lesson planning.

6. The use of evaluation by students in the methods courses might help reveal to the faculty instructors those areas not presently being emphasized to the extent that students believe such to be significant.

7. In order for elementary school teachers to receive adequate preparation in the various social science disciplines, a minimum number of required credit hours should be established for each social science area. The backgrounds of prospective teachers now completing their preparation or teachers recently having completed their preparation lack balance in the social sciences. History and geography receive considerably more emphasis than other social science areas.

8. Students and former students indicate as the courses best preparing them for teaching social studies those social science courses

in which they have completed the most hours of course work--that is, students with a large number of hours of course work in political science report political science as best preparing them for teaching elementary social studies.

9. It appears that faculty members in the social science disciplines should re-evaluate course content and structure with the prospective elementary teacher in mind. A course specifically designed for elementary school teachers in each of the social science areas would assure more adequate preparation.

10. Because the content of the social studies methods course is determined by individual staff members and approved by department faculties and other bodies, it would not be difficult to implement needed changes and improvements in such courses at Utah institutions of higher learning.

11. Faculties of the various departments or divisions of education are reportedly the authors of program requirements for prospective elementary school teachers. Such changes as determined desirable by these groups would therefore seem possible with little opposition or difficulty in implementation.

Implications for further research

A number of possible studies have emerged from this writer's review of the literature in teacher preparation for elementary school social studies and the survey-analysis of elementary school teacher preparation in social studies in Utah. The following questions need to be answered:

1. What is the relationship of different lengths of training periods in various social science disciplines to attitudes toward preparation for teaching elementary school social studies?

2. What should be the content of the social studies methods course and the social science area courses as determined by experienced classroom teachers in elementary education?

3. What are balanced and adequate requirements in the various social science disciplines that would meet today's elementary school social studies needs?

4. What are the relationships between the attitudes of prospective elementary teachers as to their preparation and the attitudes of teachers who have been engaged in classroom teaching for a number of years?

5. What is the content of elementary school social studies programs which are judged effective? What was the preparation of teachers engaged in such programs?

6. What would be the effect of the social studies methods course if taken early in teacher education programs, prior to enrolling in most or all of the social science content courses?

7. Should there be a development of a program of related social science course work designed to specifically meet the needs of an elementary school social studies program?

8. What are the methods used in an elementary school social studies program judged effective?

9. One other area for further study which seems to be suggested from this research concerns whether or not students and former students who participated in methods courses know and can justly evaluate the full merits of such a course.

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APPENDIXES

Appendix AInitial Letters

Dear Prospective Teacher:

We are attempting a state-wide survey of the 1967 graduates in elementary education in regards to their preparation for teaching social studies in the elementary school.

There is local and national concern for the improvement of the social studies for the elementary school. However, teachers are the key to any curriculum improvement and their preparation vital to any change in the classroom. The purpose of this study is to evaluate present teacher education programs in the area of social studies preparation in the colleges and universities in the state of Utah.

The completion of the attached questionnaire and its return to me in the enclosed envelope as soon as possible would be sincerely appreciated. It would take only a few minutes of your time to complete it today.

This study has the full support and endorsement of the State Department of Public Instruction and the university and college personnel engaged in teacher education.

Thank you for your cooperation.

Yours very truly,

Jay A. Monson
Department of Elementary Education
Utah State University

Dear Teacher:

We are attempting a state-wide survey of the first-year elementary teachers in regards to their preparation for teaching social studies in the elementary school.

There is local and national concern for the improvement of the social studies for the elementary school. However, teachers are the key to any curriculum improvement and their preparation vital to any change in the classroom. The purpose of this study is to evaluate present teacher education programs in the area of social studies preparation in the colleges and universities in the state of Utah.

The completion of the attached questionnaire and its return to me in the enclosed envelope as soon as possible would be sincerely appreciated. It would take only a few minutes of your time to complete it today.

This study has the full support and endorsement of the State Department of Public Instruction and the university and college personnel engaged in teacher education.

Thank you for your cooperation.

Yours very truly,

Jay A. Monson
Department of Elementary Education
Utah State University

P.S. In the event that your name was sent to me by mistake and you are not a first-year elementary teacher, please so indicate at the top of the questionnaire and return it in the stamped addressed envelope. Thanks.

Superintendent _____
_____ District
_____ Utah

Dear Superintendent _____ :

I am doing a dissertation study of Programs of Utah Universities and Colleges Preparing Elementary Teachers for Teaching Social Studies. As part of this study, I am attempting to determine how adequate training programs were for first year teachers. It is hoped that this study will give an analysis of programs at present and guidelines for future programs.

I am in need of a listing of teachers in your district who are now in their first year of teaching who have graduated from Utah universities. Their cooperation and assistance will then be solicited.

Thank you very much for your help. It is hoped that the results of this study will be published in one of our periodicals within the state for the benefit of those interested.

Please send a copy of these names to the below address.

Yours very truly,

Jay A. Monson
Department of Elementary Education
Utah State University
Logan, Utah 84321

Chairman, Dept. of Elem. Education
University
Campus

Dear _____:

I am doing a dissertation study of Programs of Utah Universities and Colleges preparing elementary teachers for teaching social studies. I am attempting to determine: (1) what are the present programs of these institutions in preparing prospective elementary school teachers for teaching social studies? (2) how adequate are these present programs according to (a) present elementary teachers, (b) prospective elementary teachers now engaged in teacher education course work, (c) university faculty members in departments of elementary education, (d) state department of public instruction officials directly concerned with teaching elementary social studies; and (3) the National Council for the Social Studies.

It is hoped that this study will give an analysis of programs at present and guidelines for future programs.

