

**AN ASSESSMENT OF THE INSTRUCTION OF
VIRGINIA HISTORY AND GOVERNMENT IN
VIRGINIA PUBLIC SCHOOLS
BY THE
DEPARTMENT OF EDUCATION**

**A REPORT
TO THE
GOVERNOR
AND THE
GENERAL ASSEMBLY**



House Document No. 5

**COMMONWEALTH OF VIRGINIA
Richmond, Virginia
1980**

AMENDMENT IN THE NATURE OF A SUBSTITUTE FOR HOUSE
JOINT RESOLUTION NO. 60

(Proposed by the Senate Committee on Education and Health)

Requesting the Department of Education to make an assessment of the teaching of Virginia history and government in the public schools of the Commonwealth, and to make a report of its findings and recommendations to the Governor and the General Assembly.

WHEREAS, the United States of America was founded on the constitutional doctrine of a union of states; and

WHEREAS, the founding fathers laid down a doctrine of federalism in which political power and responsibility would be shared between local, state and national governments with most powers reserved to the states and to the people; and

WHEREAS, the Commonwealth of Virginia has wisely made provision for instruction in Virginia history and government in the public schools of the Commonwealth toward the end of furthering a more perfect understanding of the development of our Commonwealth and the role of the states in the federal union; and

WHEREAS, the General Assembly of Virginia has a special concern and a legitimate interest in the effective presentation of Virginia history and government in the public schools of the Commonwealth; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Department of Education is hereby requested to make an assessment of the teaching of Virginia history and government in the public schools, and the materials available for such instruction, toward the end of being able to advise the Governor and the General Assembly as to what needs to be done, if anything, to enhance the sound and effective instruction of Virginia history and government in the public schools; and, be it

RESOLVED FURTHER, That the Department of Education is requested to complete its assessment and to make its report to the Governor and the General Assembly no later than December one, nineteen hundred seventy-nine.

RESOLVED FURTHER, That in making an assessment of the instruction of Virginia history and government, the Department of Education is requested to enlist the active co-operation and assistance of the general public, local school personnel and recognized authorities and specialists in the fields of Virginia history and government, and in the preparation of appropriate printed materials and audio-visual aids.

LETTER OF TRANSMITTAL

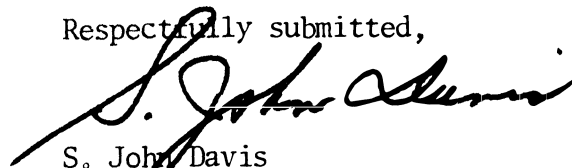
COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA 23216

November, 1979

*The Honorable John N. Dalton
Governor of Virginia
and Members of the
General Assembly*

I transmit herewith the report on House Joint Resolution No. 60, which requested the Department of Education to undertake an assessment of the current status of the teaching of Virginia history and government in the public schools of the Commonwealth. On October 11, 1979, the Board of Education adopted recommendations and estimated impact on resources required to implement these recommendations. This information precedes the assessment report.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "S. John Davis". The signature is written in a cursive style with a large, sweeping initial "S".

S. John Davis
Superintendent of Public Instruction

RECOMMENDATIONS APPROVED BY THE
BOARD OF EDUCATION TO ENHANCE THE
INSTRUCTIONAL PROGRAM ON
VIRGINIA HISTORY AND GOVERNMENT

In response to House Joint Resolution No. 60, an assessment of the teaching of Virginia history and government in the public schools was conducted by the Department of Education. On October 11, 1979, after a careful analysis of findings in the statewide assessment, the Board of Education adopted specific recommendations to enhance the availability of instructional materials on Virginia history and government and approved the recommendation that the creation of such materials should be coordinated by the Department of Education. Specific recommendations approved by the Board are as follows:

Recommendation 1

It is recommended that the Department of Education, with public and local school involvement, establish procedures to develop basal textbooks for use at the 4th grade level.

Recommendation 2

It is recommended that supplementary instructional materials be developed for use at the 7th grade level. These materials would include the development of student materials based on the teacher's guide of the ETV series titled, Virginia! A TV Social Studies Experience, and materials currently being developed in the Hanover/Commonwealth Project.

Recommendation 3

It is recommended that the Department of Education direct the development of a series of publications (5) on Virginia history from the settlement of the New World to the present. This series would include publications of about 70 pages each for student use similar to the document developed by the Department of Education titled, The Road to Independence: Virginia 1763-1783. These materials would serve as supplementary documents to the adopted textbooks in American history at the 11th grade level.

Recommendation 4

It is recommended that the Department of Education work with organizations, such as the State Chamber of Commerce and the League of Women Voters, which are producing materials on Virginia government to determine if the materials could be adapted for student use on a statewide basis. These publications could serve as supplementary documents to the adopted textbooks in United States government at the 12th grade level.

Recommendation 5

It is recommended that the Department of Education develop two filmstrips on local and state government for use at the 4th and 7th grades and two films on Virginia history for use at the 7th and 11th grade levels.

Recommendation 6

It is recommended that the Department of Education develop guidelines for the study of Virginia history, government, and geography in conjunction with institutions of higher learning. These guidelines would:

- a. assist teachers in gaining competence in Virginia studies;*
- b. provide a framework for organizing college preparatory courses to include content on Virginia studies;
- c. serve as a guide for non-college credit courses in Virginia studies; and
- d. provide an organizational framework for teachers who are teaching Virginia history, government, and geography in the public schools.

*Virginia studies hereafter refers to Virginia history, government, geography, and related content areas.

Estimated Impact on Resources

Recommendation 1 - (Development of Text for Grade 4)

Development cost for creating one "basal" textbook ranges from approximately \$50,000 to \$200,000. The average 4th grade textbook costs approximately \$7.72 and the enrollment at this level is 80,000.

Estimated Average Cost (State) \$50,000 to \$200,000

Estimated Average Cost (Local) \$617,600

Recommendation 2 - (Development of Student Supplementary Materials for Grade 7)

Development cost for creating one supplemental textbook is approximately \$10,000. The average cost for 7th grade supplementary materials is approximately \$4.12 and the enrollment at this level is 81,000. Estimated average cost (local) is based on one set of materials for 30 pupils for each school with a 7th grade class (415) times \$4.12.

Estimated Average Cost (State) \$10,000

Estimated Average Cost (Local) \$51,294

Recommendation 3 - (Series of Publications on Virginia History-Grade 11)

Development cost for creating a series of five (5) publications on Virginia history is approximately \$25,000 (\$5,000 each). Student price per book is about \$3. Current enrollment at this level is 77,000. Estimated average cost (local) is based on one set of materials for 25 students per class at \$15 per set times 500 secondary schools in the state.

Estimated Average Cost (State) \$25,000

Estimated Average Cost (Local) \$187,500

Recommendation 4 - (Supplementary Publications on Virginia Government-Grade 12)

Approximate cost of a supplementary publication for use at the 12th grade level is about \$4.27 per student copy. Current enrollment at this level is 71,000. Estimated average cost cannot be determined as these materials may be developed in conjunction with organizations such as the State Chamber of Commerce and the League of Women Voters.

Recommendation 5 - (Development of Films and Filmstrips)

Development cost for new fifteen-minute films will be approximately \$9,000. Copies of the films will be made available at the BTM Regional

Film Libraries at a cost of \$75. Six copies of the film for each of the four regional libraries would cost about \$1,800.

Estimated Average Cost (State) \$10,800

Estimated Average Cost (Local) None

Development cost for two sound filmstrips is approximately \$600. A distribution of one free sample set of filmstrips to each local school division would cost about \$1,200.

