A CRITICAL STUDY OF THE CURRICULUM DEVELOPMENT PROGRAM OF TREWYN JUNIOR HIGH SCHOOL, PEORIA, ILLINOIS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Helen M. Nance, A. B., Ph. M.
The Ohio State University
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Approved by:

[Signature]
Adviser
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Chapter I
The Problem

The challenge of living together is met by individuals and groups, through utilizing the method of intelligence in making choices and decisions in the solving of problems. Goals must be established in terms of values and plans must be made to achieve these values. Activities must be carried out to help solve problems and a continuous evaluation must be made to determine progress in the achievement of these goals.

The secondary schools in America must meet this challenge by planning, carrying out, and evaluating goals set up and understood by staff members, pupils, parents, and by communities in which schools exist. In order that these schools may meet the needs for solving problems of living, the school must engage in a program of curriculum development. A curriculum development program requires continuous planning, carrying out, and evaluating of goals which should be established by those concerned with the success of the school. Through in-service education, pupils, staff members, and parents should be concerned with a curriculum development program which will meet the needs of all boys and girls.

According to research studies of the National Educa-
tion Association (Research Bulletin, vol. 16, no. 2, 1938), the North Central Association (North Central Association Quarterly, April, 1948), the United States Office of Education (Bulletin, 1938, no. 6), and by Benjamin Fine (Admission to American Colleges, 1946), the majority of secondary schools have a definite subject centered curriculum geared to college entrance requirements.

The United States Office of Education, in Statistics of State School System, report that since 1946 approximately 79 per cent of the secondary school age group is enrolled in the secondary school.¹

A curriculum design, reorganized to solve problems of living in a democracy, should educate more nearly 100 per cent of the youth of the country by reducing drop outs. A curriculum design should seek citizenship values, unachieved in a subject centered curriculum.

A. Purposes of the Study

In 1910 a total of 11.8 per cent of youth ages fifteen-seventeen were enrolled in the secondary school. Fourteen per cent of that enrollment graduated from the public schools. Even in the late 1940's with 79 per cent of the youth in secondary schools, approximately 42 to 50

per cent graduated. Of these 15 to 35 per cent planned to attend college.

As long as education is selective, teaching college preparatory subjects to a majority of students who will not attend college should change curriculum planning. National committees, from the time of the Committee of Ten in 1893 until the Eight Year Study of the 1930's, dealt with school curricula in terms of academic school subjects which would meet college entrance requirements.

Between 1935 and 1945, the American Youth Commission and Educational Policies Commission made studies of needs of youth. These studies clarified and sharpened the Seven Cardinal Principles of Education of 1918. These principles had merely announced purposes of education of all youth.

The Eight Years Study, work of the Educational Policies Commission, the Harvard Report and the Life Adjustment Program stimulated the need for changes in philosophies of education. These patterns of development for educational

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2. Ibid., pp. 233-234.


programs reflect that democratic living in the schools and attaining of democratic values are the primary responsibilities of the secondary schools at mid-century. Harold Alberty expresses this idea in the following way:

If, then, what we strive to accomplish in education is to make our schools the finest possible exemplification of democratic living, and an agency for the understanding and continuous re-interpretation and refinement of the ideals that characterize our way of life as unique and distinctive, those who are concerned with the program of the school administrators, teachers, pupils, and community groups must seek to discover the deeper ideals and values to which we as a people give our wholehearted allegiance.5

The first purpose of democratic secondary education is to educate all American youth.6 The education for all youth should provide for effective citizenship as an important outcome of a democratic education. As democratic education should signify learning to live together and solving common problems of living, democratic living also should develop each individual to the optimum of his capacity. It is therefore the responsibility of the school


to provide experiences whereby each individual and groups of individuals can set up goals, solve problems in terms of democratic values, and continuously re-examine their goals as they utilize the method of intelligence in their experiences.7

Even though the junior high school as a distinctive unit has not fully demonstrated its worth, the problem of developing a satisfactory curriculum for the early adolescent still remains. The statement of purposes for all education in general would be satisfactory for the junior high school if we are to adequately meet the needs of youth.8

There are two purposes for making a critical study of the curriculum development program of Trewyn Junior High School, Peoria, Illinois. These are:

1. To evaluate the curriculum development program from 1950-1952
2. To make recommendations for the improvement of the program.

It is the belief of those concerned with this program that the realization of democratic values should be continuously re-examined. The curriculum development program should coincide with the purposes and functions of secondary education. Trewyn Junior High School should

exemplify the fulfillment of these purposes. Recommendations for its improvement in terms of these purposes should not be neglected after the termination of this study.

B. Need for the Study

Some of the early leaders of the junior high school movement realized the purposes of the junior high school should continue the common integrating education of the elementary school; democratize the school system; and bridge the gap between the eighth and ninth grades. Educators and psychologists better understand pupil growth as gradual and continuous. In this way childhood characteristics blend with adolescent traits. If education is regarded as providing experiences for solving problems of living, education should be continuously exploratory on all levels of learning.

After 1930, the functions and purposes of the junior high school, in addition to the functions and purposes of all secondary education, have envisaged trends away from a compartmentalized subject centered school. The findings of the Eight Year Study of the 1930's and published in


1942, revealed that many values, in addition to subject matter achievement, are and should be emphasized by the secondary school. The Progressive Education Association announced in the early 1930's that the purposes of the secondary school should fulfill the needs of youth. These needs were personal, personal-social, social-civic, and economic in nature. The purposes and philosophy of the secondary school have broadened beyond the emphasis upon acquisition of special subject matter content, toward meeting the needs of all youth.

At Trewyn Junior High School, the curriculum program has not been established sufficiently long to be evaluated in terms of achievement by its pupils. Achievement of content, meaningful to pupils, is one of the purposes of Trewyn Junior High School. Another purpose of this junior high school is to develop values of democratic living. Many instruments and procedures should be utilized to study and to evaluate the curriculum development program. As Trewyn Junior High School has completed its second year, there is need to make a critical study of the curriculum development program, and to make recommendations for its improvement. This is consistent with accepted principles of evaluative processes in any learning situation.11

C. Limitations of the Study

While the curriculum development program at Trewyn Junior High School is just one example of curriculum reorganization in America, this example may be a contribution to other similar school situations. This study will be limited to the present program, which covers a period of two years. The program which commenced with the opening of the new building in the fall of 1950, was already determined and sponsored by the administration of the Peoria School System. This study will be limited to the time between the implementation of the already determined program in September, 1950, until June, 1952. The evaluation of the program in terms of changed behavior of the pupils is beyond the scope of this study.

The data collected is intended to give an objective interpretation of the program it has developed as an inservice education pattern where teachers, pupils, and parents have participated.

It is assumed that:

1. A critical study can be made by utilizing instruments, procedures, and curriculum materials which are available.

2. Criteria for evaluating a curriculum development program can be constructed, based on literature and the educational philosophy of the writer.
3. The philosophy of the Trewyn Junior High School is based on the values expressed by Dewey, Bode, and Alberty in their writings.

4. The instruments and procedures utilized for the collection of data will record the opinion of parents, teachers and pupils.

5. The employment of procedures by 66.6 per cent of teachers, pupils, and parents reflect approval of stated criteria of curriculum development.

6. A change in practice from December, 1951 to May, 1952 by more than 15 per cent of the teachers would seem to indicate a significant change.

7. The lack of response to the parent questionnaire is due to lack of understanding of the school program, employment of members of the families, and/or the socio-economic background of the families.

D. Definition of Terms

In order that there may be a common understanding concerning the use of some terms and phrases, it is well to clarify and to define these terms. Many of these occur in the literature of secondary education, and no one term is unique as far as this study is concerned. Terms used in this study are defined, as follows:

1. Curriculum refers to all the learning activities under the direction of the school.
2. **Curriculum development program** refers to the process and product of the changing educational pattern structured and developed by in-service education; by teacher-pupil planning; and by parent concern.

3. **Fundamental Learnings** is a synonym for core. This term refers to the two to three hour block of time in which teachers and pupils mutually plan to solve problems of living in order to develop appreciations, understandings, skills, values, and attitudes necessary for citizenship in a democracy.

4. **General education** refers to that part of the curriculum in which skills, understandings, attitudes, values, and appreciations necessary for citizenship are developed.

5. **Special needs** and **special interests** mean the special areas which are elected by pupils.

6. A **resource unit** contains the school philosophy, scope, learning activities, resources and procedures of evaluation, which a staff cooperatively develops.

7. **A problem area** includes the common problems of adolescence within a certain category.

8. **Pre-planning** means teacher-teacher relationships in cooperatively studying needs of pupils, pre-
ceeding teacher-pupil planning.

9. **Guidance** is an integral part of the curriculum itself. Guidance means helping pupils solve their problems and make choices.

10. **Evaluation** means the continuous process of ascertaining values in any learning situation.

11. A **learning unit** is a common problem of interest which teachers and pupils cooperatively choose for study by setting up objectives; planning and carrying out learning activities in groups and by individuals; evaluating in terms of their objectives; and making new plans for continuous learning.

E. Procedures and Sources of Data

The curriculum development program refers to the process and product of the changing educational pattern. Utilization of procedures and sources of data is the process which makes the curriculum development program function.

1. Ten guiding principles for establishing criteria for curriculum development based on literature of secondary education were first set up. In this way curriculum development practices may be evaluated in terms of practices thought desirable. General evaluation of the curriculum development program is made in terms of the established criteria, conclusions drawn, and recommendation made in
light of these criteria.

2. Results of standardized objective tests will be utilized for presenting achievement in subject matter areas.

In keeping with the philosophy of Trewyn Junior High School, the development of goals of knowledge, skills, understandings, attitudes, appreciations, and values are necessary for citizenship in a democracy. This philosophy coincides with the definition of the fundamental learnings block of time. The Progressive Achievement Test approved by the Peoria Board of Education and administered by Trewyn faculty members, is the achievement test utilized in this school. These tests were given in October, 1951, to seventh and ninth grade students present during "Testing Week" in the Peoria School System. Students absent during this week were not tested. Previous to October 1951, only the seventh grade pupils were given achievement tests.

For this reason no comparisons will be available as to improvement or lack of improvement in achievement. Comparisons are made in this study with the national norms. As Peoria has not established norms, these are the only available norms at present. The curriculum pattern is not geared to utilize results from these standardized tests as a criterion for determining success of the program. Very little attention is given by either administration or fac-
ulty to this procedure, except for diagnostic purposes by individual schools and teachers. However, these objective tests are a source of data which should be recognized and should be given some place in the interpretation in this study.

In 1950, the ninth grade was given the Lee-Thorpe Occupational Interest test. This test was not repeated in 1951.

3. Two check lists were utilized in this study. One check list was developed for the faculty by the writer with a committee of faculty members. (Appendix A) The check list for pupils was constructed by the writer with a committee of pupils. (Appendix B)

The criteria for curriculum development in secondary education were broken down into many possible practices and procedures for carrying out each of the ten guiding principles. A committee of four members of the faculty offered a great many additions and suggestions for changes. These practices were then submitted to the entire faculty for their additional suggestions or changes. This check list was given twice to faculty members. It was administered the first week in December, 1951, and the first week in May, 1952. Both times teachers filled these out during their vacant periods. One hundred per cent of the staff cooperated in this procedure. Percentages are given
in tables (Chapter V) for December, 1951, and for May, 1952, and show changes in practice. The writer administered the teacher check list in December. The acting coordinator, in the absence of the regular curriculum coordinator, administered the check list in the following May. The faculty check list was an instrument developed as a part of the in-service education program.

The pupil check list was constructed in a different manner. Care was taken to secure a committee of three students of low reading ability in order to rewrite from the faculty check list practices and procedures utilized by pupils. This was written in language for other pupils of low reading comprehension to understand. The pupil check list was administered during two weeks commencing April 15, 1952. The acting curriculum coordinator administered it to an entire section of pupils at a time.

4. The California Personality Test was given the week of March 17, 1952 to pupils of the school, with the exception of absentees. (Appendix C) This personal-social adjustment test was given to sections of about thirty pupils each. The writer administered this test. As this test had not been given previously there were no local norms. Percentages of a possible high score were utilized instead of using national norms or percentile scores. This was done because of the homogeneity of the socio-economic
background of the Trewyn school district. The national norms and percentile scores are based on heterogeneity of socio-economic backgrounds at the time the California Personality Test was standardized in 1942. Personal Development and Social Development appeared to coincide with the educational philosophy of the school.

5. A questionnaire was developed to obtain parental attitudes concerning the development of the curriculum program. (Appendix D) In order to keep the questionnaire very simple, in language to be understood by lay persons, and to keep it from being a time consuming instrument, a yes-no type of questionnaire was developed with an opportunity for a no-opinion check. An additional unstructured portion for each question allowed free response by parents. A why and suggestions for improvement gave opportunity for parents to write, in their own language, a support for their yes-no response. This permitted more flexibility than a five way response found in a totally structured type questionnaire. It is the thought of the writer that the why questions "lean" toward the yes or the no ends of the continuum. This type of questionnaire is in keeping with the philosophy of the school, whereby individuals are

continuously aiding in planning, offering suggestions, and developing themselves as part of a group in a democratic fashion. The questionnaire was mailed to parents with a stamped, self-addressed envelope for return. In cases where there was more than one child in a family attending Trewyn, just one letter was mailed. A letter of explanation was included at the beginning of the questionnaire. These letters were mailed on April 15, 1952.

6. There is a great amount of information concerning workshops and curriculum changes in both elementary and secondary schools in Peoria which has not been consistently recorded. Interviewing the assistant superintendent of schools in charge of instruction was necessary. (Chapter II) It was also necessary to interview officers of the Trewyn P. T. A. to seek membership records, lists of activities, and interests of this group. (Chapter III) The principal of the school was interviewed concerning frequency and purpose of parental visitation of the school. (Chapter III)

The assistant superintendent of schools in charge of instruction was interviewed concerning the activities and interests of the recently formed Peoria Citizens Committee. (Chapter III)

The Administrative Council of Trewyn Junior School kept very few records of its meetings. For this reason
the interview was utilized to secure information as to its plans, procedures, and results, from the principal of Trewyn, the acting coordinator, and the assistant superintendent of schools. (Chapter III)

Information regarding the physical plant and economic setting of Trewyn was drawn from: floor plans; (Appendix E) cumulative records containing occupations of parents; and knowledge of the writer of this section of the city where Trewyn Junior High School is located.

The superintendent of schools, assistant superintendents, principal and faculty of Trewyn granted permission to carry on this study. This was evidenced by the granting of a leave of absence to the writer for this purpose.

After data from teachers, pupils, and parents have been presented, an evaluation is given in terms of each established criterion. A summary of data is made in terms of these criteria, general conclusions drawn, and recommendations given for the consideration of a continuous curriculum development program of Trewyn Junior High School.

F. Preview of Succeeding Chapters

In Chapter II an overall picture will be presented of the city schools and their curriculum changes from 1947-1952. As part of the background for the Trewyn study, some citation is made of the community survey sponsored by the Peoria Board of Education and the University of Illinois
in making a community survey of "what people think of their schools." This survey included teachers, pupils, and non-parents. Mention is made of the selection of the Trewyn faculty; their professional experiences; and the workshop experiences previous to the opening of school in September, 1950.

The heart of the study is written in Chapter III - "The Evolving Program - A Study of Design and Procedures." In this chapter, the curriculum program is described as it was developed before the opening of school. At the beginning of the school term a program was inaugurated which attempted to fulfill the needs of girls and boys. The curriculum pattern was developed by teacher-teacher planning; by teacher-pupil planning; and by school-community interaction. This chapter describes the process and product of curriculum design between 1950 and 1952.

In Chapter IV, guiding principles for curriculum development in secondary education are discussed. From these guiding principles, criteria were developed for evaluation purposes of the curriculum development program at Trewyn. These criteria are divided into categories of philosophy, curriculum development, procedures, and evaluation.

In Chapter V, an objective discussion of the attitudes of the faculty toward topics regarding criteria for curriculum development are discussed and evaluated.
In Chapter VI, an objective discussion is recorded and evaluated regarding pupils and their attitudes toward the curriculum development program.

Chapter VII is devoted to the attitudes of parents toward the curriculum development program in terms of the criteria and are evaluated.

In Chapter VIII a summary is made of the curriculum development program from data furnished by teachers, parents, and pupils. Conclusions are drawn from an evaluation of the data, and recommendations are made as a result of conclusions. These recommendations are offered for the purpose of the improvement of the Trewyn program.
Chapter II

The Setting of the Trewyn Junior High School Program

A. Overall Picture of the City Schools

The Peoria Public School System is composed of twenty-nine schools. There are three senior high schools, two junior high schools and twenty-four elementary schools. One senior high school is composed of tenth, eleventh, and twelfth grades. The other two senior high schools are four year schools. Pupils from thirteen eight-year elementary schools enter these schools.

The two junior high schools serve only one section of the city. These schools are located on the south side of the city which is an industrialized area. The families in this vicinity are for the most part in a low income group. These two junior high schools answered the needs in that particular overcrowded section by relieving the elementary schools of a seventh and eighth grade population and the senior high school of a ninth grade. Pupils enter these two junior high schools from ten of the twenty-four elementary schools. This section of the city is organized as a kindergarten, 6-3-3 plan.

The first junior high school was completed in 1932 and is actually a miniature senior high school, since it has always had a departmentalized program.

Trewyn Junior High School was opened in the fall of
1950, and its construction relieved overcrowded conditions in surrounding elementary schools. Trewyn houses seventh, eighth and ninth grades, and began with a type of curriculum in keeping with modern trends in education.

B. Curriculum Changes, 1947-1952

In the Hand Book, 1952,1 the organization for administration of Peoria Public schools is shown to be composed of an elected Board of Education. The superintendent of schools and two assistant superintendents work directly with the Board. All principals and teachers are under the jurisdiction of the superintendent of schools. One assistant superintendent is in charge of instruction. To him are delegated the responsibilities of the following departments: audio-visual education, art, general supervision, health and physical education, home economics, industrial arts, library, music, safety, and summer school. One other assistant superintendent is in charge of business. He is responsible for the purchasing of supplies, the maintenance and operation of buildings, adult education, text book department, and cafeteria. Cooperating agencies with the Board of Education are: City Playground and Recreation Commission, Peoria Mental Hygiene Clinic, and City Health and Dental Hygiene Department. While each department head

has a direct responsibility, there is coordination of administrative functions.

1. Elementary School Program

In 1947, the administration of the public schools included a curriculum coordinator, which gave impetus to the beginning of curriculum changes in Peoria. During in-service educational meetings, resource units were constructed on an elementary level. These emphasized the "ever widening horizon" approach of development. The Bulletin of February 22, 1950, adopted from the Tentative Themes for Social Studies Program of the previous year gave this as the structure for curriculum development in the elementary level. The Bulletin also outlined the general pattern for the development of resource units. A copy of the Tentative Guides for Working Out Resource Outlines or Units contained in the Bulletin of February 22, 1950, is as follows:

1. Kindergarten - Home, School and immediate neighborhood (Emphasis upon the expanding environment, and the development of control over the environment)

2. First Grade - The interdependence of homes, school and immediate neighborhood (Contribution to individual and group needs and enjoyments of all)
3. Second Grade - Broader social organization of the neighborhood-school-community relationships (Emphasis upon community helpers or community builders)

4. Third Grade - The city community - Peoria (Emphasis upon community activities which effect lives of pupils themselves)

5. Fourth Grade - Cultural patterns in different communities. (Comparison of local community with other communities)

6. Fifth Grade - The American "Community" (Influences which have contributed to its building, its resources and its people)

7. Sixth Grade - The World "Community" (Appreciation of contributions made to our social heritage by other cultures both within this country and other countries)

8. Seventh Grade - The American Way of Life - Democracy (Emphasis upon the individual place and responsibilities to society)

9. Eighth Grade - The American Way of Life - Democracy (Research and investigations of national and group problems - make pupils increasingly aware of their part in our way of life)

There are general guides established to determine particular emphases in a given grade. One leads into the other in a natural process of "expanding of the horizons" on the part of boys and girls. They should not be conceived of as divisions of subject matter, but rather as areas around which the living problems of boys and girls are centered from the standpoint of their growth and development.
Although these areas seem to be concerned with social aspects of living, it must be remembered that all the various subject-matter areas (general or special) are involved in each of these phases of the way of life.

Social studies was considered the core for this approach.

A coordinating council was formed composed of a teacher from each of the public schools, plus a representative from the administration and one from the supervisory staff. Weighted votes were given to each representative. For a year the council served as a clearing house for common problems among the schools. The formation of the Coordinating Council, the beginning of an in-service education program, and an administration interested in curriculum set the pattern for curriculum improvement in Peoria. This was done primarily on an elementary school level.

2. Secondary School Program

In 1947 an experimental class in core type II, combining American history and American literature, was introduced. Administrative support was offered and some consultant help was provided. In 1948, several secondary classes in social studies and language arts were set up on an experimental basis. Consultant help was secured from personnel of the newly formed Illinois Secondary

2. Harold Alberty, et. al., How to Develop a Core Program in the High School. Columbus, The Ohio State University, 1949, pp. 17-27.
School Curriculum Program. Several teachers were given leadership roles in state curriculum study conferences.

3. Other changes

One of the outstanding steps taken in 1948 was the planning for the workshop of 1949, and the evaluation of the Fall Workshop of 1948. During this workshop, operational objectives were set up by teachers who participated. These operational objectives became the bases for the educational philosophy of the city school system. The development of the philosophy and the expanding work of the Coordinating Council will be discussed later.

In the fall of 1949 the function of the Coordinating Council became that of conducting a workshop on curriculum problems. This change began to "put the teeth" into the original purposes of the Council. Other curriculum changes were:

1. Enlarging of the in-service education program
2. Adoption of a tentative philosophy for the entire city in June, 1950
3. Educational planning of Trewyn Junior High School
4. Preparations by the Coordinating Council for the Fall Workshop of 1950.

In November, 1949, the superintendent of schools issued a report entitled, Public School Organization in Peoria, 1949. In this report the status of the Coordinat-
ing Council, the functions of the Planning Group, and the place and interrelationships of the supervisory staff in the organization of the Peoria schools were presented. In this document, the superintendent reported that prior to 1947, the administration of the Peoria schools was a traditional line and staff type. Commencing in 1947, the superintendent began to change the pattern in the following ways: (1) beginning of coordinating factors, (2) reducing of duplication, (3) need of assistance, and (4) "the desirability of more democratic participation by the teachers in the conduct of the schools."

The original purpose of the Coordinating Council was concerned with improvement of curriculum and instruction. The first two years were spent in explanation, organization, and putting into operation an effective council. During the second year the council served as a "clearing house" for common problems among the schools. These problems were administrative and policy making in nature, such as rules and regulations, working conditions of teachers, decisions on entering contents, etc. These seldom dealt with curriculum concerns.

A Planning Group apart from the Coordinating Council was also organized by the superintendent. The purposes of this Planning Group were: (1) To provide more active participation by the principals in the administration of
the school system (2) To develop more definite and constructive supervision by the principals in each building. The Planning Group was organized as a workshop in order that many problems could be solved by small groups. In November, 1949, the superintendent recommended that the following problems be studied by the Planning Group in a workshop:

1. Philosophy of education in the Peoria schools
2. Duties and responsibilities of principals
3. Teaching of social studies in grades four, five, and six
4. The Illinois Secondary School Curriculum Revision Program
5. Revision of records and reports
6. Books, instructional material, and equipment
7. The slow learner
8. Place of home economics and industrial arts in the elementary school
9. The curriculum of Trewyn Junior High School
10. P. T. A. and other parental organizations
11. Improvement and downward extension of guidance
12. Teaching of phonics and the dictionary
13. Promotional policy
14. Class grouping
15. Evaluation of pupil progress
16. Policies and practices relative to classroom discipline
17. In-service education program for teachers
18. Visiting days.

In the superintendent's report concerning the supervisory staff, he pointed out the supervisor should function as a consultant rather than as an administrator. On page 7 of the report is stated; "Ultimately, all supervisors will be responsible directly to one of two assistant superintendents; also the total number of special area supervisors will be greatly reduced by being replaced with general supervisors."

The relationship of the Planning Group and the Coordinating Council was stated in this report on page 8, "The Planning Group, composed of principals, should ordinarily originate ideas and plan action; the Coordinating Council should ordinarily serve as an actual coordinating body by harmonizing, refining, and promoting going ideas in terms of curriculum guides."

One other procedure which was put into effect during this period of curriculum change was the adoption of a teacher evaluation record. This was to be filled out by the principal and teacher together in a conference. The report for each teacher was filed in a cumulative record in the principal's office. A duplicate was sent to the
To sum up: from 1949 until 1952, the curriculum changes in Peoria have been the implementation of the superintendent's report in which he recommended: the development of more in-service education; a planning of workshops; study of the Trewyn Junior High School curriculum; and development of a city-wide philosophy. All of these recommendations are developed in this and the following chapter.

C. Coordinating Council

The Coordinating Council membership was revised in September 1950. An elected representative teacher from each school, one elementary principal, one junior high principal, one senior high school principal, and one supervisor, meeting with the superintendent and his assistants made up the council. The activities delegated to the curriculum council were:

1. A two way communication between local school units and central agents

2. Curriculum planning in areas of system-wide concern

3. Policy recommendations to the superintendent concerning problems of genuine system-wide significance and policy caliber.

The activities recommended for each local school were:

1. Basic curriculum planning and origin of Council problems
2. Study groups, standing committees on all-school problems, special committees for particular problems, community surveys, and workshops
3. Exploration of promising classroom practices.

The Coordinating Council meets during school time one afternoon each month. Matters on the agenda are discussed, followed by committee meetings. Following the committee session, each group reports to the entire Council. Additional work of the committees is the publishing of Pen and Know How, and the planning of the fall workshops.

The Peoria Board of Education with 125 other school systems over the United States, belongs to the Associated Public School Systems. (A.P.S.S.) Since its establishment in 1948, the primary purpose of A.P.S.S. has been to reduce the lag in time between "invention of new educational practices and their introduction into school practices." In order to pool practices and ideas, a national exchange magazine called National Know How is published quarterly. In each local community a local Know How is also published from which articles are submitted to the
national publication. In this way there is continuous local and national exchange of educational practices.

The writer has been chairman of the A.P.S.S. committee from February, 1950 to May, 1951. The writer has found that the most effective contribution of the organization to in-service education has been the administration backing for curriculum improvement among staff members. Membership in A.P.S.S. by a school system officially gives the "green light" to teachers and staff members for curriculum study and improvement.

The Board of Education has also appropriated money for its local publication of school news called Pen (Peoria Education News). This paper features the development, carrying out, and evaluating of educational experiences, while Know-How notes classroom techniques.

As a result of the changed program of the Coordinating Council in the fall of 1949, curriculum committees developed resource units on both the elementary and secondary levels. These units have been "pegged" to certain grade levels by the teachers themselves. The resource units are available to teachers throughout the system. Between two and three hundred teachers participated in the development of forty-one resource units. It should be mentioned that most of the resource units on an elementary level cut across subject matter lines, while resource units on the
junior high and secondary levels were developed on a departmen
talized basis.

D. Fall Workshops

During the spring of 1948, the Executive Committee of the Coordinating Council, plus an additional planning committee composed of teachers of all grade levels and subject areas, principals, and supervisors, planned the details for the Fall Workshop. During this workshop, 687 people worked together, submitting a total of 132 reports. Three main topics were developed: (1) general objectives of the school system (2) individual differences among pupils (3) possible innovations.

The general objectives deserve consideration in this study. These thirteen objectives are the basis for the writing and adopting of the educational philosophy which was tentatively completed in June 1950. The general objectives submitted by the Peoria teachers were listed from committee reports:

1. Development of a sound body and a wholesome state of mind
2. Development of social skills necessary to being a responsible citizen
3. Development of respect for others
4. Development of adequate self-discipline
5. Ability to think independently and critically, express thoughts clearly and read with understanding

6. Ability to use basic skills and knowledges

7. Appreciation of beauty in everyday living in art, music, and literature

8. Ability to use leisure time constructively

9. Ability to earn a living

10. Development of efficient work habits

11. Achievement of a realistic self-appraisal

12. Understanding of conditions necessary to successful family living

13. Knowledge of how to purchase and use goods and services effectively.⁴

It should be observed that these objectives are operational and can be evaluated.

Following these objectives these topics were developed: (1) physical and mechanical blockings (2) curriculum blockings (3) parent-school relationships blockings (4) community relationship blockings.

The curricular blocks suggested by the teachers are worthy of note, because they suggest the thinking of teachers:

1. Disproportionate stress on textbook mastery and a lack of concern for real needs of children
2. School day too crowded which leads to insecurity
3. Curricular patterns too rigid and standardized
4. Grading system and report card inflexible and not sufficiently descriptive
5. Lack of spiritual training
6. Pupil cumulative record inadequate for a sound guidance program, which should extend from kindergarten through senior high school
7. Rigid promotion and grade placement policies do not contribute to child development
8. Need for a flexible curriculum.

