The wayfarer,
Perceiving the pathway to truth,
Was struck with astonishment.
It was thickly grown with weeds.
"Ha," he said,
"I see that no one has passed here
In a long time."

Later he saw that each weed
Was a singular knife.
"Well," he mumbled at last,
"Doubtless there are other roads."

-- Stephen Crane
Acknowledgments

My adviser, C. B. Mendenhall, has been a wise counselor and a personal friend. His suggestions and comments have been intellectually stimulating and helpful. He has typified the willingness and friendly assistance readily extended by everyone in the Department of Education.

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CHAPTER I

THE STATEMENT OF THE PROBLEM

The purpose of and procedures used in the study.

The study seeks to provide learners, particularly prospective teachers and teachers in service, with a means for improving their processes of appraisal. It also seeks to provide them with an orderly listing of actions prized by good teachers which they may appraise for their own use.

To do these two things three major questions have been studied:

1. Is it possible and feasible to classify teachers' value comments with respect to education in an orderly, logical, and reliable system of categories?

2. What implications for the in-service education of teachers become apparent as a result of the categorization of the statements?

3. How may valuing be employed in the learning process?

As a related question, the following methodological problem has also been studied:

How may interview data be analyzed and effectively encoded?

As the study progressed, it was found that the data being collected contained value statements pertinent to
the pre-service education of teachers. The second major question was therefore enlarged in scope and considered to include implications for both pre-service and in-service education programs.

The study began by determining, through a jury, those school systems in Ohio which best met the following criteria:

1. The school or system must be engaged in a serious, planned effort to improve its instructional program.

2. The effort must reflect almost total faculty participation and not just that of a few teachers if it is to be considered.

Once the schools were chosen the teachers and principal of each school were asked to select the members of the staff who were the "best" teachers. The four teachers most frequently mentioned in a school and the principal were interviewed. The interviews consisted of six open-ended questions and were tape-recorded. The interviews were value-analyzed and the resulting data encoded. Possible implications for the development of pre-service and in-service education programs were inferred from the categories derived from the data.

To whom the report is addressed.

This report is addressed primarily to supervisors and consultants as they work with teachers in the field and to university professors who are engaged in helping to educate prospective teachers.
The need for the study.

It was felt that the study would provide an empirical base of those things teachers were interested in and needed upon which programs of pre-service and in-service education might be constructed. The study would also help to provide a theoretical framework within which teachers of teachers might more effectively get at the problems teachers face as they seek to improve instruction or seek to become good teachers.

The limitations of the study.

This study is exploratory, descriptive, and analytical. It is concerned with conscious valuing only. It makes no attempt to measure or in any way evaluate the teachers or the schools visited. It does not attempt to design programs for the education of teachers, either prospective or in-service. No generalized recommendations are made for the education of teachers but instead a series of possible implications has been presented.

Major assumptions of the study.

1. The education of teachers encompasses both their pre-service and in-service planned learning activities.

2. Valuing is the basis for conscious learning.

3. Educators and laymen prefer schools that are engaged in a serious planned effort to improve their instructional programs.
4. Teachers in the desirable schools, selected by their peers as "best teachers", put into practice those values they verbalize.

5. Teachers included in this study are representative of those in the "good" school systems.

6. Educators and laymen prefer teachers similar to the ones interviewed in this study.

7. Teachers who hold their values in a manner similar to the way the ones in this study hold theirs are a critical necessity for the effective development and operation of an in-service education program.

There will, of course, be other assumptions which will have to be made as the study proceeds. They may be theoretical or procedural and will be specified when the need arises.

The importance of valuing in the education of teachers.

The interest of the author in the education of teachers on the job stems from a realization of the tremendous numbers of people who will have to be prepared to educate the overwhelming volume of children now engulfing the schools of America. The demand for this vast group of teachers is not being met by the teacher education institutions. In fact, as the demand grows greater, the supply
grows smaller! Even now, schools are forced to draw from many sources to obtain the needed teachers. Students with "cadet" or two-year provisional certificates, liberal arts graduates, mothers of grown children, and teachers who left teaching to enter other occupations are just a few of the many groups which will be called upon to supplement the dwindling supply of four-year college program graduates. These people with their limited preparation for teaching may benefit greatly from in-service education programs. In addition, the teachers with baccalaureate degrees will need to keep up their acquaintance with the new ideas in the field. We dare not delay if we wish to have a program in effect that will be beneficial to these people as they take their places as teachers.

Teachers in an in-service education program are like the students in their classes --- both are learners. As teachers strive to motivate their students, so the supervisor or consultant must seek to motivate them. For students and teachers, alike, will learn and do those things which they see will be of value to them.

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Hodgson, who summarized the recent literature on the subject, states that the increasing body of material being written about in-service education pays little heed to the effect of the programs upon the teacher. He then proceeded to investigate teachers' attitudes toward in-service education functions.

**Valuing as appraising and prizing.**

As this study progressed, it became evident that two distinct concepts of valuing were being considered. If these were not delimited and kept in their own frames of reference, confusion would result. Dewey writes of the definitions as "prizing" and "appraising". He further shrugs off any attempts to examine valuing on the basis of verbal usage because they would only prove to be confusing.

It is necessary, however, to consider the term valuing very carefully, because of the very confusion which results from its dual usage. This is particularly true since one aspect of this study is concerned with appraising and the other with prizing.

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The author believes that valuing as appraising is a prior action to that of prizing. In this sense it is a more basic definition. Appraisal involves comparison and the weighing of possible alternatives. Considered in this light valuing is an individual and highly personal action which is not capable of direct observation. When that which is being appraised is present only as a concept or abstraction, the act of appraisal is entirely mental. It is similar to thinking, and one may no more ask what a man values, in this sense, than he may ask what a man's thoughts are.

In addition, the outcome of valuing so conceived is unpredictable, as is the outcome of one's thinking. If one chooses to accept or reject a thing or concept, the result will be unknown until his act of valuing is complete.

When valuing is considered as prizing, an entirely different picture results. Now the act of valuing as appraisal has been completed. The individual has tested and weighed the concept, and he has decided that he prefers it to something else. Compared with that something else, he prizes, or likes, or enjoys, or prefers the concept he has chosen.

This approach to valuing requires an object or concept to which the individual turns when he says, "I prize". The
act of appraisal being complete, his decision made, what remains from the standpoint of reasoning is merely the development of a habit.

For example, when a teacher says, "I value caring for individual differences in the classroom," in essence this person is simply saying, "Sometime in the past the idea of individual differences was placed before me as one of several alternative choices of classroom procedure. At that time, I weighed the consequences of each alternative and decided that I preferred caring for individual differences as my choice. Now, what I am saying to you is that since that time my behavior, based upon this choice, has been satisfactory and I have been able to respond in an habitual manner."

This sort of reaction is the basic idea in the interviews from which the data for this study were collected. What the data tend to indicate are the habits teachers in good schools have formed and which others might like to examine and emulate. The theory of valuation which is presented, however, refers back to appraisal and is an attempt to give the reader a procedure he may use to decide whether he wishes to accept the habits the respondents have mentioned.

A study of what the student prizes helps the teacher to understand what is important to the student and how to
appeal to him. A study of appraising helps the student to determine more reasonably what he deems is important.

**Definition of major terms.**

1. **Pre-service education program** is that group of activities and experiences planned by a university to help prepare prospective teachers.

2. **In-service education program** is that group of planned activities and experiences engaged in by teachers to improve themselves professionally, after they have begun teaching.

Definitions related to perception:

3. **Reality** is that which exists.

4. **Environment** is that portion of reality with which an individual is in contact at any given moment.

5. **Perception** is an awareness gained by an individual through the senses that certain things or ideas exist in the world about him at any given moment.

6. **Concept** is the meaning attached to a thing or process, which is retained when the perception of reality is no longer present.

7. **Experience** is the sum total of an individual's concepts with regard to any given thing or idea.

8. **Phenomenal field, phenomenological field, psychological life-space, situation** are synonyms referring to that portion of his environment which an individual perceives.
9. **Transaction** is the process by which the individual brings together his past experiences and his perceptions through the use of one or more of his senses as a bridge.

10. **Attitude** is a psychological set for action toward or away from some object or concept.

11. **Goal or referent** is that object or concept about which a person has an attitude.

Definitions of value:

12. **Value** (noun) is that goal or referent which an individual prizes as a means to some further referent.

13. **Value** (verb) is the act of desiring or prizing some referent, or

14. **Value** (verb) is the act of appraising or weighing possible alternatives in view of their consequences and the arrival at a course of action.

**Summary of succeeding chapters.**

Chapter II presents a brief background for the study beginning with the world scene and narrowing to a consideration of the importance of the education of teachers.

Chapter III describes a point of view and develops a theory of valuing which is compatible with this concept of education and learning. It ends by emphasizing the introspective aspect of learning.

Chapter IV contains not only the methodology employed in the study but an analysis of the difficulties the author encountered in analyzing and categorizing the data.
Chapter V is a tabulation of the data and a discussion of the results of the forty interviews.

Chapter VI concludes the study by examining the implications of the theory developed and the data collected for both pre-service and in-service education programs. The latter portion of the chapter lists some of the possible future research activities which are implied by the investigation.

Chapter VII contains a brief summary of what has been attempted throughout the study and the implications which may logically result therefrom.
CHAPTER II

BACKGROUND OF THE STUDY

The progress of civilization.

The world today is described by many adjectives ---
dynamic, confused, changing, disordered, tense, tottering.
As H. G. Wells so aptly put it, "Human history becomes more
and more a race between education and catastrophe" \(^1\) with
civilization as the stake.

Technologically, advances are being made with giant
strides. The peoples of the Western world are making
serious efforts to share these discoveries with each other,
and, similarly, the Eastern world is bringing up its stand­
ards of living. The fields of transportation and communi­ca­
tion bring people ever closer to one another. More luxuries
are available to more people. Medicine is steadily pushing
back the barrier of disease and lengthening the life span
of the average man.

Yet these assets are two-edged swords. They may solve
some problems but they bring new ones and emphasize old
ones. The problem of war is still paramount in the world

\(^1\)H. G. Wells, The Outline of History (New York: Mac­millan Co., 1922), Chapter XV.
today and, while nuclear science is being harnessed for peaceful use, the atomic and hydrogen bombs must be reckoned with. Inroads are made on diseases of the body — the Salk poliomyelitis vaccine is a product of 1955 — but diseases of the mind are continually increasing. More people are living and longer, but the problems of food production and world-wide distribution still confront mankind.

In the United States the onward rush of civilization has reached a feverish pitch. People work shorter hours for more money than ever before. The cost of living is spiralling and the national income is desperately trying to keep pace. Tangible evidence of wealth and prosperity are present everywhere, but flaws in the pyramiding structure are becoming too apparent to brush aside.

The psychological struggle for survival.

When the tension gets too great for many people in our society, they crack under the strain. Their minds simply give up and retreat from the mad dash of daily living. The number who are so inclined is rising at an appalling rate. In 1931, 284 people out of every 100,000 in this country were in a mental institution. By 1951 this figure had climbed to 387.\(^2\) Kelley reports that "one out of

twenty-two of all of the people in America will at one time
during life occupy a bed in a mental hospital."3

If one does not give up, he continues his daily
struggle for survival in the press of modern living. The
strain of the pressure mounts progressively and becomes
increasingly evident through signs of fear and mistrust.
The average man gets to the point where he looks upon
many of the actions of his neighbors as threats to his own
goal achievement. The fear and mistrust reach gross
proportions in the brutally competitive aspects of daily
living where one man wins and another must come off "second
best". On the group level there are cartels, monopolies,
and the "dog-eat-dog" fight for markets by large industries
with no holds barred. The fear continues to inveigle
itself into the society until it exerts a dominant influence
on the economic and diplomatic relations between countries.

On the international level the formula is still the
same. Fear breeds distrust; distrust breeds violence;
and violence leads to war. To overcome fear and distrust,
and thereby prevent violence, men will go to illogical ex-
tremes. They close channels of communication and transpor-
tation, e.g., the Iron Curtain, so that they may be unaware

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3R. G. Novick, "Care and Treatment of the Mentally Ill
in Illinois," in Diseases of the Nervous System, May, 1946,
Vol. 7, No. 5, as quoted in E. C. Kelley, Education for What
of what their neighbors are doing. They set up conflicting standards by which they live in separate areas of their lives, e.g., business and religion. They cast an individual into a stereotype and treat everyone with the same common characteristic alike, e.g., Negro, Catholic.

The role of education.

To surmount these difficulties and barriers to peaceful living man's major hope lies in education. For only through education may man come to understand the world about him and his place in it. As his struggles to educate himself are rewarded, fear, distrust, and violence will gradually disappear, because these are the products of man's ignorance and misunderstandings of himself, his fellow-man, and the world in which he exists.

A man, in order to become educated, requires a model which he may imitate, or an instructor, either in person or through the words of a book, to advise him. What he may learn from the teacher is, in part, determined by what he wishes to know, but also in part, by what new vistas are opened for him by the help he receives. Thus, learners are dependent upon their teachers for much of what they may become interested in learning.

It is necessary therefore, that we be concerned about the person who will initiate the young into our society. Who is this person, what does he believe, what does he see
as his task? Even more important, how has he been educated? The answers to these important questions lie with two groups of people, the professors of teacher education at the universities and the public school supervisors.

To these people, the teachers of teachers, fall the burden of our society; for they must work with and prepare teachers\(^4\) for a generation already confronted with more problems than their grandparents knew existed. To be equal to the effort required, the instructors and supervisors must accept and fill a position of great responsibility. Rugg says, "the Teacher of Teachers can and must take his proper place among the creative leaders of western culture."\(^5\)

**The education of teachers.**

Where shall these educators begin? If they believe what they preach they must start with the learner, in this case the teacher. What kind of person is volunteering to become a teacher? What does he need to know? What kind of person should he become? How may he be helped to become the kind of person it is considered he should become?

\(^4\)Throughout this chapter the word "teacher" is used to describe those people in teacher education institutions who are preparing to teach, as well as teachers in the field.

The author, first as a student, then as a teacher, and now as a neophyte supervisor, has become steadily more concerned about the answers to these questions, particularly the latter ones. Yet an attempt to study any of these questions leads one to prior questions. For example, if one wishes to help someone else become the kind of teacher he ought to become, he must first ask, "What kind of person ought a teacher to be? Who has determined this?" Assuming satisfactory answers to these queries, how may the teacher be aided in becoming this type of person?

This study, then, is the beginning of an attempt to find some partial answers to these and similar questions.

For someone to become another type of person, or, for that matter, to do something differently, he must first want to do so. He must see a need for doing so --- in short, he must be "ready". This poses another question, "How does a person achieve a state of readiness?"

A seminar group in education at the Ohio State University of which the writer was a member addressed itself to the above question in terms of helping teachers become "ready" for a study of their curriculum.

The immediate answer appeared to be to get them to perceive a need for change in the program. As a result the group visited the Visual Demonstration Center under the guidance of Professor Ross Mooney. The center is based
upon the work of Ames at Dartmouth and contains many of the same experiments described by Earl Kelley in *Education for What Is Real*. While impressed, the group was of the opinion that the perception laboratory is only one of several procedures and techniques a consultant or supervisor might use to develop a state of readiness. The importance of the visit lay in the emphasis that was placed on perceiving as a determining factor in developing readiness and attitudes.

The author then asked himself, "Is anything other than perception involved in readiness?" It seemed that teachers not only had to see a need for change but had to attempt to undertake the change. Dissatisfaction with the present conditions or, stated positively, an active desire for improved conditions was also necessary. What constituted "an active desire for improved conditions" was dependent upon the values each teacher held with regard to the related aspects of school, education, and himself. Thus readiness to act in any situation is determined by what the individual perceives to be present and the opinions he has of what he perceives.

This study, then, is the beginning of an attempt to determine areas of concern in which teachers make value-statements with respect to education. These areas, in turn, will be examined for their possible contribution to programs designed to prepare and educate teachers.
CHAPTER III

THEORY OF VALUATION

Introduction

In the preceding chapter the background for this study was described. The social milieu out of which it grew was brought a little more sharply into focus. An attempt was made to show how knowledge today resists efforts to fit it into nicely labeled and clearly isolated segments. For man is beset on all sides by diverse forces from many disciplines. If he is unable to resolve these forces, he will fall victim to a monster of his own creation --- the frustration inherent in striving to live with irreconcilable points of view.

These things, however, need not be. Psychologists, sociologists, economists, philosophers, and other specialists in the social phase of man's development have shown increasing concern for the "neurotic personality of our time" and man's attempts to circumvent his neuroses. From their concern is emerging a possible theory of how man may live without the fear and mistrust which beset him on the

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1See Karen Horney, The Neurotic Personality of Our Time, and Erich Fromm, Escape from Freedom, for interesting studies by social psychologists on this topic.
one hand and the resignation and withdrawal from society which threaten him on the other. Since the entrance of the world into the atomic age, H. G. Well's race appears to have entered its final lap. If man does not wish to have catastrophe win, he must seriously consider the proposals of the social scientists, and it is imperative that he do so quickly.

Basic theoretical assumptions.

Basic to the theory espoused are two or three major assumptions. First, man may live his life most completely and enjoyably in a democratic system of social organization. Second, education is the instrument of the democratic society for communicating to learners for their considered judgment the results of the thinking and experimenting of the social specialists. Third, each man's considered judgment rests upon the values he holds.

The democratic society.

John Dewey has described a democratic system which fits the theory under consideration.

Democracy means voluntary choice based on an intelligence that is the outcome of free association and communication with others. It means a way of living together in which mutual and free consultation rule instead of force, and in which cooperation instead of brutal competition is the law of life, a social order in which all of the forces that make for friendship, beauty, and knowledge are cherished
in order that each individual may become what he, and he alone, is capable of becoming.²

The three major points Mr. Dewey's concept emphasizes are:

1. Use of intelligence
2. Cooperative effort on common problems
3. Optimal development of the individual.

Thayer, Zachry, and Kotinsky³ elaborate on Dewey's position quite extensively. The implications of this definition of democracy and the logical conclusions to which it tends are far-reaching. Intelligenu choice.

Basing choice upon intelligence requires many things. There must be freedom of access to men and books and freedom of interchange of ideas. There must be a period of creativity in which possible choices may be formulated. There must be a self-imposed, rigorous, objective examination of all choices in the light of the knowledge gathered. Finally, after the choice has been made and carried through, there must be a conscientious appraisal of both the procedures used and the degree to which the goal was attained.


Cooperative effort.

Cooperative effort for solving common concerns has its roots in the old adage, "Two heads are better than one." Referring again to the growth of technology, the advantages of pooling intelligence become readily apparent. Not even the genius of an Einstein, Bohr, or Fermi alone could release the power of the atom, and the controlled release of this new form of energy is a monument to their shared efforts. At the other end of the phrase, however, is an equally important implication. Before people become a group, rather than a collection of individuals, they must be aware of a common problem. Only in the sense that they attack a problem together may they be considered a working group.

Dignity of the individual.

While Mr. Dewey leaves his concern for the individual to the last, his other writings\(^4\) indicate the importance he attaches to each man's potential capabilities. The implications of this phase of democracy, so defined, are of major importance. Each man, because of what he has experienced and is capable of becoming, must be respected by every other man for the contributions he may make to the intelligent solution of common problems. Each person is also potentially capable of solving his problems to his own

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satisfaction. Each person, in this atmosphere of mutual respect, need no longer fear his neighbor, and mistrust and violence will fade from human relationships as each man conscientiously considers the social consequences of his anticipated actions.

Education — society's instrument for change.

Yet here stands man — a creature of his culture, egocentric, skeptical, and suspicious. What is his role in bringing this society into existence? How may he be helped to gain the most benefit from his new life? The second assumption states that education is the instrument the democratic society utilizes for growing and becoming.

In the sense that man learns from every experience, education is synonymous with change and even with life itself. If education is limited, however, to the conscious attempts of groups in society, through its several institutions, to change the behavior of their members, then the definition of the theoretical role of education and the educative institutions becomes less complex.

The intellectual function.

Essentially, in the democratic society described, the role of educative institutions is to transmit man's cultural heritage from one generation to the next; to interpret this knowledge in the light of present conditions; and to help the new generation to learn to take part in refining and
reconstructing the culture so that man may more closely approximate the conditions of a democracy as defined. This function may be accomplished by placing the individual in situations of a problematic nature and assisting him in the intelligent examination of alternative solutions.

Some educators⁵ state that the task of modern education is simply that of helping people to learn to think for themselves in situations of conflict. These men state that this is the most effective way of helping people to function in our changing society. As our society does assume new proportions, people may be called upon to reckon with situations which, at present, are beyond man's knowledge. By helping men to become proficient in the skills of problem-solving education enhances the chance for survival in the future.

The custodial function.