Estimated Average Cost (State) \$1,800

Estimated Average Cost (Local
School Divisions, Colleges and
Universities) None

Recommendation 6 - (Guidelines for the Study of Virginia Studies in Institutions of Higher Learning)

Committee expenses, printing, and distribution of guidelines would cost approximately \$15,000.

Estimated Average Cost (State) \$15,000

Estimated Average Cost (Local) None

HOUSE JOINT RESOLUTION NO. 60

An Assessment of Virginia History and Government

A Report To The Governor
And The General Assembly

Department of Education
P. O. Box 60
Richmond, Virginia 23216
September, 1979

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INTRODUCTION

For nearly fifty years, mandates have existed requiring that content dealing with the state of Virginia be taught in the public elementary and secondary schools of the Commonwealth. These mandates exist in the Code of Virginia, Standards for Accrediting Schools in Virginia, and in the regulations and policies of the Board of Education. (See Appendix) These laws, standards, and regulations require or recommend that education for citizenship in Virginia should include knowledge and appreciation of:

1. The unique role which Virginia and Virginians played in the establishment and growth of our nation;
2. Great Virginians who have made a contribution to their state and nation;
3. Significant individuals, events, and groups which have contributed to the development of contemporary Virginia;
4. The geographic diversity, natural resources, and economic structure and life of Virginia;
5. The institutional framework and functions of state and local government in Virginia; and
6. The rights and responsibilities enjoyed and practiced by Virginians as citizens of the Commonwealth and the Nation.

The need for materials to be used for instruction about Virginia was met primarily by private publishers until 1957. In 1950, Senate Joint Resolution No. 5 created the Virginia History and Government Textbook Commission which negotiated contracts with authors and publishers for the preparation of textbooks on the history, geography, and government of Virginia. Three textbooks were published and adopted by the Board of Education. These

textbooks were used in the public schools until 1973. The contracts by which these materials had been produced were allowed to expire and the books were removed from the basal list of state-adopted textbooks.

Since 1973 a variety of instructional materials on Virginia has been developed by the Department of Education, other state agencies, private organizations, civic groups, private publishers, and local school divisions. Among the instructional materials developed by the Department for use in teaching Virginia history and government was the production of the educational television series titled, "Virginia! A T.V. Social Studies Experience." This series consists of fifteen twenty-minute programs accompanied by a teacher's manual containing a total of sixty lessons suitable for grades 4-7. Another series titled, "Notes on Virginia," which consists of ten twenty-minute programs and a teacher's guide, was designed for grades 11-12. These programs continue to be aired throughout Virginia by the educational television network.

The Film Production Service of the Department of Education has produced more than one hundred motion picture films and filmstrips dealing with Virginia content. These materials are available for purchase by local school divisions at cost and are also available on a free loan basis through the Bureau of Teaching Materials. Currently, the Bureau plans to produce a color motion picture film on the geography of Virginia. Completion of the project is tentatively scheduled for the summer of 1980.

The Bureau of Teaching Materials maintains and distributes more than 150 different films, filmstrips, videotapes, and cassettes dealing with topics on Virginia. The Bureau circulates these materials free of charge to local school divisions. Additionally, the School Libraries and Textbooks Service maintains the "Virginiana" collection which consists of more than 1,400 publications about Virginia. The materials are available to teachers and media specialists for loan and preview purposes.

The Department of Education has published and distributed a number of brochures, bibliographies, and curriculum guides dealing with the teaching of Virginia studies*. In addition, the staff of the Social Studies Service has conducted Virginia studies resources and methods workshops at annual conferences, regional meetings, leadership seminars, and preservice and inservice workshops sponsored by the Department of Education.

Several other departments and divisions of the state produce and distribute Virginia-related materials. The Bicentennial Commission, the Division of Mineral Resources, the Division of Industrial Development, State Travel Service, Virginia State Library, the Department of Highways and Transportation, and others are among state agencies which publish and distribute such materials.

Colonial Williamsburg, the National Park Service, and various museums in Virginia contribute with other organizations to the Virginia studies program by conducting tours, offering educational programs, and distributing a variety of publications. The Virginia State Chamber of Commerce produces and distributes several publications on Virginia studies including Virginia's Government which are used extensively in the public secondary schools. The League of Women Voters publishes Your Virginia State Government and many local government guides on cities, towns, and counties of Virginia. Also, private publishers produce numerous prints, films, filmstrips, maps, kits, and educational game resources dealing with the state's history and government.

Staff members of the Department of Education have assisted Hanover County Public Schools in receiving a Title IV-C grant designed to produce basal state studies multi-media materials for distribution on a statewide basis. Some materials will be ready for piloting in 1979, with completion of the project scheduled for 1981. Fairfax County Public Schools have produced a fourth grade textbook on Virginia history and geography which is currently being used on a pilot basis.

*Virginia studies hereafter refers to Virginia history, government, geography, and related content areas.

Individuals in the Roanoke City Public Schools are currently involved in a similar project. (Additional details on these three projects are contained in the Appendix section of this report.) A number of local school divisions have conducted workshops and produced units of study and curriculum guides on Virginia. The Department of Education continues to support these efforts.

PURPOSE OF THE STUDY

House Joint Resolution No. 60 requested the Department of Education to make an assessment of the teaching of Virginia history and government in the public schools, including materials being used for such instruction, and to determine "what needs to be done, if anything, to enhance the sound and effective instruction of Virginia history and government in the public schools...."

The Resolution further requested that this assessment involve the general public, local school personnel, and "recognized authorities and specialists in the fields of Virginia history and government."

PROCEDURE FOR CONDUCTING THE STUDY

To implement House Joint Resolution No. 60, five survey questionnaires were designed by the Department of Education and mailed to 2,340 educators (including classroom teachers, principals, supervisors, and division superintendents), 59 content authorities and specialists, 65 publishers' representatives, 31 deans or chairpersons of schools of education in Virginia colleges and universities, and 41 professional organizations and civic groups. Recommendations were sought from the public at four regional public hearings held on May 21-24, 1979, in Richmond, Norfolk, Falls Church, and Roanoke. A written survey also was conducted at the four hearings.

All local school superintendents, social studies supervisors, authorities and specialists in Virginia history and government, publishers' representatives in Virginia, and special interest groups were surveyed and/or invited to submit position papers and attend the public hearings. A random sample of public elementary and high school teachers and principals was surveyed.

Educator Survey

| <u>Group</u> | <u>Surveys Mailed</u> | <u>Surveys Returned</u> | <u>Percent Returned</u> |
|-------------------------------------|-----------------------|-------------------------|-------------------------|
| Elementary Teachers | 1266 | 691 | 54% |
| Secondary Teachers | 320 | 168 | 52% |
| Elementary and Secondary Principals | 400 | 272 | 68% |
| Supervisors | 213 | 132 | 61% |
| Superintendents | 141 | 87 | 61% |
| | 2340 | 1350 | 57% |
| TOTALS: | | | |

In preparation for the four public hearings, a news release was distributed to more than 125 newspapers and radio and television stations in the state.

In addition to media publicity, invitations to attend the hearings were sent to 764 individuals recommended by local social studies contact persons, 31 deans of schools of education, 41 representatives of social studies professional organizations and civic groups, 65 publishers' representatives, 1,800 elementary and high school principals, and 50 high school department

chairpersons.

The table below indicates the hearing sites, dates, and attendance at each hearing:

| <u>House Joint Resolution No. 60</u> | | | | |
|--------------------------------------|-------------|-------------------|------------------|----------------------------|
| <u>Region</u> | <u>Date</u> | <u>Presenters</u> | <u>Observers</u> | <u>Total In Attendance</u> |
| Central Virginia (Richmond) | 5-21-79 | 16 | 36 | 52 |
| Tidewater Virginia (Norfolk) | 5-22-79 | 5 | 16 | 21 |
| Northern Virginia (Falls Church) | 5-23-79 | 11 | 12 | 23 |
| Southwest Virginia (Roanoke) | 5-24-79 | 10 | 37 | 47 |
| | | | | <hr/> 143 |

At the conclusion of each hearing, all persons present were invited to complete a written survey on their recommendations concerning instruction in Virginia history, government, and related areas in the public schools.