Other blocks were parent-school relationships and community relationships. Among the procedures suggested for overcoming these blockings was a closer relationship between the school and parents.

In June 1950, the philosophy committee submitted its tentative report concerning an educational philosophy and practices in the Peoria public schools, as follows:

1. The general purposes are listed: "to provide an appropriate and adequate education for all pupils; and to provide worthwhile experiences which have meaning and purpose to the learner, and which will result in optimum

5. Ibid., p. 7.
pupils growth and development".

2. Characteristics of a democratic society, as basic to a democratic personality are given: "democracy is characterized as a way of life which emphasizes the worth of the individual, the dignity of man, and the integrity of human personality. Individuals and groups of individuals interact as they respect and understand each other." In this philosophy, democracy is characterized by a continuously changing society in which decisions and choices are made by the group. "These democratic characteristics imply that society should provide opportunity for the optimum development of each individual."

3. Needs of individuals are submitted as: physical, social, and psychological. "Each individual is a developing organism, reacting as a whole to total situations in a total environment. Individual capacities for self-development vary with each individual."

4. There is a short section concerning the nature of learning. This section is composed of statements on learning as:

Learning is a process of organizing and reorganizing experiences. Learning is a continuous process and is based on the continuity, variety, and recurrences of meaningful experiences. Learning is dependent upon attitudes, purposes and goals of the learner. The amount of learning which takes place is dependent upon the capacity, maturity, and developed ability of the learner."
5. The objectives of the curriculum were taken from the objectives which teachers considered at the Fall Workshop of 1948. These objectives are based on personal-social needs of girls and boys, as: "self-esteem, belonging, security, emotional tone; to experience success; to make adjustments; to be respected by peers and adults; to develop good health habits, a sound body, and a wholesome mind."

6. Objectives devoted to the development of social skills for citizenship are: "development of ethical and moral ideals; self-discipline; responsibility; cooperation; recognition of rights of the individual; sense of sharing, leadership, participation; and ability to get along with others." There are objectives regarding thinking effectively and critically: "development and use of educational skills and knowledges; development of appreciation of beauty; use of leisure time; earning a living; efficient work habits; self-appraisal; successful family living; and acquisition of consumer knowledge."

As the Fall Workshop of 1950 was in reality more definitely pointed to the Trewyn program, the outcomes of this workshop will be developed later in this chapter.

The purpose of the Fall Workshop of 1951 was to provide for a re-thinking of some of the basic concerns and responsibilities of education. The conference theme was
the Schools and the National Security. This was the title of a bulletin published by the Illinois Secondary School Curriculum Program. Each grade level and each special area was requested to devote some time to this topic and its relationship to its area. The fundamental learnings teachers offered these suggestions to help develop a program under this theme:

1. Teach more about natural resources.
2. Conservation of supplies, resources, etc.
3. Teach more about industries.
4. Teach what we are defending.
5. Teach what we are defending against.
7. Global relationships.
8. Study personal adjustment.
9. Teach more responsibility.
10. Proceed cautiously in building up a defense program in our classroom.
11. Develop moral and spiritual values.

E. Development of City-Wide In-Service Education

The in-service education program for Peoria is under the direction of the assistant superintendent in charge of instruction. This program has for the most part been planned by the Coordinating Council. It has been offered as a credit to teachers by the Board of Education in lieu of summer school, extension courses, etc.

In an in-service education report from the superintendent's office for February 1950, it was stated that the

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primary purpose for the expansion of the in-service education program for teachers was to improve instruction and to accommodate the teachers. The superintendent reported he found better teaching where teachers engaged in in-service education. The report indicated that the Board of Education should make plans to expand the in-service educational program, because of requests by many teachers. Also in February 1950, a report by the assistant superintendent of schools in charge of instruction, pointed out that the primary, intermediate, and upper grades were grouped "across the board" in their workshops. Special area groups had been absorbed into other areas on the elementary level. The tentative outline, mentioned earlier, for the construction of resource units from kindergarten through the eighth grade, developed themes from the social studies point of view. It was announced that a "broad themes" approach could be developed for all resource units on the elementary level. In contrast the high school group was divided into subject areas.

One other service of the city-wide in-service educational program has been the Curriculum Materials Center developed during the spring of 1951. Many kinds of materials from this Center are available to staff members of the city. Included in the Center is a professional library, a vertical file containing folders of pamphlets on many
topics, available textbooks to be used as resources, available resource units, color prints, pictures, and charts.

F. Community Survey

In 1947, the Board of Education of the City of Peoria, voted unanimously to underwrite a city-wide survey to discover what the people of Peoria thought about their public schools. It was specified that this survey should be carried out as a public service by the College of Education at the University of Illinois. The survey was directed by Harold Hand. The Board of Education stipulated that the results of the survey should first be made public to the people of Peoria. This was done in the fall of 1949 in a public meeting.

The series of reports are stated in five volumes, as follows: (1) What the Parents of Peoria Think about the Public Schools (2) What the Non-Parent Citizens of Peoria Think about the Public Schools (3) What the Teachers of Peoria Think about the Public Schools (4) What the Public Secondary School Pupils Think about Their Schools and (5) What the Public Elementary School Pupils Think about Their Schools.

Out of 15,000 families which were represented by one or more pupils in the public schools, 2400 families or 16 per cent participated in the survey of what parents thought of their schools. The parents were chosen by random
sampling and the questionnaire was mailed to them. The only identification was the printed name of the school district. All replies were mailed directly to the University of Illinois, where results were tabulated and questionnaires burned at the conclusion of the study.8

Over 70 per cent of the parents indicated that in general they were definitely satisfied with the schools. Seven per cent expressed definite dissatisfaction and about 20 per cent were "on the fence." Over 75 per cent of the parents were very well satisfied with the way their children were treated by their teachers. Nearly 95 per cent stated the schools should help pupils solve problems of everyday living. Sixty per cent felt the school was doing a good job of informing the public about school affairs and the school program, and half of the number of parents said they were adequately informed.9 Of importance to this study is the table given on page 34 of the survey which gives the percentages in answer to the question, "What things would you like to see the school do more about?" The first column represents the parent response percentage, (Vol. I, p. 34) and the second column the non-parent response, (Vol. II, p. 3) as follows:


9. Ibid., pp. 72-75.
The 'non-parent' group was selected from the city directory (1948) at random. Twenty-nine per cent of this group responded to a questionnaire which was composed of thirteen questions. Non-parents were classified as those adults not having children attending the public schools at the time of the survey. Among the non-parents, over two-thirds expressed themselves as definitely favorable to the Peoria public schools. Only eight per cent expressed a definite dissatisfaction. Sixty per cent thought what was taught would be useful in real life situations, but a third indicated not more than half of what the schools were teaching would be of value in real life situations. "Two-thirds of the sample of 'non-parent' citizens responded to
the invitation to offer suggestions for the improvement of the public schools; it is impossible to read the full list of these suggestions without feeling convinced that the generality of Peoria 'non-parent' citizens want the children of the community to have the best education that can be provided. 10

The third report was devoted to what the Teachers of Peoria Think about the Public Schools. All public school teachers responded except those who were absent on the day scheduled for the questionnaire. Again, the questionnaire was administered by the personnel of the College of Education of the University of Illinois. The administrator of each school was not present during the survey.

A large majority of teachers indicated they were definitely satisfied with their teaching positions, while only 4 per cent were definitely dissatisfied. Ninety per cent were satisfied with the treatment accorded by the community and in the schools where they taught. About 60 per cent reported they were usually consulted about school policy, while about 20 per cent indicated this was very seldom the situation. Sixty-six per cent of the teachers believed practically everything they taught would be use-

ful to the pupils in everyday life. About 50 per cent of the teachers said the schools were not meeting the needs of girls and boys, nor helping them solve their problems of everyday living.

About 50 per cent of the teachers felt the schools were adequately informing the community regarding the work of the schools. About one-third believed a fair job was being done in this respect. Only 20 per cent of the teachers indicated they knew pupils' parents as well as they should.

When asked to name the things that they liked most and the things that they most disliked about their schools, the teachers of the city gave responses which reflected an appreciation of the things which go to make up an effective education for all children and youth, and a feeling of distress in reference to conditions unfavorable or inimical to such a program.11

In order to save some expense, and believing a sampling of 800 boys and 800 girls out of 4800 secondary pupils would be valid, the questionnaire was given to this group. The procedure was followed by drawing each sixth name from the alphabetical student list in each of the four secondary schools. As in the other situations, the University personnel administered the questionnaire. All these arrangements were explained to the pupils, and the investigator believed that the responses were quite frank

11. Harold Hand, "What the Teachers of Peoria Think about the Public Schools, op. cit., p. 130.
and honestly answered. Nearly 80 per cent of the secondary pupils were well satisfied with their schools and only 3 per cent expressed a definite dissatisfaction. Seventy-five per cent of the students indicated their schoolmates treated each other fairly and kindly. Sixty-six per cent felt they were accepted as part of a group, and only one in twenty felt a definite dissatisfaction regarding this peer relationship. Sixty per cent felt most or nearly everything they were studying would be valuable in solving problems of living, while 40 per cent believed about half of what they were learning would be valuable to everyday living. Eighty per cent of the pupils indicated the school should help pupils solve their social problems of everyday living. Between 50 and 60 per cent specified the school was giving them adequate aid in choosing subjects and helping them decide about college and occupational choices. Pupils indicated the one thing they liked best about their school was a satisfactory pupil-pupil and teacher-pupil relationship.12

Approximately 2500 pupils in the sixth, seventh, and eighth grades in twenty-three of the elementary schools participated in the survey. Harold Hand makes this comment that, "since each group of children was told about

these arrangements, and since each pupil was instructed not to write his name on his paper, there is good reason to believe that the children answered the questions frankly and told what they really thought.\textsuperscript{13}

Approximately 75 per cent of the elementary school pupils indicated they were, in general, very well satisfied with their schools. Four per cent said they were definitely dissatisfied. Over 80 per cent said they believed their teachers knew them as well as they should. Over 75 per cent stated they were treated fairly and kindly by the teachers and officials of the schools. Over two-thirds believed their schoolmates treated each other fairly and kindly. Over 80 per cent of the pupils stated just about everything they studied in school would be valuable to them in everyday living. Seventy-five per cent stated their teachers were helping them solve their own social problems.\textsuperscript{14}

The general conclusions, for purposes of this study, are as follows:

\textsuperscript{13} Harold Hand, "What the Public Elementary School Pupils of Peoria Think about Their Schools," \textit{op. cit.}, p. 1.

\textsuperscript{14} Hand, "What the Public Elementary School Pupils of Peoria Think about Their Schools," \textit{op. cit.}, pp. 30-32.
1. Sixty-eight per cent of the "non-parent", 71 per cent of the parents, 78 per cent of pupils, and 74 per cent of the teachers were well satisfied with the schools.

2. Fifty-eight per cent of the "non-parents", 80 per cent of the parents, 69 per cent of the pupils, and 66 per cent of the teachers believed that practically everything pupils were studying would be useful to them in everyday living.

3. Seventy-four per cent of the "non-parents" and 67 per cent of the parents believed the school should teach more about how to get along with others.

4. Twenty-seven per cent of the "non-parents" and 49 per cent of the parents stated they knew as much about the schools as they would like to know.

G. Method of Selecting Faculty for Trewyn and Present Staff Professional Experiences

The objectives which evolved from the Work Conference of 1948-1949 became the working philosophy of the Peoria public schools. This gave direction to the curriculum program which was to be based on the personal-social needs of girls and boys. In June, 1949, a principal was chosen. An assistant superintendent of schools, in charge of instruction, arrived in Peoria in the summer of 1949, and commenced the framework for the program at Trewyn. He recommended a coordinator of instruction at Trewyn Junior
High School, whose primary function was to be responsible for the educational program.

Beginning with the second semester of 1949-1950, the superintendent and assistant superintendent began to consider the faculty needed for this junior high school. This program required a staff of teachers which would "fit the program." The following aspects were considered as necessary:

1. Teacher-pupil planning
2. Teacher-teacher planning
3. Teachers using texts as resources
4. Teachers meeting the needs and interests of boys and girls
5. Teach by doing.

For several months, teachers in other Peoria schools, both elementary and secondary, were invited to transfer to Trewyn. The procedures which were used by the superintendent were: observation of methods used by teachers; administrative conference; and interviewing teachers. The majority of teaching positions were filled by city teachers.15

When the school opened in September 1950, there were thirty members of the teaching staff, in addition to the principal, assistant principal, and coordinator of instruc-

tion. Of the teaching staff, twenty-two members were transfers from other city schools. Eight were hired from outside the city of Peoria. Two of the three administrators had been members of the school system.

Sixteen members of the staff had elementary education experience. Eight were from the secondary level. Six were hired with no experience.

Fourteen members of the staff had a master's degree, and sixteen had a bachelor's degree at the time of the opening of the school year.

The second year found eight replacements. By the end of the second year at Trewyn, fourteen teachers had their master's degree and fourteen teachers had their bachelor's degree. By the end of the second year, eighteen had received their experience and training on the elementary level, and ten on the senior high school level.

H. Fall Workshop, 1950

The major emphasis of the 1950 workshop was to implement the tentative philosophy in organizing instruction on all grade levels. The workshop centered its attention around two areas: (1) reading - as a continuous developmental process from the kindergarten through the twelfth grade, and (2) classroom organization - considering the needs and problems of girls and boys on all grade levels.

Dr. Harold Alberty, Professor of Education, The Ohio
State University and Dr. Paul Witty, Professor of Education at Northwestern University were consultants during the workshop. The purposes of the Fall Workshop, 1950, were the following:

1. To examine the expansion of the thirteen general objectives from the Work Conference of 1948 which were contained in the Tentative Report of the Philosophy Committee of June, 1950.

2. To place a language arts program from kindergarten through grade twelve, which considers the natural development and growth of every child.

3. To make suggestions and plans for a school and classroom organization which promotes the development of all the values listed in the tentative philosophy of education.

4. To consider all the above plans.
   a. From an over-all point of view, considering the development of the child from kindergarten through grade twelve, and
   b. From the standpoint of the contribution made at every grade level and in each subject matter area to the total development of every pupil.16

The procedures for carrying out these purposes varied on different grade levels. The elementary teachers discussed these items from the standpoint of childhood development. The junior high school teachers made plans for the fundamental learnings classes, the special areas, and the integration of these two areas in the total

program. The senior high school teachers discussed and planned contributions made by each subject matter area in terms of the purposes of the workshop. The Coordinating Council planned for a total of thirty-two discussion groups in the above manner.

Each group selected a recorder; discussed and made suggestions for revising and implementing the basic philosophy; made suggestions for an adequate reading and language arts program for each grade level; offered specific suggestions for classroom organization in order to implement the philosophy; and listed conclusions.

The conference theme was, "implementing our philosophy of education in subject areas and in classroom and school situations, which consider the development of boys and girls from kindergarten through high school."¹⁷

In the junior high school groups, the development of reading was considered in special areas and the recommendations by each area was given. Classroom organization was discussed from the following aspects by each special area:

1. How to avoid over-specialization
2. How to correlate special areas with the fundamental learnings
3. How to put the philosophy of education into action

¹⁷. Ibid., p. 4.
4. How to provide for the adjustment of the secondary school teacher to the new curriculum
5. How to make education meet real problems of life
6. How to give boys and girls a feeling of security
7. How to give full opportunity for development of specific interests of children
8. How to enrich the text material
9. How to make problem learning the most meaningful method of teaching.

In the evaluation, 405 said "yes" to liking the idea of this type of meeting, 112 said "no". As to the importance of the topics to teachers, of the 592 teachers, 296 said "very important", forty-six said "of no importance", and the remaining indicated a halfway attitude.

Some of the specific recommendations and procedures for classroom organization are worthy of note. In the discussion of how to avoid over-specialization, the vocal music area suggested that "we need to think more of the child and less of our special subject area," and "more planning groups working on definite projects together are needed." In the art area the thinking was this: "Cooperate with other areas in trying to use art principles in the process, rather than over-specialization by providing an exploratory program for all pupils in the school."

In the discussion of correlating special areas with
the fundamental learnings, the instrumental music area offered these procedures: "By meetings of representative teachers, discuss points of possible correlation, make a list of items to correlate and provide all subject area teachers with specific resource materials." The art area suggested "by using the special facilities of the art rooms to promote a greater interest in areas of fundamental learnings," and "art may be correlated to all subjects through special projects worked out in cooperation with the teachers in the various areas." Industrial arts suggested, "make use of fundamental learnings by use of special reports and discussions of topics of interest."

Concerning implementing the philosophy of education, the physical education area suggested this: "If we are to help pupils understand and take part in democratic living, it is our duty to help develop habits of good living which include diet, exercise and rest," and "stress activities that give the child a chance to enjoy life."

Regarding the problem of adjustment of the secondary school teacher to the new curriculum, all areas suggested additional workshops and an in-service education program.

Many of the special areas stated procedures to help make education meet real life problems. The physical education group advocated these: "Provide for learning, how to get along with one another and to take a loss or win,
and the acceptance of the accomplishment of others." Also this procedure: "Pupils need to learn how to meet situations to the best of their ability, learn how to cooperate with others, make adjustment, practice self-control." The art teachers stated: "By making art practical in meeting the child's problems outside the school. Example—how to set a tempting table—plan a house—decorate a room—buy wisely etc." The mathematics area recommended: "making them realize the necessity of meeting future life problems by having them solve problems which they meet at the present time." This procedure is also of interest: "Select problem situations for class use from life situations in the home, school and community rather than entirely from textbooks."

To develop a feeling of security, the physical education area suggested intra-murals, and team work. The mathematics area suggested planning and selecting materials with pupils. All areas had specific suggestions concerning the development of specific interests of children.

In conclusion, teachers of special areas and all grade levels geared their thinking to many procedures and ways of implementing the philosophy of education. This group thinking was a "spring-board" for planning an inservice education program at Trewyn Junior High School.
I. Physical Plant and Economic Setting

Trewyn Junior High School is a U type two story structure built of tan brick with decorative concrete columns substituted for the usual stone work. The interior walls are constructed of Celocrete block. The central part of the U is occupied by the library, offices, and fundamental learnings classrooms. Special areas are housed in the north and south wings of the structure. The cost of the building was $1,400,000 with a pupil capacity of 900. The style of architecture and the materials of construction were selected with a view to economy, permanence, and minimum upkeep. Several of the features of the plant should be mentioned.

The arts and crafts rooms provide for experiences in art, metal, jewelry, ceramics, silk screen, and weaving in addition to the usual areas of painting, drawing, and color work. Both furniture, equipment, and display space are outstanding features of this north area.

The industrial arts laboratories are set up as general shops in which a variety of activities are in operation at one time. The seventh and eighth grade shops have facilities for instruction in electricity, graphic arts, metal working, and wood working. The ninth grade general shop has facilities for the same areas, plus work in elementary auto mechanics.
In the south wing is featured a room equipped for clothing instruction. This room has adequate equipment, furniture, and necessary facilities. There are also two foods laboratories, one of which contains space for a home living area. Several unit kitchens in each laboratory feature these rooms. The girls' and boys' gymnasium facilities are also housed in the south wing. By opening the division curtain between the two areas of the gymnasium, a large floor space is available. Balcony space and the installation of bleachers permits a seating capacity of 3200.

There are sixteen general classrooms, two science laboratories, two general shops, two foods laboratories, one clothing room, two arts and crafts rooms, cafeteria, band room, little theatre, library, gymnasium, dental laboratory, office area, storage areas, and service area. There are also two sick rooms, one first aid room, and a men's and women's teachers rooms. Display cases are utilized for pupil classroom work. These are located in the main hall by the library, adjacent to shops, and laboratories, and near five classrooms.

Another feature is the availability for pupil use of five conference or committee rooms. Movable furniture is found in all classrooms which offers much freedom for
teachers and pupils in their classroom organization and room arrangement. The cost per cubic foot was $0.57 or $13.75 per square foot.

The building occupies an eighteen acre tract of land in the extreme southwest corner of the city of Peoria. The pupil population comes from several six-year elementary schools within the Trewyn district and three eight-year rural elementary schools, which are located outside the city limits. About one third of the ninth grade is new to the student body at Trewyn each year. There are also a number of ninth grade pupils who enroll at Trewyn from the several nearby eight-year parochial elementary schools.

Although the occupational background of the pupils of Trewyn will be discussed later in this study, the general economic setting of the school is mentioned at this time. The school is located in an area where families live in small cottages and many are home owners. A federal housing organization provides living quarters for a large number of pupils from low income groups, and until March, 1952, several pupils came from a nearby trailer camp. While the school is in a residential area nearby industries employ the majority of families in skilled and
unskilled labor. A large number of pupils are from broken homes.
Chapter III

The Evolving Program of Trewyn Junior High School -
A Study of Curriculum Design and Procedures

A. Background of the Curriculum Development Program

The two to three hour block of time usually known as core has been referred to as fundamental learnings from the beginning of the emerging curriculum program. Unfortunate newspaper criticism of the term, core, caused the administration to use the term fundamental learnings. Emphasis was placed on fundamentals necessary for the development of citizenship qualities among all pupils. These citizenship qualities were based on skills and interests expressed in the Hand Survey and past experiences of the administration in developing curriculum programs. Problem solving was the approach for learning activities.

In the spring of 1950 a series of teachers' meetings was held. These meetings were attended by some of the faculty members who were voluntarily transferring to Trewyn Junior High School. General philosophy of the junior high school was explained and discussed at these meetings.

During the summer of 1950, in a class at Bradley University, a group including several Trewyn teachers developed a resource unit under the instruction of the assistant superintendent of schools. This resource unit
included "orientation to junior high school" within its scope, and was entitled Understanding Our Community. There were also discussions of educational philosophy, and needs of adolescents.

By September, 1950, when Trewyn Junior High School opened, there were several implementations of the philosophy:

1. A school which was to deal with problems of children
2. Teachers were to meet on school time for pre-planning sessions
3. The construction of an educational program for which an educational leader as a coordinator was to be in charge
4. Curriculum and guidance were to be one and the same.

E. Emerging Design

The curriculum design has emerged into a general education program on the seventh and eighth grade levels, and a general education and special interests program on the ninth grade level. On the seventh and eighth grade levels there is a three hour block of time, and on the ninth grade level, a two hour block of time. This block of time is

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referred to as the Fundamental Learnings class where common problems of living are solved by teachers and pupils together. The remainder of the day is spent in special areas which are considered necessary for all pupils. These areas offer experiences in home living, industrial arts, arts and crafts, mathematics, music, physical education, and typing (eighth). General education in addition to the block of time in the ninth grade comprises general science, music, art, mathematics or algebra, and physical education which are considered necessary for all. Special interests as electives are clothing, foods, music, art, general shop, business, and foreign languages.

A bulletin issued by the Superintendent of Peoria Public Schools early in 1950, referred to the Trewyn Junior High School program. It was stated that in order to provide for favorable environment for adolescents, "the junior high school continues to seek mastery in the fundamental skill subjects, but also offers an enrichment in subject matter materials and activities; it abounds in additional facilities, such as shops, laboratories, music and art rooms, gymnasiums and libraries; it offers a rich but sane program of extra-curricular activities; its techniques include supervised study and encouragement of individual study; it makes greater use of audi-visual aids..."
The bulletin explained that exploration and guidance were other features in the emerging design of the curriculum. By sampling many subject areas and exploring individual capacities, interests and aptitudes, pupils could determine their future course in high school. Tests, records, and developmental materials were other instruments which would aid the guidance program at Trewyn.

In the same bulletin, it was noted that this statement was written concerning the curriculum design: "Some departmentalization is advisable. The curriculum, both regular and extra-curricular, has been greatly enriched by better programs of both vocal and instrumental music, art, home economics, industrial arts, introduction to business, physical education and athletics, and library facilities."

In order to curb over-departmentalization, this structure was suggested in this same bulletin: "By assigning seventh grade pupils to four periods with their homeroom teachers and two periods with departmental teachers; by assigning eighth grade pupils to a three hour block of time with the homeroom teacher and three hours with special area teachers; and in the ninth grade by assigning two non-departmentalized and four departmentalized periods. This practice provides an easy transition from the sixth grade homeroom arrangement to a fully depart-
mentalized program starting with the tenth grade in the senior high school."

The superintendent's report continued, "only the special subjects, such as music, home economics, industrial arts, and physical education will be taught by special teachers, and the so-called fundamental subjects, such as reading, arithmetic, and social science will be taught by the homeroom teachers. This will permit the homeroom teacher to practice much more correlation and even integration of subject matter than is possible under a highly departmentalized program. In short, the new junior high school idea proposes a better balance between the elementary and high school than was realized by the early junior high school."

1. Fundamental Learnings (Core)

It is noted in the preceding superintendent's bulletin that the design for the fundamental learnings block of time was in terms of subject matter. No mention was made of solving problems of living, or adolescent needs, or of developing democratic values.

The faculty of Trewyn Junior High School agreed that the purpose of the two to three hour block of time was to help pupils solve problems of living on their level of understanding. The staff believed that the program should meet personal and social needs of pupils. Groups of
teachers studied the needs of their pupils, and decided on problem areas on each grade level. Resource units in each grade were constructed from which teachers and pupils developed learning units in the fundamental learnings classes. The teachers at Trewyn visualized a design of the fundamental learnings classes utilizing subject areas as resources, as a means of solving problems. Many community resources were available to aid in problem solving. Special area teachers helped plan effective learning situations and served as resource persons in the fundamental learnings classes. At all times, the facilities of the entire building were available to students for individual and group work. Pupils have been heterogeniously grouped and sections of pupils have been scheduled together throughout the day.

On the seventh and eighth grade schedule for Trewyn, fundamental learnings appeared with science as a separate subject within the block of time. This breakdown was to facilitate enrolling pupils in the band which was an elective. Many teachers disregarded this split of subjects within the fundamental learnings class, and were encouraged to do so by the school administration.

2. General Education Outside of Fundamental Learnings

In the seventh and eighth grades, in addition to the two to three hour block of time, there is a general educa-
tion program which includes, mathematics, arts and crafts, industrial arts, home living, music, and physical education. A general education program is provided for all pupils in the ninth grade. This program offers exploratory experiences to pupils coming from rural and parochial elementary schools, who have never engaged in activities as art and crafts, and music. This general education program has maintained departmentalization at a minimum, but has not developed a design for special needs and special interests.

Since the opening of the building in September, 1950, both fundamental learnings teachers and special area teachers have pre-planned together. The staff on each grade level has attempted to integrate learning units "across the board." This design of general education has emerged into some duplication of learning situations during the block of time and in the additional general education program.

3. Special Needs and Special Interests

Pupils learn to work together to develop objectives of cooperativeness and social sensitivity at the Trewyn Junior High School. The curriculum design also portrays that an important phase of democratic living is the development of each individual to the optimum of his ability and interests.
The band is the only special interest which seventh and eighth grade pupils are permitted to choose. The band class is scheduled at a time when pupils omit science from their fundamental learnings class.

On the ninth grade level, one elective is permitted. The elective may be foods, clothing, general shop, art, music, or a foreign language. As the socio-economic background of the pupils is primarily an industrial section, a vast majority of girls elect business and the majority of boys elect general shop. There are many girls who elect clothing. There are a few boys who select business. These electives have been very limited choices from the possible selections. When pupils have elected foods, foreign languages, art, or music, and there is not a sufficient number of pupils enrolled to secure a teacher, a second and third choice is encouraged.

C. Teacher-teacher Relations

Teachers and the administration have cooperatively studied their problems and needs in the design for developing a school as a place to live democratically.

To aid in better and more effective learning the staff engaged in daily pre-planning sessions scheduled during school time. Part of this time is devoted to constructing resource units based on problem areas decided upon by each grade staff. Teachers having the same pupils
share planning and evaluating suggestions.

The coordinator schedules individual conferences with teachers, at which time common problems are discussed. Teachers have been encouraged to visit classes, and serve as resource persons. The coordinator replaces the classroom teacher during these class visitations. The coordinator becomes part of the learning situation in visiting classes. Pupils and teachers continue their activities without interruption.

1. Construction of Resource Units

The resource unit, Understanding Our Community, which was constructed by a college class, previously noted, was utilized on all three grade levels during 1950-1951. From this resource unit learning units were developed by teachers and pupils. The scope of this resource unit included an orientation to Trewyn, and problems of economic, political, recreational, and governmental institutions of the community. The objectives of the resource unit were: to develop attitudes, social sensitivity, cooperativeness, creativity, and responsibility, as well as an understanding of the content. Skills were to be developed as needs arose.