In most societies many social institutions take part in the educative process. The home, the church, and the peer groups are examples of agencies which are instrumental

in helping the individual to assume his place in the culture. To the school, however, falls the formal responsibility for the perpetuation of the society. If any of the other institutions fail to perform their educative tasks, the school is forced to assume those duties until the institution previously concerned, or some other social institution, re-accepts those functions.

Sociologists have been able to show how the family unit has steadily changed due to industrialization and the movement of work activities away from the home. Psychologists have shown a positive relationship between an increase in delinquency and a decrease in family social life. In short, with the parents away from the house, certain social learnings that were family-instructed are no longer being taught there. The school must, therefore, accept the responsibility for those educative functions which previously had belonged to the family and which it is no longer performing. If the family continues to decrease in importance as a primary social group, another institution will have to assume its responsibilities. Until that time, the school has a "custodial" function to perform in addition to its intellectual one.

The interactive position.

Central to any concept of society are the individuals who are its members, for a society is dependent upon its
membership for strength and existence. The converse is also true. The individual members draw support and approval for their actions from the society. The unit and the group are thus in an interactive state — one dependent upon the other.

Much of what each man does in his daily life is determined by the culture in which he lives. The things he holds dear, the customs he follows, his concept of success and failure are, generally speaking, culturally determined. However, this is not entirely true, for if it were, stasis would result. Instead, each person in his own way assists in the development of that which is acceptable by social standards.

This idea is readily adaptable in the realm of education. Here society, as represented by the adult world of today, requires the transmission of the social heritage. This knowledge and these skills which the older generation says the new must have for the perpetuation of the culture are often termed predicated needs. Simultaneously, the young, growing, human organism is not John Locke's simple tabula rasa, but an individual with certain psychological desires which require fulfillment. These latter are often termed the felt needs.

For the sake of description the two types of need have been separated. It is difficult, however, and often
unnecessary to distinguish one from the other. As stated previously, there is a mutual interaction between the two.

Smith, Stanley and Shores\(^6\) in considering the interactive position state that the needs of children must not be identified exclusively with their present interests or felt needs, nor that the felt needs and interests of the learner may be ignored. They sum up their stand in this paragraph:

Consequently, the interactive position insists that the curriculum --- the educational experiences through which the schools seek to direct the growth of the child --- must be selected with reference to both the present desires of the child and the demands of society, rather than with reference to either of these criteria alone. In other words, it holds that the school should provide those educational experiences that will, in any given case, best utilize the present drives and motivations of the learner in activities designed to direct his growth towards the ends desired by society.\(^7\)

The nature of the learner.

Thus far in this chapter emphasis has been placed upon the society and its transmittal agency, for the school basically derives its authority and role from the society which it promotes. Now attention needs to be


\(^7\)Ibid., p. 163.
turned to the learner in this situation, for an understanding of his behavior is of paramount importance, if one accepts the interactive position.

One of the fundamental axioms of counseling and psychotherapy is that all behavior is caused. We may not at the time know what causes the behavior, but if we are capable of conducting a sufficiently complete investigation into the prior life of the person under consideration and his interpretation, conscious and subconscious, of what he perceives in the world about him, we could determine the cause or causes of his actions.

It is a major premise of this study that an individual's behavior is controlled by what he perceives in a given situation and by his understanding, through prior experience, of what he perceives. This statement opens another example of the interactive position for examination, this time the interaction of the individual's present understanding of his prior experience with his present situation. The following paragraphs are an elaboration of this concept.

Perceiving the phenomenal field.

Professor Mooney in a lecture in the Visual

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Demonstration Center\(^9\) said that for each person everything sensed had a "whatness" and a "whereness". The "whatness" of something sensed is determined by one's past experience with respect to the thing or idea. How a person reacts is partially based upon what he believes he sees or senses. How he reacts is also determined by where he sees it, i.e., the relationship of importance he gives to the object compared to the other things he senses at the same time. The writer calls this an interaction between the experience of the individual and his environment as he senses it; perceptionists speak of this as a "transaction" with the senses acting as a bridge between memory and the present. Snygg and Combs call the total relationship a phenomenal field:

Several years ago one of the authors was driving a car at dusk along a western road. A globular mass about two feet in diameter suddenly appeared directly in the path of the car. A passenger in the front seat screamed and grasped the wheel, attempting to steer the car around the object. The driver tightened his grip and drove directly into it.

In each case the behavior of the individual was determined by his own phenomenal field. The passenger, an Easterner, saw the object in the highway as a boulder and fought desperately to steer the car around it. The driver, a native of the vicinity, saw it as a tumbleweed and devoted his efforts to keeping his passenger from over-turning the car.

\(^9\)The Ohio State University, July, 1953.
In understanding this behavior it is not necessary to know what the object "really" was. Each occupant of the car behaved toward it according to its nature in his own phenomenal field.\textsuperscript{10}

They postulate the following statement:

All behavior, without exception, is completely determined by and pertinent to the phenomenal field of the behaving organism.\textsuperscript{11}

To the extent that each human being brings his own set of understandings of his past experiences to a given point in time and these affect, by emphasis, the importance of what he senses --- to that extent, each person views a given situation differently from his neighbor. These two people can communicate, however, only in terms of what they perceive they have in common in their phenomenological fields. Communication in this context means agreement on the definition of terms and mutual understanding.

Lewin\textsuperscript{12} speaks of the phenomenological field as the "psychological life-space". Both terms as defined by their authors draw heavily upon Gestalt psychology for their basis. In the field of Gestalt theories of

\begin{itemize}
  \item[]\textsuperscript{11}Ibid., p. 15.
\end{itemize}
psychology perception plays a vital part. For example, in the field which an individual senses there are many things which influence his behavior. There are objects and ideas which are present now; there may also be objects and ideas away from the present scene which have bearing upon the immediate situation. All of these form a pattern or Gestalt for the individual and aid in determining his behavior.

The importance of prior experience.

Depending upon his mental and emotional state, a person may behave in two entirely different ways when placed in the same situation on different occasions. That which loomed large at one time now fades into the ground; that which was insignificant, assumes gross proportions. What the individual reacts to in his sensory field is based upon his belief of what is there and also his present understanding of his past relations with what exists in the field.

Correlate to this idea is another thought. No two individuals bring the same fund of past experiences to a given situation and, therefore, their behavior may vary in that situation. One person will perceive certain other phenomena, ignore some of the first ones, and may view the entire situation from a different perspective. His behavior will reflect his outlook.
Predicting behavior.

From this background it would appear hopeless to attempt to predict an individual's behavior. Behavior, however, is purposive and controllable, at least in the conscious state. If one adds the fundamental concept that learning results in a change in behavior, then the outlook is not so black.

In an educative situation the people or circumstances present cause the individual to re-examine his mode of behavior. If his mode of operation appears to him to be satisfactory, no change in his behavior will occur and visible evidence of learning will be lacking. If, however, he believes that his present behavior does not function satisfactorily in the situation, he will adjust or change his behavior in such fashion as will, as he perceives himself and his field, help him meet his needs, or achieve his goals, in a more adequate manner.

Apparently, then, the important question remains: What causes a person to behave in a given manner or to change his behavior? The third assumption previously mentioned stated that a person's considered judgments (his determiners of action) were based upon his system of values. A person behaves in a given manner or adjusts his behavior when he perceives that his action constitutes an appropriate means for achieving that which he values.
A definition of value.

White states that a value is "any goal or standard of judgment which in a given culture is ordinarily referred to as if it were self-evidently desirable (or undesirable)." Foshay and Wann do not define a value as a general term but write instead of attitudes and referents.

"An attitude is a sort of psychological set or stance --- an inclination toward or away from something . . . . The referent of an attitude is the something toward which the attitude is directed, be it an idea, an object, a person or a course of action." In both of these definitions a value is a goal, standard, of judgment, or referent that is considered desirable or undesirable.

Dewey in his monograph, Theory of Valuation, develops a different concept. In characteristic fashion he carefully and painstakingly builds his position through an exact analysis of terms. For example, it was his belief that

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the act of valuing preceded that which was valued, i.e.,
the verb preceded the noun. From this he concluded that
a study of value is essentially the study of a process,
not of things. In addition, he considered valuation an
active process rather than a passive one. "Desire . . .
is an active relation of the organism to the environment,
a factor that makes the difference between genuine desire
and mere wish . . ."16

For this study, other important generalizations
Dewey develops are the following:

In empirical fact, the measure of the value
a person attaches to a given end is not what he
says about its preciousness but the care he
devotes to obtaining and using the means without
which it cannot be obtained.17

and

But take the case of a child who has found
a bright smooth stone. His sense of touch and
of sight is gratified. But there is no valua-
tion because no desire and no end-in-view, until
the question arises of what shall be done with
it; until the child treasures what he has
accidentally hit upon. The moment he begins to
prize and care for it he puts it to some use
and thereby employs it as a means to some end,
and, depending upon his maturity, he estimates
or values it in that relation, or as a means
to end.18

16Ibid., p. 16.
17Ibid., p. 27.
18Ibid., p. 38.
The first of these quotations is dealt with in the chapter on the procedures involved in the study, for it is a challenge to one of the basic assumptions of the study.

The second statement is of vital concern in a study of behavior. People value things only in a relational sense, spatial and/or temporal, as a means to an end. When tied in with perceptual theory, the idea assumes even greater clarity. A person values those referents in his phenomenological field which he perceives as things or ideas (means) which aid or block him from the attainment of his desired goal (end). The greater his store of past experience and the larger the number of referents he is able to sense in his field, the sounder will be his base of appraisal.

In the light of these and many other variant concepts of value, the writer believes that valuing is a process of reflection and integration in which the individual utilizes his perceptions of what exists in a given situation and his prior experiences with the referents in the field to determine that course of action which he believes will yield the greatest self-satisfaction.

The definition stresses the reflection on and reconstruction of past experiences in view of present circumstances. It goes beyond this point and (by virtue of this
fact it is more all-encompassing than either experience or perception) sets the course of action for the evaluator.

One aspect of this definition of valuing which has not yet been dealt with is the last phrase, "the greatest self-satisfaction". The term should not be construed in the narrow but in the broadest sense, as a description of that for which man is purposing. In this connotation it is synonymous with Dewey's concepts of growth and becoming.

When man consciously attacks a problem he weighs possible procedures and by rational deduction (reflection) determines what he believes should be his course of action. Naturally there are many daily decisions, courses of action to be chosen, which are arrived at by habit or made because the choice is glaringly obvious. In these valuing has been relegated to the background or is relatively immaterial.

Many decisions are irrational, however, and based on emotion, illogical assumptions, and rationalizations. Fortunately, most of these result in little harm to the person. While it is doubtful whether man would be able to stand the strain of making all of his decisions rationally, it is regrettable that he makes so few in this manner.

Does the definition condone self-aggrandizement? If each self sought his own satisfaction, would not each one be at the other's throat? These and other similar questions
indicate that self-satisfaction is being defined in an immediate rather than a long range manner.

Satisfaction is an attempt to ease an emotional disturbance, so it may still be said that man's activities are controlled by emotions. Yet the use of reason to determine a course of action leads to controlled emotion and a mature being. "Reasonable" satisfaction requires intelligence.

Obviously, if an individual wished to satisfy a desire for food, he could pilfer from a grocery store. This would help satisfy his self, but he does not do so. Why? In the long run he would be denying his self of other satisfactions it also wishes --- respect of fellowman, freedom. He must, therefore, approach his satisfaction by appending the adjective "most" or "greatest". Normally, a man in our culture would not steal, but if he were destitute and starving, stealing a loaf of bread might give him the greatest satisfaction.

Each man must take cognizance of the consequences of his actions not only to himself but to the others who may also be involved as a result; for a man's self exists and becomes only in interrelationship with other human beings. That which injures or limits the social matrix, limits or injures the self. Thus, while the reason for satisfying the self has an intrinsic quality or justification that
knows no moral or ethical bounds, there is a moral restraint imposed in any society where men are governed by law.

Value terminology.

Certain terms which are helpful in understanding valuing require more careful examination and definition. They are the characteristics of means and ends which affect the valuation process: the situation, valence and intensity.

The first of these, the situation, has been dealt with earlier in this chapter and will not be belabored here. Suffice it to say that whatever means are used and whatever ends are desired will depend in each situation upon the perception of the field by the evaluator.

Valence, as in chemistry, refers to the positive or negative significance attached to a referent. If one likes or is attracted to a given thing, it is said that a positive valence exists between the perceptor and the referent. If one dislikes or is repelled by a given thing, conversely, it is said that a negative valence exists.

Intensity is the strength of the attitude shown by an individual toward a given referent. One may have intense reactions of either a positive or negative character toward a particular person or idea. The less intensely an individual values a particular object the less likely he is to take it into consideration. When the presence or absence of the
referent makes no difference to the individual in his perception of the field, there is no intensity of either a positive or negative valence and the individual is said to be apathetic to the referent.

The concept may be more easily understood when explained diagramatically:

![Value Scale Diagram]

The use of a few examples might be helpful. At the end of a day of driving cross-country the positive intensity of the value one ascribes to a clean, comfortable motel room is high. If one has no calls to make, the presence of a telephone may be treated apathetically. The noise of the traffic from the highway, particularly trucks, may have a highly intense negative value.

If the automobile develops motor trouble on the open highway the next day, the noise of an approaching truck may

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19 Foshay and Wann, op. cit., p. 27. The author has revised the titles on the diagram but is indebted to Foshay and Wann for the scale concept for describing values. A different scale would be necessary to show the relative position of values in a different situation.
have a highly intense positive value; the wild flowers by the side of the road may be viewed apathetically; and the summer heat may be intensely disliked.

The two examples cited show the relational aspect of referents to the individual's perception of the situation in which he finds himself.

Note the noise of the truck. If the truck is used as a means for disturbing the person's sleep when he is tired, the valence is negative and the intensity high. If the truck may signal the arrival of aid, the valence is positive and possibly not quite so intense --- depending, of course, upon how long the individual has been forced to stay in the midday sun.

Thus, the valence and the intensity a person assigns to a referent are situational and reflect the degree to which he perceives the referent as assisting or blocking him from achieving that which he values, compared to the influences he perceives the other referents in his field exert upon his efforts to reach his goal. An individual values a referent to the extent that he perceives it as a means to attaining some further referent he desires.

The means-end continuum.

The instrumentalist values a thing to the degree that it may serve as an instrument (means) for gaining some further thing (end). The procedure continues ad infinitum
with the ultimate end being one of growing and becoming in which life is ever happier and more satisfactory for the individual and the society.

Considered singly the process is fairly easily understood. One moves from a particular means to a given end, which in turn becomes a means to a further end and so on. In this manner of existence one's behavior would be simple and quite predictable and, if one is not confronted with a problematic situation, he behaves this way.

Lewin's field theory would diagram the person's behavior in this manner:20

![Diagram 2](image)

where I is the individual being propelled by the vector, V, toward the goal, G. The direction of the arrow shows the valence and the length of the line can be made to show a rough approximation of the relative intensity of the vector. In this instance the individual would move to the right and reach the goal. When placed in a similarly perceived

20Lewin, op. cit., p. 83.
situation he would behave similarly and, if repeated frequently, a habit would be formed.

**Habitual behavior.**

Habitual behavior is the normal mode of existence for the average man. Almost all of his acts throughout the day are examples of behavior channeled by custom. In the evening he may become hungry and, through force of habit, he moves to the refrigerator. The goal is hunger-satisfaction and the means for its attainment is the food in the refrigerator. The indicator of the valence and intensity of desire to satisfy the man's hunger is the behavior he exhibits by getting up from his chair in the den and going to the kitchen.

If, however, something were to occur which prevented the man from getting the food, he would then exhibit a different form of behavior. If he is thwarted, at least temporarily, from achieving his goal, he is involved in a situation where habit does not suffice and he is concerned about the consequences — a situation requiring thoughtful behavior. Thoughtful behavior results when a block is put in the way of the achievement of that which an individual wants and could reach if the block were not there, or when an alternate goal is perceived in the field.

In habit behavior nothing is present to block the attainment of the goal, performance of the habit is
satisfactory for the situation as the person perceives it, and the desired referent, which controls the direction of the behavior, remains unquestioned. If, however, a block does arise, then the individual must take it into consideration and alter his behavior so as to overcome or circumvent it. This altered behavior is thought-provoked and occurs when circumstances tend to thwart his efforts to attain a desired goal.

Habit behavior is the automatic or conditioned response to a situation involving a desired goal, which has been found on previous similar occasions to allow the person to attain his goal. This is not to imply that habit behavior was not at one time thoughtful behavior, nor that a block to the attainment of the goal may not be present, but through continuous satisfactory practice in achieving the goal, the valuing process is often no longer considered. Thoughtful behavior results when an individual is forced to consider the field in which an habitually desired referent is unattainable by normal procedure, or two or more goals are desired and are at least in partial conflict.

Two additional descriptions of the activities of hungry Mr. X may help to illustrate what is meant.

1. Upon arriving at the refrigerator he finds the door is jammed and he is unable to open it.

2. When Mr. X leaves the den where he has been
reading, he sees his favorite actor performing on television as he passes through the living room to the kitchen. Assuring himself that he is going to watch for only a moment, he remains rooted in the doorway with his eyes on the television set and his hand on the doorknob.

**Thoughtful behavior-variant #1.**

The first variant of thoughtful behavior occurs when the efficacy or adequacy of a given response is questioned in a situation in which one has been able habitually to achieve a desired goal in similar situations in the past (pressure on the latch of the refrigerator door causes it to open allowing access to food). In this case a barrier has been introduced between the person and the goal (the jammed door). The result of this restraining force is frustration and subsequent denial of the goal by the individual ("I wasn't really hungry anyway"); circumvention of the barrier (Mr. X uses a screwdriver to free the jammed door); or a shift by the person toward a new and more accessible goal, which now becomes part of the field (Mr. X turns to the pantry in search of food).

Lewin depicts the situation with this diagram:

where I is the individual, Mr. X; B is the barrier, the jammed door; and G is the goal, the food.

Thoughtful behavior-variant #2.

The second variant of thoughtful behavior involves conflict. Conflict occurs when a person is in a field that has approximately equally strong opposing forces. He may be between two positive valences, i.e., two goals almost equally desirable, but not both attainable in the situation (in this instance, watching one's favorite actor and obtaining light refreshment); the object or practice he is contemplating may have both desirable and undesirable attributes (not described); or he may be between two negative valences or equally undesirable alternatives (not described).

Lewin depicts this variant in the following manner:22

Diagram 4.

where I is the individual, \( V_1 \) and \( V_2 \) are the vectors propelling the person toward the respective goals, \( G_1 \) and \( G_2 \).

If people do not see a block to a desired goal or a

22Lewin, op. cit., p. 89.
conflict between equally desirable goals in a situation, they are content to remain as they are, in a state of habit behavior. Since habit behavior maintains the status quo of an individual, no learning takes place when it is operative, for learning results in a change in behavior. This is not to deny the importance of reinforcement in the instilling of a newly-learned habit. In this case the goal is achievement in the form of speed and accuracy and, so long as these increase, learning is taking place. The barrier to be overcome in developing a skill is, of course, one's own lack of dexterity.

The introspective aspect of learning.

Since habit behavior does not allow for learning, then a learning situation involves thoughtful behavior. Thoughtful behavior occurs only when a person is confronted by what he perceives as a problem situation. A problem situation requires a "felt difficulty". Each "felt difficulty" is either a block to the achievement of a referent or it is a conflict between referents. Therefore, a learning situation, to be a learning situation, must involve an examination of the value process of the learner.

Only when the learner senses or becomes aware of the fact that his present conception of behavior toward a goal is inadequate for the situation, will he learn, i.e., modify or change his behavior. This statement is the basis
for what may be called the introspective aspect of learning. The task of the teacher, according to this aspect of learning, is to sensitize the learner to his inadequacies and to assist him in the acquisition or change of behavior patterns which permit him to overcome these inadequacies to his own satisfaction.

In other words, the teacher helps the learner to do those things he already values doing, and, by exposing him to many new perceptions and experiences, broadens the base upon which he may draw in future valuing activities.

The teacher may help, but learning is an individual matter. Each person has to determine what is best for him to learn and how. Therefore, not only the teacher but the learner himself must be concerned with introspection. In fact, learning without introspection is most inefficient, for people then burden themselves by learning things that are of no worth to them.

Inherent in this position is a relatively new concept in education --- self-appraisal. Basic to self-appraisal is the act of perception --- perception of self, of the phenomenal field in which one exists, and of the effects of the interaction of the one on the other. But even more important still is the open and candid examination by the individual of the values which determine his behavior. For permanent learning, that is, lasting modified or changed
behavior, results only when a referent, through experience, assumes new characteristics in the person's perception.

Sharp's study provides a procedure for the examination of action-determiners, and this study, it is hoped, will provide the content, or areas of concern, in education by which prospective teachers and teachers in service may examine and compare their own systems of values with those of a group of selected teachers.

