

A volume in Studies in the History of Education Series Editor Karen L. Riley, Auburn University at Montgomery This volume, *The New Social Studies: People, Projects and Perspectives* is not an attempt to be the comprehensive book on the era. Given the sheer number of projects that task would be impossible. However, the current lack of knowledge about the politics, people and projects of the NSS is unfortunate as it often appears that new scholars are reinventing the wheel due to their lack of knowledge about the history of the social studies field. The goal of this book then, is to sample the projects and individuals involved with the New Social Studies (NSS) in an attempt to provide an understanding of what came before and to suggest guidance to those concerned with social studies reform in the future-especially in light of the standardization of curriculum and assessment currently underway in many states. The authors who contributed to this project were recruited with several goals in mind including a broad range of ages, interests and experiences with the NSS from participants during the NSS era through new, young scholars who had never heard much about the NSS. As many of the authors remind us in their chapters, much has been written, of the failure of the NSS. However, in every chapter of this book, the authors also point out the remnants of the projects that remain. Chapters in this book include: *National Security Trumps Social Progress: The Era of the New Social Studies in Retrospect* by Ronald W. Evans; *Hilda Taba: Social Studies Reform from the Bottom Up* by Barbara Slater Stern; *Fannie Shaftel and Her New Social Studies* by Jane Bernard- Powers; *Can You Still Catch Fish with New Social Studies Bait?* Ted Fenton and the Carnegie-Mellon (Social Studies) Project by Michelle D. Cude; *The Quest for Relevancy: Allan Kownslar and Historical Inquiry in the New Social Studies Movement* by Elizabeth Yeager Washington and Robert L. Dahlgren; *Leader-Writers: The Contributions of Donald Oliver, Fred Newmann and James Shaver to the Harvard Social Studies Project* by Chara Haeussler Bohan and Joseph R. Feinberg; *Harold Berlak and the Metropolitan St. Louis Social Studies Project: Cultivating Social Studies at Local Level* by Carol Klages; *A Red Headed Stepchild of Social Reconstruction: Sociology and the New Social Studies* by Karen L. Riley; *Geography and the New Social Studies: The High School Geography Project and the Georgia Geography Curriculum Project* by Joseph P. Stoltman; *Economics and the New Social Studies* by Beverly J. Armento; *Anthropology and the Anthropology Projects, Long Ago in a Galaxy Far Away* by Murry Nelson; *Making Sense of It All: A Research Synthesis on the Impact of Man: A Course of Study* by Chrystal S. Johnson; *American Political Behavior: The Project and the People* by Carole E. Hahn; *Small Projects of the New Social Studies (Bring Back the Best)* by John D. Hoge; *The Fight over MACOS* by Larry Kraus; *The History Problem in Curricular Reform: A Warning to Constructivists from the New Social Studies Movement* by Geoffrey Scheurman and Keith Reynolds; *We Wont Get Fooled Again; Will We?? Teacher Perceptions of the New Social Studies* by Mark A. Previte; *The New Social Studies and the Ethos of Multiculturalism* by Gloria Contreras; *Lies and History: Unmasking Academic Complacency* by David Warren Saxe; *The Wisdom of Experience and Practice* by Mary E. Haas; *Inquiry Teaching and Learning: Is there, was there, a Cutting Edge in Social Studies? Or, My Life as an Inquiry Social Studies Teacher* by Jack Zevin; and *Leveraging Technology for Student Inquiry: Technology in the New Social Studies and Today* by Meghan McGlinn Manfra.

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