During staff meetings in the fall of 1950, there was a study made of the functions of a resource unit, and procedures for developing learning units. There were many learning activities and resources added to the resource
unit, *Understanding Our Community*.

a. Seventh Grade

Many teachers felt that the background and resources for democratic living should be stressed as a problem area. Pre-planning for 1951-1952, the seventh grade staff chose to call a resource unit based on this problem area, *Blueprints of Democracy - A Study of Democratic Values*. It was readily agreed and admitted by the seventh grade teachers that this problem area emphasized social needs more than personal problems and needs of the seventh grade pupils.

The teachers felt that this resource unit would be sufficiently flexible in both fundamental learnings and special areas to develop learning units. The choice of this resource unit was consistent with the philosophy of the Peoria school system which also emphasized the values of democratic living. Various facets of this unit centered around the school, business, government, family, and the individual as basic institutions in the United States. Also important problems in the scope were: "How was democratic living accomplished in the classroom? Has the development of public education tended toward this growth? How does student government contribute toward democratic tendencies in the class?"

During staff meetings, teachers continuously
offered many additional suggestions toward the development of the scope of the resource unit. These questions became sources for the development of learning units:

1. How were town meetings early examples of democratic groups?
2. What was the development of representative government?
3. Who were the leaders in the development of our democracy?
4. Why did the problem of conservation of national resources arise?
5. Why is it important to think of collecting occupational information and make occupational choices in junior high school?
6. How can consumers buy wisely?
7. What do pupils do with their leisure time?
8. What problems of living together do we face in an atomic age?
9. How can we develop better healthful living?
10. Is religious tolerance a greater or less problem in living together today or in 1620?

The staff believed that the role of each special area could contribute greatly to the development of the resource unit and cut across subject area lines.
b. Eighth Grade

Pre-planning for 1951-1952, the eighth grade staff believed that the problem area of self-understanding and learning to get along with others were implementations of developing goals of good citizenship. The staff stated these problem areas emphasized democratic values in the adopted school philosophy. The goals stated in the resource unit, *A Study of Self-Understanding*, were:

1. To develop each personality as an individual personality
2. To provide opportunities and experiences for the optimal development of each individual
3. To develop each individual as a participant in group living by sharing responsibilities as a cooperative effort
4. To develop problem solving activities, that choices may be made on an adolescent level which should aid in the betterment of society.

It was the plan of the eighth grade staff that both personal and social needs would be met through the suggested activities contained in this resource unit. The staff was primarily interested in objectives which would indicate changed behavior. The objectives of this resource unit indicated that the solution of everyday problems
would meet personal-social needs of the eighth grade pupils as:

1. How can we know more about ourselves?
2. How can I improve my personal appearance?
3. How can I realize my strength and weaknesses?
4. How can I get along better with other pupils?
5. Can I make and carry out plans to improve my personality?
6. Of what groups am I a member?
7. How can I improve my study habits?
8. How do I choose a hobby?
9. How do I know what to eat and how to eat it?
10. How can I obtain more spending money?
11. How can I judge movies and radio programs?
12. How can I become interested in recreational activities?
13. How can I gain information about careers?

The role of each special area teacher contributed to the development of these everyday problems. Music, mathematics, industrial arts, physical education, home economics, arts and crafts, and business furnished an abundance of material for development of individual pupils and the promotion of common concerns.

During pre-planning sessions the eighth grade staff discussed some additional needs of eighth grade pupils.
This discussion gave direction to staff decisions on a problem area of a study of democratic values. The staff called this resource unit, *What Values Do We Live By?* The staff believed that society should provide opportunities for the optimum development of each individual, and that needs for each individual stem from three categories: physical, social, and psychological. According to the scope of this resource unit, goals of citizenship could be achieved in activities and experiences given direction by the needs of the eighth grade pupils such as:

1. Needs of self-esteem and self-confidence
2. Need for a sense of belonging
3. Need for a sense of security
4. Need for dealing with group and individual characteristics
5. Need for experiencing success
6. Need for facing conditions and realities of their own lives and to make wholesome adjustments
7. Need for developing and improving a personality
8. Need for developing good health habits

Values which the eighth grade staff thought should be emphasized for democratic living were:

1. To develop social skills
2. To respect other peoples' cultures, right, property, and responsibilities
3. To think reflectively
4. To develop and use basic skills and knowledge
5. To learn to use leisure time constructively
6. To understand successful family living
7. To develop an appreciation for beauty in everyday living
8. To develop self-appraisal
9. To learn to buy goods and services effectively
10. To develop ethical and moral ideals
11. To develop adequate self-discipline, responsibility, and cooperativeness.

Questions set up which gave dimension to this resource unit and furnished leads for the development of learning units were:

1. What do we have that money can't buy?
2. What is the American way of life?
3. What values do artists, musicians, sportsmen, and scientists seek?
4. How do physical and mental health contribute to wholesome living?
5. What values are outcomes from proper relaxation and recreation?
6. What are the real values of education?
7. In what ways do family living and family loyalties contribute to values that we live by?
8. Is consumer judgment solving problems in purchasing goods?

9. What is the relationship between spiritual ideals and the values that we seek in American life?

10. What is the real significance of the American way of life?

11. Why did many nationality groups migrate to America?

12. What values did frontiersmen and pioneers live by who moved westward?

All special areas contributed to the development of this resource unit.

c. Ninth Grade

Concurrently the ninth grade staff decided one of the personal-social needs of ninth grade pupils was their utilization of leisure time. A resource unit based on this problem area was constructed entitled **Worthy Use of Leisure Time**. This resource unit cut across all subject area lines, and all special areas contributed to its development. The following questions raised during staff meetings were aspects of the dimensions or scope of this problem area:

1. What are the community recreational facilities in the Trewyn district?
2. Is music appreciation a possibility for good use of leisure time?
3. How does art appreciation help to use leisure time wisely?
4. How is nature study a possibility in a city?
5. What kinds of hobbies can be developed to use leisure time well?
6. Are dramatics available?
7. What individual or group games are enjoyable?
8. Is recreation in the home possible?
9. What individual sports are enjoyed by people in their leisure time?
10. How does one choose a good radio program?
11. How does one select a good book?
12. How does one read the newspaper wisely?
13. How does one budget one's time?
14. Is there a relationship between leisure time and budgeting of money?
15. Do churches contribute to leisure time activities?
16. In studying vacation plans, what all is involved in planning a trip by bus, train, auto, or plane?
17. Is there any relationship between conservation of natural resources and vacation plans?

The ninth grade staff also developed cooperatively a unit entitled Orientation to Senior High School. In this
unit there were activities concerning exploration of vocational and occupational choices which would aid pupils in selecting courses in senior high school. The program of the senior high school where these pupils would attend was emphasized.

During pre-planning meetings the ninth grade staff agreed that another personal-social need was getting along with people. As a result of their group thinking, the staff constructed a resource unit entitled, How People Get Along Together. Developing individual traits such as: learning to accept responsibility; learning to the utmost of one's ability; and the development of mutual respect for each other's rights and property, were within the scope of this resource unit.

2. Cooperative Pre-planning
   a. Daily Staff Meetings

Pre-planning meetings are scheduled on school time at Trewyn Junior High School, as curriculum construction is considered part of the school program. Pre-planning staff meetings are held each morning for one half hour before the opening of the school day.

For several weeks at the beginning of the school year, each grade staff has studied and discussed both personal and social needs of pupils. A study of these needs has given direction for the selection of problem
areas in order to construct resource units. Needs of pupils studied and discussed were:

1. Health
2. Personal appearance
3. Getting along with peers
4. Family background
5. Levels of achievement in spelling, grammar and reading
6. Self-direction
7. Self-adjustment
8. Utilization of school and community resources.

Frequently each grade staff selected its own chairman. Teachers having the same sections of pupils met to exchange and share ideas. Objectives were discussed, learning activities were partially planned, and evaluation procedures were shared. At this time the special area teacher had an effective role. Field trips were planned together. Invitations to resource people were cleared to eliminate duplications. Special area teachers were scheduled for fundamental learnings classes to serve as a resource person during the development of many learning activities.

b. Workshops

In addition to the daily staff meetings, there were three half day workshops held during the first year,
1950-1951. The first workshop was held December 15, 1950, called an Evaluation Day. At this time the faculty raised several problems which they felt should be solved in order to achieve outcomes of living democratically together, and particularly developing individual responsibility among pupils. These problems were: "(1) lack of common goals (2) understanding adolescents who were growing to maturity (3) differences in home responsibilities (4) achieving greater results with smaller class size and larger amounts of materials (5) developing democratic values (6) understanding children and their problems."

Discussion regarding the solution of these problems centered around procedures for teacher-pupil planning; home visitation; parental visits to classes; revision of a parental report card; and classroom organization where behavior is guided. Blocks were also discussed to some extent. The most important blocks to effective learning were listed by the teachers: "concrete floors and the developing dust problem; lack of teacher facilities to relax; bottleneck in acquiring supplies; and need for remedial work in large classes." After a discussion of procedures for solving the above mentioned problems and removing the blocks listed, some conclusions were reached:

1. Teachers should pre-plan during staff meetings for an effective curriculum program
2. Teachers and pupils should plan together by gradually bringing pupils into the planning program

3. Teachers should understand individual pupils and their problems

4. Teachers, like pupils, should see satisfactions, achievements, and successes.

The discussion for the workshop meeting of May 22, 1951, centered around the problem, "How can we get more coordination between the fundamental learnings and the special areas?" It was agreed by the entire staff at this workshop that both the fundamental learnings classes and the special areas need to pre-plan together in staff meetings. The staff agreed that not all units of work originate in fundamental learnings, but much work can stem from special areas. They agreed by planning across the board "that special areas spill into fundamental learnings and vice versa."

The following problems in coordinating a program were listed:

1. By reducing class size can better teaching be developed?

2. Can special area teachers be scheduled to plan with fewer fundamental learnings teachers?

3. Is the schedule flexible?
4. Should fundamental learnings teachers be tramp teachers if more teachers are added to the staff?

5. Because of lack of time during the morning staff meetings, can more time be devoted for planning learning units among groups?

6. Can the "mixed sections" in special areas be reduced in number as they plan and work with fundamental learnings sections?

7. Are teachers able to get rid of individual fears?

8. Are there any certain demands in special areas?

Partial solutions and plans for action developed in this workshop were:

1. In the special areas there are certain things important to each area that should be taught.

2. In the Trewyn program the development of skills in all subjects according to the needs of each individual, must not be neglected.

3. Teachers in staff meetings plan their own problem areas, resource units and teaching units.

4. The special area supervisor aids teachers when needed.

During a staff meeting on June 8, 1951, several group decisions were made concerning pre-planning sessions. The staff agreed that:
1. There should be set up a special needs and special interest period one hour a week as a "cut across" period.

2. Rather than scheduling a set special interest and special needs period, make the program more flexible for an integrated and enriched program.

3. A "set" period defeats a program of special interests, as many pupils who are in need of special help should also have special interests developed.

4. Investigate the University School at The Ohio State University for what is being done concerning this problem.

5. Continue the morning staff meetings for pre­planning, as, "the success of the year's program was due to the work carried out at the staff meetings."

6. Schedule fundamental learnings teachers for one grade level rather than two levels, making planning less difficult.

7. Planning sessions should be utilized to integrate more, otherwise, "...Trewyn will become a departmentalized school pushing back the program about twenty years...."

8. Fundamental learnings teachers should aid special
area teachers to exchange ideas during meetings.

9. There is need for intercommunication among all three grade levels to exchange ideas and plans.

10. "... continue the morning meetings for next year as these meetings this next year will take on a different color as several additional resource units based on more problem areas have been developed. Planning will be different—to integrate more."

3. Adoption of a Parental Report

The problem of parental reporting was one of the early issues. Staff members believed that the current report card was not in keeping with the philosophy of Trewyn Junior High School. (Appendix F) The current card specified only space for a letter grade. There was no place on the card for indicating any of the citizenship qualities being developed at Trewyn. Also there was no place to show improvement or lack of improvement in the development of skills.

The staff selected a report card committee which met periodically until the spring of 1951, when a final report was submitted and approved by the entire staff. (Appendix G) The superintendent of schools also approved the form. This parental report was submitted to the April, 1951, meeting of the P.T.A., which discussed and gave its
approval. The parents mentioned several advantages of this type of report card over the former.

All the fundamental learnings teachers carefully discussed the new card with their classes in order that there be no misunderstanding. A "trial run" was given in May, 1951, and the results evidenced satisfaction on the part of parents, pupils, and teachers. The card was accepted and used during the years, 1951-1952. Both fundamental learnings and special area teachers conducted individual conferences on days the cards were issued, for a better pupil understanding.

The card was definitely devised for pupil and parental understanding. As the parents of Trewyn pupils are in the lower socio-economic brackets, the report was devised to recognize the level of understanding of parents. For this reason the grade for fundamental learnings was "unsumbled" into English, social studies, and general science. There is a place for a letter grade for each one of these subjects. Under each subject are the following comments which are rated one, two, three, four (one being excellent progress to four, rated as unsatisfactory.) These comments are on written work, oral work, penmanship, applied spelling, reading comprehension, extent of reading, quality of reading, attentiveness, attitude toward work, pride in work, sense of responsibility,
follows directions, use of abilities, safety practices, cooperation, self-control, courtesy and use of materials. The entire card was referred to as the Progress Report.

This card represents cooperative staff planning and effective teacher-teacher relationships.

4. Formation of the Administrative Council
   a. Background

Dr. Harold Alberty, Professor of Education, The Ohio State University, was invited to visit Trewyn Junior High School on recommendation of the assistant superintendent of schools in charge of instruction to the Board of Education.

During his two day stay, he visited classes. Professor Alberty spoke to the Trewyn staff at their morning meeting on Monday, October 22, 1951.

On Tuesday afternoon, October 23, school was dismissed, and at this time he spoke to the city administration, special supervisors, and staff of Trewyn Junior High School. During this meeting the entire staff agreed that the curriculum program at Trewyn Junior High School should meet the needs of girls and boys and help pupils solve their problems of living. Dr. Alberty then proceeded with an explanation of a curriculum structure which would fulfill the outcomes to which the staff had committed themselves. He illustrated visually, and explained Core Type V as a
curriculum design which could accomplish these goals if a staff effectively planned, carried out, and evaluated cooperatively the ascertained needs of youth. There was also a discussion of what areas comprised general education and which areas were considered special interests. At the conclusion of this discussion the staff agreed that a steering or administrative committee should submit schedules, electives, and curriculum policies to the entire staff for consideration and agreement. Dr. Alberty suggested to the faculty that they could improve the curriculum program by:

1. Seventh and eighth grades should be allowed to take elective subjects as well as the ninth grade
2. Teachers in the special subject areas should be available to assist fundamental learnings teachers with projects their classes are working on
3. Since Trewyn's philosophy is a close teacher-pupil relationship, there should be likewise close cooperation between principal and teachers in setting up the schedules of classes
4. More instructional materials on all reading levels should be used. Dr. Alberty suggested use of several textbooks instead of only one in each subject so that different points of view are available
5. He mentioned it would be well to include science in the fundamental learnings
6. On the matter of children requiring special attention, the slow learners, Dr. Alberty recommends use of remedial teachers, then return the children to normal classes.

2. Alberty, et. al., How to Develop a Core Program in the High School, pp. 56-73.
3. The Peoria Star, October 24, 1951.
b. Action Taken by Council

During separate staff meetings, each grade level elected a representative. In addition there were two special area teachers appointed to meet with the assistant superintendent of schools, the principal, and coordinator of instruction at Trewyn. This group became the Administrative Council, the formation of which was based on the recommendation of Dr. Harold Alberty. The function of the Administrative Council was to consider problems pertaining to schedule, general education, special education and plan school policies. All council suggestions were to be submitted to the general faculty for further consideration.

The Council met for the first time on October 30, 1951. The problem before the Council was: "To propose a schedule which will permit both general education in the form of requirements for citizenship for all, and special interests on an elective basis for the development of individual interests and needs." These suggestions came from the group at that time:

1. Carry out the seventh grade schedule as in 1951-1952.
2. Elect one special area by pupils for an entire year, in seventh, eighth and ninth grades.
3. Elect two special areas in seventh, eighth, and ninth grades.
4. Schedule electives for one hour during two days a week or for one hour during four days of the week.
5. Schedule electives for a double period one day a week.
6. Make a questionnaire for an interest survey of the entire school for setting up electives.
7. Schedule a seven hour day without lengthening the school day, but shorten each hour.
8. Cut down the number of physical education periods per week especially on the seventh and eighth grade levels.
9. Schedule a block of time for special areas without regard to subject areas in order to integrate special areas as is done in the fundamental learnings block of time.

Continuing the attempt to solve these problems the Administrative Council raised these questions during their meeting of November 13, 1951:

1. Are pupils of the sixth grade level capable of making selections for seventh grade at Trewyn?
2. Are pupils of seventh and eighth grades ready to make choices?
3. To what extent can teachers offer guidance in these selections?
4. How may parent approval be obtained?
5. How and when will pupils' choice be permitted?
6. Should the selection of electives be on a semesters or yearly basis?
7. Do not the special areas have a program of their own equally as important as the fundamental areas?

The Administrative Council met each Tuesday morning and decided several of the above problems:

1. Without additional teachers it would be impossible to set up electives in the seventh and eighth grade levels.
2. Retain the six hour day for one more year.
3. Retain the general education program in the seventh grade.
4. Retain the general education program in the eighth grade, but schedule pupils to rotate areas every twelve weeks.

This last point referred only to home living, industrial arts, and arts and crafts. Girls and boys would be scheduled in separate classes for home living and industrial arts. This arrangement would permit smaller classes in each of these special areas and would allow the special area teachers more opportunity to serve as resource persons in the fundamental learning classes and in other special areas.

In conclusion, "head on" solutions were not made by the Administrative Council or by the faculty to the problems raised by the council and staff in October, 1951.

D. Teacher-Pupil Relations

1. Teacher-pupil planning

The Trewyn Junior High School curriculum is based on a philosophy which has a twofold emphasis:

1. The worth of the individual as he accepts responsibility for helping to plan learning experiences
2. Cooperation in solving common problems as boys and girls develop and understand democratic values.

Teacher-pupil planning was not observable in any fundamental learnings class or special area class until
about December, 1950. Until that time most of the learning units were teacher-planned. However, during October and November of 1950, pupils suggested learning activities to fulfill objectives which teachers submitted at the beginning of a unit. In this way, pupils began to help plan with teachers. Pupils also began to suggest culminating activities as an aspect of evaluating their progress.

During the second semester of the year 1950-1951, several of the fundamental learnings classes and special area classes established objectives, planned and carried out learning activities, and evaluated their work for content, skills, group and self-evaluation. Classes utilized large portions of a section of the blackboard for planning purposes. Objectives of units of work developed in classes where teachers and pupils planned together, were: cooperativeness, social sensitivity, responsibility, attitudes, security, belongingness to groups, and self-direction.

During the second semester committee work was planned and self-direction was developed to the extent that many pupils utilized the several conference rooms throughout the school without supervision of a teacher. Several classes constructed evaluation sheets.

The unfinished building which was not fully completed until February, 1951, was a learning situation for both pupils and teachers. Cost of materials, location of re-
sources, equipment and materials for the construction of the building were contributing mathematical, social studies, industrial arts, science, home living, and language arts activities. Workmen were interviewed and many were invited to speak before classes. As in other learning units, spelling lists were developed for needed vocabulary in themes and reports which were written. The need for skills in all areas was not neglected during the development of learning units. Lack of supplemental reading materials in the library limited a wide reading program to the utilization of the city adopted text books and free materials sent for by pupils.

During the second school year, 1951-1952, many eighth and ninth grade classes were planning with teachers in less than a month after school started. It was observed that one or two conference rooms were in use the second day of school by ninth graders. Seventh grade classes were engaged in an orientation program for several weeks, so that teacher-pupil planning was not in evidence. During the remainder of the year, teacher-pupil planning continuously developed on all grade levels.

a. Seventh Grade

By teacher-pupil planning, several learning units were developed in the seventh grade fundamental learnings classes from the resource unit, Understanding Our Community.
Some examples were:

1. The Home and the Community
2. Recreation Problems
3. Nationality Backgrounds
4. Our Schools
5. Resources for Food, Clothing, and Housing
6. Ways of Making a Living

In these units many different learning activities were experienced. Pupils read widely, took notes, wrote outlines, reports, and themes. These experiences gave a basis for developing skills in sentence structure, spelling and grammar. Pupils also experienced viewing films, hearing speakers, going on field trips, and interviewing resource persons. All of these experiences were helpful in better understanding of the problems of living on their level of understanding. Subject matter lines were erased, as all subject matter contributed to the development of an integrated unit. Any scope and sequence based on the logical organization of any subject fields, did not determine the planning of the learning units. These units were determined on the basis of adolescent needs. Most of the learning units on the seventh grade level carried out in the fundamental learnings classes were based on social needs, with a minimum of the solving of personal problems of living in the community.
b. Eighth Grade

Eighth grade teachers and pupils have developed learning units from the resource unit, *What Makes Me Tick, in Order That I May Click - A Study of Self-Understanding*. These were:

1. Developing My Personality
2. How to Improve My Personal Appearance
3. How I Get Along With Others

The eighth grade staff agreed that personal needs of self-direction, self-adjustment, development of pupils' personalities, personal grooming, and the development of social skills, were vital. Special area teachers contributed in the planning of units, in serving as consultants, and in developing learning units in their own special areas.

c. Ninth Grade

The ninth grade resource unit, *How We Get Along Together*, illustrated the development of learning units in fundamental learnings classes, general education courses, and special interest areas. For example, the over-all picture of general science classes was to understand how man gets along with his fellowman through the use of machines, heat, light, power, and other environmental factors. While business courses are elective, the objective of these pupils, as they planned with other teachers, was
to learn to get along with other people. Art classes stressed the art of living together in a complex society. In developing learning units, such problems as the following were leads for teacher-pupil planning in the development of learning units:

1. How do nationality groups get along together in the United States?
2. How do I get along with myself?
3. How do we learn to get along together?
4. How did prehistoric man get along with people in his environment?
5. How do families get along together?
6. What are the problems of family living?
7. Can we get along together better through closer communication and transportation?
8. Does family budgeting contribute to better home living?
9. Can families have fun together?

2. Achievement Tests

The standardized testing program at Trewyn Junior High School is part of the city-wide testing program. Achievement tests are given each year in the seventh and ninth grades, which omits the eighth grade entirely. Testing is given in Peoria schools for diagnostic purposes, rather than for purposes of gearing a curriculum to a test-
ing program. On these two levels the Progressive Achievement Test is given in fundamental skills, as reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals and language skills.

Test scores are recorded on each pupil's permanent record card. The profile sheet is kept as part of the cumulative record in an individual guidance folder. Remedial work is accomplished in classes where these test results are beneficial. These test results have also been utilized in individual conferences between the fundamental learnings teachers and each pupil. The tests have been given the second month of the school year, so that 7.2 represents the grade placement. The 1951 test results for the ninth grade were not scored at the time of this study. No Peoria norms have been established, so national norms were utilized. The following table represents the average score for the seventh (1951), eighth (1950), and ninth (1949) testing results:

**TABLE I**

Progressive Achievement Scores - 7.2. Grade Placement For All Levels

<table>
<thead>
<tr>
<th>Subject</th>
<th>Seventh (1951)</th>
<th>Eighth (1950)</th>
<th>Ninth (1949)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>6.5</td>
<td>7.0</td>
<td>7.7</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>6.6</td>
<td>6.3</td>
<td>7.8</td>
</tr>
<tr>
<td>Language Arts</td>
<td>6.7</td>
<td>6.1</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Total grade placement</strong></td>
<td><strong>6.6</strong></td>
<td><strong>6.5</strong></td>
<td><strong>7.7</strong></td>
</tr>
</tbody>
</table>

It is noted that seventh and eighth grade placement
scores were below the 7.2 grade placement score by several months.

As skills, understanding, and knowledge are several of the outcomes to be achieved at Trewyn, the achievement tests do not evaluate other citizenship qualities and democratic values.

Other achievement tests were teacher-made. Several tests which were used for achievement purposes have been planned, written, and administered by pupil committees.

3. Personality Tests

Previous to the administering of the California Personality Test, the only other form of testing at Trewyn Junior High School in addition to the California Mental Maturity Test was the Lee-Thorpe Occupational Interest Inventory-Intermediate Series. This was similar to a personality test in that it helped pupils understand their own personalities better.

In order to note social adjustment on all three grade levels at Trewyn Junior High School, the California Personality Test was administered for the first time in March, 1952. While the ability and achievement tests appraise skills, understandings and abilities, the personality test designates a more complete picture of the total functioning personality. The California test reveals how the student is adjusting to personal problems and to social
skills, social standards, family, friends, and community relationships. The test is divided into two parts. Under the heading of self-adjustment are: aspects of self-reliance; sense of personal worth; sense of personal freedom; feeling of belonging; withdrawing tendencies; nervous symptoms. Included in social adjustments are: social standards; social skills; anti-social tendencies; family relations; school relations; and community relations.

It should be noted at this point that the California Personality Test was given to the seventh grade pupils who had been at Trewyn less than a year; eighth grade pupils who had been at Trewyn for their second year; and to the ninth grade, the majority of whom had attended Trewyn for nearly two years. In May, 1952, the total enrollment was 710 pupils. Of these, 208 were seventh grade pupils. In the eighth grade, there were 217 enrolled, thirty-nine of whom had entered during the current year. In the ninth grade there were 285 pupils of whom 115 were new pupils that year.

The following table illustrates these figures and gives some indication of the adjustment problems, particularly on the seventh and the ninth grade levels:
TABLE 2

Enrollment for School - 1951-1952

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>New, 1951-1952</th>
<th>Percentage new</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>208</td>
<td>208</td>
</tr>
<tr>
<td>8th</td>
<td>217</td>
<td>39</td>
</tr>
<tr>
<td>9th</td>
<td>285</td>
<td>115</td>
</tr>
</tbody>
</table>

The California Personality Test was given to 201 seventh grade pupils, 214 eighth grade, and 277 ninth grade pupils. This did not represent 100 per cent of the student enrollment, due to absences on the days the test was given. As this test had not been administered in Peoria before, there are no Peoria norms. Percentages of scores for each grade level are based on the maximum score of each factor instead of the percentile rankings.

TABLE 3

California Personality Test

<table>
<thead>
<tr>
<th>Self-Adjustment</th>
<th>7th - %</th>
<th>8th - %</th>
<th>9th - %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Self-reliance</td>
<td>55.7</td>
<td>63.0</td>
<td>59.9</td>
</tr>
<tr>
<td>B. Sense of Personal Worth</td>
<td>66.3</td>
<td>72.2</td>
<td>74.4</td>
</tr>
<tr>
<td>C. Sense of Personal Freedom</td>
<td>78.6</td>
<td>83.5</td>
<td>87.2</td>
</tr>
<tr>
<td>D. Feeling of Belonging</td>
<td>80.2</td>
<td>82.9</td>
<td>85.2</td>
</tr>
<tr>
<td>E. Withdrawing Tendency (Freedom From)</td>
<td>62.8</td>
<td>70.0</td>
<td>70.4</td>
</tr>
<tr>
<td>F. Nervous Symptoms (Freedom From)</td>
<td>65.2</td>
<td>70.8</td>
<td>68.1</td>
</tr>
<tr>
<td>Total Self-Adjustment</td>
<td>68.2</td>
<td>73.8</td>
<td>74.2</td>
</tr>
</tbody>
</table>

Social Adjustment

| A. Social Standards                  | 88.3    | 88.1    | 89.0    |
| B. Social Skills                     | 71.7    | 71.3    | 72.8    |
| C. Anti-social Tendencies (Freedom From)| 67.1    | 72.7    | 71.5    |
| D. Family Relations                  | 76.9    | 76.1    | 78.8    |
| E. School Relations                  | 69.1    | 72.2    | 73.2    |
| F. Community Relations               | 77.6    | 77.9    | 78.4    |
| Total Social Adjustment              | 75.1    | 76.4    | 77.3    |
| Total Adjustment                     | 71.7    | 75.1    | 75.7    |
Interpreting the table, an average score made by seventh grade pupils was 68.2 per cent of the maximum score for total self-adjustment. The average scores made by eighth grade pupils was 73.8 per cent and by ninth grade pupils, 74.2 per cent of the maximum scores.

The average score made by seventh grade pupils was 75.1 per cent of the maximum score for total social adjustment. The average score for eighth grade pupils was 76.4 per cent and for ninth grade, 77.3 per cent of the maximum scores.

An average score made by seventh grade pupils was 71.7 per cent of the maximum score for total adjustment. Eighth and ninth grade's average scores were slightly over 75 per cent of the maximum score for total adjustment.