Sharp quotes Shaffer's concept of re-education as "leading the patient to abandon his habits of conduct that are socially undesirable and individually ineffective." He then hastens to distinguish between the psychotherapeutic definition of re-education and the use he makes of the term in his study. He emphasizes that teachers (and children) are essentially not "patients" nor "abnormal". He accepts one assumption, however, that the patient (the learner) must accomplish any learning he does by himself, but he needs help in doing so.

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The help that is given requires an indirect approach to the problem of learning. This point cannot be emphasized too strongly. People change themselves. Education has long been identified with instruction, and educators have been trained in the directive skills of telling, analyzing, explaining, and persuading; therefore it is difficult to convey the conception of an indirect approach. Furthermore, educational administrators whose conception of school administration has been drawn from a type of business management which is becoming outmoded are likewise prone to think in terms of solving problems by direct attack. Such a forthright managerial approach may be effective with space, material, and equipment but frequently fails in dealings with human beings. The traditional teacher may be helped, stimulated, encouraged, guided, and supported; certain provisions may be made to encourage growth, such as released time, consultant service, clerical help, and reference materials; but in the end it is the teacher himself who will decide whether he is going to grow and, if so, how. Direct methods may bring about a temporary change in behavior --- a conforming; but if the teacher has not accepted the changes there will be no permanent or effective change. In the long run the indirect way is the more practical, efficient, and economical, for the results gained are permanent.26

Thelen states the point most succinctly, "Teaching is what the teacher does. To change teaching means that the teacher himself must, in some respects at least, change. And only the teacher can change the teacher."27


Behavior is purposive; behavior is caused; and behavior is learned. Yet the purpose is self-satisfaction; the causes are prior experience and the present situation; and the learning is due to a sensed or perceived need. Thus, perceiving, experiencing, learning, and understanding are all tied together, and overarching them all is the process of valuing. For valuing, by its definition, encompasses perceiving and experiencing. It determines learning and is the reason for understanding.

The thesis developed earlier stated that behavior, and change in behavior, is based upon the valuing process of the individual. The purpose of this study is to attempt to determine some areas of concern or clusters of values to which teachers in preparation and teachers in the field may turn their attention for purposes of self-analysis or introspection. By so doing they may see some of their own inadequacies reflected and seek to change their behavior.
CHAPTER IV

METHODOLOGY AND CONTENT ANALYSIS

Selection of "good" school systems and "good" schools.

A jury of thirty-eight supervisors, administrators, and college professors were asked to name those schools or systems in their areas of Ohio which fit the following criteria:

1. The school or system mentioned must be engaged in a serious, planned effort to improve its instructional program.

2. The effort must reflect almost total faculty participation and not just that of a few teachers if it is to be considered.

The jurors were scattered in all sections of the state and responded as shown in Table I.

Replies were received from thirty of the thirty-eight letters which were mailed, a 79% return. The jury showed a marked preference for schools from the northern half of the state. This should not be taken to indicate, of course, that there are no schools or systems in the southern half of Ohio which are engaged in programs of instructional improvement, but simply that this jury did not pick them.

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1Appendix A
### Table I

**SCHOOL SYSTEMS MENTIONED AT LEAST TWICE BY JURORS**

<table>
<thead>
<tr>
<th>School system</th>
<th>Times mentioned</th>
</tr>
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<tbody>
<tr>
<td>Jefferson Twp., Franklin County, Local Schools</td>
<td>6</td>
</tr>
<tr>
<td>Marion City Schools</td>
<td>6</td>
</tr>
<tr>
<td>Perrysburg Village Schools</td>
<td>6</td>
</tr>
<tr>
<td>Bowling Green City Schools</td>
<td>5</td>
</tr>
<tr>
<td>Euclid City Schools</td>
<td>5</td>
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<tr>
<td>Lakewood City Schools</td>
<td>5</td>
</tr>
<tr>
<td>South Euclid-Lyndhurst City Schools</td>
<td>5</td>
</tr>
<tr>
<td>Akron City Schools</td>
<td>4</td>
</tr>
<tr>
<td>Columbus City Schools</td>
<td>4</td>
</tr>
<tr>
<td>Cincinnati City Schools</td>
<td>3</td>
</tr>
<tr>
<td>Cuyahoga County Schools</td>
<td>3</td>
</tr>
<tr>
<td>Marion Twp., Franklin County, Local Schools</td>
<td>3</td>
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<tr>
<td>Butler Twp., Montgomery County, Local Schools</td>
<td>3</td>
</tr>
<tr>
<td>Barberton City Schools</td>
<td>2</td>
</tr>
<tr>
<td>Champaign County Schools</td>
<td>2</td>
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<tr>
<td>Dayton City Schools</td>
<td>2</td>
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<tr>
<td>Dover City Schools</td>
<td>2</td>
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<tr>
<td>Garfield Heights City Schools</td>
<td>2</td>
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<tr>
<td>Norwalk City Schools</td>
<td>2</td>
</tr>
<tr>
<td>Ohio State University School</td>
<td>2</td>
</tr>
<tr>
<td>Shaker Heights City Schools</td>
<td>2</td>
</tr>
<tr>
<td>Willoughby City Schools</td>
<td>2</td>
</tr>
</tbody>
</table>

There are at least three possible reasons why these schools led the jurors' list. First, obviously, they may have been selected because they met the criteria; second, most of the jurors who failed to respond were from the southern half of the state; and third, a few of those that were mentioned may have been selected on the basis of some earlier claim to fame, hearsay evidence of some acquaintance...
of the juror, or information passed along by some active public relations staff.

By whatever means the jury chose to make their nominations of schools and systems which fulfilled the criteria, the following seven systems were most frequently mentioned:

- Bowling Green City Schools
- Euclid City Schools
- Jefferson Twp., Franklin County, Local Schools
- Lakewood City Schools
- Marion City Schools
- Perrysburg Exempted Village Schools
- South Euclid-Lyndhurst City Schools

The selection does not necessarily imply nor should the reader infer that these are the best school systems in Ohio. The author believes, however, that these school systems are, on the whole, typical of the better instructional programs in the state. To the extent that others agree, the purpose of the jury will have been served.

The seven systems chosen by the jury were contacted and agreed to participate in the study. Either the superintendent or the director of instruction was asked to select a school that was most representative of what was going on in that system with respect to improving educational practices. In the case of Perrysburg both the elementary and the high school were used, since both met the criteria and a more normal proportion of secondary to elementary schools was desired. Thus, eight "good" schools were used:
Bowling Green - (Ridge Street Elementary School (University Elementary School
Euclid - Jefferson Elementary School
Jefferson Local - Gahanna-Lincoln High School
Lakewood - Lincoln Elementary School
Marion - Glenwood Elementary School
Perrysburg - Perrysburg Elementary School
Perrysburg - Perrysburg High School
South Euclid-Lyndhurst - C. W. Bolton Elementary School

Two seven-teacher schools whose staffs know one another intimately were used as a single unit test situation in Bowling Green. These two schools are deeply engrossed in improvement programs and were combined to provide a large enough population from which the selection of teachers might be made.

Descriptions of the schools.

The following is a brief description of each of the school systems, the school itself, and the instructional program. The schools and systems have been named above for purposes of recognition, but here, as elsewhere in the study, they are listed only by a code title.

The primary reason for depicting the schools is to illustrate how dissimilar they are in size, facilities and environment. Some are large; some small. Some are in rich neighborhoods; others in lower-class communities. They are housed in old buildings and in new ones. Apparently, many of the shopworn excuses for a poor instructional program are not the obstacles they were once thought to be.
School 1.

This school is in a local township district in a county. The population served is primarily lower and lower-middle class. A large aircraft factory nearby supplies work for many of the fathers and mothers of the students. Some of the school population, however, are children from neighboring farm and rural non-farm families.

The physical plant was built in 1927, with an addition added in 1952. Many of the instructional materials are makeshift and many of the facilities remain from a bygone era. Through all this the faculty and student body appear to have adopted a lighthearted, relaxed attitude of friendliness and esprit de corps. While the per pupil valuation in the tax district is only $9,250, every effort is made to use the funds as wisely as possible.

Within the past two years the staff has been seriously examining the purpose the school should serve, and has been experimenting with the use of a block of time and various forms of methodology. A consultant from the nearby state university has been "on call" and has made frequent visits to discuss pertinent problems which confront the teachers.

School 2.

Located in a highly conservative city, this school is in a lower class neighborhood where the social group is composed essentially of unskilled laborers and migratory
workers. Growth in the city, particularly in this area, has not been excessive or rapid.

The building is approximately forty-five years old, dull and drab, and in need of renovation. The principal is a veritable dynamo, however, and works with the staff in developing a more meaningful program for the students.

The staff members also seem to be intensely concerned about the well-being of their students. Several commented that they felt it to be part of their task to bring some beauty into the lives of the children. The teachers are aware of the low socio-economic status of the community and are attempting to interest the parents in the work of the school.

Despite the poor building conditions, there is much evidence of experimentation, especially in the reading program. Ability-level groupings combining all grades, as well as within a grade, are being investigated. Materials for this program are present and are being used throughout the building. Many different teaching techniques, e.g., phonics, spelling, association, etc., are also being studied. Aside from the reading program, however, little is being done to improve present practices, although a study of promotion-retention procedures is being considered.

School 3.

The school is located in one of the older suburbs of
a large city of the state. Years ago the young businessmen and professional people built their homes in this fashionable area. Today the suburb is almost entirely built up; many of the original families are still there, but are older with few children of school age; and the net result is a static or nearly-dying community. The wealth of the area (per pupil valuation of property in excess of $25,000) and the lack of space for new housing have combined to cause successful young men and their families to take up residence in other suburbs.

The physical plant is approximately forty-five years old but is light and airy. Despite the age of the building, the furniture and other facilities are of high quality and modern design. Whatever a teacher wishes in the way of instructional supplies, he has only to make the request and it will be granted.

School 4.

Like the school previously described this one is also located in a wealthy suburb of one of the state's large cities. Beyond this point, however, the comparison stops. Far from being a dying community this one is at the peak of rapid growth with room still available for the construction of many housing and business areas.

Parents of the children are business executives and professional people who move in the upper socio-economic
stratum. Property is valued at a higher rate (in excess of $27,000 per pupil) than in any other area visited. As one might expect, facilities and materials ranked among the best observed in all the schools. In fact, the superintendent remarked that he had not refused a request for instructional materials in three years.

The school itself is new, barely three years old, and built well. Pleasant and cheerful on the interior, the teachers state that they like to teach there and are especially proud of the friendly atmosphere which pervades the building.

The instructional program of the entire system has been under scrutiny for the past few years and a set of curriculum guides for all levels was completed a year ago. In this particular school an intensive study of reading readiness and a delayed reading program are underway. Teachers are also engaged in system-wide studies of specific subject-matter placement at various grade levels.

**School 5.**

This school is in a community of young people who are just beginning to make their mark in the city of which their area is a suburb. As beginning doctors, lawyers, and junior executives, they value the best possible education for their children and will pay for it to the limit of their ability. The area is strictly residential, however,
with no industry, and a consequent per pupil property valuation of $16,000.

The growth in the community has been phenomenal --- seven of the nine elementary schools and an addition to the high school have been built in the past six years. The school population has tripled in that time as well.

The particular school that was visited is five years old and functionally well-designed, but already overcrowded. The staff is probably the youngest in any of the selected schools, yet this seemed to affect in no way the responses which were made to the questions asked. This was the only school where a first-year teacher was selected by her peers to be interviewed.

Materials are readily available and are well used. Currently, there is a system-wide study of subject areas within the curriculum, particularly grade placement of science concepts. In the individual school the faculty is engaged in interpreting test results (standardized tests, mental maturity tests, etc.) to parents.

School 6.

The school is located in a small city and draws its population from a variety of sources. Some children come from nearby farms, others are rural non-farm dwellers, still others live within the city, and some are children of
professional people from the nearby university, which is one of the major sources of revenue for the city.

The school system, although publicly operated and supported, acts as a laboratory for the teacher preparation program at the university. The association is mutually beneficial, for the system in turn receives competent assistance from the university which it could not otherwise afford on its property valuation of $12,000.

Members of the community take an active interest in their schools. They attend meetings regularly and work cooperatively with the school faculties. The individual schools and the total system recently have been examining and revising the procedures they use for reporting to parents.

The building that was visited is filled to capacity and is in need of renovation. As one teacher put it, "We need quiet ceilings and quiet floors so we don't have to hush the children." The lighting system is also outmoded. The supply of instructional materials, while not extensive, is considered adequate by the faculty.

School 7.

This school is located in a small suburban village system in an essentially residential area. While there are some fairly expensive homes, the tax duplicate is not
as large as in many other sections because there are no large industrial plants.

The community has made up its mind that it will back a good educational program and is developing physical facilities to keep pace with the changes in the instructional program. Benefiting from the services of a superintendent with an imagination, and a fine architect, this school, built three years ago, incorporates many of the finest ideas in school plant design where first concern has been for the instructional facilities.

The principal, his staff, and the students are very proud of their building. They make excellent use of the many unusual facilities available to them. For example, each classroom has its own sink and separate work space; teachers' rest rooms are furnished in good taste and display the latest in professional and popular magazines; and the use of color, draperies, and other furnishings combine to help make the students and teachers happy that they are in school.

Supplies, instructional materials, and professional books are obtained as requested. The staff of the school has been engaged in the formulation of a philosophy and the development of a comprehensive elementary science program.
School 8.

This school is also located in a suburban area where the neighborhood is residential and the community is basically upper middle class.

The school plant is twenty-five to thirty years old and has been continually renovated. New equipment is added each year and materials are purchased as requested by the staff.

The faculty is currently engaged in an investigation of a reorganization of the curriculum with a block of time at each grade level. Most of the students go on to college, however, and this has had a distinct influence upon the construction of many of the courses. The major problem confronting the faculty appears to be a reconciliation of the two points of view which are present in these two approaches to course content.

Selection of the "good" teachers.

In each of the eight schools in the systems selected by the jury, the principal and the teachers were asked to name the staff members they felt were the "best" teachers in the school. Several times teachers asked what was meant by "best". The only reply that was given was that the teachers sought were those who had done an "outstanding

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2 Appendix B
educational job". This evasive and nebulous answer was given deliberately so that each teacher might use his own criteria for judgment and thereby prevent the choice from being pre-structured.

Each teacher put his "ballot" in an envelope, sealed it, and returned it to the principal's office. When all the envelopes were collected, they were placed in a larger envelope and mailed to the author. The listings were opened and tallied. The principal and the four teachers most frequently mentioned in each school were selected for individual interviews.

Several basic assumptions are implicit in this procedure. First, the teachers selected would be more likely than other teachers to practice those values they verbalize. As has been mentioned in a previous chapter, Dewey\(^3\) and several others have stated that there is often a great difference between the stated beliefs of an individual and the ones indicated by his actions. To substantiate this critical assumption the foregoing scheme of selection was employed. While verification of this assumption by observation is still another piece of future research, there is basis for accepting the present findings,

for, if in representative schools in progressing systems, teachers selected as "best" by their peers do not engage in the procedures they espouse, then it would be exceedingly difficult to ascertain who in the teaching profession does.

Second, teachers within a school who are selected by their peers as being "best" are actually those whose opinions in relation to educational problems are most respected. This means that these are the teachers whom other teachers turn to when educational matters are discussed. Further, they are the people who, through their agreement or disagreement, play a vital role in determining what will constitute improvement in the instructional program. To check the validity of this assumption, the principal in each school was asked at the end of his interview if the opinions of the teachers selected were of importance in the implementation of any curricular change. In each case at least three of the four teachers interviewed were so considered by their principal. This was true even in the situation where the principal and the teachers did not agree on the selection of the "best" teachers.

Third, the principal himself is influential in instituting curriculum change. Through his status position, the principal becomes the person to whom the faculty turns for educational leadership. As a liaison person he
connects the activities of the school with the work of the community in which the school exists and which it serves. Therefore, the principal automatically becomes one of the five persons to be interviewed.

Problems occurring in teacher selection.

In only one of the eight schools did a principal hesitate to take part in the study because the teachers might react unfavorably to the questionnaire or the use of the tape recorder. The fears of this principal were allayed by the staff when they were consulted about taking part in the study. No teacher in any of the schools showed more than a superficial concern when it was announced that the interviews were to be taped. Of course, all possible efforts were made to reassure the teachers that their personal and professional feelings and reputations would be respected throughout the study.

In only one of the schools did the teachers make the use of the questionnaire invalid. The majority of this faculty stated that they felt that no teacher would be listed as "best" since each one had his strengths and weaknesses. In this situation the system supervisor who knew the teachers very well and had observed them under many conditions picked the people to be interviewed. Apparently the procedure was satisfactory, because the principal also felt that the staff members who had been
selected were respected by the others of the faculty for their educational opinions.

The main reason for using the questionnaire was to obtain teachers whose opinions were respected by their peers and who could verbalize their values. Although these respondents were chosen by another means no disparity was evident in their replies when compared with those of teachers in other schools. Therefore, it was decided that it would be unnecessary to exclude this school from the study simply to keep the sampling procedure constant.

The interview technique.

Several possible procedures that might have been used in collecting the data for this study were investigated. The techniques and instruments for obtaining information by each procedure were weighed carefully and none was found to be free of imperfections.

A questionnaire might have been administered, but the responses to restricted questions would leave little opportunity for exploring the many facets of interpretation. If the questionnaire were used, it would have had to have been so lengthy in order to supply the data obtained that most of the respondents would not have taken the time necessary for an adequate reply.

Elaborate devices and a corps of trained observers were not available for observing the teachers in typical
school situations. It is also quite improbable that the observers would have gathered as many teacher preferences in a like amount of time as the author obtained from each respondent, nor would the observed behaviors be as varied and still as channeled as the comments that were noted.

In short, therefore, the interview technique was adopted, because of the informality and the opportunity to permit teachers to react to open questions. In addition, the use of a tape-recorder permitted the interviewer to refrain from taking notes and distracting the respondent, and it also allowed a leisurely, accurate examination of the data at a later date.

Jahoda, Deutsch and Cook suggest (that) observation methods are of primary value in describing and studying behavior which takes place in a controlled situation, in response to known stimuli. Observational methods are less likely to be useful for the measurement of attitudes and perceptions and are obviously unable to probe the past or to determine an individual's intentions for the future. The criteria of directness and economy, and the ability to collect data about beliefs, feelings, past experiences, and future intentions have widened the range of application of the interview.4

There are, however, many limitations to the use of the interview. The interviewer, for example, cannot help

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but become involved in the interview situation from the time he sets the stage by introducing the topic to the final comment. His attitude may cause the respondent to withhold or distort certain facts. His bias, as he probes for responses to his open questions, may unintentionally appear in the conversation and slant the reply.

The interview situation itself may not be conducive to the free expression of ideas by the respondent. In this study serious criticism was raised when the recorder was mentioned as a possible device for retaining data. The test situations, however, showed that teachers rapidly became accustomed to its presence.

Last, the respondent holds the key to the worth of the entire question period. Let him perceive the study as unimportant, the interviewer or the recorder as a threat to his security, or let him simply be in an uncooperative frame of mind and the interview may be almost worthless.

Cannell and Kahn mention another limitation of the respondent, namely, his inability to provide certain types of information because of his inability to make qualified judgments. Often memory bias prevents the respondent from providing accurate information.

It should be reiterated that a serious weakness of the interview in this study is the possibility that the

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5Ibid., p. 331.
reply of the respondent may be indicative of his verbalized beliefs but not of his actions.

The interview.

The teachers and principals were interviewed in many different surroundings, ranging from the principal's office, to a makeshift counseling room, to a teacher's home. In no case did a teacher or principal exhibit a feeling of being ill at ease because of the interview situation. Once rapport had been established and the individual felt that his statements would be treated with confidence, he spoke freely.

Although the tape recorder was kept out of sight wherever possible to permit the respondent to relax and not feel awkward about what he said, the microphone attachment was always in full view. The teachers were also told again at the beginning of the interview that the session was being taped. No one objected.

The interview schedule.

While there was no set or memorized pattern for the interviews, they did cover the same basic ideas. At the start of the conversation the interviewer made a few brief introductory comments and then asked six questions. Every teacher was asked the same six questions and given as much time as he desired to answer them.
The following statements comprised a typical introduction:

Hello. My name is Sid Besvinick. I'm working on my dissertation study at Ohio State. As part of my work I am interested in obtaining the opinions of teachers in good schools in Ohio about educational practices which they have used and some of their ideas on education in general.

As you can see, I'm taping our talk because I don't want to have to be bothered taking notes and because I have about forty interviews which I wish to be able to examine at my leisure. Will it bother you?

(The answer was always in the negative).