I am developing a questionnaire-type instrument to collect data and evaluate present programs. I will be sending you some of these forms in the future.

At present, I am in need of two things from your department. First, an outline of your present programs in preparing prospective elementary school teachers for teaching social studies. Secondly, a listing of the students who are in elementary education who will be graduating next (Spring) commencement. Their cooperation and assistance will then be solicited.

Your helpfulness in these two matters will be greatly appreciated. I will be happy to inform you as to the outcome of this study, and will soon send you the questionnaire for your evaluation of present programs.

Thank you again.

Yours very truly,

Jay A. Monson
Department of Elementary Education
Utah State University
Logan, Utah 84321

Merrill F. Hartshorn
Executive Secretary
National Council for the Social Studies
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Dear Mr. Hartshorn:

Thank you for your reply concerning my questionnaires and the study of elementary teacher preparation for teaching social studies. Your evaluation and recommendations are appreciated and will be helpful in making this a significant study.

Your kind words concerning the value of this project and its worth are also personally gratifying.

Thank you for your past assistance, it is appreciated.

Cordially yours,

Jay A. Monson

Note: Thank you letters were also sent to the university and faculty representatives, state department of public instruction officials, district superintendents, and various other persons who assisted in the study.

November 10, 1967

_____, Utah

Dear _____:

During the 1967 spring quarter, a questionnaire concerning the teaching of Social Studies in the elementary school was mailed to approximately 1300 professional educators. You have been selected as one of thirty people to participate in a follow-up study designed to substantiate the data gathered from the initial survey. Because this follow-up study utilizes the small sample technique, your help in completing and returning the questionnaire is urgently needed.

A self-addressed envelope has been included for your convenience in returning the completed questionnaire.

Thank you for your assistance.

Very truly yours,

Jay A. Monson

JAM/am

Appendix B

Questionnaires

Form 1-Student

QUESTIONNAIRE
CONCERNING PREPARATION OF ELEMENTARY
TEACHERS IN THE SOCIAL STUDIES

1. University or College from which you will graduate? _____
2. Grade you will be teaching next year (or hope to teach?) _____
3. Male _____ Female _____
4. Number of credit hours taken in methods course in elementary school teaching of social studies? Quarter hours _____ Semester hours _____
5. Did you take the social studies methods course before, after or during student teaching? ___ before ___ after ___ during ___ not taken
6. To what extent do you feel the methods course prepared you for future teaching of social studies in the elementary school?
 ___ Very greatly ___ Greatly ___ Moderately ___ Little ___ Very little or none
7. If you did not take the methods course in elementary social studies, how do you feel about your preparation for teaching social studies? (Explain on reverse side if you need to)
 ___ Highly adequate ___ Adequate ___ Moderately ___ Little ___ Very little or none
8. Indicate the areas emphasized in your social studies methods course. (Please check the appropriate column for each item.)

YES NO

_____	_____	Unit Structure
_____	_____	Objectives
_____	_____	Purpose of the Social Studies
_____	_____	Evaluation of pupil progress in social studies
_____	_____	Organization and content of elementary social studies curriculum (K-6)
_____	_____	Learning theory in the social studies
_____	_____	Use of trade books
_____	_____	Use of text books
_____	_____	Geography skills
_____	_____	Geography materials
_____	_____	Free and inexpensive materials
_____	_____	Courses of study

YES	NO	
_____	_____	Instructional Materials (Audio-Visual)
_____	_____	Current Events
_____	_____	Controversial issues
_____	_____	International Education
_____	_____	Historical method
_____	_____	Economics Education
_____	_____	Anthropological concepts for the elementary school
_____	_____	Sociological concepts for the elementary school
_____	_____	Critical thinking
_____	_____	Other areas emphasized
_____	_____	_____
_____	_____	_____
_____	_____	_____

9. Indicate the experiences offered in the social studies methods course.

YES	NO	
_____	_____	Construction of a unit
_____	_____	Construction of lesson plans
_____	_____	Teaching a social studies lesson
_____	_____	Visiting community social agencies
_____	_____	Interviewing resource persons
_____	_____	Observation of social studies in the classroom
_____	_____	Preparing bulletin boards
_____	_____	Panels and discussion of current events
_____	_____	Participation in community events
_____	_____	Observing and recording a child's social development
_____	_____	Evaluating text books
_____	_____	Preparing Instructional Materials
_____	_____	Evaluating Instructional Materials
_____	_____	Help an individual child
_____	_____	Field excursions (community study, State Legislature, etc.)
_____	_____	Conducting opinion polls
_____	_____	Community or international projects
_____	_____	Others?
_____	_____	_____
_____	_____	_____

10. Social science courses taken by you? (Please try to recall general and specialized courses.)

Course	Credit hours		Was S.S. Methods Course Taken Before the Course Listed?	S.S. Methods Course After?	S.S. Methods Course Not Taken
	Sem.	Qtr.			
Geography	_____	_____	_____	_____	_____
History	_____	_____	_____	_____	_____
Economics	_____	_____	_____	_____	_____

<u>Course</u>	<u>Credit hours</u>		Was S.S. Methods Course Taken Before the Course Listed?	S.S. Methods Course After?	S.S. Methods Course Not Taken
	<u>Sem.</u>	<u>Qtr.</u>	<u>Listed?</u>	<u>After?</u>	<u>Not Taken</u>
Anthropology	—	—	—	—	—
Political Science	—	—	—	—	—
Psychology	—	—	—	—	—
General Social Science	—	—	—	—	—
Philosophy	—	—	—	—	—
Sociology	—	—	—	—	—
Others	—	—	—	—	—
_____	—	—	—	—	—
_____	—	—	—	—	—
_____	—	—	—	—	—

11. Please place a check by the following courses you feel have best prepared you for teaching elementary school social studies:

<input type="checkbox"/> Geography	<input type="checkbox"/> Anthropology	<input type="checkbox"/> General Social
<input type="checkbox"/> History	<input type="checkbox"/> Political Science	<input type="checkbox"/> Science
<input type="checkbox"/> Economics	<input type="checkbox"/> Psychology	<input type="checkbox"/> Philosophy
<input type="checkbox"/> _____ (Others)	<input type="checkbox"/> _____	<input type="checkbox"/> Sociology

12. Please indicate on the reverse side any other preparation you may have had that will help you in your social studies teaching (travel, etc.).