Seventh, eighth, and ninth grade pupils are socially adjusted to a greater extent than they are personally adjusted with the exception of the factor of "Feeling of Belonging." Average scores made by all three grade levels were 80 per cent of the maximum score.

Trewyn pupils are evidently more aware of the social processes to adjust to society than they are aware of the forces of self-direction, self-adjustment, individual interest, responsibility, and personal worth.

Teachers plan to utilize these personality tests in discussions regarding problem areas; for the development
of learning units; for individual counseling; and as a resource for the development of each pupil.

4. Cumulative Record

The cumulative record is officially called a Counseling Record. This counseling record is a city wide adoption, not unique to Trewyn Junior High School. This record is started in the seventh grade and continued through grade twelve. If a pupil transfers to a different school, this record is routed with permanent record card, report cards, etc.

The counseling record is used by the fundamental learnings teachers who are homeroom or guidance teachers. Material for the folder is obtained through personal interview. These records are kept in the fundamental learnings classrooms instead of in a central file in the main office. Personal data are secured during an interview concerning: family living; extra curricular activities in and outside of school; educational plans; and school record regarding courses on the secondary level. Profile sheets, test records, and health records are kept in the folder. There is also space for health appraisal. Teacher-pupil relationships are quite effective in maintaining this record up to date. The city visiting counselor, school psychiatrist, school nurse, and members of the administration have access to this record.
E. School - Community Relations

In October 1951, 742 pupils were enrolled at Trewyn Junior High School. In May, 1952, 710 were enrolled, showing a decrease of thirty-two pupils. Of these, sixteen were drop-outs, and the other sixteen were transferred to other schools. Forty-four pupils, or 6.2 per cent of the total of 710 pupils receive their total income from A. D. C.

There were 159 pupils of the 710, or 22.4 per cent who lived in low income housing units. These factors indicate: instability in family life; low income; broken homes; both parents employed; crowded living conditions; no responsibilities for property maintenance; no recreational facilities; tense and confusing home conditions; and no privacy among family members. The remaining 77.6 per cent live in small cottages, over stores, and in moderate privately owned bungalows.

1. Occupational Background

Data concerning family employment and occupational background was collected in May, 1952, when the enrollment figures totaled 710 pupils.

The following table indicated that the 710 pupils, 539, or 75.9 per cent depended on one of their parents for financial support. One hundred twenty-five, or 17.9 per cent of the pupils indicated that both parents were
employed. There were forty-four, or 6.2 per cent of the pupils who were members of indigent families.

Table 4

Employment Background of Trewyn Pupils (May, 1952)

<table>
<thead>
<tr>
<th>Category</th>
<th>Pupils</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 parent employed</td>
<td>539</td>
<td>75.9%</td>
</tr>
<tr>
<td>2 parents employed</td>
<td>127</td>
<td>17.9%</td>
</tr>
<tr>
<td>Indigent families</td>
<td>44</td>
<td>6.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>710</td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

The following chart shows the occupations of the Trewyn Junior High School parents. These classifications were based on the Dictionary of Occupational Titles of the United States Employment Service, United States Department of Labor.

Table 5

Occupations of Trewyn Parents

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Pupils</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, managerial, semi-professional, and office occupations</td>
<td>34</td>
<td>4.3%</td>
</tr>
<tr>
<td>Clerical and sales</td>
<td>46</td>
<td>5.8%</td>
</tr>
<tr>
<td>Service (domestic, personal, protective, building service and porters)</td>
<td>160</td>
<td>20.2%</td>
</tr>
<tr>
<td>Agricultural, fishery, forestry</td>
<td>1</td>
<td>.1%</td>
</tr>
<tr>
<td>Skilled Occupations</td>
<td>110</td>
<td>13.9%</td>
</tr>
<tr>
<td>Semi skilled</td>
<td>95</td>
<td>12.0%</td>
</tr>
<tr>
<td>Unskilled</td>
<td>347</td>
<td>43.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>793</td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
The total number of classifications of occupations, 793, equals the total number of pupils, 710, plus 127 pupils who had two parents employed, minus the forty-four from indigent families.

The socio-economic background of the Trewyn Junior High School district explains to a certain extent reasons for parents not becoming an integral part of the curriculum program, but exhibiting some common concern.

2. P. T. A. Activities

Early in the fall of 1950 parents were invited to a pupil talent show and open house at Trewyn Junior High School. An evening was set aside for parents to meet teachers, tour the building and ask questions. The latter was done in the form of "buzz" sessions, and problems were brought to the open for discussion. Over two hundred parents attended Trewyn during the evening.

The next month a smaller group of parents attended the parent meeting. During this meeting there was an explanation concerning the fundamental learnings classes, followed by questions. Parents decided at this meeting to affiliate with P.T.A. At the December meeting, officers were elected, a Constitution adopted, and P.T.A. programs were discussed. During the meetings the remainder of the year, there was a student talent performance, some phase of the school program explained, and plans made for money
making activities. One of the important actions taken by the P.T.A. in April, 1951, was the adoption of a revised report card which was submitted for its approval. Attendance at these meetings averaged between twenty to thirty parents, while the membership list averaged about fifty out of a possible 636 families. Attendance and P.T.A. membership was discussed during one meeting, and these reasons were given for lack of attendance:

1. Other nearby schools' P.T.A.'s met the same evening
2. Affiliation with elementary school P.T.A.
3. Employment of both members of the family adds to doing household duties during the evening
4. Many members of families are employed during the evening, consequently are not able to attend.

The fall, winter, and spring meetings of 1951-1952 P.T.A. showed no increase in attendance or membership. The same reasons were offered for lack of attendance.

3. School Visitations

During the first year at Trewyn Junior High School there were over 300 visitors. These included educators, school staffs, parents and citizens exclusive of Open House which was late in April of that year. During the second year there were 575 visitors of the same classifications. During both years, many classes planned culminating acti-
vities for parental visitation. There were some learning activities in which parents participated. Several hundred additional visitors attended open house both years. The factor of the socio-economic background of the Trewyn district is the largest block to parental visitation because of the large percentage of employment of both mothers and fathers in the family; broken homes; indigent families; and A.D.C. welfare cases.

Parents who have visited the school or belong to and attend P.T.A. have been very enthusiastic in their verbal comments about the program and building.

4. Citizens Committee Activities

Trewyn Junior High School P.T.A. has had a charter member of the Peoria Citizens' Council for the Public Schools since its organization in February 1952. Trewyn was represented at the National Citizens' Committee meeting in St. Louis in the early spring of 1952.

The Constitution and By-Laws of Citizens' Council were adopted April 29, 1952. The purpose of the Citizens' Council are to:

1. Study Peoria's public schools
2. Assist the Board of Education, the administration, and the teachers
3. Give the best possible mental, physical, and social education to children of the city
4. Sponsor and conduct public forums regarding educational issues
5. Conduct thorough and impartial studies regarding the public schools and welfare of the children wherever necessary
6. Make the findings known to the citizens of the community
7. Make recommendations for necessary legislative enactment or submit referenda to the state legislature and school district
8. Take any necessary steps to promote favorable action on its recommendations, based on established facts, to the end that the best educational opportunities for Peoria's boys and girls may be promoted.

The membership of this Council must represent a cross section of the community. It is a non-profit organization. Also it is non partisan, non-political, and non-sectarian. Any organization, whether it is lay or professional, may submit a name for membership. Any individual over twenty-one years of age may request membership. The only qualification is that an individual must be in sympathy and agreement with the ideas and aims of the Council. There has been an average attendance of between thirty five and forty members at each of its meetings.
Chapter IV
Guiding Principles for Curriculum Development in Secondary Education

In this chapter, the basic educational philosophy of secondary education is considered by the writer. The guiding principles of curriculum development presented are based on literature and represent the "oughtness" of its concepts.

At the end of the chapter criteria are formulated for the purposes of critically studying the curriculum development program at Trewyn Junior High School from 1950-1952. By establishing criteria, evaluation of the curriculum development program is possible through in-service education, as the program has evolved during these two years. A staff should draw conclusions, formulate recommendations, and set up new objectives in order to fulfill the goals of curriculum development. Ten guiding principles of curriculum development are discussed in the following four areas: philosophy, curriculum development; procedures; and evaluation.

A. Philosophy

1. A democratic philosophy agreed upon by the entire staff should give direction to a school curriculum, and this philosophy should undergo continuous examination by active participation of the entire staff.

A faculty of a high school has many problems to solve
in order to implement a democratic philosophy. Solutions of the problems become the goals and objectives of the school philosophy which should give direction to a school curriculum.¹

One of the first principles which a faculty should adopt is that the public school exists for all the children of all the people. This agreement is in keeping with the principle that educational opportunity should be provided for all.² Equal opportunity for all girls and boys, the pinnacle of democratic living in the public schools of America, should develop better citizens.³

The staff should also agree on the meaning of democratic living.⁴ The foundation of a democracy is the worth of each individual. In a school the optimum development of each individual to the utmost of his ability,


is an important aspect of democratic living. Democratic living in a school also means the solution of common problems for the benefit of the group. By the implementation of both of these concepts better citizenship goals should develop. The goals of citizenship in a democracy are the values, skills, understandings, appreciations, knowledge, and attitudes developed as teachers and pupils solve problems of living together democratically. Observable objectives of democratic goals which a school should achieve upon agreement of the staff are: responsibility, cooperativeness, social sensitivity, tolerance, creativity, and self-direction.

By staff agreement, this democratic philosophy should give direction to a curriculum design structured by the staff. If problems of living are to be solved democratically, then the staff should study the needs of the pupils in the school. If democratic goals are to be achieved then a staff should agree that predicated needs should be ascertained. Needs of society and personal needs of pupils should be fulfilled on the maturation level of the learn-

ers. A school should meet the personal-social needs of pupils and design a curriculum program based on these needs. Continuous examination of a democratic philosophy by active participation of the entire staff should utilize effective principles of democratic group process. Some principles of group process which have been formulated are the following:

1. The group process is effective to the extent that concerns are shared by members of the group.
2. The group process is most effective in situations in which the leadership is shared by various members of the group.
3. The solution of a problem arrived at through the group process is to be accepted as the 'best' solution, even though the judgment of the group is not shared by the status leader.
4. The group process required that there be mutual respect for members of the group and that differences among individuals or minorities be utilized as a means of developing richer and deeper insights which will enhance the quality of the solution of the problem.
5. The effective use of the group process is one means of releasing the creative potentialities of the members of an organization.
6. The status leader facilitates the process by means of which decisions on common problems are reached.


In this way, group process should assume an ends-means approach and decisions should be made by cooperative participation of all staff members in continuously re-examining its own philosophy.

B. Curriculum Development

1. Effective pre-planning should develop objectives of the school.

If the staff has agreed upon a democratic philosophy of the school, pre-planning in terms of the needs of the pupils is necessary. A staff should study areas of personal and social needs of pupils. Personal needs are centered about areas of health, affection, self-development and self-adjustment. Social needs are in the areas of peer culture, family relationships, and socialization.\(^{11}\)

A faculty should be cognizant that all youth have many problems in common. A staff should set up problem areas as an effective pre-planning procedure. These problem areas should be organized from a study of the personal-social needs of pupils rather than as a chronologically arranged body of subject matter. The sequence of these problem areas should be determined by the needs of the pupils, in each school situation. Faculty members should "peg" common

\(^{11}\) Mendenhall & Arisman, \textit{op. cit.}, p. 228; \textit{Science in General Education}, pp. 23-63.
problem areas to certain grade levels on the basis of needs.12

Out of these problem areas, teachers and pupils should establish objectives for the development of learning units. These should be consistent with the objectives of the school.

The objectives of the school should be consistent with democratic goals and should be in terms of observable behavior. These behavior traits are: to develop social sensitivity; cooperativeness; tolerance; creativity; self-direction; and responsibility.13 The process of pre-planning should develop these citizenship qualities which are necessary for democratic living.14

2. Pre-planning should contribute to effective teacher-pupil planning.

If the staff has agreed on a common philosophy, has studied the personal-social needs of youth, and has decided on problem areas of living on each grade level, the staff should continue pre-planning by cooperatively con-


structing resource units. The resource units should contain school philosophy, scope, varied learning activities, bibliographies, and instruments of evaluation.

As staff members pre-plan, they should state their problems, set up objectives for the resource unit, pre-plan many learning activities, and plan many ways of continuous evaluation. Subject matter areas should become resources for pre-planning in order that teacher-pupil planning will be more effective. Specialists from subject areas should furnish varied types of resources for solutions of problems occurring in these areas. The construction of resource units should be a continuous process. Resource units should furnish a variety of materials for the development


18. Harold Alberty, et. al., Utilizing Subject Fields in High School Core Program Development. Columbus: College of Education, The Ohio State University, 1950, p. IV.
of learning units which teachers and pupils should cooperatively plan. Additional learning situations should continuously be suggested by teachers and pupils.

Learning units should be developed by utilizing similar procedures which the staff employs in selecting problem areas and in developing resource units. Teachers and pupils should establish criteria for selecting learning units. Cooperatively they should plan objectives, suggest and carry out learning activities, and plan evaluation instruments and procedures.

3. A curriculum organized with a two to three hour block of time should contribute to better learning for pupils.

School staffs visualizing the total school curriculum development program should organize the school day with a block of time comprised of two or three hours. This period should be devoted to common problems of youth based on personal-social needs. This block of time is most commonly referred to as a core class. In the core class teachers and pupils should mutually plan to solve problems of living on the basis of developing appreciations, understandings, skills, values, and attitudes necessary for citizenship in a democracy. The solution of these problems should cut across subject matter lines.19 Subject

areas should contribute toward the solution of common problems. Many forms of diversified learning activities should take place during this large block of time.

Guiding principles for effective learning should be applied during the block of time.20

The large block of time should permit teachers to recognize individual differences.21 Growth should be recognized as a slow continuously developing process. Each pupil has his or her own pattern of work, recreation, and development.22

The core class should provide ample time for teacher-pupil planning. As teachers and pupils plan together, the block of time should provide sufficient time for the determination of skills as needs arise. This plan should eliminate long periods of drill on materials which are isolated from the context of problems.23

This type of block of time, which should contribute to effective learning by pupils, is referred to as type V core


by Harold Alberty.24 The assumptions for this type of curriculum are:

1. The most effective transfer which takes place is in the ability to make valid inferences.
2. There are general problem areas which are common to all youth.
3. Youth of secondary school age cannot foresee all the broader implications of their immediate needs and interests.
4. Since each group is unique in its immediate needs and interests, actual learning activities are most suitable when planned by the individual learning group (teacher and students).
5. Democratic values are best achieved through learning experiences which are cooperatively planned by the learning group.
6. Common adolescent needs are best met through a curriculum in which the learning experiences are organized around common adolescent problems.25

The advantages of this type V program are many. Guidance and the curriculum program should not be separated. Guidance is recognized as a process by which teachers should help pupils solve their own problems of living. Guidance and this type of a curriculum program should be synonymous.26 The pre-planning of problem areas based on the ascertained personal-social needs of pupils should point out to teachers the need and extent of subject mat-

24. Harold Alberty, et. al., How to Develop a Core Program in the High School. Columbus: The Ohio State University, 1949, p. VII.
25. Ibid., pp. 57-58.
26. Mendenhall and Arisman, op. cit., ch. VIII.
The achievement of democratic values should be the goal of core type V program and learning should be effective toward the accomplishment of these goals. The two to three hour block of time should be flexible for many kinds of related experiences and for the solving of problems both in groups and in individual situations. 27

4. Secondary education should stress general education and special needs and special interests as electives.

In the development of the preceding guiding principle it was discussed that a two to three hour block of time should contribute to effective learning among pupils. Common problems among youth should be solved. Democratic goals should be achieved by utilizing subject areas, and by developing necessary skills. By definition, previously noted, general education refers to that part of the curriculum in which skills, knowledge, understanding, attitudes, values, and appreciations are necessary for citizenship. A general education program organized in a two to three hour block of time should develop these goals needed by pupils for effective citizenship. 28 In addition to the

27. Alberty, et. al., How to Develop a Core Program in the High School, pp. 66-67.

two to three hour block of time, girls' and boys' physical education should be necessary for pupils. This is because of state law requirements, and because many physical and recreational needs are differentiated between girls and boys.29

The issue concerning general education and special needs and special interests as electives should not be an either-or issue. A school should emphasize both general education and special education. As stated previously, general education programs should occupy two to three hours of the day and should be organized as a core class.

The remaining hours of the day should be utilized by special needs and special interest classes where pupils should be guided by specialists.30 Special needs and interests should be in the form of electives in a curriculum development program in order to fulfill personal needs of youth. Special education should be dependent on financial support, available materials, and interests and needs of

29. Alberty, Reorganizing the High School Curriculum, pp. 176-177; Alberty, et. al., How to Develop a Core Program in a High School, p. VI.

pupils. The optimal development of each individual should
be the responsibility of the school if the staff is com-
mitted to developing goals of democratic living.31

5. Guidance should be an integral part of the
curriculum development.

An effective guidance program should develop youth to
the maximum of their ability in learning to: solve prob-
lems; make choices; develop self-adjustment, self-direct-
tion; to plan, carry out, and evaluate problems in a demo-
cratic way. The outcomes of a guidance program should be
attitudes, appreciations, understanding, knowledge, and
values necessary for democratic living. Guidance should
be concerned with a program which develops democratic
goals of common concerns and should develop the optimum
capacities, interests, and needs of each individual pupil.32

To give direction to a guidance program, personal-
social needs of youth should be met in order to fulfill
the above mentioned goals. Personal needs of youth are
physical, affection, self-development, and self-adjust-
ment. Social needs of youth are in the areas of peer
culture, family relationships, and socialization.

The role of the classroom teacher should implement

31. Alberty, et. al., Utilizing the Subject Fields in High
School Core Program Development, pp. 75-78; Alberty,
Reorganizing the High School Curriculum, p. 177.
these needs by teachers pre-planning together, and by teachers and pupils cooperatively planning together. A guidance program should be consistent with the curriculum development program of the school.

The role of the guidance specialist should be to:

1. Plan with the staff an effective and complete guidance program
2. Confer with individual members of the staff
3. Serve as a resource person in carrying out all guidance activities
4. Serve as a specialist for the referral of special problems and special cases.

A direct line of contact between parent-teacher-pupil and administrator should cooperatively develop a guidance program. The role of the classroom teacher should be that of a counselor who should employ available guidance techniques and resources. The curriculum and guidance programs should achieve identical goals, clarifying the point of view that curriculum and guidance should not be separated.

33. Ibid., p. 123.

C. Procedures

1. Effective learning activities based on predicated needs of youth should be planned cooperatively by teachers and pupils.

Earlier in this study, the learning unit was defined as the common problem and interest which teachers and pupils cooperatively choose for study by setting up objectives; planning and carrying out learning activities in groups and by individuals; evaluating in terms of objectives; and making new plans for continuous learning. Learning activities should be in relationship to the total learning unit developed cooperatively by teachers and pupils.  

Setting up objectives should be cooperatively planned by teachers and pupils. Teachers as guides should ascertain needs of society and personal needs of adolescence to solve problems on the maturation level of the pupils. Objectives should be in terms of observable behavior. Learning activities should develop objectives of cooperativeness, responsibility, tolerance, social sensitivity, creativity, and self-direction. These should be consistent with democratic goals. Objectives which are meaningful and accept-

35. Alberty, Reorganizing the High School Curriculum, pp. 280-283.

able to pupils should develop effective learning through this active participation.\(^{37}\)

Effective learning activities should take place when:

1. Utilizing many and varied experiences
2. Employing many kinds of materials on the matura-
   tion level of learners
3. Interacting with the total environment
4. Seeing relationship between old and new experi-
  iences
5. Relying on community resources
6. Developing insight, which should eliminate mean-
   ingless and isolated drill
7. Reconstructing and reorganizing past experiences.\(^{38}\)

Opportunities should be permitted for pupils to suggest additional learning activities based on their experiences.\(^{39}\)

In this way planning and learning are continuous processes. Teachers and pupils cooperatively planning learning activ-
ies should implement democratic living.\(^{40}\)


\(^{38}\) Lee and Lee, op. cit., pp. 172-190; Alberty, op. cit., p. 53; Cole and Bruce, op. cit., pp. 471-479.

\(^{39}\) Alberty, Reorganizing the High School Curriculum, pp. 344-347.

\(^{40}\) Ibid., pp. 345-347.
Learning activities should be evaluated in terms of the objectives and purposes. Evaluation should be a cooperative process as teachers and pupils should employ many and varied instruments and procedures. These instruments should be based on content, skills, and understanding in addition to other objectives of democratic living. Many instruments for self-evaluation by pupils should be devised.41

2. Curriculum development should encourage participation by the entire staff.

The entire school staff should develop democratic living by each member contributing to the curriculum development program.42 The entire staff should solve problems and make choices employing similar learning processes utilized in teacher-pupil planning.

The administration often fails to furnish leadership for a curriculum development program if bogged down with problems of budget, publicity, discipline, attendance, maintenance, and a feeling of insecurity to deal with curriculum problems. If the administration fails to pro-


42. Alberty, Reorganizing the High School Curriculum, p. 340.
provide leadership, a staff lacks encouragement toward curricu-

Some principles of democratic leadership which should encourage participation of the entire staff are:

1. A democratic leader respects the personalities of the people with whom he works.

2. A democratic leader is skilled in the techniques of group planning and action, by not insisting on a particular solution, but stimulates action.

The entire staff should participate in an in-service education program in order to implement the school philosophy. In-service education should be concerned with: curriculum design; child development; adolescent needs; resource units; teacher-pupil planning; and evaluation.

During staff meetings, teachers should:

1. Exchange ideas
2. Discuss teacher-pupil planning
3. Study principles of learning
4. Cement community relations
5. Employ evaluation procedures.


45. Alberty, Reorganizing the High School Curriculum, Ch. II, III, VI, IX, X, XII, XIII.
Participation by staff members in curriculum development should encourage group planning, organize procedures, and evaluate processes. 46

3. Participation by lay citizens in curriculum planning should build confidence, understanding, and support of school improvement programs, and any change in the curriculum should endure longer if understood and supported by the public.

Traditionally, an elected board of education has been the accepted lay representative group in most communities, and this group should continue to serve in that capacity. Some board members have feared usurpation of power by citizens or lay committees. Where lay committees have acted in an advisory capacity, and participating in educational planning, their work has been well received by boards of education. 47 Board of education are continuously


forced to become local agents for state legislatures in order to fulfill state laws. Boards of education are continuously forced away from the people. This status is because of the growth of business routine for the schools. This points to the necessity for lay advisory committees in local communities to promote better understanding of curriculum development program. 48

Probably a more effective way the schools can be made more truly to reflect the will of the people is to give the lay public opportunity to cooperate directly with the school staff in planning a school program. No board of education, no matter how democratic in intent, is able adequately to represent all the competencies, attitudes, and desires of the people of the community even if they had time to do so. 49

These statements point to the desirability of lay advisory committees, and lay participation in educational planning for the following reasons:

1. To build confidence in the schools
2. To foster attitudes of good will, through participation
3. To promote interest, understanding, and support by a responsible public
4. To improve curriculum by a well-informed, sympathetic public.

48. Henry Hull, op. cit., p. 3.
49. Helen Storen, op. cit., p. 9.
The school staff should be more aware of community conditions and attitudes which influence curriculum development. This interaction of cooperative planning should result in a curriculum more adapted to the needs of the pupils. An additional value of lay participation should be the ever increasing list of resource people available for classroom activities. Resource persons should better understand curriculum problems by actually participating in the program.

The school needs to start on the level at which community resources may be used effectively, keeping in mind that curriculum planning is a professional job and that final decisions must be made by the school staff with the approval, of course, of the board of education. But within this limitation, the school may work closely with appropriate community agencies for their mutual benefit.

Continuous cooperation of curriculum planning by citizens and professional staffs should exemplify more than a public relations policy. The term lay participation should be more than a public relations policy.


51. Caswell, op. cit., p. 95.

52. Albery, Reorganizing the High School Curriculum, pp. 351-352.

pation or lay advisory committees should refer to organiz-
ized groups whose representation in community organiza-
tions cooperate with boards of education on school prob-
lems. The functions of lay advisory committees should be
strictly advisory. They should be endorsed by boards of
education, and should represent a variety of interests.
The purposes of lay committees should be to learn the
community thinking, and study ways the community should
participate in a better educational program. The advisory
committee should not become a pressure group and the board
of education should not lose sight of its legal power. Leslie Kindred has supplied information concerning pur-
poses of lay groups and qualifications found important
for membership on lay committees in many communities.
The purposes that he suggests are these:

1. Some have been conceived as a means of neutral-
izing the influence of pressure groups' intent
on using the schools for selfish ends.
2. Some have been created in desperation by admin-
istrators whose security was threatened by
parental demands for better schools.
3. A few were organized to enlist community support
for a particular project being engineered by
school authorities.
4. A majority came into existence as a partner-
ship arrangement between the school and com-
nunity for working out better educational
policies and programs.

54. Othaniel B. Smith, Fundamentals of Curriculum De-
William Yaeger, School-Community Relations. New York:
Dryden, 1951, p. 134.
More specifically, the stated purposes of lay advisory commissions in a number of places are these:
1. To increase as much as possible the community use of the school.
2. To make recommendations on building conditions, student social functions, and living conditions of teachers.
3. To serve as a clearing house for important educational issues.
4. To interpret school conditions and needs to fellow laymen and to enlist their support for improvements.
5. To survey the community for the purpose of getting the facts on which to build a public relations program.
6. To help identify educational needs and to solve related problems.
7. To help develop a curriculum better fitted to the needs of youth.
8. To evaluate public opinion about the local school program.
9. To provide moral support for school officials who undertake courses of action which otherwise would not be possible.
10. To create community confidence in the work of the school.
11. To harmonize differences between the school and the community.55

Examples in educational literature of active lay participation throughout the United States explain the purposes, functions, and significant reasons for lay participation in curriculum building. Several examples have grown out of individual school curriculum planning. Some citizens' committees have developed as an outgrowth of

city-wide community studies.  

Many examples of lay participation could be cited with some implications given concerning the advantages and disadvantages. No two committees have exactly the same formula, which indicates that there is no one plan for lay participation in curriculum building. Educational planning should be strengthened in direct proportion to the extent in which lay participation is developed.

It should be noted that the significance and importance of lay participation in curriculum building in a local community should contribute to democratic living. Community participation should be an important aspect of promoting better understanding of curriculum development. "We can change our school system into a dynamic agency for maintaining the strengthening democracy if the professional educator and the public join hands in the cooperative enterprise of building upon the firm foundations of education."


which are already laid.58

The outmoded "educating the public" through publicity campaigns, parents' night, essay contests, etc., should give way to school-community planning for improvement of a school's education program. Groups of people planning together should demonstrate group process.59 Curriculum planning should be a continuous process, achieved by planning, executing, and evaluating the school program through mutual understanding.60 Participation by lay citizens in curriculum planning should build confidence, understanding, and support of school improvement programs. Any change in curriculum should endure longer if understood and supported by the public.61


60. Roland Faunce, and Nelson Bossing, Developing the Core Curriculum. (New York: Prentice-Hall, 1951, p. 244.

D. Evaluation

1. Provision should be made for continuous evaluation by pupils, teachers, and parents.

Evaluation is the continuous process of ascertaining values in a learning situation. This interpretation offers "oughtness" to a program which should evaluate in terms of observable objectives of democratic goals. The purpose of evaluation should be to develop improvement and effectiveness of a curriculum program for pupil growth. Evaluation should be a continuous and an integral part of a curriculum development program both as a process and a product. Teachers, pupils, and parents who should be concerned with the total development of each pupil, should continuously evaluate. Evaluation should be concerned with the collection of data in terms of many and varied learning experiences in which behavior occurs. Data should be tested and interpreted in terms of the operational objectives. Evaluation should be concerned with drawing conclusions, forming guiding principles, and setting up new plans.

A school should evaluate in terms of changes in be-

behavior of pupils. Objectives for evaluation, instruments, and procedures should be adopted, in addition to achievement tests and "improvement" paper and pencil tests. Pupils should develop responsibility, self-direction, and self-adjustment through self-evaluation procedures. Teachers, pupils, and parents should contribute to the evaluation process by formal and informal procedures. Many of these instruments are: achievement tests, intelligence tests, adjustment scales, interviews, rating scales, activity records, sociometric devices, recordings, films, letters, themes, diaries, projective techniques, and parent conferences.

E. Criteria for evaluating the curriculum development program at Trewyn Junior High School.

The following criteria for evaluating the curriculum development program of Trewyn Junior High School are based on the writer's study of literature of secondary curricu-


lum development. These criteria should be instruments for evaluating a curriculum development program by means of an in-service program of education. The criteria are grouped into a pattern of planning, carrying out, and evaluating a curriculum development program. In this way the criteria form an integral part of the curriculum development program as evaluation is continuously utilized by teachers, pupils, and parents.