Well, I have a few general questions which we can use to get the ball rolling, so, if it's all right with you, I'll start in with them and you can take it from there.

Beyond this point the teacher became the major speaker in the interview. Since the primary objective of the discussion was to have the teacher express his opinions about educational matters, the questions which were used were chosen for the ease with which they permitted the teacher to state his preferences. The six questions were chosen because they seemed to cover the field of education and allowed the teacher the necessary freedom of self-expression which was deemed imperative. They were developed as the result of test situations at the Ohio State University School, in which the interviewer tested many possible queries.
The six questions were:

1. What have you tried this year, as you worked with your students, that you felt was significant? Why did you feel it was significant? Have you tried anything new? Why did you try the new procedure?

2. In your opinion what are the distinctive traits and characteristics which are important in a good teacher?

3. If a new teacher were coming to teach at this school for the first time, would you have any suggestions, or "do's" and "don't's" for him?

4. What is the best feature, educationally speaking, of your present position, or the situation in which you are working?

5. What, in your present situation, most needs improvement?

6. If you could have your heart's desire and money were no deterrent, what program and facility changes, deletions, and additions would you bring about in this school in the next three to five years?

In the last question, as in many others, asking a person "why" often gave an insight into a prior or more basic desire. In most cases this line of questioning could not be pushed too far, however, because the teacher had not pursued his own thoughts that deeply. Stated another
way, these further ends were not "in view" and he had difficulty verbalizing them.

The structure of the interview schedule was deliberately established by the interviewer. First, the objective of providing the teachers with a means for expressing a variety of preferences had to be met. Second, the schedule was structured further by focusing attention on the teacher in his educational environment so that the preferences expressed had to do with the field of teaching. The inquiries were all "open-ended" so that the replies might be probed for further clarification of expressed values.

The analysis of the interviews.

The tapes that were recorded in the pilot study at the Ohio State University School served a dual purpose. They allowed an opportunity for choosing questions for the interview schedule, and, at the same time, provided a set of sample tapes for checking the sensitivity of the author to expressed value statements.

The author's ability to analyze the tapes was checked in the following manner:

Four people, three graduate students and a professor, listened to one of the interviews and itemized the values they heard the respondent mention. It was agreed that notation of a statement by three of the four would
constitute a basis for considering a particular comment a value statement. At least three of the four jurors agreed on twenty-three comments as value statements. The author's listing was then checked and found to contain twenty-one of the twenty-three statements, or an agreement of over 90% with the jurors.

The author then subjected the forty tape-recorded interviews to a careful content analysis for the explicitly mentioned value statements. The interviews were played back several times and any additional preferences which were noted were added to the list for that interview. The length of the interview varied from twenty to thirty-five minutes and the analyzed data yielded from ten to thirty-seven value statements per session.

One of the arbitrary decisions which had to be made early in the process of analysis concerned implicit values. Occasionally a respondent would impute a meaning to a statement beyond what was actually said. Further probing by the interviewer sometimes would not bring an open affirmation or denial of a position by the respondent. While it would be well to include these comments in the analysis, it was felt that the analyst had to assume too much of an interpretation of the data to warrant the inclusion of the implicit value. Therefore, no value, unless actually stated, was included in the analysis.
An example may clarify the issue. One of the respondents appeared to be concerned with teaching the communications skills to the exclusion of everything else. She felt students needed "plenty" of practice after understanding the rule. She felt that teachers should know the components of the several skills and children should be constantly drilled on those aspects of the skills in which they were weak. To the analyst this teacher seemed to value skills as ends in themselves, yet when she had been interviewed, the respondent had rejected this concept. It was decided that the valuing of skills as ends in themselves could not be included as a statement in the analysis as it was an inference not totally justified by the data.

If a previously mentioned value was reiterated by a respondent, it was noted again. In this manner some deference was paid to those values which a teacher felt were important enough for him to mention two or three times in the interview.

Data synthesis.

After the interviews had been analyzed, the items were coded or regrouped into areas of commonality. The first attempt at categorizing placed those comments which bore an extremely high similarity to one another in the same group. For example,
V\(^6\) experienced teachers helping the newer ones.

(3-4-16)\(^7\)

and

V teachers going to each other, if they need help.

(7-3-15)

Proceeding in this rational manner the 879 statements were placed in ninety-two categories with from two to over twenty statements in a category. The ninety-two groups were then further coalesced into twenty areas. For example, in the category, "Taking students where they are," is the following statement:

V moving a child ahead from where he is, because they can't all travel at the same speed. (5-2-4)

and in the category, "Helping the slow and the gifted," is the comment:

V separate programs for the slow and the gifted.

(4-2-23)

These two categories, as well as the one titled, "Individual differences," were placed together in an area

\(^6\)To expedite the handling of the statements, two abbreviations, V and 'V, have been used. The former stands for the phrase, "This teacher values," while the latter indicates, "This teacher does not value."

\(^7\)The numbers appearing after each statement are the code symbols for locating the data in the interviews.
which was broadly termed "Individual differences." The statements included in this area comprised all the comments made by the forty respondents with respect to the importance of individual differences, their recognition, and means for providing for them.

Similarly, the assimilation of groups into broader classifications took place as the other nineteen areas emerged. Each of the twenty areas represented some aspect of teaching which, by an analysis of their own statements, forty teachers and principals thought was of concern and import. Table II contains a list of the twenty areas of concern.

TABLE II
AREAS OF CONCERN
1. Teacher's relations with others.
2. Teacher concern for students.
3. Teacher independence.
4. Student responsibility.
5. Unit teaching.
6. Student interest.
7. Teachers sharing.
8. Materials and facilities.
10. Teacher personality.
11. Teacher preparation.
12. Teaching practices.
13. School organization.
14. Grades and achievement.
15. Teacher's philosophy.
16. Community-school relations.
17. Teacher security.
18. Teaching time.
19. Student activities.
20. Miscellaneous.
Difficulties encountered in categorizing.

The difficulties encountered as the statements of the respondents were classified may be grouped into two divisions: (1) variations in statements by the respondents, and (2) indeterminate definitions of the categories or areas.

Variation in statements of value by the respondent may force the analyzer to deal with the following problems:

First, the teacher may present a series of values in a means-end continuum. In other words, the respondent may express a preference for something because he sees it as a means to some further end which he is also capable of verbalizing. For instance:

V the broad unit approach because it gives an opportunity for socializing experiences. (7-2-4)

Depending upon the use to which the data are to be put, the analyzer may recognize and codify, separately, the two values, concern himself only with the first, or concern himself only with the second. Since this study sought to examine as many values as could be elicited from the respondents the first alternative was used.

Second, the respondent may in some instances value a referent, a thing or idea, and in other cases he may value a process or action. For example:

V an understanding teacher (5-1-3)
V understanding children (5-1-8)

In the first example a teacher's personality trait is involved, whereas the second statement falls into the grouping reflecting the teacher's concern for his students. While the respondent may have meant the same thing both times the categories force the data into two different groups.

The analyst may treat this problem either by restating all of the respondents' comments as valuing nouns or verbs, or by placing the statements in different areas. The first alternative involves possible inadvertent misinterpretations through the manipulation of the data and the second leads to possible miscoding. Rather than mar the original data it was decided to follow the second alternative with the risk of occasional miscoding.

The foregoing difficulties are inherent in the data and may not be ignored. Equally important but capable of some adjustment are the problems created by the analyst through indeterminate definitions of the categories or areas.

Cartwright states:

'Explicit specification of the system of categories used with each variable is essential for reproducible analysis . . . . To be sure that they (independent analysts) will agree, they need explicit rules specifying what features of content are to be taken as indication that it falls in one category rather than
another. A statement of these rules constitutes the operational definition of the category.8

While this quotation is true, what may appear as "explicit specifications" to one person may be quite confusing to another because of his own position and his own perceptions. The lack of explicitness may become manifest in several ways.

Often the boundaries of one category fade into the demarcations of another. As long as a statement falls squarely within the limits of a category, the analyst has little difficulty classifying it. Yet let the statement fall in the "twilight zone" or area of overlap between categories and the analyst is placed in a dilemma of indecision.

The following example is indicative of what frequently occurs:

'V an authoritarian approach to discipline. (6-4-7)

Should this statement be coded under "Teacher concern for students", "Developing student responsibility", "Teaching practices", or "Teacher's philosophy"? There is obvious merit to classifying the statement in any one of these areas. With considerable delineation many of the

boundaries between categories may be clarified, but seldom, if ever, may they be made completely distinct.

A second problem involved in making categories explicitly specific lies in the realm of semantics. The interpretation given by an analyst to a word or phrase in a definition of a category may carry him onto an entirely different train of thought from that followed by another person. For example, the area of concern having to do with the teacher's philosophy was originally intended by the author to include statements about teachers having a philosophy of education and about the teacher's interest in the task of education broadly conceived. Other analysts heaped statement after statement into that area until it lost all resemblance to a specific topic of concern.

Another problem in categorizing statements is caused by having some of the areas much broader in concept than others, thereby placing the categories on different levels of abstraction. The area of concern, "Grades and achievement," for example, could hardly be expected to carry as much influence with an analyst as the area, "Teacher concern for students," which is much more inclusive. Thus, one of the rules of procedure which is often overlooked in coding information is that the categories must be at approximately the same level of abstraction.
Last, while the categories grew out of the data, there did not appear to be any thread which ran through and tied the groups together. An outside criterion against which the groupings might be compared was lacking. Therefore, even though the categories might prove consistent when subjected to a jury, there was no concept upon which to base their validity.

Relocation of the data into new categories.

Because of the many questions raised by the preceding discussion, a jury of six graduate students was asked to classify a sampling of the interviews into the twenty areas of concern. Since the tabulation of their analyses showed agreement by four of the six jurors (the number arbitrarily assumed as necessary for acknowledged location of a statement) on only 64 of the 122 items, further coding appeared to be required.

A re-examination of the areas of concern showed that they could be grouped into as few as two categories, self and non-self. These are similar to the categories quoted by White, "the ultimate extreme of this process (of simplification) would be to recognize only one distinction--the distinction between self and others."9

Of course, all statements made by everyone either concern themselves or they do not. These two categories form an ideal starting point for classifying any data since statements of value, attitudes, factual material, and other communicable ideas may be grouped under these two large headings. The analysis of any set of data, therefore, may conceivably begin with these two divisions.

Prior to an elaboration beyond the two gross categories of self and non-self, an understanding of the purposes for which the data were gathered or the frame of reference in which context they will be examined is necessary. At this point the choice of an outside criterion becomes critical, for the criterion will determine how the collected information should be distributed into categories to provide the most meaningful analysis. The criterion against which the categories for this study are to be compared is the following statement:

The emphasis placed upon a category must make a difference in how a teacher education program, pre-service and in-service, is designed.

With this criterion in mind the category, non-self, may be broken into smaller groups as shown in the diagram.
All statements

self

human

specific class
(in the case of teachers-students)

non-self

non-human

general groupings

intangible
(ideas, concepts, processes)

tangible
(things)

Diagram 5.

In the field of teacher education these categories may assume the following identities. It should be noted that the evolution of the final groups proceeds from the data through the two gross categories and then into the reconstructed categories.

The 879 statements in the forty interviews may be grouped by combination into the twenty areas of concern which fit into the self and non-self categories as illustrated below.

I. Self
   A. Psychological problems
      1. Teacher independence
      2. Teacher personality
      3. Teacher philosophy
      4. Teacher security

II. Non-self
   A. Sociological problems
      1. Teacher relation with others
      2. Community-school activities
      3. Teacher sharing
      4. Teacher concern for students
      5. Student responsibility
      6. Student interest
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7. Individual differences
8. Student activities

B. Educational problems
   1. Unit teaching
   2. Teacher preparation
   3. Teaching practices
   4. Grades and achievement

C. Inanimate objects of concern
   1. Materials and facilities
   2. School organization
   3. Teaching time

D. Miscellaneous

Beginning with the two gross categories of self and non-self and expanding them under the influence of the outside criterion, the statements may be recoded into the following areas. Teacher replaces the word, self; students, the words, specific class; curricular practices, the words, ideas and processes; and school operation, the words, things and mechanical routines.

I. The teacher
   A. Insight into or analysis of self.
   B. Attributes or characteristics ascribed to self.
   C. Activities performed by self (alone).

II. The teacher - others
   A. Community
      1. Teacher's relations with the community.
      2. Teacher's insight into and analysis of the community.
      3. Attributes and characteristics ascribed by the teacher to the community.
      4. Community activities of concern to the teacher.
   B. Parents
      1. Teacher's relations with the parents.
      2. Teacher's insight into and analysis of the parents.
      3. Attributes and characteristics ascribed by the teacher to the parents.
      4. Activities of parents of concern to the teacher.
C. Teachers
1. Teacher's relations with other teachers.
2. Teacher's insight into and analysis of other teachers.
3. Attributes and characteristics ascribed by the teacher to other teachers.
4. Activities of other teachers of concern to the teacher.

D. Administrators
1. Teacher's relations with administrators.
2. Teacher's insight into and analysis of administrators.
3. Attributes and characteristics ascribed by the teacher to administrators.
4. Activities of administrators of concern to the teacher.

III. The teacher - students
A. Teacher's relations with students.
B. Teacher's insight into and analysis of the students.
C. Attributes and characteristics ascribed to students by teachers.
D. Student activities of concern to the teacher.

IV. Curricular practices
A. Methodology
1. Techniques
   a. field trips
   b. projects
   c. phonics
   d. practice
   e. transfer of learning
   f. use of visual aids
   g. etc.
2. Procedures
   a. correlation
   b. integration
   c. group work
   d. broad unit
B. Appraisal of students
1. Grading
2. Reporting
3. Promoting
V. School operation

A. Organization
   1. Program, course of study, and individual subjects
   2. School routine
   3. Teaching time
   4. Grouping of students
   5. Articulation

B. Administration
   1. Teacher load (class size and number of students per day)
   2. Building upkeep and appearance
   3. Teacher preparation and employment
   4. Student health services

C. Materials and facilities

The procedure may be viewed in another way. The "raw" value statements may be grouped into categories and continually simplified to the two gross areas. In this procedure, however, they are always seen as value statements which have their basis in many disciplines. The interjection of the outside criterion and the elaboration of the areas within a single formal area of study, Gestalt psychology, leads to a reinterpretation of the data as percepts. This reorganization is supported by the theoretical position taken earlier that valuing and perceiving are mutually interdependent in learning.

Diagramatically, the procedure might be shown in the following manner:
Diagram 6.

where value statements are steadily channeled into fewer categories until the addition of the outside criterion, acting as a catalyst, permits a regrouping of the data in terms of the perceptions of the persons making the statements.
The new basic categories: (1) the teacher, (2) the teacher and others, (3) the teacher and students, (4) curricular practices, and (5) school operation provide many decided advantages over the previous twenty.

By simply reducing the number of categories the ease of coding is greatly enhanced. Statements may be classified with greater rapidity. There is less chance that a comment may be incorrectly analyzed.

The new categories, because they are all treated psychologically as perceptions, may be defined with greater "explicit specificity". It is usually less difficult to say, "When I use this class term I include all A and B", than it is to conjure up a class term that will include the variations of Y and Z already at hand and being perceived in many different positions.

A homely example may serve to illustrate the point. If an analyst defines a category as "Bovine", he may make this as specific as necessary by mentioning the four feet, the horns, and other descriptive aspects of a cow. Yet, when one knows only that the animal is four-footed, has horns, and chews its cud, the buffalo, the antelope, and the goat may claim it, as well as the cow.

The difficulties inherent in the respondents' original comments are still present, but much of the vagueness of the categories themselves may be removed by this procedure.
There is one difficulty, however, which has not been previously discussed and occurs when the number of categories is reduced.

Obviously there is greater consistency or reliability when an analyst has fewer categories in which he may place his comments. As the reliability or consistency increases, however, the meaningfulness of the categories decreases. As more and more variations are placed in the same container, they have less and less in common. In actual practice the analyst attempts to reach a critical ratio between these two variables, number of meaningful categories and reliability of analysis.

The study of "poor" teachers in "poor" schools.

One aspect of the categorization which was suggested to the author for possible examination concerned the degree to which the categories distinguished between good teachers and poor teachers. The original areas of concern could not distinguish between the two since they included all comments with respect to the areas regardless of whether they were cited in a favorable light or not. In other words, because the statements a person made were in one group of areas rather than another could not be used to differentiate between "good" and "poor" teachers since the statement could be either positive or negative and is, of course, relative to the situation in which it is made.
To study "poor" teachers and to determine whether there is a significant difference in the analyses of their interviews compared with "good" teachers requires that the "poor" teachers be located.

A supervisor, in one of the counties of Ohio, with whom the author was acquainted was asked to list those schools in the county which were doing little or nothing in the improvement of their instructional program. It was thought that these would be among the "poorest" schools since they were doing nothing on the basis of the criteria by which the "good" schools were chosen.

Once the schools were chosen, difficulties began to multiply. It is one thing to ask a faculty to name their best teachers and quite another to ask them to name the poorest. Since this procedure was discarded as being unethical and tactless, it was decided to ask the teachers to list the "best" teachers. The plan led to two possible alternatives, both of which appeared to be logically sound but antithetical. Either the teachers who were picked as the "best" were the influential teachers and kept the program from progressing or the teachers who were not picked were the actual leaders of the staff.

In a test run in one school those listed as "best" were tallied. When the principal was asked to pick the most influential teachers on his staff from the top five
on this listing and an accompanying group of those not mentioned at all, he divided his choices between them. At this point it was decided that those teachers mentioned by the principal who were chosen least frequently by the staff would be interviewed. This apparently illogical conclusion was reached by combining both variables. Thus, a teacher who is held in low esteem by his fellow staff members but is considered "good" by the acknowledged curriculum leader in the school, the principal, probably is influential in preventing curriculum improvement.

This process of selection is most questionable, yet it is of small consequence compared to the other problems encountered. In one school the principal refused to allow recordings to be made of interviews with himself or his staff. In another the principal was agreeable but the staff members who had reluctantly said they would cooperate flatly refused when the time came for the interviews. In still a third school, comparatively new, everyone was so cooperative, helpful, and professional that the writer found it difficult to believe that he was not in one of the "good" schools!

Since the "good" teachers were originally selected solely because they would probably be able to verbalize their practiced values, it is not possible by the methods used in this study to distinguish good teachers from poor
ones. In fact, it is quite probable that some of the teachers in the "poor" schools may be better than some of those chosen as "good" teachers in the "good" schools.

Procedure for checking the reliability of the author's analyses.

Earlier in the chapter a description was given of the method by which the reliability was checked for the original twenty areas of concern. To check the reliability of the author on the final five categories, nine jurors were asked to place the same 122 value statements previously used into the newly-defined five areas of perception. Instead of the previous 64 items (52.5%) upon which two-thirds of the jury were in agreement, the total rose to 112 statements (91.8%).
CHAPTER V

TABULATION OF RESULTS

Introduction.

The purpose of this chapter is to tabulate the results of the interviews with the thirty-two teachers and eight principals in the selected schools. The content of the responses is condensed into a brief statement about the comments made with respect to each of the questions on the interview schedule. Following the summary, the analyses of the statements into categories are tabulated in several different ways. Finally, the procedural data for checking the reliability of the analyst are discussed.

Resume of responses to the interview schedule.

Question #1.

What have you tried this year, as you worked with your students, that you felt was significant? Why was it significant?

In reply to this question respondents listed many things, from broad concepts like group work and emphasis on cooperation to specific skill techniques such as vocabulary games and reading rate races. Primarily they felt forced to try new things each year because of the
individuality of their classes and student interest. Many of the basic changes were being made in the light of an increased understanding of human growth and development and a greater sensitivity to individual differences. Almost without exception the respondents praised the fact that they had the opportunity to try new things as they wished within their classrooms.

A few of the teachers were making what they termed "fumbling efforts" to develop responsibility, critical thinking, and creativity in their students. They attempted new procedures because they "felt" that the classes were not developing these intangible assets as effectively as they might.

When pressed by the interviewer to tell why they were using a new approach in place of the one used previously, all of the teachers were at a loss for words. Similarly, when asked how they knew whether the new procedure was more effective, no answer was forthcoming. While dissatisfied with their present classroom practices, apparently the teachers are content to approach their problems in a trial-and-error fashion using vague personal reactions to such things as greater student interest or greater retention of factual material as a means for judging the worth of a new method compared to the old.
Whenever the author suggested that it might be feasible to attempt a research study to contrast different classroom procedures, the teacher remarked that this thought had never occurred to him, or words to that effect. For example, in one interview the respondent remarked that in the past he had skipped around in the arithmetic book but that this year ("just to keep out of a rut") he and the class were following the book page by page. When asked which way seemed best, he seemed surprised by the question and said he did not know. Further questioning about the worthwhileness of investigating the ordering and presentation of mathematical concepts brought the following comment,

"That's a good idea and I wish some one would do it."