Thank you for your cooperation,
Jay A. Monson

Form 2-Teacher

QUESTIONNAIRE
CONCERNING PREPARATION OF ELEMENTARY
TEACHERS IN THE SOCIAL STUDIES

1. University of College from which you graduated? _____
2. Grade you are presently teaching? _____
3. Male _____ Female _____
4. Number of credit hours taken in methods course in elementary school teaching of social studies? Quarter hours _____ Semester hours _____
5. Did you take the social studies methods course before, after or during student teaching? _____ before _____ after _____ during _____ not taken
6. To what extent do you feel the methods course prepared you for teaching of social studies in the elementary school?
Very greatly _____ Greatly _____ Moderately _____ Little _____
Very little or none
7. If you did not take the methods course in elementary social studies, how do you feel about your preparation for teaching social studies? (Explain on reverse side if you need to)
Highly Adequate _____ Adequate _____ Moderately _____
Little _____ Very Little or None
8. Indicate the areas emphasized in your social studies methods course. (Please check the appropriate column for each item.)

YES	NO	
_____	_____	Unit Structure
_____	_____	Objectives
_____	_____	Purpose of the Social Studies
_____	_____	Evaluation of pupil progress in social studies
_____	_____	Organization and content of elementary social studies curriculum (K-6)
_____	_____	Learning theory in the social studies
_____	_____	Use of trade books
_____	_____	Use of text books
_____	_____	Geography skills
_____	_____	Geography materials
_____	_____	Free and inexpensive materials
_____	_____	Courses of study
_____	_____	Instructional Materials (Audio-Visual)
_____	_____	Current Events
_____	_____	Controversial issues
_____	_____	International Education

YES	NO	
_____	_____	Historical method
_____	_____	Economics Education
_____	_____	Anthropological concepts for the elementary school
_____	_____	Sociological concepts for the elementary school
_____	_____	Critical thinking
_____	_____	Other areas emphasized
_____	_____	_____
_____	_____	_____
_____	_____	_____

9. Indicate the experiences offered in the social studies methods course.

YES	NO	
_____	_____	Construction of a unit
_____	_____	Construction of lesson plans
_____	_____	Teaching a social studies lesson
_____	_____	Visiting community social agencies
_____	_____	Interviewing resource persons
_____	_____	Observation of social studies in the classroom
_____	_____	Preparing bulletin boards
_____	_____	Panels and discussion of current events
_____	_____	Participation in community events
_____	_____	Observing and recording a child's social development
_____	_____	Evaluating text books
_____	_____	Preparing Instructional Materials
_____	_____	Examining Instructional Materials
_____	_____	Help an individual child
_____	_____	Field excursions (community study, State Legislature, etc.)
_____	_____	Conducting opinion polls
_____	_____	Community or international projects
_____	_____	Others?
_____	_____	_____
_____	_____	_____

10. Social science courses taken by you? (List all general and specialized courses)

Course	Credit Hours		Was S.S. Methods Course Taken Before the Course Listed?	S.S. Methods Course After?	S.S. Methods Course Not Taken
	Sem.	Qtr.			
Geography	_____	_____	_____	_____	_____
History	_____	_____	_____	_____	_____
Anthropology	_____	_____	_____	_____	_____
Political Science	_____	_____	_____	_____	_____
Psychology	_____	_____	_____	_____	_____
General Social Science	_____	_____	_____	_____	_____

<u>Course</u>	<u>Credit Hours</u>		<u>Was S.S. Methods Course Taken Before the Course Listed?</u>	<u>S.S. Methods Course After?</u>	<u>S.S. Methods Course Not Taken</u>
	<u>Sem.</u>	<u>Qtr.</u>			
Philosophy	—	—	—	—	—
Sociology	—	—	—	—	—
Others	—	—	—	—	—
_____	—	—	—	—	—
_____	—	—	—	—	—
_____	—	—	—	—	—

11. Please place a check by the following courses you feel best prepared you for teaching elementary school social studies:

<input type="checkbox"/> Geography	<input type="checkbox"/> Anthropology	<input type="checkbox"/> General Social
<input type="checkbox"/> History	<input type="checkbox"/> Political Science	<input type="checkbox"/> Science
<input type="checkbox"/> Economics	<input type="checkbox"/> Psychology	<input type="checkbox"/> Philosophy
		<input type="checkbox"/> Sociology
<input type="checkbox"/> _____ (Others)	_____	_____

12. Please indicate on the reverse side any other preparation you may have had that assists you in your social studies teaching (travel, etc.).