To summarize, in light of this process, these criteria should determine the curriculum development program of Trewyn Junior High School:

1. Does the school have a democratic philosophy agreed upon by the entire staff to give direction to a school curriculum, and does this philosophy undergo continuous examination by active participation of the entire staff?

2. Does effective pre-planning develop the objectives of the school?

3. Does pre-planning contribute to effective teacher-pupil planning of learning activities?

4. Does the curriculum organized with a two to three hour block of time contribute to better learning for pupils?

5. Does secondary education stress general education, and special needs and special interests as electives?

6. Is guidance an integral part of the curriculum?
7. Are effective learning activities based on predicated needs of youth planned cooperatively by teachers and pupils?

8. Does the curriculum development program encourage participation by the entire staff?

9. Does participation by lay citizens in curriculum construction build confidence, understanding, and support of school improvement programs, and does any change in the curriculum endure longer if understood and supported by the public?

10. Is there provision for continuous evaluation by pupils, teachers, and parents?
Chapter V

Attitudes of the Faculty toward the Trewyn Program

In Chapter I, the procedures of formulating the faculty check list was explained. Assumptions were made concerning the collection of data. Briefly these were:

1. The instruments and procedures utilized for the collection of data will record the opinions of teachers.

2. The employment of procedures by 66.6 per cent of the teachers reflects approval of stated criteria of curriculum development.

3. A change in practice from December, 1951 to May, 1952 by more than 15 per cent of the teachers would seem to indicate a significant change.

In this chapter, an explanation of the data which was collected from teachers by means of this check list, is given. This check list is the instrument used for the purpose of reflecting attitudes of the teachers concerning the development of the curriculum program. The data is evidence of an evaluation of each criterion.

The attitudes sampled are those toward: philosophy; pre-planning; teacher-pupil planning; block of time; general education and special needs and interests as electives; guidance; learning activities based on predicated needs; cooperative participation in curriculum planning;
lay participation in curriculum planning; and evaluation procedures.

Many practices are listed which carry out the guiding principles of curriculum development at Trewyn Junior High School. These guiding principles were based on literature on the field. Teachers checked procedures which they had utilized to employ a practice. The ways in which procedures were employed by each teacher are not considered in this check list.

One hundred per cent represents the thirty teachers on the staff. Each item checked on the list of procedures represents 3.3 per cent per teacher on a continuum of 0.0 per cent to 100 per cent. Percentages given in tables are in two columns, for December, 1951 and May, 1952.

The degree to which the procedures were utilized should determine the development of practices and should reflect the attitudes toward each criterion.

A. Attitudes toward Philosophy

The democratic philosophy at Trewyn Junior High School emphasizes development of the individual to his utmost capacity and the cooperative solving of common problems. Practices and procedures of operational objectives are evidences to evaluate the goals of this philosophy. Practices which are agreed upon by the faculty, and give direction to the school philosophy are:
1. The planning of activities and problems to develop each individual pupil to the best of his ability
2. The development of such citizenship traits as cooperativeness, social sensitivity, creativeness, responsibility, and respect for the individual
3. The helping of pupils make choices
4. The planning and working together (with pupils)
5. The striving for democratic leadership by the administration
6. The integration of subjects and subject areas for better learning by pupils
7. The emphasis on skills as needs arise
8. The promotion of self-evaluation
9. The establishment of objectives in terms of the goals of the school philosophy
10. The development of learning experiences according to maturity level of pupils
11. The development of individual traits and responsibilities
12. The sponsorship of co-curricular activities within class period
13. The solution of problems of everyday living.
TABLE 6
Philosophy

1. Plan activities and problems to develop each pupil to the utmost of his ability:

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<th>December 1951</th>
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<tr>
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- a. Encourage extra reports.
- b. Encourage extra reading.
- c. Encourage extra work in area of pupil's interest.
- d. Select members of planning committees.
- e. Help slow pupils.
- f. Work ahead of class on same or different problems.
- g. Add classroom responsibilities.
- h. Develop self-competition for self-improvement.

2. Develop citizenship traits as cooperativeness, social sensitivity, creativeness, responsibility, and respect for the individual:

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- a. Work in groups.
- b. Help others.
- c. Care for materials, property, and equipment.
- d. Participate in activities.
- e. Suggest ideas.
- f. Plan work for the development of the individual pupil.
- g. Give opportunity for leadership.
- h. Allow individual pupils to develop initiative.
- i. Respect ideas, successes, and failures of others.

3. Help to make choices:

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</table>

- a. Choose electives.
- b. Choose groups with whom to work.
- c. Initiate seating arrangement.
- d. Organize committees to plan with teacher the home room activities.
- e. Help with problem solving.
- f. Choose units.
4. Plan and work together (school staff of at least 2 members and several pupils):

46.6 46.6 a. Select and plan units.
70.0 53.3 b. Set up class objectives.
70.0 66.6 c. Work in groups.
26.6 30.0 d. Select problem areas for resource units.
63.3 60.0 e. Develop partial teacher-pupils planning of activities.
63.3 60.0 f. Help each other.
46.6 56.6 g. Encourage responsibility by each pupil in order to help each other.
53.3 66.6 h. Hold teacher-pupil conferences.
66.6 70.0 i. Consider the teacher as part of the class or guide or resource person.

5. Strive for democratic leadership by administration:

90.0 76.6 a. Plan with staff.
86.6 70.0 b. Carry out plans by helping staff.
90.0 80.0 c. Receive suggestions by staff members.
93.3 80.0 d. Meet with staff committees.
73.3 70.0 e. Face issues and problems together.
76.6 70.0 f. Inform staff of matters pertaining to staff.
73.3 60.0 g. Strive for esprit de corps.
46.6 33.3 h. Allott and spend funds by staff.
36.6 33.3 i. Plan supervisory program with staff.
40.0 50.0 j. Plan faculty meetings by staff.
70.0 73.3 k. Determine school policy by staff.

6. Integrate all subjects and subject areas for better learning by pupils:

70.0 63.6 a. Construct resource units contributed by all areas.
46.6 60.0 b. Help develop units of work in all areas by pupils.
46.6 36.6 c. Pupils describe their work in all areas.
50.0 36.6 d. Understand objectives of each area by pupils.
56.6 60.0 e. Help integrate electives with other areas.
Suggest ways of integration in electives by pupils.

Attain immediate objectives.

7. Emphasize skills as needs arise:

- Drill when necessary.
- Test to find out weaknesses.
- Emphasize skills until no more learning is evident.
- Anticipate skills which will be needed.
- Pre-test to find out group or individual weaknesses.

8. Promote self-evaluation:

- Attain goals, set up by teacher and class.
- Set up self-evaluation check lists.
- Show progress by graphs.
- Self-testing.
- Make progress chart for individual projects.
- Make progress charts showing attainment of physical, emotional, and social maturity.

9. Establish objectives in terms of the goals of the school philosophy:

- Establish by teacher-pupil planning.
- Clarify goals for all.
- Evaluate progress toward objectives.
- Originate criteria for objectives.

10. Develop learning experiences according to maturity level of pupils:

- Do partial teacher-pupil planning by a gradual process.
- Do complete teacher-pupil planning.
- Set up criteria for selecting activities.
- Select materials within understanding of pupils.

11. Develop individual traits and responsibilities:

- Give room and shop responsibilities.
- Permit leadership in class activities.
- Suggest plans and activities.
73.3 73.3 d. Explore various activities.
90.0 96.6 e. Develop habits of dependability and punctuality.
86.6 80.0 f. Develop traits of willingness to work.
100.0 86.6 g. Develop pride in worthwhile accomplishment.
96.6 83.3 h. Encourage self-motivation.
93.3 90.0 i. Encourage originality and initiative.
66.6 73.3 k. Develop all abilities to optimum.

12. Sponsor co-curricular activities within class period:

40.0 56.6 a. Consider as part of developing a learning unit.
56.6 60.0 b. Consider as part of the curriculum.
63.3 60.0 c. Treat as part of the learning process.
43.3 40.0 d. Develop as part of class business meeting.
40.0 36.6 e. Consider as of equal value with class work.
50.0 80.0 f. Make classwork meaningful.
73.3 66.6 g. Develop special needs and special interests.

13. Solve problems of everyday living:

56.6 56.6 a. Suggest problems and interests by pupils.
60.0 70.0 b. Select problems together (teachers and pupils)
66.6 40.0 c. Select problems by teachers, gradually helping pupils to select problems.
66.6 66.6 d. Use all available resources.
80.0 80.0 e. Understand needs of adolescence.
76.6 73.3 f. Choose problems of everyday living.
76.6 60.0 g. Choose functional activities.

These practices and procedures reflect attitudes of teachers toward the school philosophy:

1. By May, 1952, teachers planned activities and problems to develop pupils to the utmost of their abilities by utilizing most of the listed procedures. Significant increases were: encouraging extra reading; and encouraging extra work in the area of a pupil's interest. Ninety six
and six-tenths per cent of the teachers helped slow pupils and encouraged extra work in the area of pupils' interests. During the two year study, 46.6 per cent of the teachers selected pupils as members of planning committees.

2. During the two year study and with one exception, the listed procedures for developing citizenship traits were carried out by more than 73.3 per cent of the teachers. With the exception of planning work for the development of individual pupils, 83.3 per cent and 96.6 per cent of the teachers utilized listed procedures.

3. Teachers have indicated to a very small degree that they have helped pupils make choices. By December, the following procedures were accomplished: permitting pupils to choose groups with whom to work; helping pupils solve problems; and allowing pupils to select individual projects. By May, the following procedures were achieved: initiating seating arrangements by pupils; and selecting activities. Other listed procedures were not utilized.

4. Staff members and pupils planning and working together have not been indicated by teachers except in two instances. In December, 1951, 70.0 per cent of the teachers worked in groups with pupils, and in May, 1952, 70.0 per cent of the teachers considered themselves as a guide or resource person in class situations. Other listed procedures were employed by less than 66.6 per cent of the
5. The majority of procedures for striving for democratic leadership by the administration was carried out for two years. These procedures were: planning with the staff; carrying out plans by helping staff members; receiving suggestions by staff members; meeting with staff members; facing issues and problems together; informing the staff of matters pertaining to staff members; and determining school policy by the staff. By December, 90.0 per cent of the staff indicated the administration helped with planning; received their suggestions; and met with staff committees.

Listed procedures which were not achieved by the staff during the two year study were: allotting and spending funds; planning the supervisory program; and planning faculty meetings.

6. By December, constructing resource units, contributed by many areas, was the procedure which aided the integrating of subjects and subject areas for better learning by pupils. Other suggested procedures were utilized by less than 60.0 per cent of the teachers during the two years under study.

7. Emphasizing skills as needs arise by drilling when necessary, and anticipating skills which would be needed, were utilized for two years by 80.0 per cent to 93.3 per cent of the teachers. During the two years 56.6 per cent of the teachers emphasized skills until no more learning
was evident.

8. Promoting self-evaluation was achieved by one procedure for two years. Between 70.0 per cent and 73.3 per cent of the teachers utilized attaining goals, set up by teachers and the class. By May, 70.0 per cent of the teachers promoted self-evaluation through pupil self-evaluation check lists. Other listed procedures were carried out by less than 56.6 per cent.

9. For two years, 80.0 per cent of the teachers employed the procedure of teacher-pupil planning as a means of establishing objectives in terms of the goals of the school philosophy. The other suggested procedures were not employed.

10. By December, the procedure of selecting materials within the understanding of pupils was accomplished by 100 per cent of the teachers. By May 90.0 per cent of the teachers utilized this procedure. For two years, from 70.0 per cent to 76.6 per cent of the teachers did partial teacher-pupil planning by a gradual process. This was a procedure for developing learning experiences on the maturational level of pupils. The following listed procedures were not utilized; complete teacher-pupil planning; and setting up criteria for selecting activities.

11. The practice of developing individual traits and responsibilities was carried out in the listed procedures by more than 66.6 per cent of the teachers for two years.
The following procedures were utilized by more than 80.0 per cent of the teachers: permitting leadership in class activities; developing habits of dependability and punctuality; developing traits of willingness to work; developing pride in worthwhile accomplishments; encouraging self-motivation; and encouraging originality and initiative.

12. Sponsoring co-curricular activities has been achieved by two procedures. Making classwork meaningful was utilized by 80.0 per cent of the teachers by May, which was an increase of 30.0 per cent from December. By December, 73.3 per cent of the teachers indicated they developed special needs and special interests. Other listed procedures were utilized by less than 63.3 per cent of the teachers.

13. For two years 80.0 per cent of the teachers used procedures of understanding needs of adolescence to carry out the practice of solving problems of everyday living. For two years, between 73.3 per cent and 76.6 per cent of the teachers chose problems of everyday living as a procedure. The percentage of teachers fluctuated in their use of other suggested procedures for carrying out this practice.

In conclusion, the attitudes of the faculty members toward the school philosophy are reflected in their belief that:

1. The faculty develops citizenship traits of cooperativeness, social sensitivity, creativeness, responsibility, and respect for the individual.
2. Many goals in terms of the school philosophy are not achieved.

3. Many skills are emphasized as needs arise.

4. Many teachers vary in helping pupils solve problems of everyday living.

5. Teachers plan activities and problems to develop each pupil to the utmost of his ability.

6. The faculty does not help pupils make choices.

7. Individual traits and responsibilities are developed.

8. Self-evaluation is not encouraged.

9. Teachers and pupils do not plan and work together to any extent.

10. The administration strives for democratic leadership in many ways.

11. Several learning experiences are developed on the maturity level of pupils.

12. Many co-curricular activities within the class period are not sponsored.

13. Integration among subject areas for better learning by pupils is not achieved.

B. Attitudes toward Pre-Planning

The objectives of Trewyn Junior High School are to develop: individual responsibility; self-direction; cooperativeness; creativity; social sensitivity; and skills necessary for citizenship. The staff agreed that the following practices which should develop these objectives in effective pre-planning sessions are:

1. The development of experiences providing for self-confidence, the sense of belonging, secur-
ity, success, and respect for the individual
2. The suggestion for experiences for good health habits, sound body and a wholesome mind
3. The development of experiences for ability to use leisure time wisely
4. The stressing of skills and knowledge as needs arise
5. The improvement of social skills as ethical and moral ideas, self-discipline, feeling of responsibility, cooperation, sense of sharing, aid "leadership and followship" participation
6. The development of activities for problem solving
7. The development of experiences for appreciation of beauty in everyday living as are music, and literature.

TABLE 7

Pre-Planning

1. Stress skills and knowledge as needs arise:

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<tr>
<th>December 1951</th>
<th>May 1952</th>
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</table>

a. Give factual tests made and administered by teacher.
b. Give factual or informational tests made by pupil committee
c. Give standardized objective tests.
d. Permit individual reports.
e. Consider teacher as resource person.
2. Develop experiences providing for self-confidence; sense of belonging, security, and success; and respect for the individual:

86.6 86.6 a. Evidence understanding and liking for each pupil by teacher.
66.6 53.3 b. Make plans by pupils.
76.6 66.6 c. Choose activities.
80.0 80.0 d. Encourage group work.
56.6 50.0 e. Rotate chairman.
56.6 80.0 f. Use all materials available.
96.6 96.6 g. Give responsibility to pupils.
80.0 80.0 h. Develop self-direction without continuous supervision by teacher.
66.6 66.6 i. Insist on small groups work in conference rooms, when ready.

3. Suggest experiences for good health habits, sound body, and a wholesome mind:

60.0 70.0 a. Plan activities by teachers and pupils.
60.0 73.3 b. Set up objectives.
70.0 63.3 c. Evaluate experiences
73.3 70.0 d. Base problems on maturity level of pupils.
60.0 66.6 e. Evaluate observable changed behavior.
66.6 73.3 f. Forward hobbies and sports.
23.3 36.6 g. Provide program of intra-murals.
83.3 93.3 h. Provide atmosphere of ease in classroom.

4. Improve social skills such as ethical and moral ideas, self-discipline, feeling of responsibility, cooperation, sense of sharing, "leadership and fellowship" participation:

86.6 80.0 a. Emphasize self-direction in class assignments.
93.3 86.6 b. Learn to accept consequences of their action.
90.0 83.3 c. Learn to control anti-social actions by individual pupils.
93.3 76.6 d. Learn self-discipline in group discussion by individual pupils.
86.6 76.6 e. Continue explanation until group understands.
5. Develop activities for problem solving of critical thinking:

56.6 76.6 a. Collect data on all sides.
56.6 56.6 b. Formulate generalizations from data.
60.0 63.3 c. Distinguish between propaganda and facts.
56.6 56.6 d. Practice using all resources for pinpoint thinking.

6. Develop experiences for appreciation of beauty in everyday living, as art, music, and literature:

83.3 86.6 a. Emphasize attractiveness of classroom.
66.6 76.6 b. Recognize beauty in environment.
73.3 60.0 c. Stress American culture.
73.3 60.0 d. Develop sense of the aesthetic.

7. Develop experiences for ability to use leisure time wisely:

80.0 80.0 a. Encourage individual hobbies.
100.0 83.3 b. Emphasize activities which have carry over value to adult life.
66.6 70.0 c. Stress participation in using extra class time.

The following practices and procedures reflect the attitudes of teachers toward pre-planning:

1. The procedure of considering the teacher as a resource person was utilized by 80.0 per cent of the teachers for two years. One other procedure contributing to the practice of stressing skills and knowledge as needs arise was utilized for two years. This procedure was the giving of factual tests, made and administered by teachers. Permitting individual reports was a procedure which was enacted by 66.6 per cent of the teachers in December and by May, 83.3 per cent. Other listed procedures were
not carried out during the two year study.

2. During the two year study several procedures were employed to perform the practice of developing experiences providing for self-confidence, sense of belonging, security, and success, and respect for the individual. The following procedures were utilized by more than 80.0 per cent of the staff: evidencing understanding and liking for each pupil by teachers; choosing activities; encouraging group work; giving responsibility to pupils; and developing self-direction without continuous supervision. By December 56.6 per cent of the teachers used available materials, but by May, 80.0 per cent of the teachers enacted this procedure. The procedure of rotating chairmen was not fulfilled during the two year period.

3. Contributing to the practice of suggesting experiences for good health habits, sound body, and a wholesome mind, several procedures were utilized for two years: basing problems on the maturity level of pupils; forwarding hobbies and sports; and providing an atmosphere of ease in the classroom. The latter procedure was achieved by 93.3 per cent of the teachers by the end of the two year study. Providing a program of intramurals has not been carried out.

4. During the two years of the study the practice of improving such social skills as: ethical and moral ideas; self-discipline; feeling of responsibility; cooperation;
sense of sharing; "leadership and fellowship" participation was carried out by the listed procedures. These procedures were utilized by 76.6 per cent to 93.3 per cent of the teachers.

5. By December, 56.6 per cent of the teachers collected data on many sides to aid in carrying out the practice of developing activities for problem solving. By May, 76.6 per cent of the teachers utilized this procedure. Other listed procedures were not achieved between 1950 and 1952.

6. By December, listed procedures were utilized for developing experiences for appreciation of beauty in everyday living as art, music, and literature. For two years the following procedures were employed: emphasizing attractiveness of classrooms; and recognizing beauty in environment.

7. The practice of developing experiences for ability to use leisure time wisely was carried out by the listed procedures. For two years 80.0 per cent of the teachers encouraged individual hobbies. By December, 1951, 100.0 per cent of the teachers emphasized activities which had carry over value to adult life, but by May, 1952, 83.3 per cent utilized this procedure.

In conclusion, the attitudes of the faculty members toward Pre-Planning are reflected in their belief that:
1. Many teachers develop experiences providing for self-confidence, sense of belonging, security, success, and respect for the individual.

2. Teachers suggest many experiences for good health habits, sound body, and a wholesome mind.

3. The faculty develops many experiences for ability to use leisure time wisely.

4. Many teachers stress skills and knowledge as needs arise.

5. Teachers improve such social skills as: ethical and moral ideas, self-discipline, feeling of responsibility, cooperation, sense of sharing, "leadership and followship" participation.

6. Teachers do not develop activities for problem solving.

7. Many teachers employ such experiences for developing an appreciation of beauty in everyday living, as art, music, and literature.

C. Attitudes toward Teacher-Pupil Planning

As the purpose of the pre-planning sessions at Trewyn Junior High School through teacher-teacher planning is to contribute to effective teacher-pupil planning, the following practices should aid:

1. The respecting of pupils by teachers
2. The respecting of teachers by pupils
3. The discussion of goals of the school in order for teachers and pupils to establish objectives for themselves
4. The learning of many varied types of experiences which occur in many areas
5. The participation in planning and carrying out activities by the majority of pupils

6. The integration of learning activities from many areas.

**TABLE 8**

**Teacher-Pupil Planning**

1. Respect for pupils by teachers:

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<tr>
<th>December 1951</th>
<th>May 1952</th>
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</table>

- 93.3 96.6 a. Realize individual worth.
- 86.6 86.6 b. Consider most ideas of pupils.
- 100.0 100.0 c. Respect economic, and social background of pupils.
- 96.6 96.6 d. Respect limitations of pupils.
- 73.3 86.6 e. Conduct individual and group counseling.
- 83.3 93.3 f. Be cognizant of personality problems.

2. Respect for teachers by pupils:

- 80.0 76.6 a. Have pupils assume many teaching responsibilities, as a learning process?
- 83.3 90.0 b. Develop initiative by pupils.
- 60.0 60.0 c. Develop individual differences among pupils, in order to understand teachers better.
- 70.0 63.3 d. Take lead in planning together.

3. Discuss goals of the school in order for teachers and pupils to establish objectives for themselves:

- 63.3 70.0 a. Clarify goals.
- 53.3 73.3 b. Set up immediate objectives.
- 53.3 70.0 c. Plan long range goals.
- 43.3 60.0 d. Evaluate in terms of objectives.
- 36.6 53.3 e. Refocus objectives in terms of evaluating processes.
4. Learns many varied experiences occurring in all areas, as possible:

- 23.3 30.0 a. Give social adjustment tests.
- 56.6 53.3 b. Understand objectives of each area by pupils.
- 53.3 46.6 c. Devote more time to area of pupil's interests.

5. Participate in planning and carrying out activities by majority of pupils:

- 76.6 80.0 a. Help with individual projects.
- 50.0 80.0 b. Help with group work.
- 50.0 56.6 c. Make weekly plans in class.
- 76.6 76.6 d. Act as resource person or guide.
- 63.3 70.0 e. Plan by teacher-pupil planning.

6. Integrate learning activities from all areas:

- 66.6 66.6 a. Contribute in making resource units.
- 33.3 56.6 b. Work in all areas helping develop learning units in all areas by pupils.
- 33.3 43.3 c. Describe study of work in all areas.
- 16.6 26.6 d. Attain objectives in all areas.
- 63.3 56.6 e. Integrate electives with required work as much as possible.

The following practices and procedures reflect attitudes of teachers toward teacher-pupil planning:

1. For two years the practice of teachers respecting pupils has been carried out in the listed procedures by 73.3 per cent to 100 per cent of the teachers.

2. The following procedures were utilized for two years by at least 76.6 per cent of the teachers, to aid in developing the practice of pupils respecting teachers: having pupils assume many teaching responsibilities, as a learning process; and developing initiative by pupils. By December, 70.0 per cent of the teachers stated that pupils
took the lead in planning together. During the two year study, pupils did not realize individual personality differences among teachers.

3. By December, only 53.3 per cent of the teachers set up immediate objectives for discussing goals of the school. By May, a seeming significant increase in percentage was apparent as 73.3 per cent of the teachers applied this procedure. The procedure of planning long range goals was employed by only 53.3 per cent of the teachers by December, and by May 70.0 per cent. Procedures of evaluating in terms of objectives, and refocusing objectives in terms of evaluating processes were carried out by less than 60.0 per cent of the faculty.

4. None of the listed procedures which contribute to the practice of pupils learning many experiences occurring in all areas, were utilized by teachers.

5. For two years, 76.6 per cent of the teachers helped with individual projects. They acted as resource persons or guides in the practice of many pupils participating in planning and carrying out activities. By December 50.0 per cent of the teachers helped with group work, and by May, 80.0 per cent aided pupils. The majority of pupils did not participate in making weekly plans in class.

6. The practice of integrating learning activities from many areas was not carried out by any of the listed
In conclusion, the faculty seems to agree that:

1. Teachers respect pupils as individuals.

2. Many pupils respect teachers in accepting leadership roles offered by teachers.

3. Many teachers do not discuss goals of the school in order for teachers and pupils to achieve objectives for themselves.

4. Pupils do not learn through varied types of experiences occurring in many areas.

5. Many pupils participate in planning and carrying out many learning activities.

D. Attitudes toward a Block of Time

The faculty at Trewyn Junior High School agreed that the following practices should contribute to effective learning by pupils during a two to three hour block of time:

1. The carrying out of problem solving activities

2. The engaging in problem solving activities

3. The planning of learning experiences on the maturity level of pupils

4. The development of cooperation among small groups within the class

5. The emphasis on skills as needs arise

6. The development of individual traits and individual responsibilities necessary for citizenship

7. The use of the community as a resource labora-
story for learning

8. The allowing of time for field trips
9. The permitting of committees to function
10. The bringing in of resource people
11. The carrying out of home room business and other activities
12. The counseling of pupils as well as serving as a guide and resource person in a classroom.

TABLE 9

Block of Time

1. Carry out problem solving activities:

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2. Emphasize skills as needs arise:

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</table>
3. Plan learning experiences on the maturity level of pupils:
   a. Set up criteria for selecting activities.
   b. Select materials within understanding of pupils.
   c. Understand adolescent problems and interests.
   d. Develop teacher-pupil planning.

4. Develop cooperation among small groups within the class:
   a. Work in groups.
   b. Help others.
   c. Develop leadership qualities.
   d. Share work and experience.
   e. Select and plan units.
   f. Set up activities for groups.
   g. Allow committee work in conference room.
   h. Share responsibilities.
   i. Understand the objectives of entire group.

5. Develop individual traits and individual responsibilities necessary for citizenship:
   a. Encourage room and shop responsibilities.
   b. Develop leadership in class activities.
   c. Develop habits of dependability and punctuality.
   d. Develop traits of willingness to work.
   e. Develop all abilities to capacity.
   f. Encourage pride in accomplishment.
   g. Suggest plans.

6. Counsel pupils as well as serve as a guide and resource person in a classroom:
   a. Develop in each individual a sense of worth.
   b. Give pupils an opportunity to confide.
   c. Conduct interview.
   d. Prepare anecdotal record.
   e. Read autobiography.
   f. Discuss individual problems (personal).
6.6 6.6 g. Make home visits.
40.0 76.6 h. Keep counseling folder up to date.
66.6 76.6 i. Understand family background.

7. Engage in problem solving activities:

70.0 83.3 a. Practice using all resources for better understanding.
50.0 73.3 b. Collect data on all sides.
50.0 63.3 c. Formulate generalizations from data.

8. Use community as resource laboratory for learning:

60.0 63.3 a. Encourage field trips.
70.0 73.3 b. Invite human resources in classroom or shop.
50.0 53.3 c. Promote interviews.
53.3 83.3 d. Become aware of community problems on level of understanding of pupils.
46.6 56.6 e. Set up criteria for using resources in community.

9. Allow time for field trips:

60.0 40.0 a. Use school buses to observe and visit community resources.
63.3 63.3 b. Allow time for changing schedule for pupils who are going.
60.0 53.3 c. Set up objectives and evaluation of trips.
56.6 53.3 d. Set up criteria for taking a field trip.

10. Permit committees to function.

63.3 53.3 a. Make progress report to classes by committees.
36.6 40.0 b. Go to special areas and report back to entire class.
40.0 53.3 c. Interview resource people.
50.0 63.3 d. Participate in field trips.
50.0 43.3 e. Compile written committee reports.
46.6 40.0 f. Meet with other committees.
50.0 60.0 g. Receive help from resource persons.
30.0 43.3 h. Evaluate committee work in form of factual tests.
36.6 46.6 i. Evaluate committee reports using informal instruments for social skills, cooperation, and responsibility.
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50.0  56.6  j.  Read widely and take notes.
56.6  60.0  k.  Develop vocabulary and spelling lists.
50.0  63.3  l.  Plan work.

11. Bring in resource people:

63.3  93.3  a.  Make plans for inviting resource persons.
56.6  53.3  b.  Prepare questions.
53.3  53.3  c.  Allow ample time.
60.0  50.0  d.  Evaluate information gained.
40.0  43.3  e.  Set up criteria for selecting resource persons.