SURVEY RESULTS

Educators were asked to estimate the number of hours per school year allocated to all social studies instruction in kindergarten through grade 12. The educators also were asked to state how many hours they thought should be spent on social studies instruction. (This question was asked to obtain data which would make it possible to determine the percentage of the social studies program which was devoted to Virginia history, government, geography, and related areas.)

Results:

HOURS IN SOCIAL STUDIES INSTRUCTION

(Educators: Teachers, Principals, Supervisors, Superintendents)

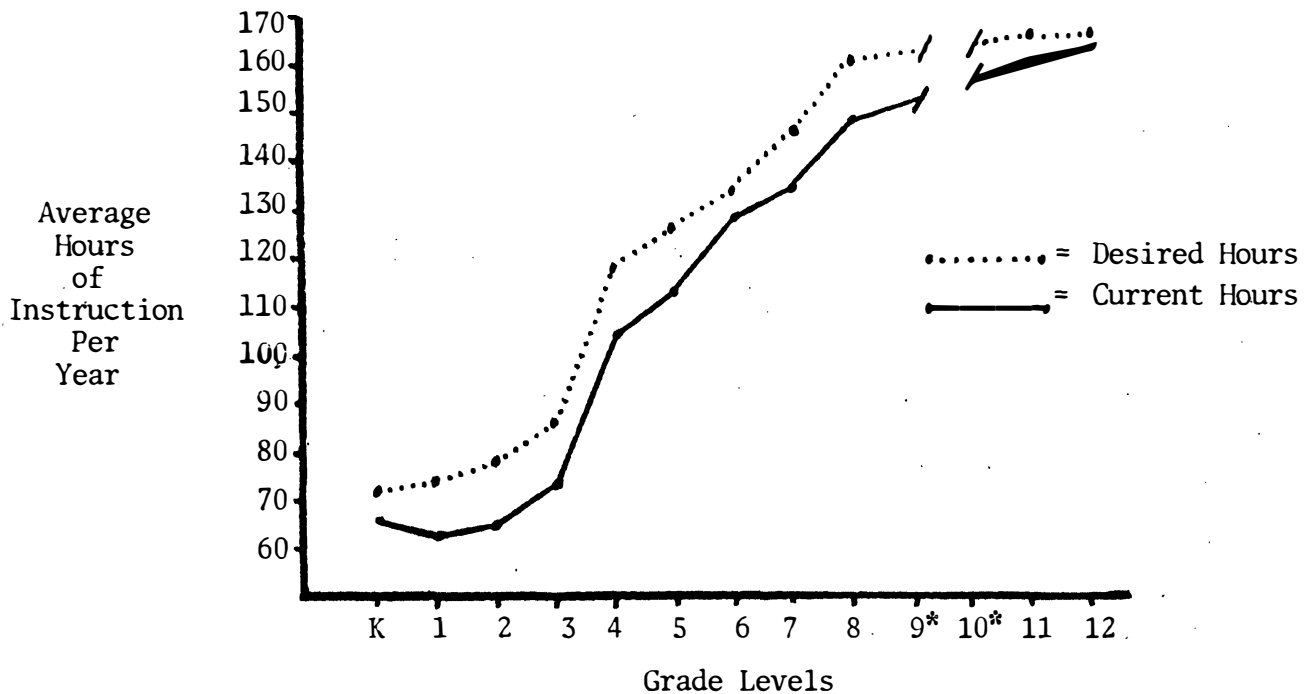


Chart 1

*The survey excluded information for grades 9 and 10 since only three social studies credits are required for high school graduation and most school divisions offer world geography or world history at these grade levels.

Chart 1 shows a gradual increase in the number of hours devoted to social studies instruction as students move through school. This result was anticipated because a substantial part of the school day in the primary grades (kindergarten, 1, 2, and 3) is devoted to language arts and mathematics instruction. Social studies receives a larger percentage of instructional time at higher grade levels. The difference between the hours spent and the number of hours survey respondents recommended should be spent in social studies instruction is fairly uniform for kindergarten through grade 12.

Educators were asked to estimate the number of hours per school year cur-

rently allocated to teaching about Virginia at each grade level where such instruction was provided. They also were asked to state how many hours they thought should be spent on Virginia-related instruction.

Results:

HOURS IN VIRGINIA STUDIES
(Educators)

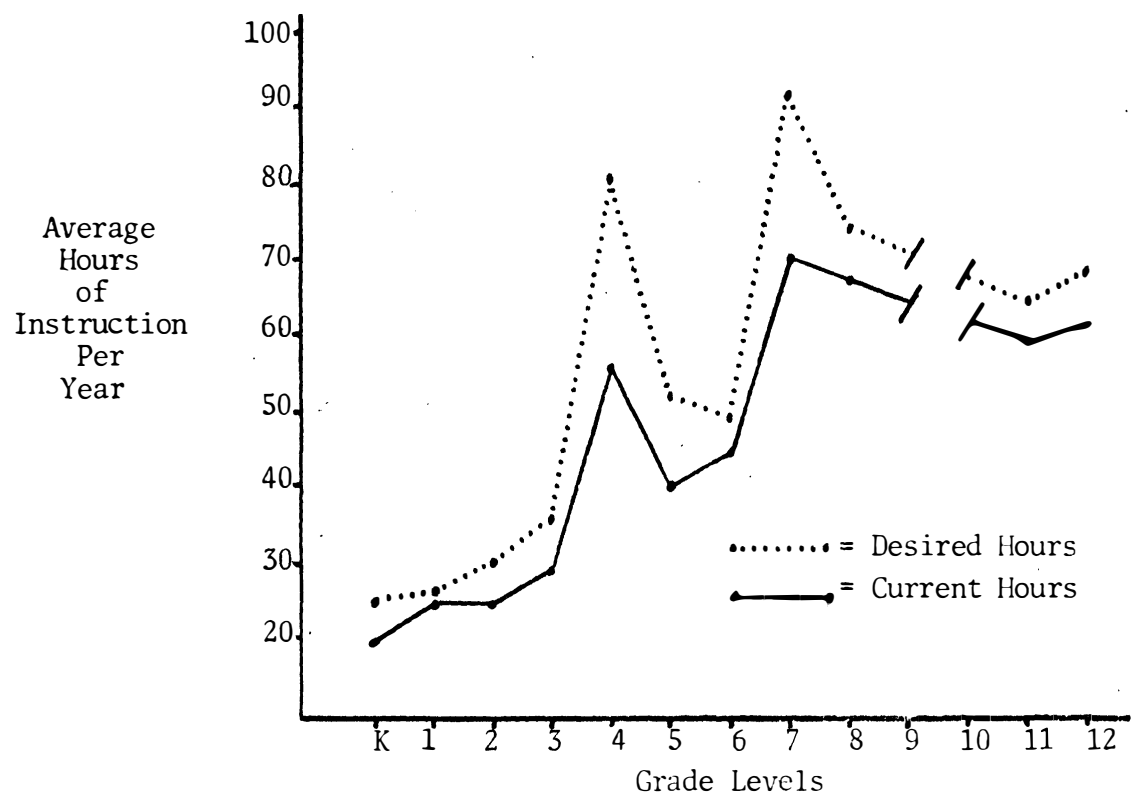


Chart 2

Chart 2 generally reflects the same pattern shown in Chart 1. There was a gradual increase in time spent on Virginia-related instruction, most of which occurs in grades 4 and 7. The difference between time actually spent on instruction and "desired time" is also significantly greater for these two grades than for other grades. This information is interpreted to mean that the

educators as a group desire more Virginia-related instruction in grades 4 and 7, but are generally satisfied with the amount of this instruction in other grades.