**Question #2.**

In your opinion what are the distinctive traits and characteristics of a good teacher?

The immediate reactions to this question were almost always identical. The respondent would list several personality traits, which usually included patience, sense of humor, and firmness and fair dealing. It is interesting to note that frequently teachers and principals insisted that teachers need to love children and also understand children, which, they felt, are not the same idea.

Once the personality attributes were listed, other activities began to be mentioned. Seeking and
proffering assistance to other teachers, getting along with
the parents and the administrator, loving one's work, and
experimentation are a few characteristics more commonly
stated. The interviewer tried tactfully, where possible,
to relate the concept of experimentation back to the
previous question but was never successful in getting a
respondent to admit the apparent duplicity in his
reasoning.

Neither knowledge of subject matter nor methodology
was mentioned very often, but a shared or mutual respect
between teacher and students, which has to be earned, was
considered most helpful.

In general, the attributes which these teachers
mentioned concerned the good teacher and his interpersonal
relationships far more than his particular fitness for a
classroom position.

Question #3.

If a new teacher were coming to teach at this school
for the first time, would you have any suggestions or
"do's and don'ts" for him?

Several teachers and principals answered this query
with an unequivocal "No". In essence their reasons were
the same --- advice casually given is not long remembered.
They would rather have new teachers gain the impression that
others would be there to help if they ran into trouble and
all they would have to do is ask.
For those who did offer suggestions for the new teacher, the response was essentially the same. Teachers should be firm, but fair, from the beginning --- one teacher recommended that the beginner remain a little aloof from his students --- with a few rules that all must abide by for efficient, pleasant living.

Teachers should not worry or become tense if a child's progress is slow or if their objectives are not reached as rapidly as they would like.

Teachers should strive to improve themselves professionally and should not let their education lag simply because they have achieved a college degree. New teachers should take part in the staff activities and the activities of the community so that they may become accepted.

They should not move too rapidly or introduce radical changes in the program.

**Question #4.**

What is the best feature, educationally speaking, of your present position, or the situation in which you are now working?

It was surprising how varied the responses to this question were. Even within the same school five respondents might mention five different things. In other schools a number of people would mention the same thing. For example, in one school every respondent commented on the
good educational leadership and the friendly relations which existed between the principal and the staff. In another school the teachers praised the opportunity for professional experiences.

Several individual comments are worthy of mention:

The use of the school as a community center is most heartening.

The staff and the students have a feeling of belonging.

The teacher is treated like an adult by the administrator.

It made no difference whether the school was poor or rich financially, the teachers seldom mentioned materials as being important. Basically, every one seemed to be happy and satisfied. Of course each program could be improved, but most of the facets of school life were considered pleasant.

Question #5.

What, in your present situation, most needs improvement?

This query elicited a host of responses. Usually, even in good schools, facilities are crowded and teachers are overburdened. As a result many of the respondents desire newer facilities and instructional materials, if these are not available. Several would like a "break"
during the school day to catch one's breath, to prepare
lessons, and to counsel a student or to score a test.

There are others, however, who wish to see special
improvements carried out:

1. Parent-teacher study groups.
2. Activities throughout the year tend to "bunch"
and should be spread out.
4. Improved marking and reporting system.

A most unusual situation occurred in one school where
the teachers are in a new building with the best of facil-
ities and materials, a highly respected program, a cooper-
ative community and good educational leadership. When
these teachers were asked this question, they were unable
to answer! Finally, when urged, they would weakly suggest
the use of remedial teachers (already planned for next
year), more space for the children to play, or some similar
response.

Question #6.

If you could have your heart's desire and money were
no deterrent, what program and facility changes, additions,
and deletions would you bring about in the next three to
five years?

The major reason for including this question in the
schedule was to permit the respondent to mention anything he
felt was wrong, what remedies he would apply, and what innovations he would like to see tried. The results varied widely. Some teachers and principals had many favorite schemes they would like to try, and many inequities, real or imaginary, which they wanted corrected. Others, however, were caught completely off-guard by the question and had no response whatever to make.

The two most-frequently listed items were (1) more books and materials, and (2) more opportunity for helping the slow and the gifted. Teachers particularly were concerned about the latter. They asked for separate programs for the slow and the gifted, for more time to care for individual differences, and the use of remedial teachers for skill subjects.

One unusual suggestion was offered by three or four teachers. To overcome what they believe is an undue emphasis on grades and reporting and the attendant stigma with which an elementary school child is often branded when he is "held back", they would like to see an ungraded school which children would attend for from five to seven years. His promotion from this school would be based on whether the staff felt he had obtained the most he could garner from their educational program.

Specific responses to the interview schedule.

The following responses are quoted verbatim from the
recorded interviews. They are included because it is the opinion of the author that while they do not fit the interview schedule particularly, what they indicate for this study cannot be ignored.

Case #1.

I. One of the teachers mentioned to me that the fifth and sixth grades are on departmental basis.

R. Yes.

I. What is your reaction to that? I mean I've heard pro and con both ways and I am just curious to find out what your reaction is.

R. You're right about the pros and cons of the self-contained classroom, versus the departmentalized upper grades. I lean heavily toward the self-contained classroom. However, there are some factors that exist here at the present time that would not enable us to get the greatest efficiency in some areas by having the fifth and sixth in self-contained classrooms.

I. Could you give me an example of one of those things?

R. Yes. Mrs. B., the teacher that you interviewed, is a very, very efficient and effective art teacher.

I. She would not be able to shift?

R. Why, she could teach her music, doubtful whether she could teach her physical ed as our physical ed program is set up at the present time. Miss B. (another teacher) in music --- excellent music instructor. However, I feel that if those teachers were able to teach in all areas that they could make a much more effective program right within their homeroom than they do by having it pieced together by a number of teachers. Now there are arguments on the other side of it.

I. Sure. I was just curious to find out what your personal reaction was. Let me ask this --- is it standard throughout the city for fifth and sixth grades to be departmentalized, or is that a matter up to the individual school?
R. It was departmentalized down to the third grade. I got rid of it here in the fourth grade and I'd like to get rid of it in the fifth and sixth in time. If possible. (At this point the respondent deliberately changed the topic under discussion to a consideration of other portions of the curriculum under scrutiny.)

The author believes that the respondent in this case provides exactly the type of reply which challenges one of the basic assumptions of the study, i.e., the people interviewed tend to practice what they verbalize. If the respondent was able to make the fourth grade self-contained several years ago, as he states elsewhere in the interview, it stands to reason that he could have made some progress toward doing the same thing with the fifth and sixth grades by this date. His excuse that his present teachers are not capable is ambiguous and flimsy indeed. The logical conclusion seems to be that he really does not value the self-contained classroom in grades five and six despite his statement to the contrary.

It is the opinion of the author that since this was the only observed instance of this type of response, that, rather than jeopardizing the worth of the study, it serves to enhance the study by its singularity.

Case #2.

R. We are also experimenting in our first, second, and third grades on a reading program.

I. Well, that was also one of the things I was curious about. Could you tell me a little bit about that reading program?
R. We're working with the optometrists and I think the underlying philosophy of it is that we are not pressuring children to read until we feel that they are ready. We know that there are many contributing factors as to why a child does not read and often they are not all ready to read at the same time. So we have tried to study these children as they have come into the first grade and we have extended the readiness program for those that we feel are not ready to go into a formal reading program. We are hoping that by the end of the third grade that if we haven't created an unhealthy emotional atmosphere for these children or pressured them in any way that, for the most part, many of them will be up to the third grade level by the end of the third grade.

I. They will pick it up because of their maturation?

R. Yes. Now along with the program we have kept a great many records. Data that we feel is significant. That is why the optometrists have been working with us, because the visual screening program that we have in the school we didn't think was quite sufficient to give the information on the way children see as well as if it were done by a group of specialists. So they gave their services free to us and we had about three weeks they worked with us, one day a week, and they brought in all their equipment and we set it up in the gym and there were about eight to ten optometrists here and they gave them all the special eye tests, even eye drops --- of course that was done with the consent of the parents. They checked the children's eyes very thoroughly. Now on the basis of vision, mental maturity, chronological age, scores on the Metropolitan Reading Test, their handedness, their dominance, their socio-economic background, about twenty-five of these children were in what we call the delayed reading program. They weren't forced into any formal reading until we felt that they were ready. Some of those children were found to have significant eye difficulties. Some of them were found to have emotional instabilities. We also had a psychologist who did Rohrschach testing with them.

I. This is just in your school?

R. Yes.

I. Let me ask this --- how long has the program been in operation?
R. This is the second year.

I. Have you noticed any results in just the one and one-half years or so that the program has been in operation?

R. Well, in evaluating last year we found that --- this is the opinion of the teachers --- they felt a very relaxed attitude toward the teaching of reading. I mean, they themselves because they felt, "Well, I don't have to bring this child up --- he doesn't have to get through this first reader by the end of this year. If he's only in a primer, it's going to be all right." So that they themselves were relaxed in the program. There was no pressure on them. Then, they in turn said that the children were much more relaxed; that some of the children who had started in that first year that they thought were going to be behavior problems, that most of that behavior disappeared. It was really a joy when those children gave some evidence of the fact that they were ready to read and that most of them did before the end of the year --- some quite a bit earlier than others, but I think that they were all beginning to read some. There were very few of them that weren't.

This anecdote gives an insight into what is going on in a few schools in the state as they attempt to carry out objective research studies of some phase of their program. It is an example of support for the many statements made by teachers and principals alike that they value trying new things and seeking to improve the old ones in order to achieve a better learning situation for boys and girls.

In three isolated instances three respondents made the following comments:

1. "V looking back on her own actions later, when the students have not done as she desired, and asking, "Did I do wrong?" (2-1-34)

2. "V looking back at the end of the day. "Did I challenge this one or did I cut that one off when he was just starting out?" (5-4-13)
3. V discipline as part of the total picture. "If the kids don't respect you, it's the teacher's fault in most cases." (5-5-10)

These statements are listed because they were the only expressions of belief mentioned by these forty respondents that indicated a sensitivity to or an awareness of the introspective aspect of learning previously described in Chapter III.

Category tabulations.

In Table III are listed the original twenty areas of concern with the separation of the individual comments of each respondent as analyzed by the author. Since the agreement among jurors was only 52.5%, however, it is questionable whether these data are of much value as they stand. They are included here simply to indicate the variations that exist both within a category and between categories.

Table IV presents the data reclassified under the five new headings which grew out of the self and non-self headings when the outside criterion was applied. Under these conditions six of the nine jurors were able to agree on 112 of the 122 items they analyzed. The overall agreement among the jurors was thus 91.8%. The author agreed with the jury on 97 of the 112 items for an agreement rating of 86.6%. This corresponds to an "absolute" rating of 79.5% of the 122 items, if the jury agreement is
### Table III

**Value Statements Per Respondent in Each Original Category**

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondents</th>
<th>Total per Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Relation with others</td>
<td>1 1 4 1 4 3 4 5 1 2 1 5 2 2 1 2 5 5 1 3 3 2 5 2 5 4 1 3 5 2 2 4 2 1 4 4</td>
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<td>Teacher Concern for Students</td>
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<td>Teacher Independence</td>
<td>2 3 1 4 2 1 4 1 2 2 1 2 3 1 2 1 2 2 5 5 3 1 2 2 4 1 1 1 1 1 3 2 1 2 72</td>
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</tr>
<tr>
<td>Student Responsibility</td>
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<tr>
<td>Unit Teaching</td>
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<td>Student Interest</td>
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<td>Teacher Sharing</td>
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<td>Materials Facilities</td>
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<td>Individual Differences</td>
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<td>Teacher Personality</td>
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<td>Teaching Practices</td>
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<td>Goodies Achievement</td>
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<td>Community school activities</td>
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<td>Student Activities</td>
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### TABLE IV
VALUE STATEMENTS PER RESPONDENT IN EACH FINAL CATEGORY

<table>
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<th>Category</th>
<th>Respondents</th>
<th>Total per Category</th>
</tr>
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<td>Self - others</td>
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<td>Self - students</td>
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<td>Procedure</td>
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<td>Operation</td>
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</tr>
<tr>
<td>Miscellaneous</td>
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<td></td>
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<td>3</td>
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<td>Total</td>
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</tr>
</tbody>
</table>
accepted as standard. On a similar basis, Table IV is approximately 80% accurate.

The raw figures in Table IV are difficult to compare, however, because the total number of comments per person and per school varies markedly. The data may be compared by conversion to proportionate quantities. The data for each school as a unit are shown in Table V and for each individual in Table VII. The figures listed are proportional values of the total number of items per school (Table V) and per respondent (Table VII).

When the schools are compared in this fashion, each is seen to have its own unique profile and forte. For example, school 3 appears to consider categories IV and V much more important than the other groupings, when compared with the other schools. School 5, on the other hand, is primarily concerned with categories I, II, and IV. When considered in terms of the descriptions of the categories, this information begins to create a profile. School 3 is now seen to be concerned with curricular procedures and problems of school operation with little emphasis on human relations. School 5 is sensitive to adult interrelations and curricular practices but appears to neglect the teacher-pupil relationship. These generalizations to a total school faculty assume, of course, that the respondents are characteristic of the rest of the faculty.
<table>
<thead>
<tr>
<th>Category</th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>School 4</th>
<th>School 5</th>
<th>School 6</th>
<th>School 7</th>
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<td>10 .098</td>
<td>22 .196</td>
<td>23 .213</td>
<td>27 .203</td>
<td>21 .214</td>
<td>29 .242</td>
<td>8 7 5 6 4 1 2 3</td>
</tr>
<tr>
<td>Self - others</td>
<td>18 .200</td>
<td>20 .171</td>
<td>18 .177</td>
<td>24 .216</td>
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<td>27 .203</td>
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<td>12 .100</td>
<td>5 7 4 6 1 3 2 8</td>
</tr>
<tr>
<td>Self - students</td>
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<td>21 .206</td>
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<td>Procedure</td>
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<td>16 .120</td>
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<td>Operation</td>
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<td>1 .009</td>
<td>1 .009</td>
<td>1 .009</td>
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When the six elementary schools are contrasted with the two high schools (Table VI) the differences appear to be minor.

**TABLE VI**

PROPORTION OF RESPONSES BY SCHOOL TYPE

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>I</th>
<th>II</th>
<th>III</th>
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<td>.221</td>
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The greatest variation is in category II where elementary school personnel appear to be more sensitive to their relations with other adults than the secondary school respondents.

Table VII is most informative. In this tabulation each respondent's score per category is put on a comparative basis with those of other respondents. Upper quartile ratings are also shown.

Six of the ten people in the first quartile in category I are also in the first quartile in category II. This would tend to indicate that those people who are concerned about their perceptions of themselves are also
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Note: Respondents in the first quartile in each category are underlined.
sensitive to their relations with other people. Curiously enough, five of the six are also administrators. This might lead one to ask, "Does a person become an administrator because he has these two areas uppermost in his thoughts, or does he have the areas uppermost in his thoughts because he is an administrator?"

A possible clue to the answer to the above question may be found in category III and the composition of its first quartile. None of the top ten respondents in this category is an administrator; none is in the first quartile for either category I or II. A number of conclusions may be drawn about this sample from these data:

1. The teachers are primarily interested in their relations with students; the administrators are not.

2. The administrators are more interested in themselves and their relations with other adults.

3. The teachers who are more interested in themselves or in their relations with other adults are not primarily interested in their relations with students.

One might generalize from these facts that the best school would have an administrator who is concerned about understanding himself and getting along with other adults, and a faculty that is interested primarily in their relations with the students. This statement may be defended since it is assumed that these schools rank among
the best in Ohio; and for these schools the "average" administrator ranks high, compared to his teachers, in categories I and II, and low in category III.

In category IV, five of the ten respondents with the greatest number of statements in this area also may be found in the first quartile of category V. Only one of the respondents in the upper quartile of category IV appears in the first group in category III; two from area V are so related.

It would appear that people who are concerned with themselves and their human relations are not as vitally interested in curricular practices and school operations. It would also seem that the converse is true, i.e., respondents interested primarily in methodology, appraisal, and school organization and administration are not as sensitive to their human relations.

There are several weaknesses in this interpretation and statement of results. First, some teachers are forced to appear lower on a comparative scale than others thereby causing some people to judge them more harshly. It should be remembered that these respondents have been selected as good teachers and this is an elite population.

Second, no one person could be in the upper quartile, even theoretically, in more than four of the five categories. Actually, only one person appeared in the upper quartile
more than twice. The reader should not infer, therefore, that a person who values his human relations highly necessarily throws his feelings toward school practices and operations to the wind. It would be equally false to believe that those who emphasize categories IV and V are antisocial beings.

Reliability of the analyst as an encoder.

Apart from the tabulated results of the study itself are the justification figures for the use of the author's analyses. As the reader may recall, it was arbitrarily decided that agreement by at least two-thirds of a jury of nine would constitute acceptable classification of an item into a category.

TABLE VIII
PER CENT OF JURY IN AGREEMENT ON TEST ITEMS

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<th>Jurors in Agreement</th>
<th>Per Cent of Jury</th>
<th>Number of Items</th>
<th>Per Cent of 122 Items</th>
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<tr>
<td>6</td>
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<td>10</td>
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According to Table VIII it may be seen that approximately 92% of the items were placed in the same category by at least 67% of the jury. Table IX shows the number of responses by each juror on which he concurred with the other members.

**TABLE IX**

**INDIVIDUAL JUROR RELIABILITY**

<table>
<thead>
<tr>
<th>Juror</th>
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<th>&quot;Absolute&quot; Rating</th>
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CHAPTER VI

IMPLICATIONS OF THE STUDY FOR THE PRE-SERVICE
AND IN-SERVICE EDUCATION OF TEACHERS
AND FOR FUTURE RESEARCH

General introduction.

This has been a preliminary investigation of the values held by teachers in selected schools with respect to education and educational practices. Its major purpose has been to determine whether the value comments of the teachers could be grouped into clusters representing areas of concern. The teachers are a random sampling of a very select sample and any conclusions that are drawn are necessarily limited to teachers and schools selected in a similar fashion to the way these teachers and schools were picked. To the extent that other teachers and school systems believe that the group used is representative of what is "good" in education, it may be used as a starting point or model for the improvement of other programs.

The size of the sample, the stress on verbalized statements, and the singularity of the study prevent recommendations from being made. Much additional research and study are needed before firm suggestions backed by empirical data may be recommended. Instead the writer acknowledges in this
chapter the implications from both the theory of valuing and the teachers' value statements for pre-service and in-service education.

Pre-service education.

Within a democratic society the education of prospective teachers must emphasize certain concepts. The teacher must show competency in several areas. He must first be an intelligent citizen, an educated person, capable of facing and solving his own problems and acting with others in the solution of the problems of society which concern him. Second, as a member of his profession, he must recognize his responsibilities to his students -- the understandings he must have in order to teach them to think, to guide them toward the solution of their problems. Third, he must have command of a body of knowledge that will aid him in his role as resource person for his students. Briefly, then, the teacher must have a broad, general background, professional preparation, and an organized body of specific knowledge.

One of the major purposes of developing competency in these areas is to have a teacher who is more facile in the utilization of valuing procedures. The activities to which a good teacher should accustom himself may possibly be more easily explored through an expansion of the original definition of valuing:
Conscious valuing is a process of reflection and integration in which the individual utilizes his perceptions of what exists in a given situation and his prior experiences with the referents in the field to determine that course of action which he believes will yield the greatest self-satisfaction.

Conscious valuing is considered to be a process of reflection and integration. Reflection is used here much as Dewey used reflective thinking. Indeed, much of the remainder of the definition describes the necessary conditions for reflective thinking. The resources one depends upon in thinking are past experiences and present perceptions. The several alternative possibilities for action with their attendant consequences are the outgrowth of the examination and integration of these resources.

**Valuing theory implications.**

What are the implications for the pre-service education of teachers which this discussion of valuing indicates?

1. One of the major tasks in the preparation of teachers, as implied by the valuing theory, is to challenge the prospective teacher's description of his present perceptions. With guidance he must learn to define and describe what he senses sharply and clearly. It is this stress on delineation which leads to the development of skill in observing referents and barriers in any given psychological field as one seeks to solve his problems.

Many examples from every field might be used to illustrate this oft-neglected function of teaching. In the
study of history, the prospective teacher may be helped to see not only the election of Lincoln in 1860 but the circumstances which led up to that event and stemmed from it. The economy of the times, the situation abroad, the Lincoln-Douglas debates, and many other happenings at home and abroad which influenced the opinions of the voters may be brought to the fore and used to clarify the student's concept of one of the key points in the history of our country.

Several simple experiments may be used in science to develop the power of observation. Putting one finger in acetic acid and sucking the finger next to it was a favorite trick used by one of the instructors who taught the author as he tried to keep the students on guard and ever alert.