12. Carry out home room business and other activities:

70.0  66.6  a.  Emphasize planning together as a part of democratic living.
60.0  50.0  b.  Select officers.
23.3  16.6  c.  Write and carry out class constitution.
23.3  40.0  d.  Counsel individual pupils.
53.3  43.3  e.  Carry out co-curricular activities.

The following practices and procedures reflect the attitudes of teachers toward a block of time.

1. The procedures of developing activities on the level of pupils' understanding was employed by 83.3 per cent to 93.3 per cent of the teachers for two years. Contributing to the practice of carrying out problem solving activities, teachers used many available resources and materials, and pupils suggested many problems. Other listed procedures were not applied.

2. For two years teachers utilized the following procedures for carrying out the practice of emphasizing skills as needs arise: permitting individual reports, written or oral; and mastering a skill as part of problem
solving. By December, 80.0 per cent of the teachers gave factual tests as a means of emphasizing skills, and by May, only 63.3 per cent emphasized skills in this manner. Other listed procedures were not utilized during the two year period.

3. For two years the following procedures for planning learning experiences on the maturity level of pupils have been utilized by 80.0 per cent to 90.0 per cent of the teachers: selecting materials within the understanding of pupils; and understanding adolescent problems and interests. By December 60.0 per cent of the teachers developed teacher-pupil planning and by May this was increased to 86.6 per cent. Setting up criteria for selecting activities was not utilized during the two years as a procedure.

4. For two years the practice of developing cooperation among small groups within a class was exercised by the following procedures: working in groups; helping others; developing leadership qualities; sharing work and experience, and sharing responsibilities. These procedures were carried out by 76.6 per cent to 90.0 per cent of the teachers. Two changes in percentage which seemed significant were the increases in use of the following procedures: setting up activities for groups by 50.0 per cent of the teachers in December, and by 70.0 per cent of
the teachers in May; and allowing committees work in con-
ference rooms by 40.0 per cent of the teachers in Decem-
ber and in May, by 66.6 per cent. Understanding the ob-
jectives of the entire class was not accomplished until
May as indicated by 76.6 per cent of the teachers. Se-
lecting and planning units was not achieved during 1950
to 1952.

5. For two years, with one exception, listed pro-
cedures for carrying out the practice of developing in-
dividual traits and responsibilities necessary for citi-
zenship were utilized. Several of these procedures were
utilized from 80.0 per cent to 93.3 per cent of the
teachers: encouraging room and shop responsibilities;
developing leadership in class activities; developing
habits of dependability and punctuality; developing
traits of willingness to work; and encouraging pride in
accomplishment.

6. For the practice of counseling pupils as well as
to serve as a guide and resource person in a classroom,
several procedures have been utilized by teachers for two
years: 93.3 per cent to 100 per cent of the teachers
developed in each individual a sense of worth; 83.3 per
cent to 96.6 per cent gave pupils an opportunity to con-
fide; 73.3 per cent to 80.0 per cent discussed individual
problems; 66.6 per cent to 76.6 per cent understood family
background. By December, 60.0 per cent of the teachers conducted interviews and by May, 80.0 per cent utilized this procedure. One other change in percentage which seemed significant from December to May was the increase from 40.0 per cent to 76.6 per cent of the teachers keeping counseling folders up to date. Preparing anecdotal records, reading autobiographies of pupils, and making home visits were procedures not utilized.

7. Engaging in problem solving activities through practice of using many resources for better understanding has been utilized for two years. By December, 50.0 per cent of the teachers collected data on many sides, and by May the percentage employing this procedure was 73.3 per cent. The procedure of formulating generalizations from data was not utilized.

8. A procedure exercised for two years in using the community as a laboratory for learning, was inviting human resources to classes and shops. By December 53.3 per cent of the teachers utilized the procedure of developing an awareness of community problems on the level of understanding of pupils. By the end of this study this was indicated by 83.3 per cent. Procedures of encouraging field trips, promoting interviews, and setting up criteria for using community resources were not employed by teachers.
9. The practice of allowing time for field trips was not utilized by any of the listed procedures during the two years.

10. Procedures for adopting the practice of permitting committees to function were enacted by less than 63.3 per cent of the teachers for the two year period.

11. Making plans for inviting resource people was utilized by 63.3 per cent of the teachers by December and by May, by 93.3 per cent. Other procedures were not carried out.

12. Carrying out home room business and other activities was accomplished by one procedure. Emphasizing planning together as a part of democratic living was utilized for two years. Other listed procedures were not exercised.

In conclusion, the attitudes of the teachers toward the block of time are reflected in their belief that:

1. Teachers vary in the carrying out or the engaging in problem solving activities.

2. Teachers plan learning experiences on the maturity level of pupils.

3. Cooperation is developed among many small groups within the classes.

4. Many teachers do not emphasize skills as needs arise.

5. Individual traits and individual responsibilities necessary for citizenship are developed.
6. The community, as a resource laboratory for learning, is not used.

7. Time is not allowed for field trips.

8. Teachers do not permit committees to function.

9. Resource people are not brought in.

10. Teachers do not carry out home room business and other activities.

11. Many teachers counsel pupils as well as serve as a guide and resource person in a classroom.

E. Attitudes toward General Education and Special Needs and Special Interests as Electives.

In that part of the curriculum which should develop citizenship goals necessary for all pupils, the staff agreed on the following practices:

1. The promoting of citizenship qualities

2. The keeping open avenues of learning through exploratory experiences

3. The requiring of exploratory experiences.

The faculty also agreed on the following practices to develop special interests as electives:

1. The development of individuals to the best of one's ability and capacity

2. The providing of special needs and special interests by offering electives.
### TABLE 10

**General Education and Special Needs and Interests**

1. **Keep open all avenues of learning through exploratory experiences in all areas:**

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<thead>
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<th>December</th>
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2. **Provide special needs and special interests by offering electives:**

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3. **Require exploratory experiences in all areas:**

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4. **Promote values, understanding, attitudes, skills, knowledge, and appreciations required by all for citizenship in the United States:**

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</table>
66.6  86.6  f. Understand materials studied.
70.0   66.6  g. Promote problem solving activities.

5. Develop individuals to best of each one's ability and capacity:

73.3  70.0  a. Give extra reports.
66.6  70.0  b. Give extra reading.
66.6  83.3  c. Encourage extra work in area of pupil's interests.
83.3  90.0  d. Help slow pupils.
80.0  83.3  e. Encourage classroom responsibility.
80.0  86.6  f. Develop leadership qualities.
56.6  63.3  g. Work ahead of class on same or different problem.
90.0  86.6  h. Develop initiative.

The following practices and procedures reflect attitudes of teachers toward general education and special needs and special interests as electives:

1. One procedure was utilized by teachers for two years to carry out the practice of keeping open avenues of learning through exploratory experiences in many areas. This procedure developed citizenship characteristics as skills, understandings, attitudes, appreciations, and values. Eighty to ninety per cent of the teachers employed this procedure. By December, 60.0 per cent of the teachers allowed pupils to have learning experiences in many areas, and by May, 76.6 per cent employed this procedure. By December, 80.0 per cent of the teachers helped pupils learn to make choices, but by May, 40.0 per cent used this procedure as contributing to the practice of exploratory experiences in many areas. Other listed procedures were not carried out for the two years.
2. The practice of providing special needs and special interests by offering electives was not carried out, as listed procedures were utilized by less than 63.3 per cent of the teachers.

3. None of the listed procedures were utilized for carrying out the practice of requiring exploratory experiences in many areas.

4. For two years, procedures to encourage democratic values were: promoting and planning together; developing skills when needs arise; and promoting problem solving activities. Some changes in percentages which seemed significant were: from December to May, an increase from 76.6 per cent to 96.6 per cent of the teachers stressed individual development; from December to May, a decrease from 73.3 per cent to 46.6 per cent of the teachers promoted procedures of reading widely.

5. Procedures which teachers encouraged for two years to carry out the practice of developing individuals to the best of each one's ability and capacity were: giving extra reports; giving extra reading; helping slow pupils, encouraging classroom leadership qualities and developing initiative. By December 66.6 per cent of the teachers encouraged extra work in the area of pupils' interests and by May, 83.3 per cent accomplished this. The procedure of pupils working ahead on the same or different problems was not utilized to a great extent.
In conclusion, the attitudes of teachers toward general education and special needs and special interests as electives are reflected in their belief that:

1. Teachers promote many values, understandings, attitudes, skills, knowledge, and appreciation required by all for citizenship.

2. Many avenues of learning through exploratory experiences are kept open.

3. Exploratory experiences in many areas are not required.

4. Many individuals are developed to the best of each one's ability and capacity.

5. Special needs and special interests are not provided by offering electives.

F. Attitudes toward Guidance

The faculty at Trewyn Junior High School does not separate guidance from the curriculum. Guidance practices agreed upon are:

1. Learning to make choices by involving a guidance program coinciding with the curriculum

2. The development of citizen traits

3. The stressing of cooperativeness in democratic living

4. The evaluating for individual and group self-direction and development

5. The establishing of goals as learning units are planned

6. The counseling of pupils as well as teaching
169

7. The development of activities within the class period

8. The use of community resources for learning and guidance activities

9. The development of leadership qualities among pupils

10. The considering of home background among pupils

11. The development of self-direction by emphasizing knowledge, skills, interests, goals, attitudes, and values

12. The development of self-adjustment by classroom activities which help pupils adapt to realities

13. The enriching of individual pupil's development

14. The promoting of more effective learning by lessening anxiety due to fear, apprehension, nervousness, and tension.

**TABLE 11**

Guidance

1. Learning to make choices involves a guidance program coinciding with the curriculum:

<table>
<thead>
<tr>
<th>December 1951</th>
<th>May 1952</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
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</tr>
<tr>
<td>66.6</td>
<td>50.0</td>
</tr>
<tr>
<td>53.3</td>
<td>53.3</td>
</tr>
<tr>
<td>50.0</td>
<td>56.6</td>
</tr>
<tr>
<td>46.6</td>
<td>43.3</td>
</tr>
</tbody>
</table>

- a. Choose electives.
- b. Choose groups with whom to work.
- c. Initiate seating arrangement.
- d. Organize committees to plan with teacher room activities.
53.3  60.0  e. Help with problem solving.
43.3  46.6  f. Choose units.
46.6  46.6  g. Organize committees to help select activities.
60.0  53.3  h. Select activities by individuals or by entire class.
66.6  56.6  i. Select individual projects with help of teacher.
53.3  53.3  j. Help select methods of evaluation.
40.0  46.6  k. Help choose remedial work for self-improvement.

2. Develop citizenship traits:

76.6  86.6  a. Develop individual to utmost capacity.
83.3  96.6  b. Stress responsibility.
76.6  96.6  c. Help others.
86.6  93.3  d. Develop wholesome attitudes and values.
73.3  93.3  e. Develop appreciations.
83.3  90.0  f. Develop skills.
60.0  40.0  g. Participate in all learning experiences.
80.0  86.6  h. Develop initiative.
86.6  90.0  i. Work together well.
63.3  66.6  j. Set up goals.
53.3  56.6  k. Evaluate in terms of goals.
70.0  60.0  l. Are socially sensitive to others.
90.0  90.0  m. Respect others.
73.3  73.3  n. Develop creativeness.
93.3  90.0  o. Develop self-discipline.

3. Stress cooperativeness in democratic living:

90.0  73.3  a. Work in groups.
90.0  83.3  b. Help others.
86.6  96.6  c. Accept responsibility.
83.3  80.0  d. Develop individual traits.
93.3  96.6  e. Care for material, property, and equipment.
70.0  66.6  f. Participate in most activities.
70.0  83.3  g. Develop leadership.
50.0  80.0  h. Set up objectives.
60.0  73.3  i. Evaluate progress.
83.3  83.3  j. Respect ideas, successes, and failures of others.

4. Evaluate for individual and group self-direction and development:

46.6  60.0  a. Set up and attain goals by teachers and pupils.
Establish self-evaluation check list.
Make graphs to show progress.
Encourage self-testing.
Make progress charts showing attainment of physical, emotional, and social maturity.

5. Establish goals as learning units are planned:

- Develop teacher-pupil planning.
- Clarify goals for all.
- Evaluate progress toward objectives.

6. Counsel pupils as well as teach classes:

- Give pupils confidence in themselves.
- Help them make choices.
- Help choose electives.
- Discuss individual and personal problems.
- Encourage interviews.
- Have confidence of pupils.
- Respect each pupil as an individual.
- Keep records of progress of pupils.

7. Develop activities within class period:

- Do partial teacher-pupil planning.
- Do complete teacher-pupil planning.
- Gradually develop planning together.
- Set up criteria for selecting activities.
- Select resources within understanding of pupils.

8. Use community resources for learning and guidance activities:

- Encourage field trips.
- Invite human resources in classroom or shop.
- Interview.
- Be aware of community problems on level of pupils' understanding.
- Establish criteria for using resources in community.

9. Develop leadership qualities among pupils:

- Rotate chairmanship on committees.
- Give room and shop responsibilities.
80.0 80.0 c. Develop traits of willingness to work.
63.3 70.0 d. Encourage self-evaluation.
63.3 66.6 e. Develop abilities to optimum capacity.
76.6 56.6 f. Help others.
76.6 83.3 g. Help make choices.

10. Consider home (family, economic, social, nationality) background among pupils:

53.3 70.0 a. Consider expenses for school materials, field trips, and co-curricular activities.
73.3 80.0 b. Encourage individual counseling.
70.0 80.0 c. Consider use of vocabulary in class.
70.0 60.0 d. Select activities in class.
73.3 66.6 e. Consider kinds of materials used.
60.0 53.3 f. Observe choices of electives.
60.0 43.3 g. Observe development of attitudes and values.

11. Develop self-direction by emphasizing knowledge, skills, interests, goals, attitudes, and values:

63.3 70.0 a. Set up goals.
63.3 66.6 b. Make choices as a part of problem solving.
60.0 73.3 c. Use all available resources and materials.
43.3 60.0 d. Develop self-evaluation chart or check list.

12. Develop self-adjustment by classroom activities which help pupils adapt to realities:

90.0 93.3 a. Maintain a relaxed classroom atmosphere.
83.3 76.6 b. Encourage group work.
60.0 86.6 c. Permit individual projects.
60.0 90.0 d. Encourage class and shop responsibilities.

13. Enrich individual pupil's development:

66.6 63.3 a. Give extra reports.
70.0 66.6 b. Give extra reading.
70.0 66.6 c. Give extra projects.
83.3 86.6 d. Help slower pupils.
76.6 63.3 e. Help plan work.
63.3 63.3 f. Work ahead of class on same or different projects.
76.6 73.3 g. Give added responsibility.
14. Learn more effectively when there is less anxiety due to fear, apprehension, nervousness, and tension:

73.3  80.0  a. Participate in many types of experiences.
66.6  76.6  b. Plan with rest of class and teacher to give sense of belonging and security.
70.0  66.6  c. Plan activities within maturation level of pupils.
53.3  56.6  d. Set up goals.
73.3  63.3  e. Evaluate successes and failures.

The following practices and procedures reflect the attitudes of teachers toward guidance:

1. By December, 66.6 per cent of the teachers promoted the choosing of electives to aid in the practice of pupils learning to make choices. By May, 50.0 per cent of the teachers indicated use of this procedure. In December 66.6 per cent of the teachers helped pupils select individual projects. Procedures which were not utilized were: choosing groups with whom to work; initiating seating arrangements; organizing committees to plan room activities; helping with problem solving; choosing units; organizing committees to help select activities; selecting activities by individuals or by the entire class; helping select methods of evaluation; and helping choose remedial work for self-improvement.

2. Procedures for developing citizenship traits which teachers utilized and which appeared to show a significant increase in percentage from December to May were: helping others, from 76.6 to 96.6 per cent; and developing appre-
ciations, from 73.3 to 93.3 per cent. Other procedures which teachers utilized during the two year study were: developing individuals to utmost capacity; stressing responsibility; developing wholesome attitudes and values; developing skills; developing initiative; working together well; respecting others; developing creativeness; and developing self-discipline. Procedures which teachers did not employ were: pupils participating in many types of learning experiences; setting up goals; and evaluating in terms of goals.

3. The practice of stressing cooperativeness in democratic living has been carried out by the following procedures: helping others; accepting responsibility; developing individual traits; caring for material, property, and equipment; participating in most activities; developing leadership; and respecting ideas, successes, and failures of others. By December 50.0 per cent of the teachers helped set up objectives and by May, 80.0 per cent accomplished this. By December, 90.0 per cent of the pupils worked in groups, but by May, 73.3 per cent of the teachers helped pupils utilize this procedure.

4. None of the listed procedures for carrying out the practice of evaluating for individual and group self-direction and development were utilized during the two year study.
5. By May, the procedure of developing teacher-pupil planning was employed by 66.6 per cent of the teachers, to aid carrying out the practice of establishing goals as learning units are planned. Listed procedures not used were clarifying goals, and evaluating progress toward objectives.

6. The practice of counseling pupils as well as teaching classes has been carried out by the following procedures: giving pupils confidence in themselves; helping them make choices; discussing individual and personal problems; having confidence of pupils; respecting each pupil as an individual; and keeping records of progress of pupils. By December, 60.0 per cent of the teachers encouraged interviews and by May 80.0 per cent employed this procedure. The procedure of helping pupils make choices was not promoted.

7. The practice of developing activities within the class period was carried out by selecting resources within the understanding of pupils. By the month of May, the procedure of doing partial teacher-pupil planning was applied. Other listed procedures were not utilized.

8. The practice of using community resources for learning and guidance activities was not carried out by any of the listed procedures. Less than 63.3 per cent of the teachers utilized these for two years.
9. The practice of developing leadership qualities among pupils has been carried out by the following procedures: helping make choices; developing traits of willingness to work; and giving room and shop responsibilities. These two latter procedures were utilized by 80.0 per cent of the teachers for two years. By May, two additional procedures were in use: encouraging self-evaluation; and developing abilities to optimum capacity. A decrease seemed significant in utilization of the procedure of helping others. This was indicated as 76.6 per cent of the teachers utilized this procedure in December but by May 56.6 per cent.

10. Several procedures were carried out which recognized home background among pupils: encouraging individual counseling; considering the use of vocabulary; and selecting kinds of materials used. By December the procedure of selecting activities in class was utilized but was not employed six months later. By December 53.3 per cent of the teachers considered expenses for school materials, field trips, and co-curricular activities and six months later 70.0 per cent utilized this procedure. Two procedures were not used; observing choices of electives; and observing development of attitudes and values.

11. By May, several procedures for developing self-direction by emphasizing knowledge, skills, interests,
goals, attitudes, and values were encouraged: setting up goals; making choices as a part of problem solving; and using available resources and materials. Developing self-evaluation charts or check lists was not accomplished.

12. For two years more than 90.0 per cent of the teachers have adopted procedures of maintaining a relaxed classroom atmosphere. This was a means of contributing to developing self-adjustment through classroom activities. More than 76.6 per cent of the teachers encouraged group work. Two procedures were utilized by 60.0 per cent of the teachers by December which by May, increased to 86.6 per cent: permitting individual projects; and encouraging class and shop responsibilities.

13. Several procedures have been employed for two years to enrich individual pupils' development: giving extra reading; giving extra projects; helping slower pupils; and adding responsibility. Procedures for pupils working ahead of class on the same or different projects was not carried out.

14. For two years, the promoting of effective learning by lessening anxiety due to "fear, apprehension, nervousness, and tension" has been carried out by: participating in many types of experiences; planning with the rest of the class and teacher, to give sense of belonging and security; and planning activities within the maturation
level of pupils. Seventy-three and three tenths per cent of the teachers evaluated successes and failures by December, but by May this procedure was not carried out. Procedures for setting up goals was not utilized.

In conclusion, the faculty seems to agree that:

1. Pupils do not learn to make choices.
2. Teachers develop citizenship traits.
3. Teachers stress cooperativeness in democratic living.
4. Objectives are not achieved, as learning units are planned.
5. Learning activities are not developed within the class period as a part of teacher-pupil planning.
6. Many community resources for learning and guidance activities are not used.
7. Many teachers consider home (family, economic, social, nationality) background among pupils.
8. Many teachers counsel pupils as well as teach classes.
9. Many leadership qualities are developed among pupils.
10. Many teachers do not develop self-direction by emphasizing knowledge, skills, interests, goals, attitudes, and values.
11. The faculty develops self-adjustment by classroom activities which help adaptation to realities.
12. Teachers enrich individual pupil's development.
13. More effective learning is encouraged when there is less anxiety due to fear, apprehension, nervousness, and tension.
14. Evaluation for individual and group self-direction and development is not done.

G. Attitude toward Learning Activities based on Predicated Needs Cooperatively Planned.

The following agreed upon practices should be teacher-pupil planned and are based on personal-social needs:

1. The learning to make choices
2. The development of learning experiences on the maturity level of the pupils
3. The learning in many types of varied experiences
4. The demonstration of group process in most activities
5. The inviting of resource people for better learning
6. The learning to accept an individual assignment and carrying it through to completion
7. The use of the community as a laboratory of learning
8. The stressing of necessary skills in many areas.

TABLE 12
Learning Activities

1. Learn to make choices:

<table>
<thead>
<tr>
<th>December 1951</th>
<th>May 1952</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.6%</td>
<td>53.3%</td>
</tr>
<tr>
<td>60.0%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

   a. Choose electives.
   b. Choose projects.
2. Stress necessary skills in all areas:

   a. Drill when necessary.
   b. Test to find weaknesses.
   c. Emphasize skills until no learning is apparent.
   d. Anticipate skills which will be needed.

3. Learn many varied experiences:

   a. Give social adjustment tests.
   b. Understand objectives of each area by pupils.
   c. Devote more time to area of pupil's interests.

4. Develop learning experiences on maturity level of pupils:

   a. Establish criteria for choosing learning units.
   b. Plan activities and resources within level of understanding of pupils.
   c. Decide if materials and resources are available.

5. Use community as laboratory of learning:

   a. Plan field trips.
   b. Invite human resources in classroom and shop.
   c. Encourage interviews.
   d. Set up criteria for using resources in community.

6. Invite resource people for better learning:

   a. Make plans for inviting resource persons.
   b. Prepare questions.
   c. Allow ample time.
   d. Evaluate information gained.
50.0 43.3 e. Establish criteria for selecting resource persons.

7. Demonstrate group process in most activities:

53.3 63.3 a. Set up common objectives before breaking into groups.
73.3 66.6 b. Plan group work.
66.6 46.6 c. Rotate chairmen.
53.3 66.6 d. Evaluate work.
70.0 56.6 e. Stress individual worth.
80.0 66.6 f. Emphasize individual responsibility.
66.6 66.6 g. Study and solve problems.

8. Learns to accept an individual assignment and carry it through to completion:

63.3 80.0 a. Select an individual project or report according to his interest.
46.6 46.6 b. Makes progress report.
63.3 60.0 c. Accepts a deadline date.
73.3 76.6 d. Use all available resources and materials.
83.3 90.0 e. Care for and put away all equipment.

The following practices and procedures reflect the attitudes of the faculty toward learning activities based on predicated needs cooperatively planned:

1. The procedure utilized by teachers to help pupils learn to make choices was the selecting of projects. By May, 70.0 per cent of the teachers employed this procedure. The following listed procedures were not utilized: choosing electives; choosing committees; helping select units; selecting activities; selecting methods of evaluation; and helping select remedial or developmental work for self-improvement.

2. Procedures which have been adopted for two years by more than 86.6 per cent of the faculty to emphasize
necessary skills in all areas were: drilling when necessary; and the anticipation of skills when needed. A change from 73.3 per cent of the faculty to 43.3 per cent seemed significant in use of the procedure of testing to find weaknesses. Procedures for emphasizing skills until no more learning was apparent was not utilized.

3. Learning in many varied types of experiences was carried out by one procedure - devoting more time to the area of pupils' interests. Other suggested procedures were not employed.

4. The procedure of deciding if materials and resources are available was utilized for two years to aid in developing learning experiences on the maturity level of pupils. By December, 66.6 per cent of the teachers utilized the procedure of planning of activities and resources within the level of understanding of pupils. By May 90.0 per cent planned this kind of activity. The procedure of establishing criteria for choosing learning units was not used.

5. The practice of using the community as a laboratory of learning was not carried out by the listed procedures by more than 63.3 per cent of the teachers.

6. For two years none of the listed procedures were employed by teachers toward carrying out the practice of inviting resource people for better learning.
7. Several procedures have been employed by the faculty for two years to carry out the practice of using group process in most activities: planning group work; and studying and solving problems. By December, 66.6 per cent of the teachers rotated chairmen, but by May, 46.6 per cent of the faculty utilized this procedure. Procedures as: setting up common objectives before breaking into groups; and evaluating work were not used.

8. The practice of learning to accept an individual assignment and carry it through to completion was developed by the following procedures: using available resources and materials; and caring for and putting away equipment. By December, 63.3 per cent of the teachers permitted pupils to select an individual project or report according to his interest. By May, 80.0 per cent of the teachers employed this. Making progress charts was accomplished by 46.6 per cent of the faculty for two years.

In conclusion the attitudes of the teachers toward learning activities based on predetermined needs cooperatively planned are reflected in their belief that:

1. Pupils do not learn to make choices.

2. Many teachers develop learning experiences on the maturity level of pupils.

3. Pupils are not encouraged in the learning of many types of varied experiences.
4. Many faculty members permit the use of democratic group process in most activities.

5. Resource people are not invited as an effective learning experience.

6. Pupils vary in learning to accept an individual assignment and carry it through to completion.

7. The faculty does not use the community as a laboratory of learning.

8. Many teachers stress necessary skills in many areas.

H. Attitudes toward Cooperative Participation in Curriculum Development.

Practices which the Trewyn faculty agree should encourage curriculum development are the following:

1. The use of school time for pre-planning sessions
2. The avoidance of "spot" experimentation in a school
3. The encouragement of sharing and exchanging ideas
4. The support by administration
5. The avoidance of friction among faculty
6. The improvement of school program by entire school staff
7. The adherence to school policy
8. The demonstration of group process in staff meetings
9. The giving of security to staff
10. The planning of resource units with outcomes of
the philosophy in mind

11. The integration of subject areas for better learning by pupils

12. The setting up of criteria for choosing problem areas

13. The continuing of activities, bibliography, and resources to partially completed resource units

14. The "pegging" of problem areas on various grade levels in order not to duplicate work for pupils each year

15. The exchange of ideas during pre-planning sessions

16. The planning by groups having the same pupils from all areas

17. The receiving of information in the form of bulletins, references, and materials

18. The supervision by individual conferences with teachers

19. The observance of classes in order to see pupil participation

20. The provision of pre-school workshop

21. The provision of consultant help

22. The insuring of backing by administration for curriculum improvement

23. The encouraging of leadership role among teachers.
### TABLE 13

**Cooperative Staff Participation**

1. Use school time for pre-planning sessions:

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<thead>
<tr>
<th>December 1951</th>
<th>May 1952</th>
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<tbody>
<tr>
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</table>

- **86.6 86.6 a.** Schedule staff meetings on school time before school.
- **86.6 76.6 b.** Use grade staff meetings to build resource units.
- **73.3 86.6 c.** Plan individual conferences.
- **73.3 86.6 d.** Meet in small groups for planning and discussion learning units.
- **76.6 70.0 e.** Discuss evaluation instruments.
- **76.6 86.6 f.** Attend meetings by administration.

2. Avoid "spot" experimentation in a school:

- **93.3 76.6 a.** Plan and work together on curriculum by entire staff.
- **60.0 76.6 b.** Have materials available for all.
- **53.3 66.6 c.** Avoid several teachers receiving favors, privileges, or criticism.
- **56.6 63.3 d.** Relieves insecurity for a few teachers.
- **56.6 76.6 e.** Maintain "sense of belonging" by all teachers.

3. Encourage sharing and exchanging of ideas:

- **86.6 80.0 a.** Promote in-service pre-planning staff meetings.
- **86.6 83.3 b.** Plan in small section groups.
- **60.0 56.6 c.** Visit other classes by teachers.
- **93.3 73.3 d.** Confer with individual teachers.