Persons attending the public hearings were asked to complete a survey to provide information concerning the grades in which they thought Virginia-related instruction should take place.

Results:

WHERE VIRGINIA CONTENT SHOULD BE EMPHASIZED
(Public Hearings)

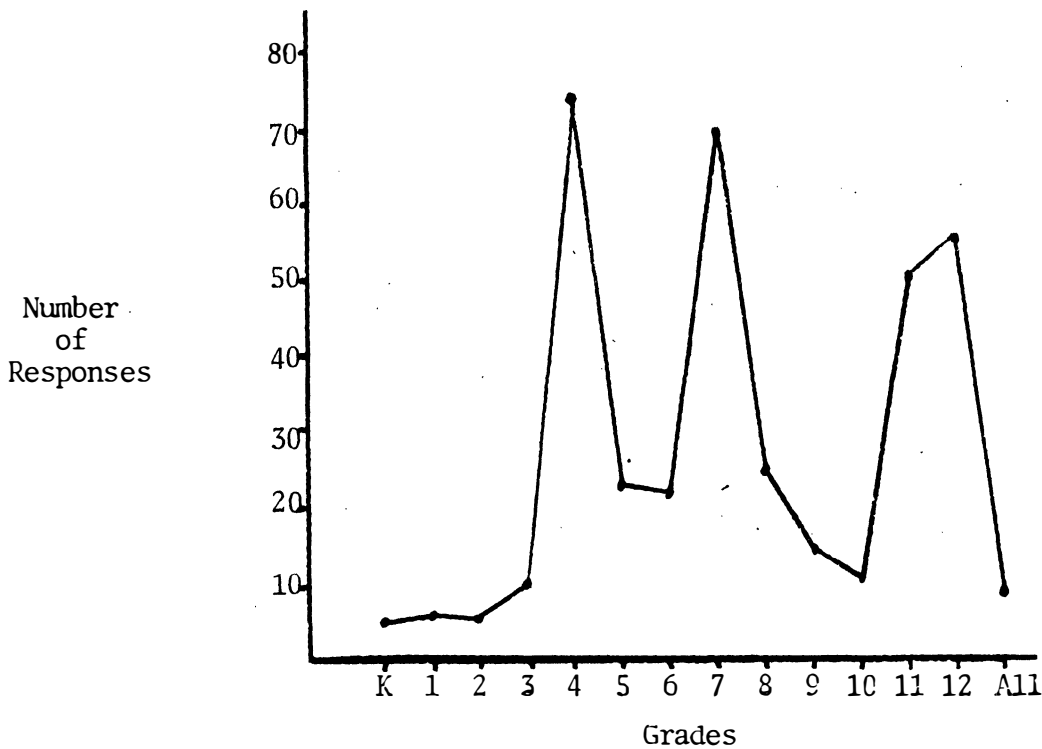


Chart 3

Chart 3 also supports Virginia-related content in grades 4 and 7 and in the required eleventh-grade course, Virginia and United States History, and the required twelfth-grade course, Virginia and United States Government.

Educators were asked for their opinions about the emphasis currently given to Virginia history, state government, geography, and industries and economics. They also were asked to state what emphasis should be given to these four content areas.

Results:

CONTENT EMPHASIS: VIRGINIA STUDIES

(Educators)

| | Virginia Government | | | Virginia Geography | | | Virginia History | | | Virginia Industries and Economics | | |
|---------------------|---------------------|------|------|--------------------|------|------|------------------|------|------|-----------------------------------|------|------|
| | More | Same | Less | More | Same | Less | More | Same | Less | More | Same | Less |
| Superintendents | ■ | | | | ■ | | | ■ | | | ■ | |
| Supervisors | ■ | | | | | ■ | | ■ | | | | |
| Principals | | ■ | | | ■ | | | ■ | | | ■ | |
| Elementary Teachers | ■ | | | | ■ | | | ■ | | | | |
| Secondary Teachers | | ■ | | | | ■ | | ■ | | | ■ | |

Chart 4

Chart 4 and other rank order results from surveys of educators, public hearing participants, and college and university scholars, show a preference pattern for Virginia content to include history, government, geography, and economics (in approximate order of perceived importance). Chart No. 4 indicates a desire to increase the emphasis placed on Virginia state government. The college and university content scholars generally showed a preference for Virginia-related content from their areas of specialization. Social studies educators from colleges and universities, local school supervisors, and most

other educators supported a balanced Virginia studies program including history, government, geography, economics, and other course content such as arts and humanities.

Educators were asked to indicate which Virginia-related instructional materials were in current use from a list of 10 commonly used instructional items. The list included three educational television series, the three

