Concerning This Issue

The new social studies or social sciences curriculum is the subject of this issue. The impact of this curriculum upon schools, teachers, and learners by implication is examined in the following articles. Minnis sets forth the kinds of teacher behaviors required by the new curriculum. Yanagida and Cornell approach the problem of teacher behaviors from the standpoint of in-service training programs. Guidelines for implementing the new social studies curriculum at a state-wide level is discussed by Takenaka. Secondary social studies teachers' responses to the new curriculum is the focus of Arita's survey. Brown raises the question that is current — can we afford not to consider the affective domain as an equal emphasis in the new social studies? Finally, Yawkey and Aronin suggest implementation of the “Living Circle” approach in the social studies.

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