It is not the single act, but the frequent, conscious emphasis which is necessary for building the habit of perception. The implication for those who would prepare teachers is to use every means at their disposal to make their students sensitive to the various objects in the world around them.

2. Another major task in teacher education is to acquaint prospective teachers with many varied experiences so that they may have a greater fund of knowledge upon which to draw in reaching decisions. Universities and
colleges are probably more sensitive to this function than any other. They urge students to undertake an extensive elective program, an intensive study in a specialized field, as well as participation in extra-curricular activities.

3. Reflection requires that there be opportunities for creativity and criticism in the solution of every problem. Once a problem has been stated and data are being collected, the learner should examine the information at hand and attempt to create as many possible solutions as he can, without thought to feasibility. It is in this sense that Osborn considers creativity in his book, Applied Imagination. The result should yield several courses of action.

When the creative stage is tentatively complete, the learner needs to examine each alternative as carefully and critically as he can in the light of his experience and perceptions. He should also examine possible consequences. The net result should be one, two, or possibly several methods of operation which appear to be logically sound.

Probably one of the most difficult phases of reflective thinking to acquire is that of integration. This step requires that the individual combine his knowledge gained from

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past experience with his understanding of what exists in his phenomenal field so that he may make a reasonable decision as to how to act. About all that may be possible for the teacher of teachers is to provide the individual with occasions where integration may be fostered.

In the pre-service education of teachers there are many ways in which they may come to grips with determining alternative solutions. Role-playing and group work within a class and attempts at self-expression in any medium where guidance and assistance are available are experiences which may be utilized. As with other characteristics, however, the development of creativity and a critical attitude cannot be expected to flourish unless specifically nurtured.

4. In Chapter III considerable space was spent discussing the last phrase of the definition of valuing, "the greatest self-satisfaction". Reason alone may be sufficient in determining a course of action only when the individual doing the valuing will be affected. Since this condition seldom prevails, the addition of a moral ingredient is essential in any society where man's relation to man is of consequence. In a democracy where moral obligations are often considered as important as reason, the decision on a course of action which will lead to the greatest self-satisfaction contains a "built-in" moral
proviso which demands that the social consequences of the act be considered.

To help the prospective teacher face a class and make decisions, reason as an aid is not enough. The teacher needs to understand himself, his students, and his culture as fully as possible. He must be prepared to reckon with the limitations placed upon the means at his disposal for solving his problems. He can develop skill in introspection by critically examining his behavior in several varying situations.

A simple illustration from the field of sports may help to clarify what is meant by introspection. The golfer who has read and heard all the rules for stance and grip and addressing the ball may spend several hours practicing on a driving range or putting tee. After each shot he asks himself what he did right or what went wrong. Interpersonal relations and a prospective teacher's behavior are not as simple to analyze as a golfer's form, but skill in introspection and self-analysis work well there too. It is of the utmost importance for a person to understand himself if his valuing process is to yield him the greatest self-satisfaction permissible in our society.

In the preparation of teachers little is done to familiarize students with this skill. One possible procedure which might be employed would be the use of
role-playing and subsequent analysis similar to that which is used by the National Training Laboratory in Group Development at Bethel, Maine. Another technique would involve an extensive examination of actual case studies. These would sensitize prospective teachers to the effects of their actions and those of others upon the workings of a group.

If, however, nothing more than this is done, manipulation may result. Concurrently with this study, therefore, there must be a consideration of codes of ethics and their implications for what may and may not be used as means to achieve desired goals.

Each person may, then, determine his course of action on a basis of sound reasoning and anticipation of consequences. At the same time, however, he needs to work within a defined moral framework.

5. A final implication from the theory grows out of the concept of "inner direction", which, while never specifically stated, pervades the thought of the entire study. According to this approach, each individual is what he is, becomes what he becomes, and changes as he changes, because of his striving to become that which he believes he

wishes to be. He looks within himself and, by the valuing process, finds himself wanting in certain phases of his life. He then tries to adjust his behavior and his surroundings to satisfy these wants. As each man recognizes this process and becomes more inner-directed, he leads a richer, more enjoyable existence.

The teacher of teachers has two tasks imposed by this concept. First, he must acquaint his students with the idea of inner direction and its logical consequences. Second, he must provide opportunities for the students to engage in self-appraisal and to attempt deliberate changes in their behavior. Basic to the entire plan, of course, is an attitude of mutual friendship and trust between teacher and student. Counseling, too, plays an important role.

Data implications.

While the valuing theory implies what ought to be for the preparation of a "good" teacher, the data point to those facets of teacher education which the respondents, as representative "good" teachers in "good" schools, believe are characteristics of "good" teachers. These qualities have been clustered into five major areas: (1) Teacher's understanding of self; (2) Teacher's understanding of others; (3) Teacher's understanding of students; (4) Teacher's use of educational procedures; and (5) Teacher's concern for the organization and administrative operation of the school.
1. Since valuing is a personal and individual process, the attributes ascribed to themselves by the respondents are very illuminating.

One of the most frequently mentioned traits is that of openmindedness, willingness to change, willingness to try new things. This is a necessary prerequisite for valuing, because the latter demands a comparison of at least two referents. If the evaluator is unwilling to change, he will not admit the presence of alternatives.

For the preparation of teachers this implies that students be encouraged to question, to seek alternatives, and to experiment with different techniques. They not only need to try new ideas, but they need to be helped to find possible procedures for trying new things. Probably first they need to become acquainted with what has been tried and with what results.

The teacher of teachers may aid his students in acquiring this characteristic by continually asking such questions as the following: How do you know? What else have you found? Where else did you look? Have you thought of (or tried) this? Has that been done before? Which idea seems best? Why?

He should strive to provide opportunities for observing, discussing, testing, and modifying new ideas and activities in actual learning situations.
2. Teaching is a social occupation and the teacher comes into contact with many people each day in the course of his work. There are other teachers, administrators, businessmen, and parents. The respondents felt that people who are continually trying to improve themselves are also concerned about their activities with other adults. It is logical that a person who seeks to get along with others would critically examine his own behavior, for only by improving that will he make more friends.

Staff members of "good" schools apparently consider it important that teachers get along with other adults. The teachers take part in community affairs and church work. They belong to professional organizations, both local and national, in which they play active roles.

In the pre-service education of teacher it would seem that an emphasis on social skills in extra-class activities, purposeful small group work, and a deliberate attempt to develop the potentialities of those students who are shy and retiring are activities that are implied. This implication, incidentally, serves notice to the many students who deprecatingly admit that they seldom have much to say in class and feel that, once this is said, they may sit back and make no further contributions to the discussion.

3. The teachers and principals interviewed were most keenly sensitive to the teacher-student relationship. More
responses fell in this category than in any other. In particular, the teachers thought this area was important. The two major problems about which they made many value statements had to do with developing student interest or motivation, and recognizing or working with individual differences.

The interviews indicate that, despite what we know of human growth and development, the concept of needs, and theories of learning, even the "good" teacher has difficulty making use of what he has been taught. While the teacher knows what Johnny's needs are and why he has these needs at a given stage of development, he is unable in many instances to tie the need to the social demand for the given content.

Since the interests of students vary so widely, it is difficult to give any set procedure for tying need to content. The implication, however, seems to be that teachers of teachers should utilize their students' interests as the bases of their course-work and, by precept, indicate how to motivate students.

The problem of individual differences is a perennial one. There have been and are many approaches to its solution, yet none is completely satisfactory. Homogeneous grouping, separate programs for the slow and the gifted, ungraded classrooms, and supervised individual contracts are
examples of what have been tried. While some educators feel that the solution to the problem lies in smaller classes, the current trend toward more students and fewer teachers tends to negate the possibility of this solution in the immediate future.

The implication for teacher education is to examine openly all possibilities for determining and utilizing individual differences. The prospective teacher needs to become familiar with the emerging concepts of self and growth and development. The case study approach which Prescott and his associates used so well,\(^3\) the Wetzel grid,\(^4\) and Olson's "organismic age" concept\(^5\) are just a few of the more recent studies concerned with determining individual differences with which the student should become familiar.

Knowing about individual differences, however, is not enough. The prospective teacher should be helped through guided observations, films, and readings to seek out ways


\(^5\)W. C. Olson, Child Development (Boston: D. C. Heath and Co., 1949), Chap. VII.
of using the unique qualities of students to best advantage.

For example, two eighth grade physical education teachers had the most mature students in each of their classes (two boys and two girls) teach ballroom dancing to those students who wished to learn. The instructors were able to concentrate their efforts on working with one group while another group of students were learning from their peers. The dancing instructors proved to be very conscientious and made an excellent contribution to the social development of the group.

As the neophyte teachers investigate several procedures for utilizing individual differences, they should also become aware of the advantages and drawbacks inherent in each technique. Eventually, they should be given the freedom to experiment and to devise procedures of their own.

The teacher of teachers must himself be continually searching for new ways of recognizing and developing individual differences in his students. As most of the other implications indicate, this one too requires the teacher of teachers to teach by precept -- he must "practice what he preaches".

4. The data show that the teachers are as interested in methodology, reporting, school organization, and
administration as the principals. This emphasis by teachers was not expected. It indicates, however, that in school systems where improvement programs are underway teachers value taking part in determining policy, and knowing what is going on. The obvious implication for teacher education programs is that they should include sufficient material on these topics so that teachers may discuss them intelligently. While several of these courses are now offered in most institutions, they are considered graduate courses designed for administrative and supervisory aspirants. The author wishes to emphasize that this material, as suggested, should be discussed with the prospective teacher in mind.

Another rather subtle implication is that students in colleges of education throughout the country have a share in the determination of policies which concern them. In this way prospective teachers may gain valuable insights into problems of administration, scheduling, and curricular organization which will stand them in good stead when they are teaching in the field.

Concluding statement.

It is not the purpose of this study to design a teacher education curriculum, but to present the implications of the teachers' stated concerns for present curricula. It is entirely possible that in some universities and colleges many of the implications are now being
practiced. It is entirely possible that further study may deny or moderate the validity of some of the implications -- it was for this reason that they were stated as implications rather than recommendations.

In several instances the implications may require merely a shift in course emphasis; in others the addition of a new course; and, in still others, a complete revision of the present program. The author holds no brief for any particular curriculum for the preparation of teachers, but he does believe the implications are pertinent to every program.

**Summary of implications for pre-service education.**

Implications from valuing theory:

The teacher of teachers should

1. Set up conditions which permit students to improve their ability to describe perceptions.

2. Extend the variety of experiences in which prospective teachers engage.

3. Provide opportunities for developing creativity and a critical attitude.

4. Acquaint prospective teachers with existing moral codes and actively aid them in determining their own system of ethics.

5. Provide students with opportunities for developing inner direction.
Implications from the data:

The teacher of teachers should

1. Encourage prospective teachers to question, experiment, and seek new procedures.

2. Emphasize the acquisition of social skills.

3. Base teacher education courses upon student needs and interests.

4. Develop sensitivity to the problem of meeting individual differences.

5. Provide teachers with basic information on such topics as types of method, reporting, school organization, and administration.

In-service education.

Originally this investigation was undertaken for the possible assistance it might give to consultants and supervisors6 as they endeavored to work with teachers in the field. The task which these advisory personnel undertake is essentially twofold, (a) helping the teachers see a reason for studying some aspect of their program, and (b) helping them study it. Stated differently, these are essentially the two problems of teaching, motivation and

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6 Throughout the remainder of this chapter the term supervisor will be used alone to signify both supervisors and consultants.
assistance. In addition, the desired outgrowth of an investigation of a curriculum problem is changed teacher behavior. Since learning results in a change in behavior, the supervisor and the teachers should be in a learning situation.

**Valuing theory implications.**

As was shown in Chapter III, learning and valuing are intimately related, and people learn what they value. While there are some differences which exist between students and their teachers, there are many areas of similarity. One of these areas is in the field of learning, for people consciously strive always to learn those things they believe will be of value to them. In turn they value those referents which, through present perception and past experience, they believe will give them the greatest self-satisfaction.

What implications does the definition of valuing have for those who work with teachers in service? The parts of the definition which will be considered are the same as those previously listed in the section on pre-service education, however the implications will vary.

1. Teachers need to perceive what goes on about them carefully and exactly. Their value judgments about other teachers, administrators, and, most of all, their students need to take into account everything that is
present that has bearing upon the referent under considera-
tion.

The implication for supervisory personnel is a simple
one. If a teacher is to learn new behaviors, he must per-
ceive that he needs them. It is the task of the supervisor
to help the teacher refine his perceptive powers so that he
may become aware of new procedures and new reasons for
changing his behavior. By so doing, the teacher will
observe more of the referents and the barriers in his
phenomenal field as he works with his students and with
other adults.

A possible technique which might be used would be to
have teachers note their own behavior and that of others
in two or three situations in as candid, objective, un-
biased a manner as possible. Then have the group of
teachers examine and analyze the motives at work in each
action. The omissions from the descriptions may be as
fruitful as the inclusions when the incidents are discussed.

If nearby, a visual demonstration center similar to
that described by Kelley7 could be used to excellent ad-

7E. C. Kelley, *Education for What Is Real* (New York:
Harper and Brothers, 1947).
situations may be perceived with vivid clarity by the meaning which may be attributed to the demonstration experiments.

2. Teachers, too, require many varied experiences upon which they may draw in reaching decisions. Supervisors are concerned with decisions which teachers must make as they seek to improve their methods of teaching.

The implication for supervisors is to arrange for teachers to have an opportunity to experience different teaching methods. There are several ways in which this may be done:

a. Visitations within the school.

b. Visitations in other schools.

c. Teachers subjecting themselves to different procedural arrangements.

d. Teachers taking courses in colleges or universities.

In addition, of course, teachers may learn from many other experiences, such as travel and industrial visits. These activities will give them more knowledge for use in their classrooms as they assist their students.

3. Valuing, during the act of reflection, requires the evaluator to use his imagination in attempting to create alternative courses of action. Once these have been achieved, he must subject the suggested possibilities to
a rigorous critical analysis.

For supervisors and consultants as they work with teachers this implies a procedural policy. They should encourage teachers to be creative in arriving at possible alternative solutions to a problem, no matter how preposterous they may seem. When the teacher or group has exhausted its supply of possible approaches, the courses of action should then be scrutinized critically and reduced to two or three. Theoretically, based on the integration and understandings inherent in the first two implications, there will be no logical reason which one might advance that would prevent the use of any of these last selected alternatives.

4. There is one remaining test to which procedures should be subjected before the evaluator decides upon the one he believes will yield the greatest self-satisfaction. Is the procedure moral? Are the social consequences, as they may be predicted, such that no one will be hurt if this plan is followed?

The implication for supervisors is clear but subtle. When teachers reach reasonable decisions, they often choose the alternative that is most similar to the one used previously. The supervisor needs to ask them if the selected alternative provides the most desirable and the greatest number of preferred social consequences. To choose a course
of action which does less than this is immoral. In short, the consultant or supervisor must act to some extent as the teachers' conscience, just as they must act with their students. As teachers gain skill in valuing, however, less emphasis will have to be placed on this phase by the supervisor.

5. "Inner direction" requires a supervisor to perform a double function. He has to help the teachers with whom he works become more inner-directed themselves. In this sense he has the same duty as the teacher of teachers in pre-service programs. In addition, however, he and the teachers need to work out various techniques for developing this trait in children. In short, the supervisor helps the teachers to become better persons themselves and also helps them improve their teaching procedures.

Data implications.

As in the previous section, the data which will be stressed are the same as those discussed in the pre-service education section. The implications, however, will vary.

1. In the respondents' statements with respect to themselves the emphasis on openmindedness and an experimental attitude is very significant. Since these people are a sampling of "good" teachers, the implication appears to be that this is a trait supervisors must cultivate in those with whom they work.
Basic to the acceptance by teachers of an experimental attitude is an assurance that there will be no untoward action if something new is tried. Better still, the point of view will be encouraged if credit is given to those endeavors which have been carried through with a modicum of success. At this point the old cliche, "Actions speak louder than words," is most appropriate.

When teachers realize they are not being threatened when they try a new idea, they will attempt to develop their own methodology. At this point the supervisor or consultant may serve as an assistant, because of his greater experience. He helps by discussing with teachers what they are doing in the classroom, by offering suggestions, and by helping them to ask themselves questions.

2. Teachers and administrators in the selected schools consider a teacher's interpersonal relations of great importance. The supervisor, therefore, needs to be familiar with ways of getting along with many different personalities. Simultaneously, he must be capable of passing this information along to the teachers.

Human relations are so important that it would seem wise that developing skills in getting along with other people should not be left to incidental learning. Instead, conscious efforts should be made to study ways of raising the teacher's contacts with other adults to a level of
productive amiability. The author would hasten to add that this does not imply "using people" or manipulation of any sort. This conduct would be ruled out by the democratic code of ethics.

People, as a rule, are sensitive when their human relations are criticized, but everyone's skill in this field is open to improvement. To get teachers moving and discussing their conduct and that of others critically, but without rebuke, the supervisor may use role-playing and small group work as techniques.

He may begin by permitting himself and one of the staff who has been previously prompted to become embroiled in a heated discussion. Later, reactions from other teachers and suggested other procedures for dealing with the situation will open many avenues to a teacher's insight into his own behavior. The worth of the introspective aspect of learning and act of self-appraisal may be discussed critically at this point by the supervisor and the staff. Another group may follow up with another dramatic instance at a later date. Moreno's book, *Who Shall Survive?* is suggested for those interested in pursuing this topic further.

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3. Specifically, the teacher's rapport with and understanding of his students was the area of concern most frequently mentioned by the respondents. Teachers particularly value the relationship.

The task imputed to the supervisor by this area places him in an awkward situation. The implication would be that the supervisor observe the teacher in his various activities with students and by queries, comments, and suggestions aid him in improving his relations with the students. The difficulty, which is apparent to anyone who has done any supervision, lies in the fact that no one wishes to be observed to be criticized.

The task assigned may be performed by the supervisor, but first the teacher must feel that his position is in no way threatened by the observation. A helpful rule of thumb for the supervisor is to visit a class only when asked. When he does visit, while the reaction may include some constructive criticism, it most certainly should include some complimentary statements as well.

4. The interest taken by the teachers in the school procedures, methodology, administration, and materials was about equal to that shown by the principals. This poses a most interesting implication for supervisors.

One of the things that teachers value because it leads to greater self-satisfaction is improved working conditions.
Since this is an area of immediate concern to the teachers, there would be little trouble in motivating them to study it. For the supervisor the implication would be that he involve teachers, wherever possible, in the discussion and decision of policy and courses of action which concern them. He might start with working conditions or school routine because of their obviousness, but he should end by including teachers in the consideration of all problems which affect them.

Concluding statement.

From the problem of helping teachers undertake a study of curriculum this investigation reverted to a prior problem of developing within teachers a "readiness" to study the school's curriculum. The implications for supervisors, when observed as a unit, are general and at the same time specific. If put into practice it is believed that they will exemplify a point of view --- a point of view developed by the theory of valuing and embracing both a reasonable and ethical approach to in-service education.

Summary of implications for in-service education.

Implications from valuing theory:

The supervisor should

1. Help the teacher refine his perceptive powers.
2. Arrange for teachers to experience many teaching techniques and procedures.

3. Encourage teachers to be creative and then rigorously critical in devising possible plans of action.

4. Assist the teacher in weighing the consequences of his actions.

5. Assist teachers in developing techniques for increasing skill in inner direction.

Implications from the data:
The supervisor should
1. Cultivate a trait of openmindedness and experimentation in teachers.
2. Help teachers gain insight into the use of social skills.
3. Aid the teacher in his relations with students on the basis of observation and constructive criticism.
4. Involve teachers in policy decisions which concern them.

Implications for future research.
The statement is often made that one's position may be challenged on one of two bases. Either his assumptions may be unwarranted or untenable or his conclusions do not follow logically from his premises. In addition, an investigation may be questioned because of its methodology.
The author has, therefore, divided this section into three divisions: (1) assumptions and limitations, (2) methodology, and (3) conclusions.

This study of valuing is far from complete. Philosophers spend their entire lives studying the meaning and origin of value. Men in other fields take a single issue with respect to value as it applies to their interest and devote their energies to the resolution of the problem. Like most works that seek an answer to a question, this study raises more problems than it is able to solve. It is this group of questions which form the implications for future research.

Assumptions and limitations.

1. This study is concerned with conscious valuing only. Some people might not consider this an important limitation, yet it walls off from this inquiry that vast realm of behavior in which man behaves unthinkingly. Irrational and impulsive behavior which Freud and Jung attempted to define and explain fall beyond the scope of this investigation.