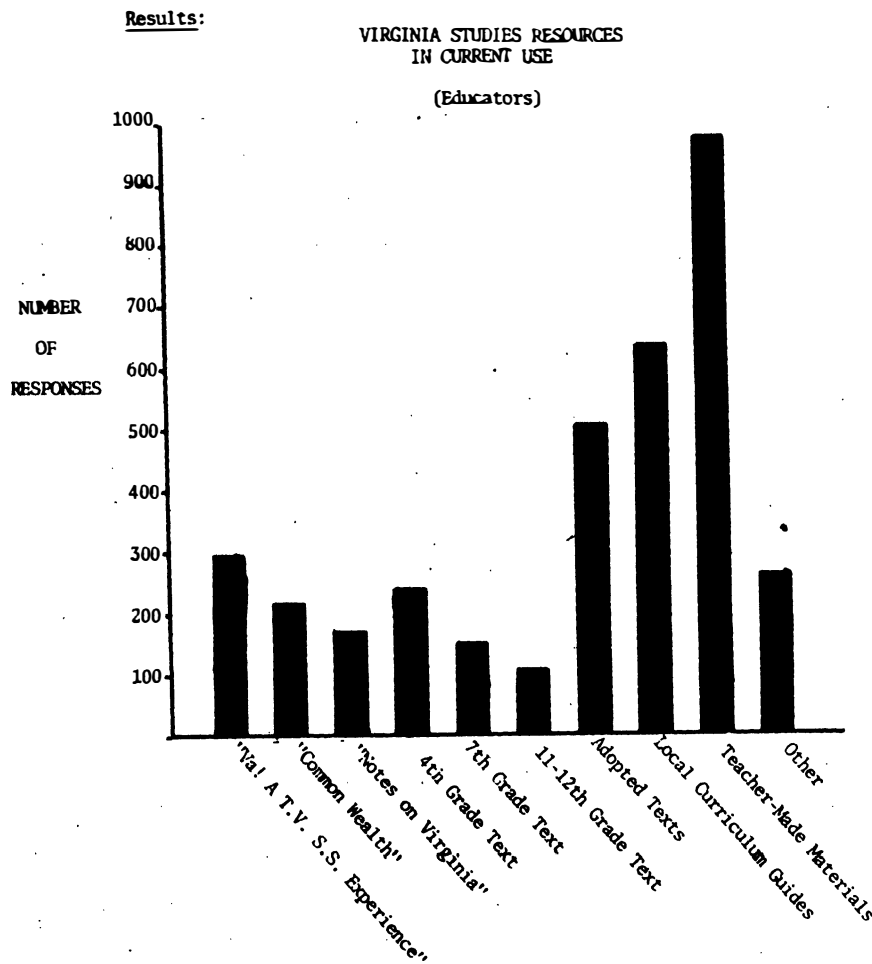


Chart 5

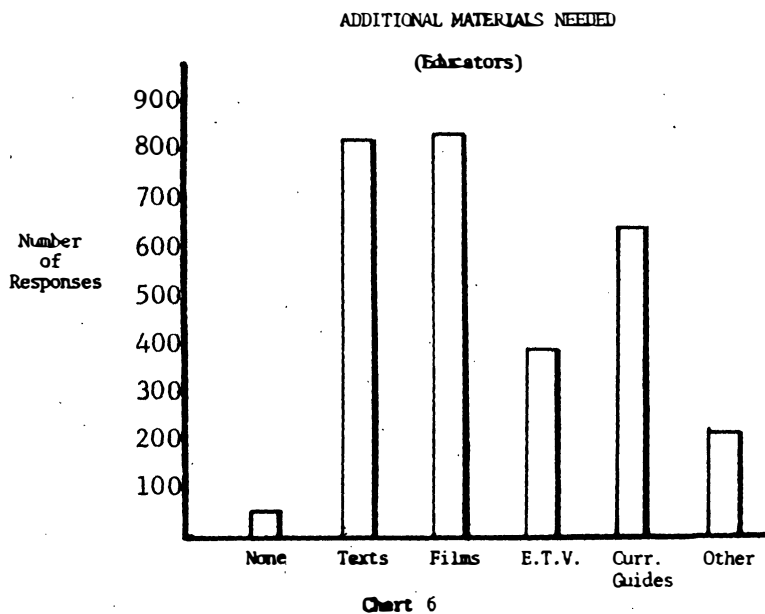
previously used textbooks on Virginia*, Virginia content in adopted textbooks, local curriculum guides, teacher-made materials, and "other."

Chart No. 5 indicates that educators are relying primarily on locally developed materials and whatever Virginia-related content is contained in the adopted social studies textbooks (which is primarily historical content).

Some public hearing participants indicated that the three textbooks that were removed from the state-adopted list are being used in some localities as supplementary materials or in the absence of more appropriate resources.

Educators and public hearing participants were asked what additional materials, if any, were needed for use in improving instruction in Virginia history and government. Chart 6 reflects the results of the educators responses and Chart 7 reflects responses for public hearing participants.

Results:



*Dingledine, Barksdale, Nesbitt, Virginia's History and Geography, New York, Scribners, 1956.

Simpkins, Jones, Poole, Virginia: History, Government, Geography, New York Scribners, 1957.

Hemphill, Schlegel, Engleberg, Cavalier Commonwealth: History and Government of Virginia, New York, McGraw Hill Book Company, Inc., 1957.

Results:

ADDITIONAL MATERIALS NEEDED
(Public Hearings)

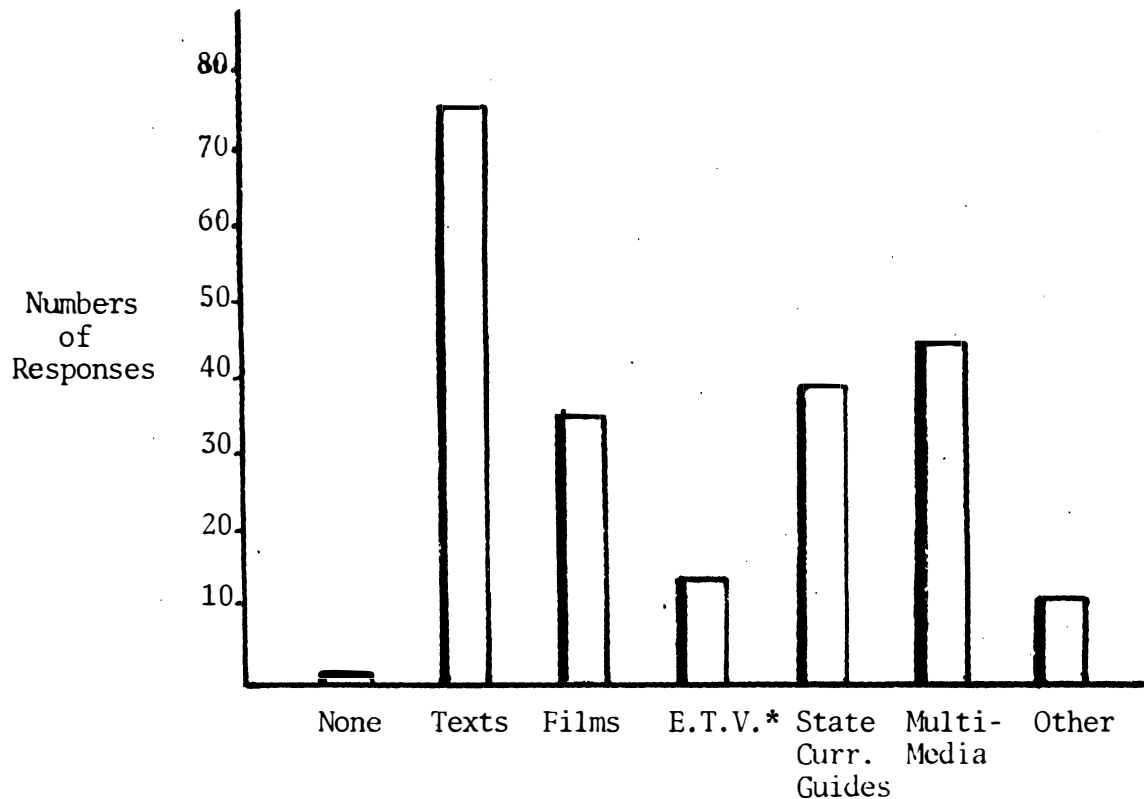


Chart 7

Content authorities, specialists, and social studies educators also expressed a need for additional Virginia-related instructional materials for use in the public schools. However, more public hearing participants expressed a desire for instructional materials in a textbook form than in other formats. Results showed an unexpected support for films, educational television, and multimedia materials as well. Those surveyed who selected the "other" choice also listed a variety of multimedia resources.

An approach which might satisfy the greatest number of those who expressed

*Educational Television

opinions on this topic might be one which includes multimedia and reading material (texts) for students in grades 4 and 7, and supplemental materials for grades 11 and 12.

Educators were asked "Who should be responsible for the creation of new Virginia Studies materials?" Chart No. 8 below reflects the survey response to this question.

Results:

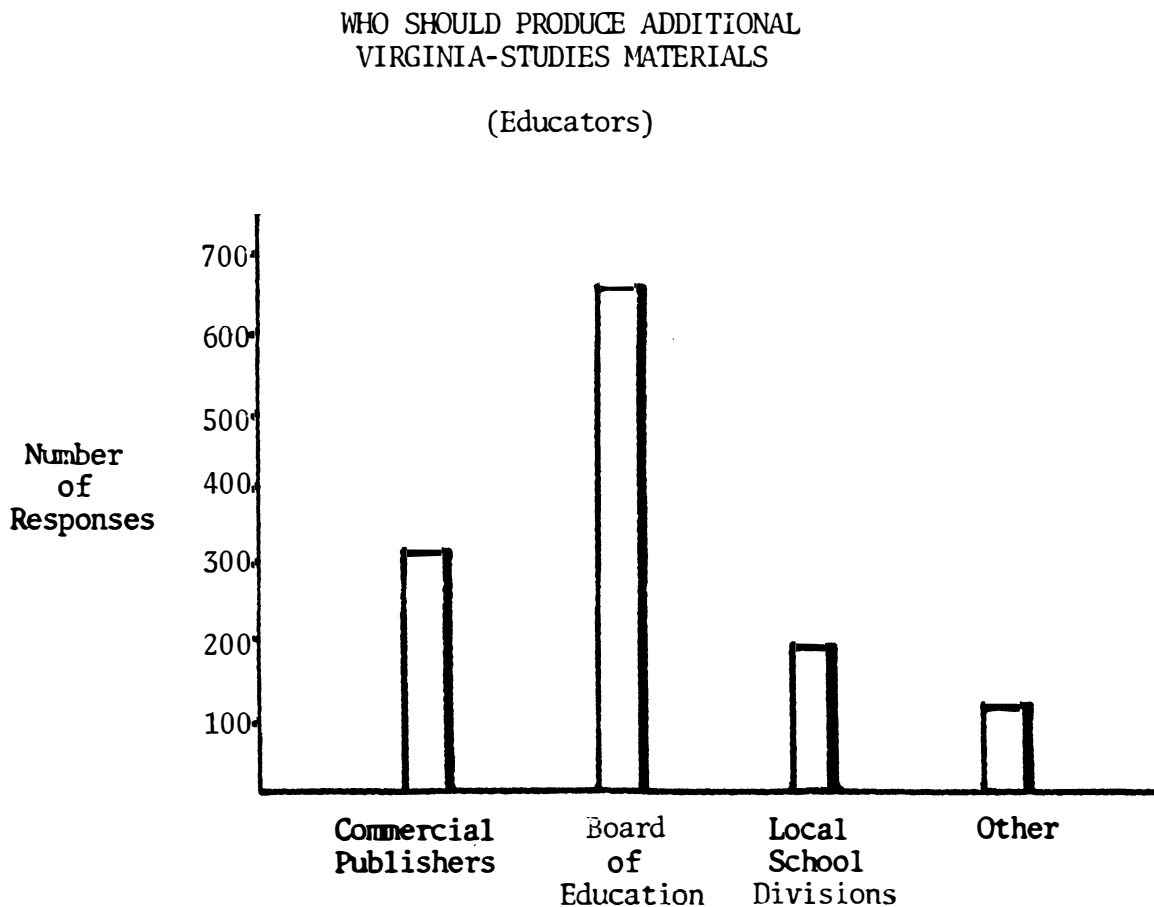


Chart 8

Participants in the public hearings were asked the same question. An additional choice, "Special Legislative Commission" was added to the survey.

Results:

WHO SHOULD PRODUCE ADDITIONAL
VIRGINIA-STUDIES MATERIALS

(Public Hearings)

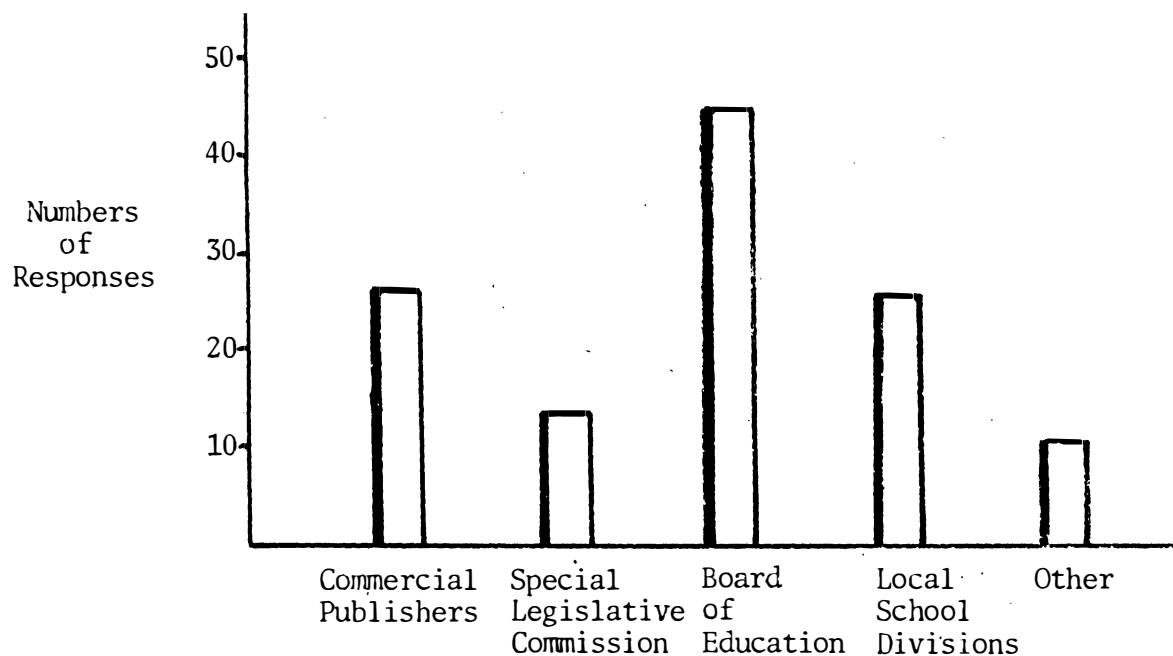


Chart 9

Charts 8 and 9 indicate that for educators as well as public hearing participants, most respondents to the survey preferred Board of Education involvement in the creation of additional Virginia-related instructional materials. Speakers at public hearings did not advocate active legislative involvement. Several speakers representing professional organizations expressed concern over such involvement, pointing out that this approach had been used in the 1950's and 1960's and had resulted in the production of materials which some critics said were biased and incomplete.

Publishers' representatives also were surveyed concerning their efforts to meet Virginia's need for state-studies resources and their willingness to undertake the creation of new Virginia studies materials. None expressed a

willingness to undertake the production of instructional materials without some assurances that there would be a guaranteed market for these materials. Nearly one third of those responding to the survey replied that they were not interested in undertaking such a project under any conditions. Many of the remaining replies specified that there were certain conditions that publishers would require before they would undertake to produce materials. These included "exclusive," "guaranteed sales," "contract required," "completed manuscript required or detailed content outline," "single adoption only," "cost-plus basis only," and "negotiations required."

In addition to the question of who should produce Virginia studies materials, public school educators were asked if additional Virginia studies courses should be required for the preparation of teachers. Most of the educators felt that additional courses were needed. Teachers, however, favored optional courses or workshops for certificate renewal rather than mandatory preservice courses required to obtain the teaching certificate.

Administrators, supervisors, college educators, and the public tended (by a small margin) to support mandatory preservice Virginia-related courses for prospective teachers to become certified to teach in the state.

CONCLUSIONS

The following is a summary of responses to the survey to assess instruction in Virginia history and government, a brief analysis of the replies, and conclusions.

Question: *Should students learn about Virginia?*

Discussion: All individuals and groups surveyed were almost unanimous in their support for formal instruction about Virginia. This position is reflected in the survey results and hearings, and is presently required by the Code of

Virginia (22-233, 22-234), by the Standards for Accrediting Schools in Virginia, and by other policies and regulations of the Board of Education.

Conclusion: Additional legislation to provide a legal basis for instruction in Virginia history and government does not appear to be necessary.

Question: *At what grade levels should Virginia-related instruction take place?*

Discussion: Of those surveyed, some differences of opinion exist concerning the proper grade levels for Virginia-related instruction. Despite some disagreement, there is considerable support for such instruction in elementary, junior, and senior high schools (particularly in grades 4, 7, 11, and 12).

This same view is reflected in the Code of Virginia (22-233, 22-234), Standards for Accrediting Schools in Virginia, "Scope and Sequence for Social Studies Education in Virginia's Public Schools," 1973, and in a proposed modification of the "Scope and Sequence, K-12" currently in preparation by the Social Studies Service, Department of Education.

Conclusion: Continued emphasis should be given to instruction in Virginia studies in the elementary, junior, and high schools (particularly in grades 4, 7, 11, and 12).