4. Has support of administration:

- **66.6 53.3 a.** Conduct workshops.
- **70.0 70.0 b.** Allow planning sessions on school time.
- **66.6 66.6 c.** Promote curriculum study.
- **63.3 50.0 d.** Conduct pre-school workshops.
- **73.3 43.3 e.** Have consulting help.
- **53.3 56.6 f.** Sponsor professional library.
- **73.3 73.3 g.** Plan and work with teachers.
5. Avoid friction among faculty:

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<tbody>
<tr>
<td>86.6</td>
<td>80.0</td>
<td>a. Participate in planning learning units.</td>
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<tr>
<td>90.0</td>
<td>90.0</td>
<td>b. Share ideas.</td>
<td></td>
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<td>70.0</td>
<td>73.3</td>
<td>c. Maintain available materials and equipment for all.</td>
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<tr>
<td>90.0</td>
<td>90.0</td>
<td>d. Discuss problems of behavior, learning, etc.</td>
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6. Improve school program by entire staff:

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<tbody>
<tr>
<td>90.0</td>
<td>86.6</td>
<td>a. Plan units together.</td>
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<td>76.6</td>
<td>83.3</td>
<td>b. Discuss school policy by planning committee.</td>
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<tr>
<td>90.0</td>
<td>86.6</td>
<td>c. Exchange ideas.</td>
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<tr>
<td>66.6</td>
<td>83.3</td>
<td>d. Study professional literature.</td>
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<td>60.0</td>
<td>70.0</td>
<td>e. Study and discuss other school curriculum programs.</td>
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7. Adhere to school policy:

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<tbody>
<tr>
<td>90.0</td>
<td>86.6</td>
<td>a. Respect ideas of each individual.</td>
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<tr>
<td>80.0</td>
<td>88.6</td>
<td>b. Work together in groups.</td>
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<td>66.6</td>
<td>66.6</td>
<td>c. Give teachers a leadership role.</td>
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<tr>
<td>76.6</td>
<td>70.0</td>
<td>d. Use critical thinking in solving problems.</td>
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<tr>
<td>80.0</td>
<td>76.6</td>
<td>e. Develop a responsibility for each teacher in planning with other staff members.</td>
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8. Demonstrate group process in staff meetings:

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<tbody>
<tr>
<td>26.6</td>
<td>40.0</td>
<td>a. Rotate chairmen.</td>
<td></td>
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<tr>
<td>70.0</td>
<td>66.6</td>
<td>b. Contribute ideas by each teacher.</td>
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<tr>
<td>40.0</td>
<td>53.3</td>
<td>c. Use problem solving approach.</td>
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<tr>
<td>53.3</td>
<td>50.0</td>
<td>d. State problem at beginning of each session.</td>
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9. Give security to staff:

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<thead>
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</thead>
<tbody>
<tr>
<td>83.3</td>
<td>83.3</td>
<td>a. Work together for common good.</td>
<td></td>
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<tr>
<td>80.0</td>
<td>76.6</td>
<td>b. Rely on each other for help.</td>
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<tr>
<td>80.0</td>
<td>73.3</td>
<td>c. Use resource units made by all teachers in grade staff.</td>
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<tr>
<td>70.0</td>
<td>73.3</td>
<td>d. Maintain administrative support.</td>
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<tr>
<td>73.3</td>
<td>76.6</td>
<td>e. Develop a sense of belonging.</td>
<td></td>
</tr>
</tbody>
</table>

10. Plan resource units with outcomes of the philosophy in mind:
36.6 60.0 a. Acquire knowledge by wide use of resources in bibliography.
56.6 96.6 b. Develop attitudes by problem solving activities.
60.0 66.6 c. Develop appreciations by many varied activities.
60.0 63.3 d. Develop skills as needs arise.
60.0 63.3 e. Develop understandings and values by many varied experiences of problem solving.

11. Integrate all subject areas for better learning by pupils:

73.3 70.0 a. Construct resource units by contributions from all areas.
46.6 66.6 b. Help develop learning units in all areas by pupils.
53.3 60.0 c. Describe their work in all areas by pupils.
43.3 60.0 d. Understand objectives of all areas by pupils.
66.6 63.3 e. Help integrate objectives with other areas.
40.0 60.0 f. Suggest ways of integration by pupils.

12. Set up criteria for choosing problem areas:

76.6 80.0 a. Understand needs of pupils.
70.0 73.3 b. Select areas based on available materials.
66.6 73.3 c. Select areas based on maturity level of pupils.
50.0 60.0 d. Discuss all aspects of scope of problem areas.
60.0 70.0 e. Decide problem areas based on needs of grade level of pupils by each grade staff.

13. Continue activities, bibliography, and resources to partially completed resource units:

73.3 66.6 a. Pre-plan at grade staff meetings.
70.0 66.6 b. Plan learning units.
56.6 63.3 c. List sources from learning units.
66.6 66.6 d. Add activities and bibliography as learning units progress in classes.
14. "Peg" problem areas on various grade levels in order not to duplicate work for pupils each year:

76.6 56.6 a. Decide on problem areas for each grade level by each grade staff.
73.3 63.3 b. Allow for "cut across" of problem areas to construct new and different problem areas for different resources.

15. Exchange ideas during pre-planning sessions:

76.6 76.6 a. Plan learning units "across the board."
83.3 90.0 b. Discuss common problems.
83.3 86.6 c. Contribute to activities and resources to be used by all.

16. Plan by groups having the same pupils from all areas:

76.6 66.6 a. Schedule activities to prevent duplication in several areas.
53.3 53.3 b. Serve as a resource person in many instances.
73.3 66.6 c. Aid each other in planning and carrying out special needs and special interests.

17. Receive information in form of bulletins, references, and materials:

70.0 86.6 a. Study professional literature.
50.0 53.3 b. Circulate professional periodicals among staff.
30.0 43.3 c. Refer to professional literature on daily bulletin.
36.6 63.3 d. Have a school professional library.
46.6 53.3 e. Issue bulletins for staff or individual teacher study.

18. Supervise by individual conferences with teachers:

70.0 43.3 a. Schedule weekly conferences at appointed time.
70.0 50.0 b. Encourage teacher requesting help at other times than at appointed times during conferences.
80.0 63.3 c. Receive help by teacher whenever there is a problem and help is requested.
19. Observe classes in order to see pupil participation:

- Become part of class to observe pupil participation.
- Discuss with pupils their objectives and if they achieve these.
- Ask if pupils are aware of integration of several areas of work.
- Continue class without interference or interruption by visitors or other outsiders.

20. Provide pre-school workshop:

- Provide consultant help.
- Encourage group discussion.
- Encourage group planning.
- Plan on school time.
- Plan workshops by teachers.

21. Provide consultant help:

- Invited by administration.
- Suggested by staff.
- Plan in-service workshops.

22. Insure backing by administration for curriculum improvement:

- Provide workshop opportunities.
- Provide consultant help.
- Develop curriculum work on school time.
- Allow released school time in afternoons for curriculum development.

23. Encourage leadership role among teachers:

- Encourage teachers as chairmen of grade staff meetings.
- Have planning committees for planning school policy.
- Have planning committee to plan staff meetings.
- Encourage attendance at professional meetings.

The following practices and procedures reflect attitudes of teachers toward cooperative participation in
curriculum development.

1. For two years, between 73.3 and 86.6 per cent of the faculty utilized procedures for carrying out the practice of using school time for pre-planning sessions.

2. Avoiding "spot" experimentation had been accomplished by May, using the following procedures: having materials available; avoiding several teachers receiving favors, privileges, or criticism; and maintaining "a sense of belonging." By December, 93.3 per cent of the teachers were planning and working together on curriculum, and by May, 76.6 per cent continued to utilize this procedure.

3. For two years the practice of encouraging the sharing and exchanging of ideas was carried out by these procedures: promoting in-service pre-planning staff meetings; and planning in small section groups. By December, 93.3 per cent of the teachers indicated that conferences were held with individual teachers, and by May, 73.3 per cent continued to utilize this procedure. The procedure of visiting other classes by teachers was not utilized.

4. The practice of having support by the administration has been carried out by several procedures for two years; allowing planning sessions on school time; promoting curriculum study; and planning and working with teachers. By December having consulting help was employed, but by May, 43.3 per cent of the teachers indicated this. Sev-
eral procedures were not carried out: conducting pre-school workshops; and sponsoring a professional library.

5. Between 70.0 and 90.0 per cent of the faculty carried out the listed procedures for two years in developing the practice of avoiding friction among the faculty.

6. Procedures which were promoted for two years for improving the school program were: planning units together; discussing school policy by planning committees; exchanging ideas; and studying professional literature. By May, 70.0 per cent of the faculty studied and discussed other school curriculum programs.

7. For two years, listed procedures were adopted for developing the practice of adhering to school policy.

8. For the practice of demonstrating democratic group process in staff meetings, one procedure was utilized for the two year period. The procedure of contributing ideas by each teacher was carried out by at least 66.6 per cent of the staff.

9. Between 70.0 and 83.3 per cent of the staff have enacted the listed procedures for giving security to the staff.

10. By May, the procedure of developing appreciation by many varied types of activities was utilized toward the practice of planning resource units with outcomes of the philosophy in mind. In December, the procedures of devel-
oping attitudes by problem solving activities was utilized by 56.6 per cent of the staff and by May, by 96.6 per cent. Other listed procedures were carried out by 36.6 to 63.3 per cent of the faculty.

11. The procedure carried out by 70.0 to 73.3 per cent of the staff for two years to integrate subject areas for better learning was the constructing of resource units by contributions from many areas. By December, 46.6 per cent of the staff helped pupils develop learning units in many areas, and by May 66.6 per cent adopted this process. Helping integrate objectives with other areas was carried out by December. Other listed procedures were not utilized.

12. By May, the practice of setting up criteria for choosing problem areas was carried out, as each grade staff decided problem areas based on needs of pupils. Procedures which have been encouraged by the staff for two years were: understanding needs of pupils; selecting areas based on available materials; and selecting areas based on maturity level of pupils. The procedure of discussing aspects of the scope of problem areas has not been used.

13. The practice of continuing activities, bibliography, and resources to partially completed resource units has been carried out by the following procedures: pre-planning at grade staff meetings; planning learning
units; and adding activities and bibliography as learning units progress in classes. The procedures of listing sources from learning units was not exercised.

14. The practice of "pegging" problem areas on various grade levels was enacted by two procedures by December: deciding on problem areas for each grade level by each grade staff; and allowing for "cut across" of problem areas to construct new and different problem areas for different resources. By May, 56.6 to 63.3 per cent of the staff adopted these procedures.

15. For two years procedures were executed to perform the practice of exchanging ideas during pre-planning sessions.

16. The practice of planning by groups having the same pupils from many areas was fulfilled by these procedures: scheduling activities to prevent duplication in several areas; and aiding each other in planning and carrying out special needs and special interests.

17. The procedure for executing the practice of receiving information in the form of bulletins, references, and materials was the study of professional literature. Other listed procedures were not fulfilled.

18. Procedures for fulfilling the practice of supervision through scheduled conferences were employed through December. Other procedures carried out through
December were: requesting help at other times and requesting help when problems arose.

19. None of the procedures for observing classes in order to see pupil participation were performed with the exception of one. By May 66.6 per cent of the teachers enacted the procedure of continuing class without interference or interruption by visitors or outsiders.

20. By December, 73.3 per cent of the teachers encouraged group discussion, and 66.6 per cent encouraged group planning to aid in providing pre-school workshops. By May, these procedures in addition to others were not carried out.

21. Listed procedures for providing consultant help were unfulfilled during the two years of the study.

22. By December, 73.3 per cent of the teachers utilized the provision of workshop opportunities for insuring backing by the administration. Other listed procedures were not carried out.

23. Planning school policy with the purpose of encouraging a leadership role among teachers was utilized by 70.0 per cent of the teachers, by December, with a decrease to 56.6 per cent, by May. By December 66.6 per cent of the teachers indicated encouragement to attend professional meetings. Other listed procedures were not utilized.
In conclusion, the attitude of the faculty members toward cooperative participation in curriculum development is reflected in their belief that:

1. The staff uses school time for pre-planning sessions.

2. The staff has support of the administration, in many ways.

3. The teachers are not provided consultant help by the administration.

4. The faculty does not have pre-school workshops provided.

5. The entire school staff participates in the school improvement program in many ways.

6. The faculty adheres to school policy.

7. The faculty avoids friction among themselves.

8. The faculty avoids "spot" experimentation in a school in several ways.

9. The faculty encourages sharing and exchanging of ideas.

10. The faculty does not demonstrate democratic group process in staff meetings.

11. The faculty is given security.

12. Teachers exchange many ideas during pre-planning sessions.

13. Many faculty members set up criteria for choosing problem areas.

14. Faculty members vary in "pegging" problem areas on various grade levels.

15. The faculty does not plan resource units with outcomes of the philosophy in mind.
16. Many faculty members continue adding activities, bibliography and resources to partially completed resource units.

17. The faculty does not integrate subject areas for better learning experiences.

18. Faculty groups having the same pupils plan together.

19. The staff does not encourage a leadership role among teachers, in many ways.

20. The faculty does not receive information in form of bulletins and materials.

21. The faculty vary concerning supervision in through individual conferences.

22. Teachers do not observe classes in order to see pupil participation.

I. Attitudes toward Lay Participation in Curriculum Planning

The faculty agreed that the processes which are possible for participation by citizens in curriculum building are the following:

1. The extending of the public relations program
2. The achieving of continuous curriculum planning
3. The participation of citizens accepted by superintendent, school board, and parents
4. The serving of citizens in advisory capacity
5. The building of confidence in schools.
TABLE 14
Lay Participation

1. Extend public relations' program:

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<td>1951</td>
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<tr>
<td>36.6</td>
<td>a.</td>
<td>School-community planning to understand school program.</td>
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<td>13.3</td>
<td>b.</td>
<td>Citizens' committee serve in advisory capacity.</td>
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<tr>
<td>16.6</td>
<td>c.</td>
<td>Represented on citizens' committee by all vocations and classes of people.</td>
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<tr>
<td>20.0</td>
<td>d.</td>
<td>Demonstrate group process.</td>
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<tr>
<td>26.6</td>
<td>e.</td>
<td>Concern itself with child development.</td>
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2. Achieve curriculum planning as a continuous process:

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<tbody>
<tr>
<td>36.6</td>
<td>a.</td>
<td>Participate in education planning.</td>
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<td>40.0</td>
<td>b.</td>
<td>Evaluate school program.</td>
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<tr>
<td>36.6</td>
<td>c.</td>
<td>Accept citizen participation by staff, board of education, parents, and community.</td>
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<tr>
<td>23.3</td>
<td>d.</td>
<td>Understood by public if participation is carried out.</td>
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3. Accept by superintendent, school board, and parents:

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<tbody>
<tr>
<td>20.0</td>
<td>a.</td>
<td>Advisory capacity only.</td>
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<tr>
<td>26.6</td>
<td>b.</td>
<td>Child development is primary interest.</td>
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<tr>
<td>23.3</td>
<td>c.</td>
<td>Represent all interested groups.</td>
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<tr>
<td>26.5</td>
<td>d.</td>
<td>Understand school program better.</td>
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4. Serve in advisory capacity:

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<tbody>
<tr>
<td>23.3</td>
<td>a.</td>
<td>Accepted by superintendent, board of education, and parents.</td>
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<tr>
<td>20.0</td>
<td>b.</td>
<td>Demonstrate group process.</td>
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<tr>
<td>26.6</td>
<td>c.</td>
<td>Understand school philosophy.</td>
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<tr>
<td>30.0</td>
<td>d.</td>
<td>Build confidence in schools.</td>
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<tr>
<td>36.6</td>
<td>e.</td>
<td>Extend public relations program.</td>
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<tr>
<td>26.6</td>
<td>f.</td>
<td>Support school program.</td>
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5. Build confidence in school:

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<tbody>
<tr>
<td>36.6</td>
<td>a.</td>
<td>Understand school program.</td>
<td></td>
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<tr>
<td>30.0</td>
<td>b.</td>
<td>Support school program.</td>
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<tr>
<td>40.0</td>
<td>c.</td>
<td>Curriculum endures if understood by public.</td>
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</table>
The following practices and procedures reflect the attitudes of the faculty toward lay participation in curriculum planning. After the faculty checked these practices and procedures in December, they requested that this section be omitted. When the acting coordinator administered the check list in May, this section was omitted in compliance with the request.

1. Suggested procedures for adopting the practice of extending the public relations program were not utilized by more than 36.6 per cent of the faculty.

2. Many procedures for carrying out the practice of achieving curriculum planning as a continuous process were not utilized.

3. The practice of acceptance of lay participation in curriculum planning by the superintendent, school board, and parents was not carried out by any procedure.

4. The practice of lay participants serving in an advisory capacity was not enacted by any procedure.

5. Building confidence in the schools was not achieved by the listed procedures.

In conclusion the faculty seem to agree that:

1. Lay participation is not used to extend the public relations program.

2. Lay participation is not employed to achieve curriculum planning as a continuous process.
3. Lay participation in curriculum planning is not used for acceptance by the superintendent, school board, and parents.

4. Lay committees are not used to serve in an advisory capacity.

5. Lay participation is not used to build confidence in schools.

J. Attitudes toward Evaluation Procedures

For continuous evaluation by teachers, pupils, and parents, some practices are suggested as follows:

1. The setting up of objectives in class
2. The testing for content
3. The evaluating in groups for social development
4. The allowing for self-evaluation for pupil development
5. The exchanging of ideas for evaluation during staff meetings
6. The observance of changed behavior in the form of attitudes, values, understanding, appreciations, and skills
7. The recording of interviews
8. The development of instruments for many types of informal evaluation by teachers and pupils.
### TABLE 15

**Evaluation Procedures**

1. **Set up objectives in class:**

<table>
<thead>
<tr>
<th>December 1951</th>
<th>May 1952</th>
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<td>66.6</td>
<td>53.3</td>
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<tr>
<td>50.0</td>
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   - Develop teacher-pupil planning.
   - Check if all or most activities carry out objectives.
   - Evaluate in terms of objectives.
   - Changed behavior evaluated by teachers and pupils together.

2. **Test for content:**

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<td>56.6</td>
<td>70.0</td>
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<td>26.6</td>
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<td>33.3</td>
<td>43.3</td>
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<tr>
<td>40.0</td>
<td>50.0</td>
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<tr>
<td>40.0</td>
<td>33.3</td>
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   - Give factual tests.
   - Give essay type tests.
   - Make sociograms.
   - Encourage panels.
   - Plan tests by committees.
   - Have culminating committees.
   - Test completed projects.

3. **Evaluate in groups for social development:**

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<td>13.3</td>
<td>23.3</td>
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<td>60.0</td>
<td>56.6</td>
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<td>60.0</td>
<td>50.0</td>
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<tr>
<td>23.3</td>
<td>46.6</td>
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   - Make check lists.
   - Make group charts.
   - Formulate "guess who" charts.
   - Observe changed behavior.
   - Learn from other groups.
   - Submit written group reports.

4. **Allow self-evaluation for pupil development:**

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<td>33.3</td>
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<td>63.3</td>
<td>53.3</td>
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<td>36.6</td>
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</table>

   - Make check lists.
   - Make graphs.
   - Write autobiographies.
   - Conduct interviews.
   - Check observable changed behavior.
   - Make self-improvement chart.

5. **Exchange ideas of evaluation during staff meetings:**

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<tr>
<td>73.3</td>
<td>83.3</td>
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   - Discuss by teachers concerned with same pupils.
6. Observe changed behavior in the form of attitudes, values, understanding, appreciations, and skills:

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<tr>
<td>83.3</td>
<td>73.3</td>
<td>a.</td>
<td>Check in classes.</td>
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<tr>
<td>73.3</td>
<td>66.6</td>
<td>b.</td>
<td>Check corridors.</td>
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<td>70.0</td>
<td>60.0</td>
<td>c.</td>
<td>Check cafeterias.</td>
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<td>66.6</td>
<td>53.3</td>
<td>d.</td>
<td>Check library.</td>
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<tr>
<td>70.0</td>
<td>76.6</td>
<td>e.</td>
<td>Confer with other staff members.</td>
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<td>30.0</td>
<td>40.0</td>
<td>f.</td>
<td>Note outside school reports.</td>
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<td>30.0</td>
<td>30.0</td>
<td>g.</td>
<td>Write parental reports.</td>
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<tr>
<td>30.0</td>
<td>46.6</td>
<td>h.</td>
<td>Note written or telephone reports from parents.</td>
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7. Record interviews:

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<tr>
<td>23.3</td>
<td>36.6</td>
<td>a.</td>
<td>Keep anecdotal record.</td>
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<tr>
<td>46.6</td>
<td>40.0</td>
<td>b.</td>
<td>Keep in counseling folder.</td>
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<tr>
<td>10.0</td>
<td>56.6</td>
<td>c.</td>
<td>Keep check lists.</td>
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8. Develop instruments for all types of informal evaluation by teachers and pupils:

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<tr>
<td>40.0</td>
<td>43.3</td>
<td>a.</td>
<td>Plan teacher-pupil check list.</td>
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<tr>
<td>50.0</td>
<td>60.0</td>
<td>b.</td>
<td>Set up objectives.</td>
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<tr>
<td>53.3</td>
<td>60.0</td>
<td>c.</td>
<td>Evaluate continuously.</td>
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<td>46.6</td>
<td>66.6</td>
<td>d.</td>
<td>Encourage culminating activities.</td>
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<td>26.6</td>
<td>46.6</td>
<td>e.</td>
<td>Appoint evaluation committees for classes.</td>
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The following practices and procedures reflect the attitudes of the faculty toward evaluation procedures:

1. By May, the procedure of developing teacher-pupil planning was utilized for setting up objectives in class. The procedure of evaluating in terms of objectives was utilized by December. Other procedures were not carried out.

2. One procedure for the practice of testing for content was utilized. Other listed procedures were not
employed during the two year study.

3. For carrying out the practice of evaluating in groups for social development, none of the listed procedures were utilized.

4. The practice of self-evaluation for pupil development was not applied, as none of the listed procedures were employed.

5. For two years, discussion by teachers concerned with the same pupils was utilized in carrying out the practice of exchanging ideas of evaluation during staff meetings.

6. For two years, several procedures were employed to fulfill the practice of observing changed behavior in the form of attitudes, values, understanding, appreciations and skills: checking in classes; checking corridors; and conferring with other staff members. Among the procedures which were not carried out were: noting outside school reports; writing parental reports; and noting written or telephone reports from parents.

7. Recording interviews has not been used by any of the listed procedures.

8. Procedures for developing instruments for many types of informal evaluation have not been achieved for two years.
In conclusion, the attitudes of the faculty seems to agree that:

1. Many teachers exchange several ideas of evaluation during staff meetings.

2. The faculty does not use instruments for many types of informal evaluation by teachers and pupils.

3. Many faculty members do not set up objectives in class.

4. The faculty does not test for content.

5. Teachers do not evaluate in groups for social development.

6. The faculty does not utilize instruments for self-evaluation among pupils.

7. Faculty members vary in observing changed behavior in the form of attitudes, values, understandings, appreciations, and skills.

8. The faculty does not record interviews.

In terms of the criteria, the following summaries are reported from the attitudes of the faculty toward the Trewyn program:

1. Does the school have a democratic philosophy agreed upon by the entire staff to give direction to a school curriculum, and does this philosophy undergo continuous examination by active participation of the entire staff?

   a. The faculty was not consulted concerning the belief that the school exists for all youth, and provides equal opportunities.
b. The faculty generally seems to agree that it does not help pupils make choices which is an aspect of democratic living.

c. The majority of the staff members agree that the worth of each individual is respected.

d. Faculty members vary in their belief that they engage in problem solving through teacher-pupil planning.

e. The beliefs of the faculty reflect that many citizenship goals are not achieved.

f. The majority of teachers seem to agree that many observable objectives in terms of citizenship traits are developed.

g. Teachers generally appear to agree that many personal-social needs are giving direction to the school curriculum.

h. The faculty appears to agree that the administration encourages democratic group process and leadership.

i. Teachers were not given the opportunity to express an opinion concerning the re-examining of the school philosophy.

2. Does effective pre-planning develop the objectives of the school?

a. Beliefs of the staff reflect that it pre-plans in terms of many personal and social needs of the pupils.

b. The faculty was not consulted concerning the selecting and "pegging" of problem areas.

c. The staff seems to agree that it generally pre-plans in terms of many of the objectives of the school with the exception of engaging in problem solving.
3. Does pre-planning contribute to effective teacher-pupil planning of learning activities?
   
a. Faculty members were not consulted concerning their construction of resource units based upon decided problem areas of living.

   b. The staff seems to agree that they do not pre-plan in terms of many goals of the school.

   c. The majority of teachers seem to agree that teachers and pupils plan many learning activities together, effectively.

   d. Faculty members seem to agree that teachers and pupils do not plan together in terms of objectives.

   e. Staff members seem to agree that pupils do not learn through varied types of experiences occurring in many areas.

4. Does the curriculum organized with a two to three hour block of time contribute to better learning for pupils?
   
a. The majority of faculty members seem to agree that they develop many individual and group traits necessary for citizenship.

   b. Teachers were not consulted concerning a function of subject areas as resources for developing learning activities.

   c. The staff generally appears to agree that they do not utilize effective learning experiences as community resources, field trips, and resource persons.

   d. Faculty members generally seem to agree that such principles of effective learning utilized are: the planning of activities on the level of learning of pupils; and the using of available resources in problem solving activities.

   e. Opinions of teachers were not requested concerning the planning for individual differences among
pupils.

f. The majority of teachers seem to agree that teacher-pupil planning is carried out as many learning experiences are planned.

g. Teachers generally appear to agree that many skills are not emphasized as needs arise.

h. The majority of teachers seem to agree that many teachers serve as counselors as well as guides and resource persons.

i. The faculty in general does not seem to believe that home room business and other activities are carried out.

j. Teachers generally seem to agree that group work is encouraged although formal committee work does not function.

k. Teachers generally seem to agree that they vary in the engaging in problem solving in many learning activities.

5. Does secondary education stress general education, and special needs and special interests as electives?

a. Teachers were not given an opportunity to express their opinions concerning the solving of common problems of living among pupils in the general education program.

b. The majority of teachers seem to agree that many democratic goals of citizenship are emphasized.

c. Teachers generally seem to agree that many exploratory experiences in many subject areas are used as resources in developing learning activities. Exploratory experiences are not required in many areas.

d. The majority of teachers seem to agree that individual pupils are developed to the optimum of each one's ability in the general education program.
e. The beliefs of teachers reflect that electives are offered only to a small degree to develop special needs and special interests.

6. Is guidance an integral part of the curriculum?

   a. Opinions were not requested from pupils concerning the engaging in problem solving of problems of common concern or learning to make choices.

   b. Teachers seem to agree that guidance as an integral part of the curriculum is not helping pupils engage in problem solving and learning to make choices.

   c. Teachers seem to agree that the development of self-adjustment and the enrichment of individual development is achieved in many ways.

   d. Teachers seem to agree that planning objectives and learning activities in terms of the objectives are not carried out through teacher-pupil planning.

   e. Teachers appear to agree that many democratic goals for citizenship are achieved as goals of the guidance or curriculum program.

   f. Teachers seem to agree that many personal and social needs, except for the utilizing of community resources for guidance activities give direction to the program.

   g. Teachers generally seem to agree that self-direction, and self and group evaluation procedures are not achieved.

   h. The majority of teachers seem to agree that the teacher offers individual counseling as an integral part of class responsibilities.

   i. Teachers were not consulted concerning the purposes and functions of a guidance specialist.

7. Are effective learning activities based on predicted needs of youth planned cooperatively?
a. Teachers were not given an opportunity to express an opinion concerning learning activities based on objectives consistent with the school philosophy.

b. Teachers generally agree that many personal needs are not met but social needs such as the use of democratic group process and development of skills are achieved.

c. Teachers generally seem to agree that effective learning is developed by activities planned on the maturation level of the learner, but effective learning is not developed through varied types of learning experiences.

d. Teachers generally appear to agree that democratic living is stressed through group learning activities, but not by pupils making choices.

e. Teachers were not consulted concerning the cooperative planning of objectives, learning activities, and evaluation procedures.

8. Does the curriculum development program encourage participation by the entire staff?

a. Staff members generally appear to agree that democratic living is evidenced among staff members by such aspects as: avoiding some "spot" experimentation and friction; group planning on school time; and encouraging individual conferences as a supervision policy.

b. Teachers generally seem to agree that democratic group process is not emphasized in staff meetings and teachers are not given a leadership role.

c. The majority of the staff seem to agree that they feel secure in their curriculum development program because members participate in many ways.

d. Teachers generally seem to agree that the staff has administrative support in many ways.

e. Teachers generally seem to agree that in-service education is encouraged as a means for curriculum development as the staff studies and selects problem areas, constructs resource units, exchanges ideas, and plans together.
f. The staff was not consulted concerning the consideration of the following during curriculum development sessions: nature of learning, public relations, and evaluation.

9. Does participation by lay citizens in curriculum construction build confidence, understanding, and support of the school improvement program, and does any change in the curriculum endure longer if understood and supported by the public?

   a. Most of the teachers seem to agree that lay committees are not used to serve in an advisory capacity.

   b. Most of the teachers seem to agree that lay participation is not used to promote curriculum improvement, build confidence, promote interest, or understanding.

   c. Most of the teachers seem to agree that no school-community planning is employed.