Thank you for your cooperation,
Jay A. Monson

QUESTIONNAIRE
CONCERNING PREPARATION OF ELEMENTARY
TEACHERS IN THE SOCIAL STUDIES

1. Number of students who will graduate as elementary teachers from your institution in May-June 1967? _____
2. a) Number of students enrolled in the elementary social studies methods courses the past year (1966-67)? _____
- b) Average class size in social studies methods course? _____
- c) Have average class enrollments been increasing in the last three years? _____ Yes _____ No
- d) Do you anticipate increases in the next three years?
_____ Yes _____ No
3. Number of credit hours given for the methods course in elementary social studies? _____ Semester _____ Quarter
4. At what year may the student enroll in the social studies methods courses? _____ Freshman _____ Sophomore _____ Junior _____ Senior
5. Does the student take the social studies methods course before, after or during student teaching? _____ before _____ after _____ during
6. Do students in elementary education enroll in the same social studies methods class as do students in secondary education? _____ Yes _____ No
7. a) Are the social studies methods courses correlated with other method course areas of the curriculum? _____ Yes _____ No
If correlated, with which area?
_____ Science _____ Math _____ Language area _____ Reading
_____ Other? _____
- b) Are methods of teaching social studies in the elementary schools taught as part of a content course in the social sciences?
_____ Yes _____ No
- c) If yes, in which social science course are the methods taught?
_____ History
_____ Anthropology
_____ Geography
_____ Economics
_____ Political Science
_____ Others

8. Indicate the areas emphasized in your social studies methods course.
(Please check the appropriate column for each item.)

YES	NO	
_____	_____	Unit Structure
_____	_____	Objectives
_____	_____	Purpose of the Social Studies
_____	_____	Evaluation of pupil progress in social studies
_____	_____	Organization and content of elementary social studies curriculum (K-6)
_____	_____	Learning theory in the social studies
_____	_____	Use of trade books
_____	_____	Use of text books
_____	_____	Geography skills
_____	_____	Geography materials
_____	_____	Free and inexpensive materials
_____	_____	Courses of study
_____	_____	Instructional Materials (Audio-Visual)
_____	_____	Current Events
_____	_____	Controversial issues
_____	_____	International Education
_____	_____	Historical method
_____	_____	Economics Education
_____	_____	Anthropological concepts for the elementary school
_____	_____	Sociological concepts for the elementary school
_____	_____	Critical thinking
_____	_____	Other areas emphasized
_____	_____	_____
_____	_____	_____
_____	_____	_____

9. Indicate the experiences offered in the social studies methods course.

YES	NO	
_____	_____	Construction of a unit
_____	_____	Construction of lesson plans
_____	_____	Teaching a social studies lesson
_____	_____	Visiting community social agencies
_____	_____	Interviewing resource persons
_____	_____	Observation of social studies in the classroom
_____	_____	Preparing bulletin boards
_____	_____	Panels and discussion of current events
_____	_____	Participation in community events
_____	_____	Observing and recording a child's social development
_____	_____	Evaluating text books
_____	_____	Preparing Instructional Materials
_____	_____	Examining Instructional Materials
_____	_____	Helping an individual child
_____	_____	Field excursions (community study, State Legislature, etc.)
_____	_____	Conducting opinion polls
_____	_____	Community or international projects

YES NO

Others?

10. Who teaches the demonstration lessons in the elementary social studies methods course?
 _____ Regular classroom teacher _____ Specially designated demonstration teachers
 _____ Methods instructors _____ Methods professors
11. Social science courses required by your institution of students enrolled in elementary education.

Course	Credit Hours		Is S.S. Methods Course Taken Before the Course Listed?	S.S. Methods Course After?	Optional
	Sem.	Qtr.			
Geography	_____	_____	_____	_____	_____
History	_____	_____	_____	_____	_____
Economics	_____	_____	_____	_____	_____
Anthropology	_____	_____	_____	_____	_____
Political Science	_____	_____	_____	_____	_____
Psychology	_____	_____	_____	_____	_____
General Social Science	_____	_____	_____	_____	_____
Philosophy	_____	_____	_____	_____	_____
Sociology	_____	_____	_____	_____	_____
Others	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

12. To what extent do you feel the social studies methods course prepares your graduates for teaching social studies?
 _____ Very greatly _____ Greatly _____ Moderately _____ Little
13. What courses in related subject matter fields do you believe to be most useful to prospective elementary social studies teachers?

14. What other professional education courses do you recommend for prospective elementary school social studies teachers?

15. Are there any other pre-requisites or programs offered in the area of preparation for teaching Social Studies in the elementary school? (Workshops, etc.)

16. Who determines what your program requires for elementary social studies teachers?

17. What is your philosophy of teacher education in this field?

If possible it would be most appreciated if you might attach a syllabus or outline of your social studies methods course. Personal comments are welcome.

Thank you for your cooperation.

Jay A. Monson
Department of Elementary Education
Utah State University

Appendix CTeacher Education ProgramsUtah Universities and Colleges

Brigham Young University
 College of Southern Utah
 University of Utah
 Utah State University
 Weber State College
 (Westminster College did not
 send a program outline)

BRIGHAM YOUNG UNIVERSITY

CHECK LIST OF REQUIREMENTS FOR MAJORS IN ELEMENTARY EDUCATION

GENERAL EDUCATION REQUIREMENTS (58-60 HOURS)

Biological Science (6 hours)

Botany 105; Zoology 315

English Composition (6 hours)

English 111 and 112 or 115 and 116 (or 118)

History and Government (3 hours)

History 120

Humanities (6 hours)

Dramatic Arts 121; English 250 or 260 or 270 or 355 or 256

Math-Science or Foreign Language Preference

(1) Bacteriology 121 or 321; Math 305

(2) Foreign Language (6-12 hours)

Physical Education and Health (4 hours)

Health 130; P. E. 184 and one course chosen from each one
 of the following three categories:

(1) Individual games: P.E. 104, 123, 126, 133, 134, 135,
 138, 160, 161

(2) Group games: P.E. 140, 144, 148, 149, 152

(3) Physical fitness: P.E. 121, 176, 177, 178

Physical Science (6 hours)

Geology 101, 102; Physics 100

Religion (16 hours)

Social Science (6 hours)

Geography 120; HDFS 210

ARTS AND SCIENCE MAJOR (26 HOURS)

Humanities and Aesthetics (11 Hours)

Art 226; Music 102, 237; Teacher Ed. 324 or 325, 340

Math (3 hours)

Math 305

Physical Education and Health (4 hours)

Health 361; P.E. 375 or 376

Social Science (8 hours)

History 121, 360 or 365; and an additional three hours from the following: Anthropology 101; Sociology 111 or 112; Political Science 110; Economics 101

ELEMENTARY EDUCATION MAJOR (31 HOURS) (to be taken in sequence)

*Teacher Education 301A

*Teacher Education 420

*Teacher Education 449

Teacher Education 310

*Teacher Education 402

Teacher Education 406

Teacher Education 415

*Teacher Education 421

*Teacher Education 423 or 424

*Teacher Education 425

*TCO clearance required before registration in the fieldhouse

SUBJECT-MATTER MINOR (14 - 18 HOURS)

COLLEGE OF SOUTHERN UTAH

PROPOSED PROFESSIONAL REQUIREMENTS--ELEMENTARY

May 29, 1967

<u>Number</u>	<u>Course Title</u>	<u>Cr. Hrs.</u>	<u>Yr. Sugg.</u>
Ed. 51	Penmanship (if needed)	(1)	Any year
Ed. 101	Introduction to Education	2	Freshman
Ed. 256	Health & Safety Education	3	Sophomore
Ed. 300	Historical & Phil. Found.	3	Jun. or Sen.
Ed. 310	Educational Psychology	3	Jun. or Sen.
Ed. 342*	Teaching Reading & Lang. Arts	5	Jun. or Sen.
Ed. 435*	Prin. & Curr. of Elem. Ed.	9	Jun. or Sen.
Ed. 458*	Elementary Seminar	3	Senior
Ed. 459*	Student Teaching	12	Senior
Electives	Must include at least one methods course and one Psych. course to be selected from:	$\frac{9}{49}$ Total	
Ed.	348 Teaching Science		
Ed.	349 Teach. Arithmetic in Elem. School		
Ed.	351 Teach. Social Studies		
Ed.	316 Audio Visual Instruction		
Ed.	317 Audio Visual Equipment		
Music	350 Elem. Music for Elem. Classroom Teach.		
Art	391 Art Methods in the Elem. School		
Phys.	300 Physics in the Nuclear Age		
Chem.	100 Chemistry in the Nuclear Age		
Geol.	100 Earth Science for Teachers		
I.E.	391 Tools & Craft Proc. for Elem. Teach.		
P.E.	482 Materials & Meth. in P.E. in Elem. Schools		
Psy.	311 Tests & Measurements		
Psy.	312 Psychological Services		
Psy.	313 Exceptional Children		
**Psy.	321 Child Psychology		
Psy.	323 Psychology of Learning		
Psy.	351 Stat. in Psychology & Education		
Psy.	381 Dynamics of Group Development		
Psy.	382 Human Relations in Group Dynamics		
Psy.	387 Creativity		

*These courses should be taken in sequence. Ed. 342 & Ed. 435 are prerequisite to Ed. 458 & Ed. 459

**Preferred Psychology Course

UNIVERSITY OF UTAH
DEPARTMENT OF EDUCATION

REQUIREMENTS FOR A MAJOR IN ELEMENTARY EDUCATION
(Including Revisions to September 1966)

	<u>Credit Hours</u>
I. <u>UNIVERSITY OF UTAH GENERAL EDUCATION PROGRAM</u>	
A. <u>Specific Course Requirements:</u>	
1. English 11, 12 and Speech 9; or English 1, English 2, and Speech 1 (Freshman year)	9
2. Physical Education and Military Training	
a. Men - Physical Education 1 plus two other approved courses in Physical Education, Aerospace Studies, Military Science, or Naval Science (Freshman year)	3
b. Women - Physical Education 25 plus two other approved courses in Physical Education (Freshman year)	3
3. Health Education 1, Personal Health Problems (Freshman Year)	1
B. <u>Area Requirements:</u>	
1. Approved courses in the Humanities (Fresh. & Soph.)	9
2. Approved courses in the Biological Sciences (Fresh. and Soph.)	9
3. Approved courses in the Physical Sciences (Fresh. and Soph.)	9
4. Approved courses in the Social Sciences (Not including Psychology 5) (Fresh. and Soph.)	9
<p><u>Note:</u> With careful planning, the student will be able to satisfy his General Education Area Requirements with courses included in the Academic Field Requirements of the Elementary Education Program. See III (a) below.</p>	
II. <u>COLLEGE OF EDUCATION</u>	
A. <u>Specific Course Requirements:</u>	
1. Library Science 2 - Use of Books and Libraries (Fresh.)	2
2. *Psychology 5 - General Psychology (Fresh. or Soph.)	5

*This course is accepted in partial fulfillment of one of the area requirements of the University of Utah General Education Program.

- B. Admission to Candidacy for Teaching Certificate:
The College of Education maintains a Committee on Admissions which consider applications of students who wish to work toward a teaching certificate. Each student is admitted to candidacy on bases of qualification as to grade-point average, physical examination, and teaching promise. Application may be made as early as the sophomore year.

III. DEPARTMENT OF EDUCATION

A. Academic Field Requirements:

The successful elementary teacher is a professional person in the highest sense. An effective background of skills, understandings, and factual knowledge is a necessary part of this competence. The following courses are listed as Academic Field Requirements.