Question: *Is the amount of time allocated to Virginia-related instruction adequate?*

Discussion: The survey indicated that more time should be devoted to Virginia studies in the fourth and seventh grades. The amount of time currently spent in grades 11 and 12 is believed to be adequate. The proportion of the school curriculum devoted to social studies instruction appears to be adequate.

Conclusion: With the exception of some additional instruction in grades 4 and 7 and provision for adequate instructional materials for the secondary grades, no major effort appears to be required to increase the time devoted to social

studies instruction or to Virginia-related content in the curriculum.

The "Scope and Sequence for Social Studies Education in Virginia's Public Schools, K-12" should continue to specify the grades in which emphasis should be given to Virginia studies.

Question: *What content should be included in the Virginia-studies program?*

Discussion: The survey reflected almost unanimous support for a program that includes the study of Virginia history and state government. Many of those surveyed thought that students also would benefit from studying about the geography, economics, industries, natural resources, and arts of Virginia.

Conclusion: Content areas to be included in the Virginia studies phase of the social studies program should be identified in the "Social Studies Scope and Sequence, K-12," which is in preparation by the Social Studies Service, Department of Education.

Question: *Are available instructional materials adequate for teaching about Virginia?*

Discussion: Those surveyed reported that considerable numbers of Virginia-related materials (print, audiovisual, etc.) were being used. These instructional aids include materials available through commercial publishers, civic organizations (such as the Virginia State Chamber of Commerce, Virginia League of Women Voters, and others), Virginia Department of Education (films, filmstrips, educational television programs, bibliographies, film lists, library collections, teaching guides), and materials from other agencies of state, local, and national governments.

Several persons reported at the four public hearings that projects were under way to produce additional instructional materials on Virginia history, government, and geography. These projects include new or revised materials

from commercial publishers, civic groups, local school systems, and a federally-funded project designed to produce basal materials for use at grades 4 and 7.

Excluding projects currently under way with which most persons surveyed were unfamiliar, a general agreement was expressed that materials now available are inadequate for "basal" instructional use.

The survey results show considerable support for Virginia-related instructional materials in a textbook format. A majority of speakers at the public hearings said additional textbooks, rather than material in other formats, were needed. Several speakers recommended that additional films, filmstrips, educational television material, maps, Virginia agricultural and mineral sample kits, and multimedia programs were needed.

The survey of educators also showed support for additional textbook resources, although a larger percentage of those surveyed recommended additional films as being needed. Considerable support was expressed by educators for additional educational television programs, curriculum guides, and other miscellaneous resources.

Conclusion: Current efforts of the Department of Education should be continued and additional projects should be undertaken to assure that quality basal and supplementary Virginia-related instructional materials are made available for use in the public schools of the Commonwealth. Such efforts may include:

- (1) Establishing a mechanism using a special state appropriation, federal, or other funds to produce basal instructional materials including textbooks for use at designated grades to replace and/or supplement currently adopted textbooks;
- (2) Revising and updating the current inventory of Virginia-related films and filmstrips produced by the Department of Education;
- (3) Continuing to support current federally-funded projects designed to produce additional Virginia-related materials;
- (4) Seeking additional funds to update and publicize the collection of materials by Virginians and about Virginia housed in the Media Examination Center of the Department of Education;

(5) Seeking additional funds to revise or add to current Virginia-related educational television series produced by the Department of Education;

(6) Continuing to assist civic groups in revising Virginia-related publications and in the creation of additional new instructional resources;

(7) Continuing to work with commercial publishers and authors to encourage the development of additional Virginia-related instructional resources;

(8) Continuing to sponsor state conferences, regional workshops, pre-service and inservice activities and leadership seminars to acquaint school personnel with materials and methods for teaching about Virginia;

(9) Continuing to publicize new and existing Virginia-related instructional resources;

(10) Continuing to recommend grade levels for Virginia-related content emphasis through a revised "Scope and Sequence for Social Studies Education in Virginia's Public Schools, K-12," and continuing to recommend social studies goals and objectives for each grade level in the proposed document, "A Framework for the Social Studies Program in Virginia, K-12";

(11) Continuing to work to update and add to the collection of Virginia-related films and other media resources available through the Department of Education; and

(12) Continuing to assist school divisions in designing and developing appropriate materials on Virginia.

Question: *Who should be responsible for the creation and production of new Virginia studies materials?*

Discussion: A majority of educators, public hearing participants, and other individuals and groups surveyed supported a state (Board of Education) solution to this need. This preference is probably based on the belief that alternative solutions to producing Virginia-related materials are not feasible or desirable.

Several individuals speaking at the public hearings raised questions concerning the propriety of legislative, Board of Education, or Department of Education control over a process designed to produce basal instructional materials for use in the public schools. Individuals and representatives of groups who expressed reservations about direct involvement by the General Assembly,

the Board of Education, or the Department of Education in the creation of additional Virginia studies resources constituted a minority of those surveyed. Other speakers felt that a Virginia studies project would not be within the scope of present resources of the Department of Education. Another factor mentioned was that such a project could be precedent setting and might produce later demands on the Department of Education or the Board of Education to create basal instructional materials in other areas.

Conclusion: The Department of Education, with public involvement, should coordinate projects designed to produce Virginia-related instructional materials for grades 4, 7, 11, and 12. Based on surveys and public hearings, the re-establishment of the Virginia History and Government Textbook Commission, or another similar commission is not recommended. Procedures will need to be established to secure necessary funding. The projected 1980-82 budget does not contain funds for developing Virginia-related instructional materials.

Question: *What additional teacher education is required?*

Discussion: The majority of those surveyed expressed a desire for additional teacher education in the area of Virginia studies. Of the educators and public hearing participants surveyed, the majority favored (in order): optional inservice workshops for elementary and secondary teachers currently employed, certificate renewal inservice courses for teachers currently employed, and mandatory preservice course content related to Virginia studies for teachers seeking state certification at the elementary and/or secondary levels.

Conclusion: The Department of Education should:

1. Continue to encourage the establishment of optional courses in Virginia studies for inservice teachers;
2. Continue to give assistance through conferences, activities and projects of the Film Production Service, Division of Telecommunications, School Libraries and Textbook Service, Social Studies Service,

and others, to foster improvement in classroom instruction on Virginia studies content, methods, and materials;

3. Encourage institutions of higher learning to offer a greater variety of elective content courses in Virginia studies for prospective teachers; and
4. Develop instructional guidelines for the study of Virginia history, government, and geography in conjunction with institutions of higher learning. This document would:
 - a. assist teachers in gaining competence in Virginia studies;
 - b. provide a framework for organizing college preparatory courses to include content on Virginia studies;
 - c. serve as a guide for non-college credit courses in Virginia studies; and
 - d. provide an organizational framework for teachers who are teaching Virginia history, government, and geography in the public schools.

APPENDIX

APPENDIX

Article 2

Subjects Taught

22-233. Subjects Taught in elementary grades. In the elementary grades of every public school the following subjects shall be taught: Spelling, reading, writing, arithmetic, grammar, geography, physiology and hygiene, drawing, civil government, history of the United States, and history of Virginia. (1928, p. 1216; 1932, p. 536; 1936, p. 510; 1938, p. 375; Michie Code 1942, 688.)

22-234. Study of documents of Virginia history and United States Constitution. In preparing the courses of study in civics and history in both the elementary and high school grades, the State Board shall give careful directions for, and shall require, the teaching of the Declaration of American Independence, the Virginia Statute of Religious Freedom, and the Virginia Bill of Rights which subjects shall be carefully read and studied, thoroughly explained and taught by teachers to all pupils in accordance with the State course of study, which course of study shall require written examinations as to each of the last three mentioned great documents of Virginia's history at the end of the term in which the course is given. An outline shall likewise be given of the Constitution of the United States and the general principles of the Constitution shall be carefully explained. (1928, p. 1217; 1932, p. 536, p. 510; 1939, p. 375; Michie Code 1942, 688; 1971, Ex. Sess., c. 69.)