Implications: What is the relation between conscious and subconscious behavior and the valuing process? Does the subconscious affect the elements of valuing? Can affective phenomena be used to aid in improving skill in valuing?
2. Teachers in this study tend to practice what they verbalize. This assumption has been criticized more than any other one upon which the study rests. If tenable support cannot be put forth to justify it, much of the value of the study is lost. Care was taken in selecting the respondents used, but an inference remains which needs to be checked.

Implication: Either the same teachers or others, similarly selected, should be observed many times by a corps of observers who would note instances where they believed the teacher's action indicated that a value was being practiced. The teachers might then be interviewed and the analysis compared with their observed actions. The hypothesis would be that selected teachers in "good" schools put their values to use more frequently than others.

3. A preponderance of teachers with these systems of educational values are a critical necessity for an improvement program. Two questions immediately arise: Can you have a group of teachers with these values and not have an improvement program? What are the other critical necessities?

Implications: For the first question it would be difficult to find an answer since both the types of teachers required and the concept of improvement programs
are described in comparative terms which are not capable of mensuration.

For the second question there are several possible critical necessities which could be used for hypotheses. These include superintendents, communities, and boards of education, each of which would be carefully defined by the valuing processes they use and the referents they prize.

Methodology.

1. This study has been concerned with attempting to isolate areas in which teachers' value statements might be categorized. No effort was made to study the preferences a teacher would show in a given situation when forced to choose among two or more things he values. An investigation of this nature might show not only the valences assigned to a group of value statements in a given situation, but the intensity with which the value is held in a number of situations.

2. While it will be difficult to devise a practical plan for isolating poor teachers in poor schools, it would be of value to compare the responses of that group with those of the teachers interviewed in this study. The areas of concern would be the same but the number and kind of responses in each category would probably vary considerably.

3. Along with the preceding study another could be undertaken. A series of groups of poor and good schools
could be checked and the average number of statements (allowing for valence and intensity) for both could be used as the extremes for a good-poor continuum. With this scale it is conceivable that one might be able to attempt a prediction or rating for a school on the basis of the proportion of responses per category.

4. Further study of the "hour-glass" approach to categorizing is warranted. This is the technique of reducing the statements to two categories and then re-expanding them on the basis of an outside criterion and within the framework of a single discipline. Its use in encoding material in content analysis in the social sciences may be refined and prove worthwhile.

5. An interesting sidelight of the study was a comparison of the rating of teachers by their peers and by the principal. In most schools the teachers and the administrator agreed very well. Yet in one of the eight good schools and two of the three so-called poor schools there was a sharp difference of opinion. It might be worthwhile to compare channels of communication and human relations in schools where the administrator agreed with the teachers on the selection of best teachers with schools in which there was disagreement.

Conclusions.

While there are no direct or specific conclusions
from this study, the implications point to the need for further research.

1. Increased perceptive ability as required by the valuing theory may be studied by considering whether some techniques are more conducive to improving perception than others.

2. Techniques for developing self-appraisal and introspection are needed.

3. On the overall basis a curriculum based upon the valuing theory and the respondents' statements needs to be devised and tested in a teacher-preparation program.

4. Both consultants and supervisors need to test the implications for in-service education. Particularly will research be necessary for devising means for stimulating creativity in the selection of possible alternative solutions and for helping teachers become sensitive to the social consequences of their actions.
CHAPTER VII

SUMMARY

This study may be divided, for purposes of summary, into three main divisions: (a) the development of a theory of valuing, (b) the collection and examination of values prized by a selected group of teachers, and (c) the implications for the pre-service and in-service education of teachers which may be drawn from the theory and the data.

Valuing has a dual verbal usage, as appraising and as prizing. When used in the former sense, it describes an intellectual process which is incapable of examination except by the person so engaged. When used as prizing, valuing refers to some goal or objective which is sought and which may be stated.

Since valuing as appraisal is a highly personal matter, it requires introspection on the part of the evaluator if he is to improve his ability to make decisions. Whatever decisions he makes are determined by his present perceptions and his past experiences with that which he perceives. Valuing as appraisal, then, may be defined as a process of reflection and integration in
which the individual utilizes his perceptions of what exists in a given situation and his prior experiences with the referents in the field to determine that course of action which he believes will yield the greatest self-satisfaction.

Next, the study deals with the values expressed by a group of teachers with respect to education. Four teachers and the principal in each of eight schools were chosen as the respondents. The schools themselves were selected from a jury listing of those schools in Ohio which were engaged in a serious, planned effort to improve their instructional programs.

Each respondent was interviewed and his answers to the interview schedule were tape-recorded. The schedule comprised six questions:

1. What have you tried this year that you felt was significant? Why was it significant?

2. What does it take to make a good teacher?

3. If a new teacher were coming to teach in this school, would you have any suggestions to offer him?

4. What is the best feature, educationally, of the situation in which you are working?

5. What, in your present situation, most needs improvement?

6. What program and facility changes would you like to see made in the next three to five years?
The responses were analyzed for value statements which were then categorized. It was found that all but three of the 879 value statements could be reliably categorized by the author into five groupings: (a) teacher's self percept, (b) teacher's relations with students, (c) teacher's relations with others, (d) teacher's perception of curricular practices, and (e) teacher's perception of routine school operation.

Last, the following implications for the education of teachers were inferred. The theory suggests:

1. Increased emphasis on developing skill in perception.

2. Extension of the variety of experiences in which teachers engage.

3. Providing opportunities for creativity and criticism as teachers learn.

4. A study by teachers of codes of ethics.

5. Conscious, deliberate efforts to develop introspection or inner direction within teachers.

The data suggest:

1. That teachers be encouraged to question, experiment, and seek new procedures.

2. An emphasis on the acquisition of social skills by teachers.
3. Developing an awareness within teachers of the importance of understanding their students.

4. Involving teachers in determining policy.

The investigation thus provided a listing of those concepts teachers in schools engaged in improving instruction prize and deem important in education. At the same time a procedure was also provided which a person may use in deciding whether he wishes to accept the values the respondents have mentioned.
Appendix A: Letter to the jurors used to select the school systems.

Dear

You have been recommended to me as a person who could suggest several schools or school systems, particularly in your section of the state, that are engaged in a serious, planned effort to improve their curricular programs. It is necessary that I obtain a list of these schools, both elementary and secondary, as a preliminary step in my doctoral research study at Ohio State University.

The criteria for you to consider in making your recommendations are quite simple:

1. The staff of a school or system selected must be actively engaged in the examination of some portion of their program. This means the majority of the staff, at least, is so engaged, not just one or two teachers.

2. The school's study should have as its purpose the development of an improved learning situation for boys and girls. This criterion rules out the usual studies of buildings, facilities, and similar activities.

Would you please list on the enclosed form the names of those schools that you would select? Feel free to list as many or as few as you desire.

Thank you for your assistance. If the information I am gathering would be of use to you, please let me know and I shall be happy to forward a copy of the tabulated composite results.

Sincerely yours,

Sidney L. Besvinick
Appendix A: Enclosure accompanying the letter to the jurors selecting the schools.  

Juror # ________  

- I should like a copy of the tabulated results.  

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Appendix B: The form distributed to the teachers in the selected schools upon which they made their choices from among the members of their own staff.

School ______________________

Your title (Teacher, principal, etc.) ______________________

Please list the names (not more than five) of those people, who, in your opinion, are the best teachers in this school. You may list fewer than five, if you wish.

The above information is desired to help me with my dissertation at the Ohio State University. No one but myself will see the individual responses, nor will a copy of the tabulated results be shown to anyone in the school. Thank you for your kind assistance in my work.

Sidney Besvinick
Appendix C: On the following pages will be found the value statements taken from each of the forty interviews.
Code: l-l

1. V increased student interest.
2. V teaching poetry for enjoyment.
3. V classroom as her own.
4. V freedom to try new things.
5. V long activities.
6. V field trips.
7. V improved reading comprehension.
8. 'V overlapping of subject matter.
9. V academic achievement.
10. V educating the community.
11. V community consent for school's activities.
12. V correlating English and history.
13. V parent meetings at each grade level.
Code: 1-2

1. V giving good students a chance to show their ability.
2. V teaching Latin and English together.
3. V using a baseball game for vocabulary drill.
4. V improved learning situation.
5. V teaching how long the Appian Way is.
7. V student interested as an indicator of worth of an activity.
8. V firsthand experiences.
10. V educating the faculty to try new things.
11. V freedom, within bounds.
12. V more equipment and books.
Code: 1-3

1. V discipline (order in the classroom).
2. V creating student interest.
3. V worrying or becoming frustrated about one's students.
4. V sending students out on their own.
5. V materials about the community.
6. V students working in groups, if all can be kept busy.
7. V different modes of expression.
8. V sending students out on their own.
9. V ideas gained from a workshop.
11. V 100% promotion.
12. V large classes.
13. V getting poor students to do something.
14. V place for everyone in a democracy.
15. V each teacher having a description of what to stress in each subject at each grade level.
16. V facilities for slow learners.
17. V developing student interest.
18. V science laboratory, work space, and sink adjacent to the classroom.
19. V overcrowdedness.
20. V liking students.
21. V outside professional experiences.
Code: 1-4

1. 'V teaching any one way.
2. V having a good knowledge of subject matter.
4. V students respecting the teacher.
5. V positive attitude with children (by teacher).
7. V great variety of things to do.
8. V maintaining order.
9. 'V too much freedom of choice for students.
10. V friendly attitude toward students.
11. V working with each student individually.
12. V the change that takes place in the student's mind.
13. V developing student interest in things.
14. V good educational leadership.
15. V being his own boss.
16. V working out his own solutions to his problems.
17. V the interest of lay and professional people in education at L.
18. V permanent employment.
19. V smaller teacher-student load.
20. V keeping a teacher with only one grade level in a class.
22. V other teachers using materials that are available.
23. V good inter-staff relations.
24. V permanent employment.
Code: 1-5
1. V democratic staff meetings.
2. V feeling of freedom by the staff.
3. V high teacher morale.
4. V outside professional meetings.
5. V teachers counseling with students.
6. V growth in use of tool skills (reading, etc.).
7. V personal-social adjustment of students.
9. 'V tests and the testing movement.
10. V "free" time for teachers (teachers teach all day).
11. V articulation among courses between years.
12. V grade level or homeroom parent meetings.
13. V direct contact between parents and school.
14. V letting teachers come up with ideas.
15. V being firm and strict as a beginning teacher.
16. V student respect for the teacher.
17. V insights into what the teacher believes.
18. V teachers who go along with a new idea with an open mind.
20. V teachers with a quiet, reserved manner.
Code: 2-1

1. V the responsibility, privilege, and opportunity of working with children.

2. V the classroom as a home for the children.

3. V the teacher understanding the children.

4. V separating the children out to determine individual needs.

5. V children as a wonderful gift.

6. V teaching as a wonderful opportunity.

7. V reading in the first grade as of prime importance.

8. V the meaning in words as a help to children in learning to read.


10. V the children's interest.

11. V having the children feel they have a part in determining what's going on.

12. V students' statements in other situations as evidence of behavior change.

13. V the teacher loving children.


15. V the teacher's responsibility to the children.

16. 'V worrying about the children.

17. V having happy children in the classroom.

18. V self-search if the child is unhappy in the classroom.

19. V eye and ear checks at the first of the year.

20. V gathering data about the children from the parents.

21. V the parents coming to school.
22. V adapting teaching to the individual child.
23. V good educational leadership from the principal.
24. V having a free hand to do what you feel is best in your classroom.
25. V toilet and washing facilities for each room.
26. V classrooms opening onto the outdoors.
27. V instructional materials (books).
28. V being released from the pressure of having to meet a reading schedule.
29. V doing away with grade-cards and substituting teacher-parent conferences.
30. 'V S and U marking system.
31. V taking an interest in each child.
32. 'V pressure on the students from the home.
33. V the child's feelings and reactions toward the teacher.
34. V self-analysis to see if she did wrong in her procedure as she worked with a child.
Code: 2-2

1. V homogeneous grouping for reading and spelling.

2. V transfer of learning to other situations.

3. V the use of small group work.

4. V the reading program as an instrument for improving ability in all academic work.

5. V the ease with which he is able to get students to see the importance of getting "caught up", if they are to succeed in junior high.

6. V parent participation in school activities.

7. V worrying if the students don't seem to be getting what you're doing.

8. V more instructional materials.

9. V more parent-teacher study groups.

10. V the influence of the children in school on those at home of pre-school age.
Code: 2-3

1. V knowing your children early in the year.
2. V taking children where they are and moving them from there.
3. V reading ability as an indicator of the level at which a child can work.
4. V knowing the home background of the child.
5. V home visitation as a way of learning about the community.
6. V the local parent-teacher child-study groups.
7. V reading groups to meet individual differences.
8. V getting children to see where they are academically and that they can grow in the classroom like they can physically.
10. V reading, as well as math, as being important in a child's learning.
11. V each year and each class as an experiment.
12. V the broad unit approach.
13. V good educational leadership.
14. V the teacher taking an interest in boys and girls.
15. V the freedom to try new things.
16. V group staff work and staff relations.
17. V the worth of the program before and after her class.
18. V offering help to other teachers.
19. V loving children and working with the age level you like.
20. V the teacher understanding children.
Code: 2-3 continued

21. "Pushing boys and girls too fast through school."

22. "To "failing" but rather "progressing".

23. "Keeping the child's desire to learn alive."

24. "Change and movement and keeping up with educational change."
Code: 2-4

1. V spelling and reading as a basis for measuring academic achievement.
2. V bringing out in children the desire to learn.
3. V knowing children so that she may motivate by using their individual differences.
4. V trying and seeing what works.
5. V teaching children beauty and good home life.
6. V having the children get a feeling of accomplishment.
7. V each teacher realizing individual differences and understanding children.
8. V departmentalization.
9. V improved physical well-being as a necessity for better learning.
10. V an improved home-life (socio-economic conditions) for the children.
11. V small classes (less than 25).
12. V remedial teachers in each school, especially reading.
13. V reading as a basic skill for other academics.
14. V sharing ideas between schools.
1. V books in the home.
2. V being concerned about each child.
3. V reading as a major key to the problems and needs of most students.
4. V instructional materials at a high interest level with a low reading level.
5. V homogeneous grouping.
6. V phonics.
7. V a philosophy of education for the total staff.
8. V teaching children so that they can get along without a teacher.
9. V a teacher being able to talk about what he is doing and why.
10. V being able to adapt to any set of circumstances including doing something he doesn't like.
11. V working from a general principle.
12. V going into a room and telling a teacher what he has to do.
13. V a "working-out" process between teacher and administrator.
15. V a variety of methods of teaching.
16. V a degree from college.
17. V loving and working with children.
18. V having discipline but being fair.
19. V teachers who are leaders.
22. V studying mathematics.
23. V teachers' ideas rather than the publisher's word of what to teach and when.
24. V having many different instructional materials and texts in a classroom.
25. V outside school activities and organizations (P.T.A., Daddies Club, etc.).
26. V the use of the school as a community center.
27. V field trips.
28. V assembly programs.
29. V the Ohio School of the Air.
30. V the physical plant and facilities.
31. V the good pupil-teacher ratio.
32. V the interested parents and the community spirit.
33. V library books and various sets of basic texts.
34. V good use of instructional materials.
35. V parents being satisfied with what the school is doing.
Code: 3-1
1. V preventing monotony for both teacher and children.
2. V varied approaches to teaching.
3. V pride in school and community.
4. V teaching without stress or strain.
5. 'V pressure from administrator and community to meet standards.
8. V helping new teachers with discipline problems.
9. 'V activities "bunched up" at certain times of the year.
10. 'V so many reports (four per year) to parents of children in kindergarten.
11. V each school being able to vary its program on its own (not true in this system).
12. V kindergarten as basis for everything taught in upper grades.
13. V varying units throughout the year (not the same theme all year).
Code 3-2

1. V using visual examples for learning.
2. V plenty of practice after understanding the rule.
3. V moving ahead rapidly -- "with understanding, of course!"
4. V being aware of each child's skill weaknesses.
5. V the teacher knowing the components of skills.
6. V having the confidence of the children.
7. V having the respect of the children.
8. 'V method, if you have the confidence and respect.
9. V course of study.
10. V visual aids.
11. V knowing day-by-day procedures.
12. V intra-school visitations.
13. V the friendly atmosphere in the total educational program.
14. 'V pressure or fear of reprisal if a mistake is made.
15. 'V lack of discipline (external) in the building and community by the students (lack of respect).
16. 'V putting children in responsible places alone.
17. V more subject-matter and textbooks in the curriculum.
18. V supervised textbook work.
19. 'V having a unit of work thrown to her and someone saying, "Here, go to it."
20. V the skills.
Code: 3-2 continued

21. V knowing a certain amount to cover -- a prescribed course of study.

22. V students having a clear understanding of the changes in one's environment.

23. V math period, geography period, etc.
Code: 3-3

1. V using different teaching approaches.
2. 'V over-emphasis on individual differences.
3. V a little conformity as a necessity.
4. V student group work.
5. 'V education courses in college (too repetitive).
7. V the wholesome spirit among the teachers.
8. V children taking more part in their discipline.
9. V the same yearly theme for all grades.
10. V student council.
11. V using life situations in school (e.g. school store).
12. V time off during the day for teachers for a "break", for preparations, etc.
13. V music and art but not physical education for herself to teach.
14. V having time for remedial attention.
Code: 3-4

1. V student creativity in art.
2. V use of all kinds of materials.
3. V new ideas.
4. 'V copying.
5. 'V cut-and-dried course of study.
6. V incorporating many topics into school subjects, e.g., safety.
7. V a prescribed course of study.
9. V an inherited aptitude for teaching.
10. V an understanding of children.
12. 'V trying to solve all one's problems the first week or two ('V worrying).
14. V new things to learn.
15. V varying teacher's activities to include more than just your career work-socializing.
16. V the experienced teacher helping the new ones.
17. V the teachers and principal at L.
18. V an interested community.
19. V good relations between teachers, administrator, and community.
20. V texts designed for the average and below-average child.
Code: 3-4 continued

22. V having children assume responsibility for their own conduct.
23. V kindness, respect for others in children.
24. V present subject matter as meeting needs of children.
25. 'V method --- depends on the teacher.
26. V basic reading text.
27. V teacher-principal conferences.
Code: 3-5

1. V teacher personality.
2. V teaching methods.
3. V a knowledge of human growth and development.
4. V using subject matter to help boys and girls to better daily living.
5. V knowing how children learn, grow, and develop.
6. V high teacher morale.
7. V staff meetings centered around problems of improving instruction.
8. V teachers taking part in professional improvement courses.
10. V rethinking the curriculum to better meet the needs of boys and girls of this community.
11. V good community-school relations.
12. V teachers wanting to do a better job.
13. V work on curriculum development.
14. V the broad unit approach.
15. V the community "listening" to school discussions and vice-versa.
16. V closer relationship between arts and subject matter areas -- "Integration".
17. V marking system now in use.
18. V organizing the classroom as a workshop for children.
19. V safety in school situations.
20. V chronological approach to social studies.
21. V functional teaching of English, math, writing, and spelling, etc.

22. V creative student writing.

23. V teacher participation in systemwide study programs.

1. V a "healthy" attitude toward teaching.
2. V a mind closed to certain practices.
3. V a willingness to experiment and to try to learn.
4. V a teacher having a good philosophy.
5. V a teacher understanding children.
6. V courses in child development.
8. V enjoying teaching.
9. V school staff meetings.
10. V teachers' desires.
11. V staff meetings as opportunities for learning from each other.
12. V curriculum study guides as reference and resource materials.
13. V the cooperative attitude of the staff.
14. V pride in the school.
15. V strain or pressure from the administration.
16. V professional participation by the faculty.
17. V faculty members writing for publication.
18. V lay participation in planning the school program.
179

Code: 4-2

1. V cooperative children.

2. V children desiring to help one another.

3. V children living with one another and cooperating with one another.

4. V children sharing ideas.

5. V student spirit.

6. V caring for individual differences.


8. V a teacher understanding that children are individuals.

9. V a teacher being firm and fair with children from the beginning.

10. 'V confusion in the classroom.