- | | | |
|--------------------------|---|---|
| 1. *Art 60 | Introduction to the Visual Arts
(Fresh. or Soph.) | 5 |
| 2. *Music 1 | Introduction to Music (Fresh. or Soph.) | 5 |
| 3. Music 11 | Group Piano (Fresh. or Soph.) may be
waived if student has had training in
music fund.) | 1 |
| 4. One of the following: | | |
| *Language 15 | Introduction to Literature (Fresh.
or Soph.) | 5 |
| *English 15 | Introduction to Literature (Fresh.
or Soph.) | 5 |
| 5. Speech 183 | Classroom Problems in Speech and
Hearing (Junior or Senior) | 3 |
| 6. One of the following: | | |
| *Biology 1 or 98, | Principles of Modern Biology (Fresh.
or Soph.) | 5 |
| 7. One of the following: | | |
| *Botany 1 | General Botany (Fresh. or Soph.) . . . | 5 |
| *Botany 5 | Local Flora (Fresh. or Soph.) | 5 |
| *Botany 6 | Trees and Shrubs (Fresh. or Soph.) . . | 5 |
| *Zoology 3 | Field Zoology and Ecology (Fresh.
or Soph.) | 5 |
| *Zoology 10 | Introduction to Evolution (Fresh.
or Soph.) | 5 |
| *Molecular and | Genetic Biology 1 - Introduction to
the Principles of Heredity (Fresh.
or Soph.) | 5 |

*This course is accepted in partial fulfillment of one of the area requirements of the University of Utah General Education Program.

8. One of the following:
 *Anthropology 1, Introduction to Cultural Anthropology (Fresh or Soph) 5
 Anthropology 23, Race and Culture (Fresh or Soph) 3
9. One of the following:
 Economics 1 and Economics 2, Elementary Economics (Fresh or Soph) 6
 *Economics 5 Elementary Economics (Fresh or Soph) 5
10. *Geography 10 Elements of Cultural Geography (Fresh or Soph) 5
11. **History 76 American Civilization (Fresh or Soph) 5
12. One of the following (based on previous high school and college history courses):
 History 28 World War II and the Ensuing East-West Controversy (Fresh or Soph) 2
 History 31 Civilizations of the Orient (Fresh or Soph) 5
 History 121 East-West Conflict Modern Phases (Soph or Jr) 3
 History 134 Soviet Union (Soph or Jr) 5
 History 135 Orient in the Modern World (Soph or Jr) 5
 History 138 Communist China (Soph or Jr) 5
 History 163 Latin America: Modern Period (Soph or Jr) 3
 Geography 180 Geography of Asia (Soph or Jr) 4
13. One of the following:
 *Philosophy 1 Social Ethics (Fresh or Soph) 5
 *Philosophy 51 Introduction to Philosophy (Fresh or Soph) 5
 Philosophy 124 Political Ethics (Soph or Jr) 5
14. One of the following:
 *Political Sc. 1 Introduction to Political Science (Fresh or Soph) 5
 Political Sc. 4 American Government and Institutions National (Fresh or Soph) 3
 **Political Sc. 10 American National Government (Fresh or Soph) 5
15. One of the following:
 Sociology 7 Social Psychology (Fresh or Soph) 5
 Psychology 142 Social Psychology (Jr or Sr) 3
16. One of the following:
 Sociology 1 Introduction to Sociology (Fresh or Soph) 5

*This course is accepted in partial fulfillment of one of the area requirements of the University of Utah General Education Program.

**This course fills the graduation requirement in American History and Institutions.

	Sociology 24	Social Problems (Fresh or Soph)	4
	Sociology 101	Analysis of Social Systems (Soph or Jr)	5
	Sociology 121	Social Structure of the United States (Soph or Jr)	5
	Sociology 125	Collective Behavior and Social Movements (Soph or Jr)	5
17.	*Physics 5	Elementary Physics (Fresh or Soph)	5
18.	*Chemistry 21	Elementary Chemistry (Fresh or Soph)	5
19.	One of the following:		
	*Geography 1	Elements of Physical Geography (Fresh or Soph)	4
	*Geology 1	Introduction to Geologic Processes (Fresh or Soph)	4
20.	One of the following:		
	*Astronomy 1	Cultural Astronomy (Fresh or Soph)	4
	*Meteorology 1	Introduction to Meteorology (Fresh or Soph)	4
	Mathematics 111E	Algebraic Structure of the Number System (Soph Jr & Sr)	4
B. <u>Elective Professional Courses for Lower Division</u> (Not Required)			
1.	Education 13	Story Telling in Elementary Education (Fresh or Soph)	3
2.	Education 14	Introduction to Child Study (Fresh or Soph)	3
C. Required Professional Courses:			
1.	Education 51	Introduction to Education (Soph)	2
2.	Education 100	Foundations of Elementary Curriculum I, (Child Development and the program of Elementary Ed.) (Junior)	4
3.	Education 101	Foundations of the Elementary Curriculum II, (Social Foundations) (Jr)	4
4.	Education 102	The Elementary School Curriculum and Directed Observation (Prerequisites: Educ. 100, 101) (Jr or Sr)	6
5.	Education 103	Elementary School Methods (to be taken concurrently with Ed. 104) (Sr)	4
6.	Education 104	Student Teaching in the Elementary School 1st Quarter student teaching. To be taken concurrently with Ed. 103 and 104a (Senior)	8
7.	Education 104a	Student Teaching Seminar (Sr)	2
8.	Education 105	Elementary School Methods (To be taken concurrently with Ed. 106) (Sr)	4

*This course is accepted in partial fulfillment of one of the area requirements of the University of Utah General Education Program.