Scope and Sequence for Social Studies Education
In
Virginia's Public Schools

Kindergarten through Grade Twelve

| | | | |
|--------------|-------|--|-----------------|
| Kindergarten | ----- | Social Relations at Home and School | Interchangeable |
| Grade One | ----- | Living at Home and at School | |
| Grade Two | ----- | Living in the Neighborhood and Other Communities | |
| Grade Three | ----- | Living in Different Communities | |
| <hr/> | | | |
| Grade Four | ----- | Life in Virginia and Regions of the World | Interchangeable |
| Grade Five | ----- | Life in Americas | |
| Grade Six | ----- | Life in World Communities | |
| Grade Seven | ----- | Life in Our Society | |
| <hr/> | | | |
| Grade Eight | ----- | Civics (or other electives) | |
| <hr/> | | | |
| Grade Nine | ----- | World History and/or Geography | Interchangeable |
| Grade Ten | ----- | World History and/or Geography | |
| Grade Eleven | ----- | Virginia and United States History | |
| Grade Twelve | ----- | Virginia and United States Government | |

Effective 1973

The suggested sequence outlined above is designed to accommodate and allow local school systems flexibility in making curriculum decisions. The topics are identified to insure some continuity and to provide a broad framework wherein significant concepts and generalizations, constructive attitudes, and skills of thinking can be developed. Sequence is expressed in terms of grade levels. Interchangeable indicates that topics are not locked into a particular grade level, but will be emphasized in the total social studies program.

(Proposed)

Scope and Sequence for Social Studies Education
In
Virginia's Public Schools*

Kindergarten through Grade Twelve

| | | |
|-------------------|-------|---|
| Kindergarten | ----- | Home, School, and The Individual |
| Grade One | ----- | School and Family |
| Grade Two | ----- | The Neighborhood and Communities |
| Grade Three | ----- | Our Community and Other Communities |
| Grade Four | ----- | Virginia Studies |
| Grade Five | ----- | The United States |
| Grade Six | ----- | World Communities |
| Grade Seven | ----- | Contemporary Virginia and the United States |
| Grade Eight | ----- | Citizenship Studies |
| Grade Nine or Ten | ----- | World Studies (World Geography and/or World History) |
| Grade Eleven | ----- | American Studies (Virginia and United States History) |
| Grade Twelve | ----- | American Studies (Virginia and United States Government) |

*This scope and sequence would be accompanied by knowledge, skill, and attitude objectives for each grade level. In contrast to the 1973 edition, this scope and sequence specifically recommends grade levels for identified content and omits the "interchangeable" feature of the previous edition.

Standards for Accrediting Elementary Schools
July 1976

Social Studies

Standard 38 - The program shall provide for content related to the local community, the State of Virginia, the United States, and the World.

Standards for Accrediting Secondary Schools
July 1976

Standard C

Eighteen units of credit shall be required in grades nine through twelve for graduation from a secondary school.

Within the 18 units required for graduation, eleven shall be in the following subjects:

| | |
|---|---------|
| English | 4 units |
| Mathematics | 1 unit |
| Laboratory Science | 1 unit |
| American Studies (Virginia and U.S. History and Virginia & U. S. Government) | 2 units |
| World Studies (History and/or Geography). | 1 unit |
| Health and Physical Education | 2 units |

Virginia Studies Project
Land and People of Virginia
A Fourth Grade Text Developed By
Fairfax County Public Schools

General Description

Land and People of Virginia is designed for 4th grade students. This 188 page paperback book includes written text, photographs, charts, maps, and vignettes about the people of Virginia.

The draft copy of the textbook was developed by five elementary teachers and two elementary administrators over a period of two summers. Following the first summer, the text was piloted in the county by eight classroom teachers. It was reviewed and revised by reading specialists, consultants, a historian, and members of the Fairfax County social studies staff. Graphics were designed by the graphics department of the county and photographs included in the text were taken at various museums and/or borrowed from the Film Production Service of the Department of Education. The project was coordinated by the Fairfax County social studies staff.

Current Status

The field test copy of the textbook is completed and will be used in Fairfax County Schools during the 1979-80 school year. The teacher's guide is being developed and will be available to teachers later in the school year. 15,000 copies of the text have been printed for the 4th grade students in Fairfax County. At some future date, Fairfax County may grant the right to reprint to other local divisions or to a publishing company. At an appropriate time, the textbook may be presented to the Board of Education for statewide adoption.

Expected Outcomes

Fairfax County hopes to provide an accurate, objective, and concise textbook on Virginia history for 4th grade students.

Estimated Cost

The approximate cost of the project included \$23,000 for printing, \$10,000 salary for teacher input, and \$500 for a consultant. The estimated cost does not include central office staff time in implementing this project.

Commonwealth Studies Project
Title IV-C, E.S.E.A.
Hanover County Public Schools

General Description

This project was initiated in 1976 and is designed to create, construct, and distribute basal 4th and 7th grade multi-media Virginia-related instructional materials (including student texts) to each public school system in the state. Participants in the project include several state agencies, eight colleges and universities, seven local school divisions, and two services of the Department of Education. Materials include content on Virginia history, government, geography, economics, natural resources, and the arts.

Current Status

The project is in the second year of a three year Title IV-C grant. Several units will be completed for local piloting this fall. Materials will be disseminated statewide in 1981.

Expected Outcomes

The project will give at least one free fourth and seventh grade set of materials to each school division. Mechanisms are being established for the purchase of additional kits by school divisions at cost. Kits include student texts, teacher's guide, film, filmstrips, posters, agriculture and mineral sample kits, photographs, maps, and fieldtrip guide.

Estimated Cost

Funding for this project is through Title IV-C (E.S.E.A.) with cooperation from state agency and Department of Education personnel. During 1978-79, the project spent a total of \$90,000. Administration accounted for \$23,000, \$33,400 for contracted services, \$18,700 for materials and supplies, \$4,000 for travel, \$1500 for equipment. Anticipated budgeting for 1979-80 totals \$90,000. Administration accounts for \$40,000, \$37,500 for contracted services, \$4,500 for materials and supplied, \$2,000 for travel, and \$6,000 for equipment. Projected budgeting for 1980-81 totals \$120,000. Administration should account for \$40,000, contracted services for \$40,000, materials and supplies for \$32,000 and \$8,000 for equipment and travel, etc.

Virginia Studies Project
Virginia: The Commonwealth, Part I.
Virginia: The Commonwealth, Part II.
Roanoke City Public Schools

General Description

This project involved writing texts to be used in 4th and 5th grades. A committee consisting of teachers and secondary education personnel wrote the texts. The text contains two parts - Virginia, The Commonwealth, Part I, 1606-1860 (4th grade), and Virginia, The Commonwealth, Part II, 1861 to the Present (5th grade).

Current Status

The 4th grade text was used during the 1978-79 school year. Both texts will be used during the current school year.

Expected Outcomes

The text will help to achieve objectives of the Virginia studies program in grades 4 and 5. The history of the community and state will serve as a background for the study of our nation's history. It is hoped that the heritage of our state, taught in an unbiased fashion, will stimulate young people to learn more about Virginia history and geography.

Estimated Cost

Cost of project was approximately \$10,000.

This document was prepared by the Social Studies Service, Division of Humanities and Secondary Administration, Department of Education, P. O. Box 6Q, Richmond, Virginia 23216. Information used in developing the assessment of the teaching of Virginia history and government in the public schools of Virginia may be obtained by contacting Thomas A. Elliott, Associate Director, Social Studies Service, Department of Education, P. O. Box 6Q, Richmond, Virginia 23216.