11. V student freedom, but a "guided" freedom.

12. V order in the classroom.

13. V being aloof from the children at the beginning.

14. V a teacher with a sense of humor --- not at but with.

15. V teacher having respect of students.


17. V teaching about things of the world.

18. V children assuming responsibility.

19. V teacher-principal cooperation in staff relationships.

20. V harmonious environment.

21. V the professional attitude of the staff with respect to entering system-wide and other professional organizations.
Code: 4-2 continued

22. V more professionalism on the part of teachers within the building.

23. V separate programs for the slow and gifted.

24. V time for meeting individual differences (not available under present program).
181

Code: 4-3

1. V working with students on an individual basis.
2. V approaching problems from many different angles.
3. V experimenting as an "eye-opener" for "old-timers" who tend to get "rutted".
4. V waiting for maturational attainment.
5. V wanting to teach more than anything else.
7. V teachers understanding children.
9. V teacher control of the group.
10. V teacher's willingness to learn.
11. V teacher's willingness to ask if she doesn't know.
12. V volunteering for professional activities and community affairs.
13. V a feeling of belongingness on the part of the staff and students.
14. V everyone working for the good of everyone else.
15. V more time for the school day.
16. V higher entrance age for first grade.
17. V special science workroom in the building.
18. V free space in the classroom.
19. V small school systems for progress rather than large systems.
Code: 4-4

1. V developing student responsibility.

2. V rotating leadership for several students to get a chance to shoulder responsibility.


4. V preparing students for the seventh grade.

5. V regulating her time.


7. V teacher understanding children.

8. V joking with children and enjoying what they enjoy.

9. V a feeling of mutual respect between child and teacher.


11. V challenging or motivating a child to do because he wants to.

12. V an orderly room through meeting standards.

13. V grades being stressed even though they are important.

14. V standards for an "A".

15. V children striving for "A's".

16. V grades as an extrinsic motivator when a student is in high school or college.

17. V a report card being more than just A-B-C.

18. V goals for children to strive for.

19. V the chance to try something new - not restricted.

20. V the curriculum as a means for tying the system together.
Code 4-4 continued

21. V the schools of the system working closely together on a cooperative basis.

22. V remedial instruction on a special attention basis for skill deficiencies.

23. 'V shutting the door on any idea.

24. V discussion with junior high teachers so they may consider children with problems immediately.
184

Code: 4-5

1. 'V present text.
2. 'V different children learning different things from different books and sharing their findings.
3. 'V a logical chronological approach to history.
4. 'V students getting more out of what they do than simply covering more ground.
5. 'V holding student interest.
6. 'V getting information to poor readers by pictures if no other way.
7. 'V changing procedure just to keep out of a rut.
8. 'V teacher wanting to teach.
9. 'V getting along with other teachers.
10. 'V teacher liking children.
11. 'V how you do something as being more important than what you do.
12. 'V knowing where you stand with regard to what you can do in school.
13. 'V curriculum guides for security.
14. 'V being on one's own to do as one pleases without pressure.
15. 'V help being available when you want it.
16. 'V administrator bawling a teacher out in front of other teachers.
17. 'V being treated as an adult by the administrator.
18. 'V children being taught to recognize right from wrong.
19. 'V getting students to do what you feel is necessary.
20. 'V improved teacher status in the community.
Code: 4-5 continued

21. 'V teachers being treated like children, especially by parents.

22. V children developing a sense of responsibility.

23. V students who desire to work.

24. V pushing everyone to learn to his optimum --- "stretch" him.

25. 'V labor unions (no pride in a day's work).

26. 'V The answer.
1. V interpreting test results (mental maturity, etc.) to parents.

2. 'V the child-centered approach.

3. V an understanding teacher.

4. V an humble teacher.

5. V a teacher's willingness and ability to go ahead on his own, if the plan is okayed by administrator.


7. V teachers participating in school activities.

8. V teacher understanding children.

9. V openmindedness and willingness to change.

10. V basing change on the improvement of weaknesses.

11. V teachers who accept responsibilities.

12. V teachers who accept suggestions.

13. 'V a clamp on a teacher with the curriculum per se but rather, "Here's what we expect to be accomplished. Do it as you wish."


15. V teacher checking new ideas with the principal first.

16. V the supervisor serving as a consultant.

17. V new teachers starting easily and treading softly.

18. V staff working together in a cooperative manner.

19. V teacher participation in curriculum examination and reorganization.

20. V administrators not pressuring teachers.

21. V curriculum studies operated on teacher level.
Code: 5-1 continued

22. V teacher taking an interest in his job.
23. V teacher desiring to improve himself.
24. V making teaching a profession.
25. V giving new teachers direction.
26. V improving the present in-service program.
27. V the school as a community center.
28. V bringing parents into the school.
29. V raising the standards of the teaching profession.
30. V parental understanding of what the school is doing.
Code: 5-2

1. V retention as a basis for determining whether a practice is better than a prior one.

2. V children digging things out for themselves.

3. V being aware of a child's daily progress.

4. V moving a child ahead from where he is.

5. 'V those students who try to get by.

6. V being willing to try new things.

7. V correlating subject matter.


9. V effort by teachers being intrinsic, not as a result of administrative pressure.

10. V being free to try what you want so long as you cover the basic ideas prescribed.

11. V report cards that show a child moving along without grades.

12. V gathering the school together as a group.

13. V children planning the work to be done.
Code: 5-3

1. V texts that are easy yet make children think.
2. V changing procedures to keep from getting lazy.
3. V being interested and active in school affairs beyond teaching.
4. V being interested in what goes on in other classes.
5. V taking part in community affairs.
6. V teachers asking if they don't know.
7. V familiarizing oneself with what is where in the school.
8. V knowing the parents.
9. V the congeniality of the teachers.
10. V the opportunity for professional experience provided by the system.
11. V the chance to hear the viewpoints of other teachers.
12. V student respect for others and property.
13. V being consistent with respect to what we expect from children.
15. V children standing when elders enter a room.
16. V the school's curriculum.
Code: 5-4

1. V independent activity of students.
2. V intrinsic motivation.
3. V challenging students rather than "still teaching first grade."
4. V large classes as a source of challenge.
5. V being able to say, "This is hard. I'll bet you can't do it." without frightening the students.
6. V developing creativity in art and music.
7. V giving students challenging "seat-work".
8. V reflective thinking.
9. V students completing work with fewer mistakes due to correcting their own errors previously.
10. V challenging a student to the point where he makes mistakes and realizes that everyone can and does err.
11. V teachers with a conscience.
13. V analyzing herself at the end of the day --- "Did I challenge this one, or did I cut that one off when he was just getting started?"
14. V teachers going beyond the provided instructional materials (books).
15. V many ways of presenting ideas to students.
17. V teachers understanding children.
18. V teachers having confidence in themselves.
19. V teachers asking if they don't know.
20. V teachers sharing ideas.
Code: 5-4 continued

21. V the democratic atmosphere in the school among the staff.

22. V consistency in enforcing school policy.

23. V trying an ungraded primary group.

24. V courtesy program both in school and at home to develop respect.
Code: 5-5

1. V unit work.
2. V student creativity and originality.
3. V students having a chance to share in planning.
4. V preparing "researchers".
5. V coordination between subjects (correlation).
6. V getting students to think for themselves.
7. V teachers taking part in activities with the students.
8. V mutual respect between teacher and student.
10. V "discipline" as part of the total picture. If the students don't respect her, it's the teacher's fault in most cases.
11. V being firm in the beginning, with "rules of living".
12. V teachers being free to teach as they see fit.
13. V material availability.
14. V being restricted with respect to what to teach.
15. V setting goals for self and class.
16. V frequent evaluations in class.
17. V new gym to bring school closer together.
18. V different age levels working together developing respect for school and self-motivation in older students.
19. V science workroom.
20. V library.
Code: 5-5 continued

22. V school facilities.

23. V putting school and community together in activities so students may grow up in our society without severe adjustments.

24. V school as part of living.

25. V students learning how to get along and adjust.
1. V teachers getting acquainted with parents.
2. V parent understanding of school's expectations.
3. V other things besides reading in first grade program.
4. V teachers helping students with kindness and love.
5. V parent's estimation of the teacher.
6. V taking children from where they are and moving them along.
7. V classroom being like a home.
8. V expecting too much too soon from the students.
10. V being human, understanding, and sympathetic.
11. V each child as some one different.
12. V parents as a teacher's helpers.
13. V teacher next to pediatrician as an assistant in child's growth.
14. V the job of child-rearing done by most parents.
15. V subject matter to be taught.
16. V child growth and development as a means of understanding students.
17. V opinions of experts in subject matter fields.
18. V the student body.
19. V challenge of individual differences.
21. V interstaff relationships.
22. V staff individuality.
Code: 6-1 continued

23. V physical facilities.

24. 'V steps and bannisters for children.

25. V books and library for students.

26. V developing motivation for learning to read.

27. V music and equipment for playing it.
Code: 6-2

1. V teachers in the system as hard-working and conscientious.
2. V broad unit approach.
3. 'V lack of materials.
4. V reading materials on all levels.
5. V opportunity to teach "problem solving" to children.
6. V openness to consideration of many ways to teach.
7. V being interested in children.
8. V being concerned about children's problems.
9. V approaching each child differently because of his background.
10. V knowing a great deal about the children.
11. V using many methods and knowledge of subject matter in different ways for different students.
12. V teacher having a broad educational background.
13. V classroom organized for the broad unit.
15. V liking to teach.
16. V not being afraid of good hard work.
17. V being well-organized.
18. V having a good sense of humor.
19. V having good human relations.
20. V striving to improve oneself professionally.
22. V being tactful.
23. V being punctual.

24. 'V teachers trying to change the community overnight.

25. V the opportunity to try things and not follow a set curriculum.


27. V staff cooperating well.

28. V non-conformity among staff members.

29. 'V lack of organization in the school program.

30. V knowing what the children have had before they come to her.

31. V well-organized guidance and administrative materials.

32. V staff communication.

33. 'V teacher's clerical work.

34. V funds for materials and equipment.

35. V opportunity to work with the administration.

36. 'V having to attend so many meetings that there is no chance for personal time.

37. 'V teacher being tense.
Code: 6-3

1. V emphasizing democratic procedures in the classroom.
2. V trying some new things every year.
3. V approaching work differently each year because of the children.
4. V being mentally alert.
5. V being well-adjusted.
6. V personality with a sparkle in it.
7. V teacher's ability to get an educational background and desire to get it.
8. V teaching as a job.
11. V teacher knowing administrative policy.
12. V knowing what the curriculum is.
13. V teachers helping each other.
14. V present guidance and in-service program.
15. V parent group.
17. V openminded parents.
18. V good physical facilities.
20. V spending a lot of time teaching and preparing because the work is challenging.
21. V present study of reporting to parents.
22. V more building space and better lighting.
Code: 6-3 continued

23. V starting student council.

24. 'V teachers taking part in system-wide planning so much that there is no time to start things in the school.

25. 'V parents relieving teachers.


27. V room for activities --- art, science, plays, etc.

28. V unified program on the activity level.

29. V personnel help, e.g., reading assistance.

30. V erasing grade lines to remove the smirch of "going back".
Code: 6-4

1. 'V skills and drills in the morning.
2. 'V "boy and girl" approach rather than "subject-matter" approach.
3. 'V meeting children's needs and interest by broad unit approach.
4. 'V skills as necessary and must be taught but unable to integrate as a "real need" into the program.
5. 'V teaching skills and drills meaningfully.
6. 'V professional reading.
7. 'V authoritarian approach to discipline.
8. 'V warm friendly feeling between teacher and student.
9. 'V subject matter.
10. 'V following a rigid program.
11. 'V knowing about child growth and development.
12. 'V broad base of experience.
13. 'V warm friendly feeling between teacher and student.
14. 'V accepting school system, not reforming it.
15. 'V textbook method of teaching.
16. 'V bringing change about gradually.
17. 'V trying to do it all the first year.
18. 'V letting the room get away from her.
19. 'V professional attitude of the teachers toward one another.
20. 'V parental cooperation.
21. 'V time for the teacher for himself and his recreation.
22. 'V workroom adjacent to the classroom.
Code: 6-4 continued

23. V better lighting.


25. V knowing the amount of subject matter per grade
level, or how would the next teacher know where to begin?
1. V independent reading by students.
2. V enjoying children.
3. V wanting to work hard enough to plan learning activities.
4. V checking to find out if students really are learning.
5. V new teachers moving slowly and working with other teachers.
6. V knowing what is expected and doing long-range planning.
7. V cooperative staff relationships.
8. V being interested in children getting a good education.
9. V more space, sound-proofing, and lighting.
10. V smaller classes.
11. V more materials in social studies and science at different levels.
12. V broad unit for relating learning to real life.
13. V reading corner.
14. V "quiet floor and quiet roof" so children don't have to be hushed for normal behavior.
Code: 7-1

1. V unit teaching for developing cooperation.
2. 'V having the same class more than two years.
4. V talking to children at their own level.
5. V working with low IQ children with handwork.
6. V being sympathetic with children.
7. V making school interesting so that children want to come.
8. V having a professional attitude.
9. V being friendly and cooperative with other teachers.
10. V asking if you don't know.
12. V freedom to teach what you wish when you wish.
13. V students being free to do and see rather than learn from a book.
15. V heterogeneous class groups.
17. V audio-visual materials.
18. 'V parents having too much to say about teachers.
Code: 7-2

1. V giving individual students an opportunity for taking part.

2. V trying new things to meet the individuality of each group.

3. V children's suggestions and ideas.

4. V broad unit approach.

5. V socializing experiences for students.

6. V ability of teacher to adjust and be emotionally stable.

7. V being firm and understanding students.

8. V loving children and having a sense of humor.

9. V having intelligence to teach and willingness to work.

10. V freedom to talk with other faculty members.

11. V being sure before you go ahead.

12. 'V meanness to start with in class but rather certainty and definiteness.

13. V rapport with students.

14. V staff cooperation.

15. V chance to work on curriculum.

16. V meetings as a means for communication.

17. V consistency in administrative policy enforcement.

18. V student council as a democratic activity respected by all.

19. V fairness of the principal in dealing with student problems.

20. V more teachers understanding the importance of unit work.
Code: 7-2 continued


22. Remedial sections in school for reading, arithmetic, emotional problems, etc.

23. Parents accepting unit work beyond the elementary grades.
Code:  7-3

1. V morning planning period to keep interest high.

2. V developing responsibility and curbing discipline problems.

3. V doing as giving more understanding than reading about an experiment in a science book.

4. V interest where there was none before.

5. V learning words for use.


7. V wanting to help each child to think what is best for him.

8. V teachers liking boys and girls.

9. V children for their differences.

10. V getting to know and to work with parents.

11. V teachers working together sharing ideas.

12. V staff and administrators doing the best they can.

13. V taking children where they are and moving them along from there.


15. V going to each other for help.

16. V rewarding partially successful endeavor to provide motivation.
Code: 7-4

1. V meeting the needs of the children.
2. 'V being hampered by textbooks.
3. V independent action by children.
5. V children living together democratically.
7. V group work as part of our living in a democracy.
8. V loving children.
9. V understanding the stages of child development.
10. V teachers having a cheerful disposition.
11. 'V inflicting her own will upon children.
12. V making the world a better place to live in by working with children.
13. V those traits of teachers which are inborn.
14. V cooperating with others on the school staff.
15. V taking part in community activities.
17. V the dynamism of the present program —— "No teacher could teach here and go stale".
19. V in-service activities.
20. V avenues of development open to children.
21. V treating children as individuals.
22. V remedial help for slow learners.
23. V parent-teacher cooperative work.

24. V parent consciousness of the need for home training.
Code: 7-5

1. V cooperation of administration in curriculum improvement.

2. V engaging the total staff in the in-service program.

3. V studying what we're trying to achieve.


5. V teachers being free to teach what they wish to the extent that they are capable.

6. V practicing what we preach.

7. V science programs at all levels.

8. V the worthwhileness of classwork as evidenced by transfer into other activities.

9. V good staff-administrator relationships.

10. V children considering school as a place to live.

11. V teachers as guides or assistants.

12. V teachers having degrees.

13. V staff cooperation with one another.

14. V space for children for play and work.

15. V democratic processes.


17. V teachers' versatility in meeting individual differences.
1. V faculty movement toward agreement and acceptance of a core program.

2. V staff united in the achievement of a goal.

3. V teachers liking students.

4. V education as being more than just textbooks.

5. V student participation in classroom planning with the teacher.


7. V teachers knowing how to do what they want to do.

8. V using what is practicable and discarding the rest.

9. V trying new things each year.

10. V experimentation.

11. 'V student trips after school closed at the end of the year.

12. V strictly educational student trips during the year.

13. 'V sophomores being old enough to plan and carry out a long trip.

14. V trying to meet the total needs of all the students.

15. 'V criticism from parents of college preparatory students.

16. V college preparatory English course.

17. V the lack of failures and D's in freshman English in college since the course was inaugurated.

18. 'V accelerating students through high school and college.

19. V learning other things in addition to intellectual achievements in school.

20. V balance between the "new" education and the "old" philosophy.
Code: 9-1 continued


32. "Improved facilities.

33. "Recent instructional program.

34. "Improved shop facilities."
Code: 8-2

1. V good students wanting to keep busy.

2. V keeping up student interest by letting them know what they are doing, when they have a job to do, and when they have it done.

3. V knowing what is wanted in a course (likes concrete assignments).

4. V students having success and accomplishment feelings.

5. V not losing the slow students right from the beginning.

6. V demanding a certain amount of work from students.

7. V teachers having patience.

8. V teachers having a sense of humor.


10. V teachers having a sincere interest in the subject they're teaching.

11. V making definite assignment, seeing that students know it, and following through the next day to see that they got it.

12. V giving quizzes to keep students on their toes.

13. V being thought "tough" by the students, but that they feel they are learning.

14. V students knowing each night what they learned at school that day.

15. V homework.

16. V parents' attitude toward school and education.

17. V having time to do more things.

18. V keeping students busy from 3:30 P.M. to 10:00 P.M. each night with homework.

19. V students on the streets at night.
Code: C-2 continued

1. V science from teacher 1 through 12.

21. V scientific literacy.

32. V social democracy.
Code: 8-3

1. *V textbooks for giving a practical means of expression in language.

2. V teachers having patience.

3. V review (practice).

4. V practical use of a language.

5. V student interest.


7. V teachers knowing subject matter.

8. V enjoying what you are teaching.

9. V new things to break the monotony.

10. V having fun with students.

11. V developing student interest in the subject being taught.


13. V discipline (quiet) in the classroom.


15. V teachers having fun with students.

16. V students planning what goes on.

17. V teachers striving to do their best --- not because of pressure but as a challenge.

18. V being free to do as you please in your classroom.

19. V pictures in the texts --- but the students don't use them.

20. V extra-curricular activities crowding-out the academic subjects.

21. V emphasizing the three R's (drill on fundamentals).
Code: 8-3 continued

22. V improved class scheduling.

23. V library.

24. V a course in geography on the high school level, but not economic geography.
Code: 8-4

1. V judging student art work in core classes.
2. V transfer of learning done by some art students to core work.
3. 'V presenting material the same way twice.
4. V high student interest span.
5. V long class periods (2 hours).
6. V art as a service department.
7. V being interested in your subject.
8. V good student-teacher relations.
10. V teachers gaining respect of other teachers through outside work.
11. V friendliness of the staff.
12. V good faculty relationships.
13. V art as a service department.
14. V clear definition of policy.
15. V enlarged art department facilities.
16. V making educational movies.
17. V double period for art.
18. V student interest.
19. V better audio-visual facilities.
20. V library facilities.
1. V using experiences of a few students to enrich the understandings of the others.

2. V correlation.

3. V stimulating student interest.

4. V state and national tests as evidence of student learning.

5. V knowing students well.

6. V being friends with students.

7. V other things as more important than learning facts.

8. 'V erratic thinking by students.

9. 'V solving problems for students.

10. V students learning more than just facts.

11. V liking students.

12. V wanting to help students.

13. 'V subject matter --- "Within limits, it doesn't matter what I teach".

14. V students becoming better citizens, being happy, and developing ideals.

15. V having a sense of humor.

16. 'V making an issue of little things.

17. V keeping control of a classroom.

18. V present student body.

19. V the community.

20. V the freedom --- "No one bothers you".

21. V friendliness between staff and administrator.

22. V in-service program.
23. V being free to express one's own opinion.
24. V good staff-administrator relations.
25. V library facilities.
27. V students having success experiences.
28. V athletic facilities.
29. V film library.
30. V proper use of audio-visual materials.
BIBLIOGRAPHY


I, Sidney Lionel Besvinick, was born in Toronto, Canada, March 29, 1922. I received my secondary school education in the public schools of Miami Beach, Florida. My undergraduate training was obtained at the University of Florida, from which I received the degree Bachelor of Chemical Engineering in 1943. After three years service as an officer in the United States Naval Reserve, I returned to the University of Florida, where I received the degree Master of Science in Engineering in 1947. Two years later I returned to Miami from Baltimore, Maryland, where I had been employed as an engineer. In 1950 I completed the requirements for certification at the University of Miami, Florida, and began teaching in the Dade County Public Schools. In 1952 I came to the Ohio State University. After teaching in Dade County in 1952-53, I returned to Columbus, Ohio, in the summer of 1953. I acted as assistant to Dr. C. B. Mendenhall during that summer. During the year 1953-54, I was appointed Research Assistant at The School-Community Development Study, Ohio Center, Cooperative Program in Educational Administration. In 1954-55 I received an appointment as Instructor in the Department of Education at The Ohio State University. I held this position while completing the requirements for the degree Doctor of Philosophy.