9.	Education 106	Student Teaching in the Elementary School (2nd Quarter student teaching. To be taken concurrently with Ed. 105 and 106a) (Sr)	8
10.	Education 106a	Student Teaching Seminar (Sr)	2
11.	Health Ed. 108	School Health Program (Jr or Sr)	3
12.	Education 115	Art in the Elementary School (Jr or Sr)	2
13.	Education 121	Methods, Materials and Processes of Arithmetic in the Elementary School (Jr or Sr)	3
14.	Phys. Ed. 130	Physical Education for Elementary Schools (Jr or Sr)	3
15.	Ed. Admin. 141	Organization and Administration of Schools in Utah (Cannot be taken concurrently with student teaching) (Jr or Sr)	3
16.	Ed. Psych. 163	Psychology in Elementary Education - The Learning Process. (To be taken concurrently with, or following Ed. 102) (Sr)	3
17.	Music 191	Music Education in Elementary Schools Prerequisite: Music 11 or equivalent skill to be determined by the instructor. (Jr or Sr)	2

D. Elective Professional Courses for Upper Division (Not Required)

1.	Ed. Admins. 112	Preparation of Visual Teaching Materials (Sr)	3
2.	Education 113	Science in the Elementary School (Sr)	3
3.	Education 114	Social Studies in the Elementary School (Sr)	3
4.	Education 117	Industrial Arts in the Elementary School (Jr or Sr)	2
5.	Education 119	Literature for Children (Jr or Sr)	3
6.	Education 120	Reading in the Elementary School (Sr)	3
7.	Education 132	Language Arts in the Elementary School (Sr)	3
8.	Education 136	Kindergarten-First Grade Education (Required of all who are preparing for kindergarten first grade teaching) (Sr)	3
9.	Ed. Admins. 146	Survey of Audio Visual Materials (Jr or Sr)	3

CERTIFICATION & GRADUATION REQUIREMENTS IN
ELEMENTARY EDUCATION

UTAH STATE UNIVERSITY
Logan, Utah

GENERAL GRADUATION REQUIREMENTS

- I. Lower Division Groups (These requirements must be met for certification. Catalog pp. 116-118)

Natural Sciences:

Biological Science - 10
Exact Science (Math 21, 22, 23) - 14

Humanities and Social or Behavioral Sciences:

Foreign Language and/or Literature and Speech (Must include at least 5 hours of literature and Speech) - 10

Social Science (At least one of the Following) History 20
or Economics 51 or Political Science 10 - 10

Psychology 53 - 5

Basic Communications (English 1, 2, & 3) - 9

Fine Arts (Select from two) Music, Art, Theater - 6

Physical Education (P.E. 1, Swimming and elective) - 3

- II. Major in Professional Education - 45

Field of Concentration (Subject Area) - 36*

or

Minor One (Subject Area) - 18**

Minor Two (Subject or supporting area) - 18**

- III. Electives

GROUP I.	UNDERSTANDING THE CHILD (Minimum 9 hours)	CREDIT HOURS
*Psy 100	Human Growth & Development	3
*PH 155/54	Public School Health	3
Psy 181	Psychometrics Applied to Guidance	5-11
Psy 123	Psychology of Exceptional Children	3
Psy 145	Mental Hygiene	3
Sp 57	Language, Hearing and Speech Development	5
CD 67	Early Childhood	5

*Students are advised to complete at least 40 hours in their field of concentration.

**Students are advised to complete at least 20 hours in each minor.

GROUP II.		UNDERSTANDING THE SCHOOL (Minimum 7 hours)	CREDIT HOURS
*ED	100	Principles of Elementary Education	4
*ED	150	The American School System	3
ED	154	History of Education	3
ED	164	Measurement and Evaluation in Education	3
Psy	161	Social Psychology	3
GROUP III.		CURRICULUM AND METHODS (Minimum 14 hours)	
*ED	104	Elementary School Curriculum	5
*ED	105	Principles of Teaching in Elementary School (to be taken with Ed. 106)	3
*Psy	106	Educational Psychology for Elementary School Teachers	3
*ED	107	Teaching of Reading	3
ED	102	Teaching the Language Arts	3
ED	108	Social Studies in Public School	3
ED	109	Science in the Elementary School	3
ED	112	Arithmetic in the Elementary School	3
ED	161	Audio-Visual Aids in Education	3
ED	116	Curriculum and Methods for Kindergarten	3
ED	186	Diagnosis and Treatment of Learning Diffi- culties	3
Psy	127	Psychology of Learning	3
Eng	122	Children's Literature	3
Musi	150	Music in the Elementary School	3
Art	151	Art in the Elementary School	3
PE	177	P.E. in the Elementary School	3
PE	182	Materials and Methods of P.E. in Elementary School	3
IE	180	Individual Arts for Elementary School	3
SP	118	Story-telling	5
SP	122	Reading Poetry to Children	2
GROUP IV.		STUDENT TEACHING (Minimum 12 hours)	
*ED	106	Elementary Student Teaching	12

TOTAL CREDITS - 186

SENIOR COLLEGE CREDIT - 60

ON-CAMPUS CREDIT - 45

WEBER STATE COLLEGE
ELEMENTARY EDUCATION
GRADUATION AND CERTIFICATION REQUIREMENTS

<u>College General Education Requirements (57-59 minimum)</u>	<u>Hours Required</u>
Basic Communications (English 1, 2, 3)	2
Health Education 1	2
Orientation 1	3
Physical Education (activity)	9-12
Humanities	9-12
Life Science	9-12
Physical Science (Geography 1 required)	
History 5, Economics 10, Political Science 1, Philos. 120 and one elective)	12
Family Living (Required for women students)	2-4
<u>Additional General Education Requirements (24 hours)</u>	
(Classes taken in this group may be used in the Academic Concentrations if applicable).	
Biology 141 (Conservation) or Biology 142 (Nat. Hist.)	4
Mathematics 11 and 12	8
Speech 1	3
Art 84, Music 23, 24, 120, Theatre Arts 157 (Select 6 hours)	6
English 130, 88, 90 (Select one)	3
<u>Academic Concentration Requirements (40 hours)</u>	
Single Area of Concentration	40
(or)	
Dual Areas of Concentration	20-20
<u>Professional Education Requirements (42 hours)</u> (Listed in recommended sequence)	
Educ. 111 Background & Status of American Education	3
101 Understanding the Learner	3
121 The Teaching of Reading	3
134 Elementary School Curriculum	5
161 Instructional Materials and Resources	3
135 Elementary School Curriculum	4
137 Student Teaching in the Elementary School	12
*112 School Organization, Management & Law	3
*102 Learning in the Schools	3
*139 Teaching Reading in the Primary Grades (or)	3
*140 Teaching Reading in the Intermediate Grades	3

(*) 102, 112, 139 or 140 to be taken after Student Teaching

Academic Concentration (Elementary Teachers)

Any class used to fill the College General Education requirements (58 hours) will not apply toward these areas of concentration.

The area or areas of concentration may be selected from the following:

<u>Forty-hour or twenty-hour concentrations</u>			<u>*Twenty-hour concentrations only</u>	
English	Speech & T. Arts	Mathematics	Child Development	
French	Physical Education	History	Geography	
German	Botany	Political Sci.	Library Science	
Spanish	Zoology	Psychology		
Art	Chemistry	Sociology		
Music	Physics			

Students selecting a forty-hour concentration should follow the requirements for the departmental major as listed in the Catalog, subject to the continuous guidance and approval of the Elementary Education Advisers.

Listed below are the requirements of the twenty-hour areas of concentration. In those areas where the requirements do not total twenty hours or more, the election of additional courses must be with the adviser's approval.

<u>English</u>		<u>Speech & T. Art</u>		<u>Physics</u>		<u>Sociology</u>	
25	(2)	T. Art 10	(3)	13	(5)	1	(5)
100	(3)	Speech 1	(3)	14	(5)	115	(3)
Am. Lit	(3)	T. art 157	(3)			20	(5)
Eng. Lit	(5)			<u>Mathematics</u>		<u>Child Development</u>	
				11	(5)		
<u>Foreign Language</u>		<u>Physical Educ.</u>		14	(5)	<u>F.L. 35</u>	(5)
20 hours credit in		83	(2)	12	(4)	36	(3)
one of the follow-		85	(3)			100	(3)
ing areas:		156	(3)	<u>History</u>		Eng. 130	(3)
French		161	(3)	3	(4)	F.L. 40	(3)
German				11	(5)		
Spanish		<u>Botany</u>		127	(3)	<u>Geography</u>	
		1	(5)	128	(3)	2	(3)
<u>Art</u>		2	(5)			10	(5)
84	(3)	60	(4)	<u>Pol. Science</u>		23	(5)
180	(3)			3	(3)		
		<u>Zoology</u>		4	(2)	<u>Library Science</u>	
<u>Music</u>		1	(5)	40	(5)	5	(3)
70	(2)	7	(5)			110	(5)
71	(2)			<u>Psychology</u>		120	(5)
72	(2)	<u>Chemistry</u>		112	(3)	130	(5)
120	(3)	1	(5)	114	(3)	Eng. 130	(5)
		2	(5)	140	(3)	L.S. 150	(3)

*A student selecting a twenty-hour concentration in Child Development cannot use as his other concentration with Psychology or Sociology.

VITA

Jay A. Monson

Candidate for the Degree of

Doctor of Education

Dissertation: An Analysis of Programs of Utah Universities and Colleges Preparing Elementary School Teachers for Teaching Social Studies

Major Field: Curriculum Development and Supervision

Biographical Information:

Personal Data: Born at Salt Lake City, Utah, May 1, 1938, son of Albert J. and Chloe Shaw Monson; Studentbody President of Cyprus High School, 1955-56; served a mission in New Zealand for the Church of Jesus Christ of Latter-day Saints, 1959-61; married Diana Sandwick, June 8, 1962; three children--David, Jaylene, and John.

Education: Attended elementary school in Magna, Utah (Granite School District); graduated from Cyprus High School in 1956; attended Utah State University 1956-58; received the Bachelor of Science degree from University of Utah, with a major in Elementary Education, in 1963; completed requirements for the Master of Arts degree in Elementary Education at Arizona State University, 1965; did graduate work in education at Arizona State University, University of Utah, and Utah State University, 1966-67; completed requirements for the Ed.D., specializing in Curriculum Development and Supervision, at Utah State University in June, 1968.

Professional Experience: 1967 to present, Assistant Professor of Elementary Education, Utah State University; 1966-67, Graduate Teaching Assistant, Utah State University; 1966, participant in National Defense Education Act Institute for Advanced Study in Educational Media, University of Utah; 1965-66, fourth grade teacher, Mohave Elementary School, Scottsdale, Arizona; 1964-65, Graduate Assistant, Arizona State University; 1963-64, sixth grade teacher, Webster Elementary School, Granite School District, Magna, Utah.

Selected as a participant in the Tri-University Project in Elementary Education at New York University, 1968-69.