10. Is there provision for continuous evaluation by pupils, teachers, and parents?

   a. Teachers generally appear to agree that evaluation is considered a continuous process as teachers exchange several ideas of evaluation during staff meetings.

   b. Teachers generally seem to agree that setting up objectives and evaluating in terms of objectives are not established.

   c. The majority of teachers seem to agree that self-evaluation among pupils is not utilized.

   d. The majority of teachers seem to agree that the faculty does not utilize many types of evaluation instruments and procedures.
Chapter VI
Attitudes of Pupils toward the Curriculum Development Program

In Chapter I assumptions were made concerning the collection of data, similar to the assumptions referred in Chapter V. These were:

1. The instruments and procedures utilized for the collection of data will record the opinions of pupils.

2. The employment of procedures by 66.6 per cent of the pupils reflects approval of stated criteria of curriculum development.

In this chapter, an explanation of the data which was collected from pupils by means of a check list is given. The procedures for formulating this pupil check list was explained in Chapter I. The data is evidence for an evaluation of each criterion. The role of the pupils has been in the areas of curriculum development, procedures, and evaluation. The attitudes sampled are toward: teacher-pupil planning; block of time; general education and special needs and special interests; guidance procedures; solving problems of everyday living; and evaluation procedures. Pupils checked procedures which they utilized to employ a practice.

The following table specifies the enrollment of all
three grade levels, per cent of new pupils during the 1951-1952 school year, and the per cent of pupils present on the days the check list was administered.

**TABLE 16**

<table>
<thead>
<tr>
<th></th>
<th>Total enrollment</th>
<th>New Pupils</th>
<th>Percentage</th>
<th>Number responding</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>710</td>
<td>208</td>
<td>100</td>
<td>206</td>
<td>99.0</td>
</tr>
<tr>
<td>8th</td>
<td>217</td>
<td>39</td>
<td>17.9</td>
<td>206</td>
<td>94.9</td>
</tr>
<tr>
<td>9th</td>
<td>285</td>
<td>115</td>
<td>40.3</td>
<td>266</td>
<td>93.5</td>
</tr>
</tbody>
</table>

In the remainder of this chapter, 100 per cent will represent the number of pupils responding in each grade; 206 in the seventh; 206 in eighth; and 266 in the ninth.

The numbers in the check list correspond with the number of the same practice in the teacher check list.

A. Attitudes toward Teacher-Pupil Planning.

Practices in which teacher-pupil planning is possible are:

1. The respecting of your teachers
2. The helping with planning and carrying out of activities

**TABLE 17**

<table>
<thead>
<tr>
<th></th>
<th>Teacher-Pupil Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Respect your teacher:</td>
</tr>
<tr>
<td></td>
<td>Seventh Eighth Ninth</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>83.9</td>
<td>83.9</td>
</tr>
<tr>
<td>48.1</td>
<td>61.1</td>
</tr>
</tbody>
</table>

a. Help with room responsibilities.
b. Help with teaching responsibilities.
67.4  67.4  66.5  c. Understand teachers better by realizing their differences.
80.6  79.1  71.4  d. Plan with teachers.
85.9  87.4  83.1  e. Pay attention to teachers.

4. Help with planning and carrying out activities:

77.1  79.6  76.7  a. Teachers help you with individual projects.
87.4  86.9  79.7  b. Teachers help you with group work.
65.5  64.6  64.6  c. Make weekly plans in class.
65.0  67.9  64.3  d. Teachers act as a guide for you.

The following practices and procedures reflect the attitudes of pupils toward teacher-pupil planning:

2. The practice of pupils respecting their teachers was carried out in the three grades by approximately the same percentage: helping with room responsibilities, by over 83 per cent of the pupils; understanding teachers better by realizing their personality differences; planning with teachers; and paying attention to teachers by over 83 per cent of the pupils. None of the grades utilized listed procedures for helping with teaching responsibilities.

4. Helping with planning and carrying out activities was developed in three grades by: teachers helping with individual projects; teachers helping with group work. The eighth grade pupils utilized the procedure of the teachers acting as a guide. None of the grade levels utilized listed procedures for making weekly plans in class.

In conclusion, pupils seem to agree that:

1. In all three grades, pupils respect the teachers, in planning with them.
2. Pupils help teachers with planning and carrying out activities except in making weekly plans.

B. Attitudes toward a Block of Time.

The following practices are possible in the block of time:

1. Teachers develop problem solving activities
2. Teachers develop skills as needs arise
3. Teachers plan activities or projects within the understanding of pupils
4. Teachers develop cooperation among small groups within the class
5. Teachers develop individual qualities and individual responsibilities necessary for citizenship
6. Teachers engage in problem solving activities
7. Teachers use the community as resources for learning
8. Teachers allow time for field trips
9. Teachers develop committee work
10. Teachers bring in resource persons
11. Teachers develop home room business and other activities.

TABLE 18
Block of Time

1. Carry out problem solving activities:
### Seventh Eighth Ninth

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.7</td>
<td>54.3</td>
<td>45.1</td>
</tr>
<tr>
<td>53.4</td>
<td>70.9</td>
<td>53.8</td>
</tr>
<tr>
<td>64.1</td>
<td>62.1</td>
<td>56.4</td>
</tr>
<tr>
<td>79.1</td>
<td>76.7</td>
<td>71.8</td>
</tr>
<tr>
<td>51.5</td>
<td>62.1</td>
<td>53.0</td>
</tr>
<tr>
<td>45.1</td>
<td>52.4</td>
<td>39.1</td>
</tr>
<tr>
<td>50.0</td>
<td>51.9</td>
<td>41.0</td>
</tr>
</tbody>
</table>

a. You help suggest many problems.
b. Teachers and pupils list problems.
c. Use all available resources and materials.
d. Plan activities so you understand them.
e. Solve problems about your daily living.
f. Understand all sides of problems.
g. Generalize at the conclusion of study of a problem.

2. Develop skills as needs arise:

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.9</td>
<td>75.2</td>
<td>69.9</td>
</tr>
<tr>
<td>35.4</td>
<td>50.0</td>
<td>52.2</td>
</tr>
<tr>
<td>49.5</td>
<td>53.9</td>
<td>44.0</td>
</tr>
<tr>
<td>57.3</td>
<td>70.9</td>
<td>67.7</td>
</tr>
<tr>
<td>71.8</td>
<td>79.1</td>
<td>74.8</td>
</tr>
<tr>
<td>32.5</td>
<td>53.9</td>
<td>36.1</td>
</tr>
</tbody>
</table>

a. Factual tests given by teachers.
b. Factual tests made by a committee of pupils.
c. Standard objective tests.
d. Panel and round table discussions.
e. Complete projects.
f. Master a skill.

3. Plan activities or projects so that you understand them:

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.3</td>
<td>58.7</td>
<td>53.8</td>
</tr>
<tr>
<td>78.2</td>
<td>74.7</td>
<td>75.9</td>
</tr>
<tr>
<td>83.9</td>
<td>81.6</td>
<td>77.4</td>
</tr>
</tbody>
</table>

a. Set up reasons for selecting activities.
b. Select materials that you understand.
c. Plan with teachers.

4. Develop cooperation among small groups within the class:

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.6</td>
<td>93.2</td>
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<tr>
<td>83.5</td>
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<td>81.6</td>
</tr>
<tr>
<td>35.4</td>
<td>39.3</td>
<td>35.7</td>
</tr>
<tr>
<td>78.2</td>
<td>74.7</td>
<td>73.7</td>
</tr>
<tr>
<td>50.0</td>
<td>64.6</td>
<td>54.9</td>
</tr>
<tr>
<td>47.1</td>
<td>51.9</td>
<td>43.6</td>
</tr>
<tr>
<td>60.1</td>
<td>76.7</td>
<td>76.7</td>
</tr>
<tr>
<td>65.5</td>
<td>72.8</td>
<td>68.8</td>
</tr>
<tr>
<td>59.7</td>
<td>60.1</td>
<td>52.6</td>
</tr>
</tbody>
</table>

a. Work in groups.
b. Help others.
c. Develop leadership qualities.
d. Share work and experiences.
e. Select and plan units.
f. Set up activities for groups.
g. Committee work in conference rooms.
h. Share responsibilities.
i. Understand the objectives.

5. Develop individual qualities and individual responsibilities necessary for citizenship in United States:

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.6</td>
<td>83.5</td>
<td>70.3</td>
</tr>
<tr>
<td>53.9</td>
<td>41.2</td>
<td>37.6</td>
</tr>
</tbody>
</table>

a. Room and shop responsibilities.
b. Leadership in class activities.
<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Habit or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.5</td>
<td>56.3</td>
<td>55.6</td>
<td>c. Develop habits of dependability and punctuality.</td>
</tr>
<tr>
<td>72.3</td>
<td>73.8</td>
<td>75.9</td>
<td>d. Develop qualities of willingness to work.</td>
</tr>
<tr>
<td>58.7</td>
<td>62.6</td>
<td>54.9</td>
<td>e. Develop all abilities to the best that you possibly can.</td>
</tr>
<tr>
<td>69.9</td>
<td>73.3</td>
<td>76.7</td>
<td>f. Have pride in accomplishment.</td>
</tr>
<tr>
<td>70.4</td>
<td>72.3</td>
<td>58.3</td>
<td>g. Suggest plans.</td>
</tr>
</tbody>
</table>

7. Engage in problem solving activities:

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.7</td>
<td>65.5</td>
<td>55.6</td>
<td>a. Use all resources that you can.</td>
</tr>
<tr>
<td>70.4</td>
<td>75.7</td>
<td>75.2</td>
<td>b. Collect information from many sources.</td>
</tr>
<tr>
<td>43.7</td>
<td>45.1</td>
<td>36.5</td>
<td>c. Form generalizations after you study a problem.</td>
</tr>
</tbody>
</table>

8. Use the community as resources for learning:

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.1</td>
<td>76.2</td>
<td>71.4</td>
<td>a. Field trips.</td>
</tr>
<tr>
<td>53.9</td>
<td>61.6</td>
<td>56.4</td>
<td>b. Speakers in classes.</td>
</tr>
<tr>
<td>30.6</td>
<td>59.2</td>
<td>57.5</td>
<td>c. Interviews.</td>
</tr>
<tr>
<td>47.6</td>
<td>64.1</td>
<td>54.1</td>
<td>d. Understand community problems better.</td>
</tr>
<tr>
<td>40.8</td>
<td>45.6</td>
<td>47.4</td>
<td>e. Set up reasons for using resources in the community.</td>
</tr>
</tbody>
</table>

9. Allow time for field trips:

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.5</td>
<td>69.9</td>
<td>54.5</td>
<td>a. Use school buses.</td>
</tr>
<tr>
<td>31.6</td>
<td>57.3</td>
<td>41.7</td>
<td>b. Allow time for changing schedules for pupils going.</td>
</tr>
<tr>
<td>30.6</td>
<td>65.0</td>
<td>46.6</td>
<td>c. Set up objectives and evaluation of trips.</td>
</tr>
<tr>
<td>67.0</td>
<td>87.9</td>
<td>77.4</td>
<td>d. Discuss reasons for taking a field trip.</td>
</tr>
</tbody>
</table>

10. Carry out committee work:

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Committee Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.3</td>
<td>80.6</td>
<td>71.8</td>
<td>a. Committees make progress report to class.</td>
</tr>
<tr>
<td>38.3</td>
<td>49.0</td>
<td>48.1</td>
<td>b. Go to special areas and report back to other classes.</td>
</tr>
<tr>
<td>20.4</td>
<td>51.5</td>
<td>53.0</td>
<td>c. Interview people.</td>
</tr>
<tr>
<td>39.8</td>
<td>78.2</td>
<td>69.2</td>
<td>d. Participate in field trips.</td>
</tr>
<tr>
<td>57.8</td>
<td>67.0</td>
<td>54.9</td>
<td>e. Compile written committee reports.</td>
</tr>
<tr>
<td>49.0</td>
<td>65.0</td>
<td>53.4</td>
<td>f. Meet with other committees.</td>
</tr>
<tr>
<td>38.8</td>
<td>56.8</td>
<td>47.7</td>
<td>g. Receive help from resource people.</td>
</tr>
<tr>
<td>29.1</td>
<td>39.8</td>
<td>36.8</td>
<td>h. Evaluate committee work in form of factual tests.</td>
</tr>
</tbody>
</table>
1. Evaluate committee reports using informal ways for social skills, cooperation, and responsibility.

   j. Read widely and take notes.
   k. Develop vocabulary and spelling lists.

l. Plan work.

11. Bring in speakers and people to demonstrate something:

   a. Make plans for inviting resource persons.
   b. Prepare questions.
   c. Allow ample time.
   d. Evaluate information gained.
   e. Discuss reasons for selecting resource persons.

12. Carry out home room business and other activities:

   a. Plan together as a part of democratic living.
   b. Select officers.
   c. Write and carry out class constitution.
   d. Participate in class functions such as parties.

The following practices and procedures reflect the attitudes of pupils toward the block of time:

1. The procedure applied for carrying out problem solving activities in all three grades was the planning of activities that pupils understood. Eighth grade pupils and teachers listed problems. Other procedures listed were not carried out by any grade.

2. Developing skills as needs arise has been utilized by these procedures in the three grades; factual tests given by teachers; and projects completed by pupils. Eighth and ninth grade pupils utilized panels and round table
discussions. None of the grades utilized the following procedures: factual tests made by a committee of pupils; standard objective tests; and mastering a skill.

3. All three grades selected materials that they understood, and planned with teachers. None of the pupils in any grade utilized procedures listed for setting up reasons for selecting activities.

4. The practice of developing cooperation among small groups within the class has been achieved by several procedures: working in groups, by more than 91 per cent; helping others, by more than 81 per cent; and sharing work and experiences, by more than 73 per cent. Eighth and ninth grade pupils utilized committee work in conference rooms, and shared responsibilities.

The following listed procedures were not utilized by any of the grades: developing leadership qualities, by less than 39 per cent; selecting and planning units, by less than 64.6 per cent; setting up activities for groups by less than 51.9 per cent; and understanding objectives, by less than 60 per cent.

5. A minimum of 69 per cent of the pupils in the three grades employed the following procedures in developing individual qualities and responsibilities necessary for citizenship: having room and shop responsibilities; developing qualities of willingness to work; and having
pride in accomplishment. Fifty eight and three tenths per cent of the ninth grade suggested plans.

Pupils in all three grades did not carry out their listed procedures: having leadership in class activities; developing habits of dependability and punctuality; and developing many abilities.

7. One procedure was utilized for engaging in problem solving activities, which was the collecting of information from many sources. The eighth grade used many available resources. None of the classes used procedures listed, forming generalizations.

8. Eighth and ninth grade pupils utilized field trips in using community resources for learning. Other listed procedures were not employed.

9. In the practice of allowing time for taking field trips, pupils in all three grades discussed reasons for taking field trips. Eighth grade pupils used school buses but other listed procedures were not applied.

10. Carrying out committee work has been provided by the following procedures by more than 71.8 per cent of each class: making progress report to class; and planning work. Eighth and ninth grades utilized procedures of: participating in field trips; reading widely and taking notes; and developing vocabulary and spelling lists. Eighth grade pupils compiled written committee reports.
None of the classes used suggested procedures for interviewing people; working in special areas and reporting back to other classes; meeting with other committees; receiving help from resource people; or evaluating committee reports by informal instruments.

11. Bringing in resource persons to classes, was carried out as one procedure by the eighth grade. Preparing questions was utilized by 73.3 per cent of the eighth grade pupils.

12. Carrying out home room business and other activities was accomplished by selecting officers in more than 74 per cent of the classes. A minimum of 79.6 per cent of the pupils in the three classes participated in class functions such as parties.

In conclusion, the attitudes of pupils toward the block of time are reflected in their belief that:

1. Many pupils do not engage in problem solving activities with the exception of listing and planning many activities by eighth grade pupils.

2. Many skills are not developed as needs arise except by factual tests given by teachers, and by completing projects. In the eighth and ninth grades, skills are developed by panels and round table discussions.

3. Many activities and projects are planned for pupil understanding except in deciding reasons for the selection of activities.

4. Many pupils do not develop cooperation among small groups within the class.
5. Pupils develop many individual qualities and responsibilities necessary for citizenship.

6. Many pupils do not use community resources in developing learning activities. Eighth and ninth grade pupils utilize field trips as a learning activity.

7. Committee work is not developed in the three grade levels in many ways, except in a small degree by the eighth and ninth grades.

8. Resource persons are not brought into classes.

9. Home room business and many other activities are carried out in all three grades.

C. Attitudes toward General Education and Special Interests as Electives.

The following practices were written to carry out a general education program necessary for all pupils, irrespective of grade level. There are, in addition, several practices which develop an elective program consistent with special interests and special needs:

1. The providing of special needs and special interests through electives

2. The requiring of exploratory experiences in many areas

3. The promoting of citizenship values

4. The developing of pupils to the best of their abilities and capacities.
### Table 19

#### General Education and Special Needs and Interests

2. Provide you with special needs and special interests by offering you electives:

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- a. When possible, give you first choice.
- b. Make two or three choices.
- c. Exploratory work in previous years help you make choices.

3. Require exploratory experiences in all areas for you:

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- a. You learn in all areas.
- b. Learn to make choices.
- c. Understand opportunities in all areas.
- d. Work in small groups or committees in special areas.

4. Promote values, understanding, attitudes, skills, knowledge, and appreciations, required by you for citizenship in the United States:

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- a. Develop you as an individual.
- b. Promote planning and working together.
- c. Read widely.
- d. Write extensively.
- e. Develop skills when needs arise.
- f. Understand materials studied.
- g. Promote problem solving activities.

5. Develop you to the best of your ability and capacity:

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- a. Extra reports.
- b. Extra reading.
- c. Extra work in area of pupil's interests.
- d. Help slow pupils.
- e. Room responsibility.
- f. Develop leadership qualities.
- g. Develop self-improvement.
- h. Work ahead of class or the same or different problems.
- i. Develop initiative.
The following practices and procedures reflect the attitudes of pupils toward general education, and special needs and special interests as electives:

2. None of the three grades utilized any of the listed procedures for providing special needs and special interests as electives.

3. For requiring exploratory experience in many areas, the following procedures have been utilized in the three grades by more than 69 per cent: learning to make choices; and working in small groups or committees in special areas. Seventh and eighth grade pupils learned in many areas. Not more than 60.0 per cent of the pupils understood opportunities in many areas.

4. Seventh grade pupils did not use any of the listed procedures for promoting democratic values for citizenship. The ninth grade utilized the understanding of materials studied. Eighth grade pupils utilized three procedures: developing pupils as individuals; reading widely; and understanding materials studied.

5. The practice of developing pupils to the best of their abilities and capacities was carried out by few procedures; seventh grade, by developing self-improvement; eighth grade, by room responsibilities, and the developing of self-improvement; ninth grade, by extra reports. Other
listed procedures were not utilized.

In conclusion, the pupils seem to agree that:

1. Pupils do not choose electives.

2. Many exploratory experiences are required in many areas.

3. Citizenship values of understandings, attitudes, skills, knowledge, and appreciations needed for all are not achieved.

4. Pupils are not developed to the best of their abilities and capacities.

D. Attitudes toward Guidance Procedures.

The following listed guidance practices are included as an integral part of the curriculum:

1. The development of citizenship qualities
2. The emphasis of cooperativeness in democratic living
3. Evaluating for individual and group self-direction and development
4. The establishing of goals as learning units are planned
5. The using of community resources for learning and guidance activities
6. The development of leadership qualities
7. The development of self-direction
8. The development of self-adjustment
9. The enriching of individual pupil's development
10. The learning more effectively when at ease and less nervous.

TABLE 20

Guidance

2. Develop citizenship qualities:

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a. Develop individual to his best ability.
b. Develop responsibility.
c. Help others.
d. Wholesome attitudes and values.
e. Develop appreciations.
f. Develop skills.
g. Participate in all learning experiences.
h. Develop initiative.
i. Work well together.
j. Set up goals.
k. Evaluate in terms of goals.
l. Think of others.
m. Respect others.
n. Develop creativeness.
o. Develop self-discipline.

3. Emphasize cooperativeness in democratic living:

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a. Work in groups.
b. Help others.
c. Develop responsibility.
d. Develop individual qualities.
e. Care of materials, property, and equipment.
f. Participate in activities.
g. Develop leadership.
h. Set up objectives.
i. Evaluate progress.
j. Respect ideas, successes, and failures of others.

4. Evaluate for individual and group self-direction and development:
5. Establish goals as learning units are planned:

- Plan with your teacher.
- Clarify goals for all the class.
- Evaluate progress toward your objectives.

7. Develop activities within class period:

- Plan with your teachers part of the time.
- Plan with your teachers all of the time.
- Gradually develop planning together.
- Have reasons for selecting activities.
- Select resources within understanding of pupils.

8. Use community resources for learning and guidance activities:

- Field trips.
- Speakers in classes and shops.
- Interviews.
- Understand community problems better.
- Establish reasons for using resources in the community.

9. Develop leadership qualities among you:

- Rotate chairman.
- Room and shop responsibilities.
- Develop qualities of willingness to work.
- Encourage self-evaluation.
- Develop abilities to the highest capacity.
Help others.
Help to make choices.

Develop self-direction by emphasizing knowledge, skills, interests, goals, attitudes, understanding, and values:

- Set up goals.
- Make choices as a part of problem solving.
- Independent study using all available materials.
- Self-evaluation chart of check list.

Develop self-adjustment by classroom activities which help you adapt yourself to solving your own problems:

- Relaxed classroom atmosphere.
- Group work.
- Individual projects.
- Exercise muscles.
- Create pictures or music.
- Class and shop responsibilities.
- Develop leadership responsibilities.
- Develop sense of belonging in room and shop.
- Develop sense of being secure in your classes.
- Develop confidence in yourself.

Enrich your development:

- Extra reports.
- Extra reading.
- Extra projects.
- Help slower pupils.
- Help plan work.
- Work ahead of class on the same or different problems.
- Added responsibilities.

Learn more effectively when you are at ease and less nervous:

- Participate in many types of experiences.
- Plan with rest of class and teachers.
c. Plan activities.

d. Set up goals.

e. Evaluate successes and failures.

The following practices and procedures reflect the attitudes of pupils toward guidance.

2. The following procedures were utilized to develop citizenship qualities by a minimum of 78.2 per cent of each grade: helping others; working well together; thinking of others; and respecting others.

The eighth and ninth grade pupils have achieved the following: developing responsibility; and developing self-discipline. Eighth grade pupils have developed skills, and set up goals.

Procedures listed which were not used were: encouraging individuals to the best of each one's ability; developing wholesome attitudes and values; developing appreciations; participating in learning experiences; developing initiative; developing evaluation; and developing creativeness.

3. The practice of emphasizing cooperativeness in democratic living has been accomplished by more than 67 per cent of each grade, by the following procedures: working in groups; helping others; and respecting ideas, successes, and failures of others. Eighth and ninth grade pupils stressed developing responsibility. The eighth grade cared for materials, property and equipment.
Procedures listed which were not utilized were: developing individual qualities; participating in activities; developing leadership; setting up objectives; and evaluating progress.

4. The ninth grade adopted self-testing as a procedure for evaluating individual and group self-direction. Other listed procedures were not carried out by any grade.

5. Planning with teachers was a procedure utilized by all classes in establishing goals as learning units were planned. Other listed procedures for this practice were not carried out.

7. In developing activities within the class period this procedure was utilized by all three classes: planning with teachers part of the time. Seventh and eighth grade pupils gradually developed planning together. Eighth and ninth grade pupils "had reasons for selecting activities." Other listed procedures were not utilized.

8. Utilizing field trips by eighth and ninth grade pupils was a procedure which developed the practice of using community resources for learning and guidance activities.

9. Pupils in the three grades, by a minimum of 72.1 per cent, developed leadership qualities by: helping others; and helping to make choices. Seventh and eighth grade pupils utilized procedures of room and shop responsibilities. Other listed procedures were not carried out by any grade.
11. None of the listed procedures for developing self-direction were utilized by any of the three grades during this study.

12. More than 77.8 per cent of the pupils in each grade employed group work as a procedure to develop self-adjustment in solving personal problems through classroom activities. Eighth and ninth grade pupils carried out individual projects, and developed confidence to achieve self-adjustment. The seventh grade pupils utilized procedures of exercising muscles. The eighth grade carried out procedures of class and shop responsibilities, and developed a sense of belonging. Other procedures listed were not carried out.

13. Enriching pupils' development was achieved by two procedures in different grades: the ninth grade utilized extra work; the seventh and eighth grade pupils helped plan work.

14. Pupils of all three grades learned more effectively when at ease and less nervous tension, by utilizing one procedure - that of planning with teachers and the rest of the class. Eighth grade pupils used the procedure of planning activities.

In conclusion, attitudes of pupils toward guidance are reflected in their belief that:
1. Many citizenship qualities are not developed.
2. Many cooperative aspects in democratic living are not developed.
3. Evaluation for individual and group self-direction is not achieved.
4. Objectives for learning units are not planned.
5. Many activities within the class are not developed except by eighth grade pupils.
6. Community resources for developing learning activities are not utilized.
7. Many leadership qualities are not developed.
8. Self-direction and self-adjustment are not achieved.
9. Pupils do not enrich their development.
10. Many pupils do not learn effectively when they are at ease and less nervous tension.

E. Attitudes of Solving Problems of Everyday Living.

Solving problems of everyday living parallels the practices in the teachers' check list included in "Learning Activities based on Predicated Needs, Cooperatively Planned". Suggested practices listed are:
1. The learning to make choices
2. The development of necessary skills in many areas
3. The learning by many kinds of experiences
4. The development of learning experiences on the level of understanding by pupils
5. The using of the community as a laboratory of learning
6. The inviting of speakers and resource persons
7. The demonstration of democratic group process in most activities
8. The learning to accept an assignment and carrying it through to completion.

TABLE 21
Learning Activities

1. Learn to make choices:

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a. Choose electives.
b. Choose projects.
c. Choose committees.
d. Select units.
e. Select activities.
f. Select methods of evaluation.
g. Work to develop self-improvement.

2. Develop necessary skills in all areas:

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a. Drill when necessary.
b. Test to find weaknesses.
c. Know ahead of time what skills are needed.

3. Learn in many kinds of experiences:

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a. Test to see if you are well adjusted.
b. Understand objectives of each area.
c. Devote more time to area of your interest.

4. Develop learning experiences on your level of understanding:

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a. Establish reasons for choosing learning units.
b. Reasons for selecting learning activities.

c. Decide on materials and resources.

5. Use the community as a laboratory of learning:

a. Field trips.
b. Speakers in classes and shops.
c. Interviews.
d. Aware of community problems.
e. Set up reasons for using resources in the community.

6. Invite speakers and other resource people for your better learning:

a. Make plans for inviting them.
b. Prepare questions.
c. Allow ample time.
d. Evaluation of information gained.
e. Establish reasons for selecting resource persons.

7. Demonstrate group work in most activities:

a. Set up objectives before breaking into small groups.
b. Plan group work.
c. Rotate chairman.
d. Evaluate work.
e. Stress individual responsibility.
f. Study and solve problems.

8. Learn to accept an assignment and carry it through to completion:

a. Select an individual project according to your interest.
b. Make progress report.
c. Accepts a deadline date when work is due.
d. Use all available resources and materials.
e. Cares for and puts away all equipment necessary to use.

The following practices and procedures reflect the attitudes of pupils toward solving problems of everyday
living:

1. The practice of learning to make choices was carried out in the three grades by: choosing projects; and choosing committees. Eighth and ninth grade pupils selected units, activities, and worked to develop self-improvement. Ninth grade pupils chose electives. The procedure of selecting methods of evaluation was not utilized in any grade.

2. Necessary skills were developed in many areas in all three grades by testing to find weaknesses. Eighth and ninth grades drilled when necessary. The procedure of anticipating skills as needed was not utilized.

3. The practice of learning by many kinds of experience was achieved in all grades by devoting more time to the area of pupil's interests. Other listed procedures were not used.

4. Pupils did not carry out any of the listed procedures for developing learning experiences on their level of understanding.

5. Eighth and ninth grade pupils utilized field trips in using the community as a laboratory. Other listed procedures were not applied.

6. Eighth grade pupils invited resource persons to classes by: making plans for inviting them and preparing questions. Other listed procedures were not used by any
grade.

7. Demonstrating group work in most activities was carried out in all grades by: planning group work; and studying and solving problems. Other listed procedures were not utilized.

8. Pupils in the three grades accomplished the practice of learning to accept an assignment and carry it through to completion by: accepting a deadline date when work is due; and caring for and putting away equipment used. Eighth and ninth grade pupils selected individual projects according to each one's interest.

The following procedures were utilized by less than 09.2 per cent: setting up objectives before breaking into small groups; rotating chairmen; evaluating work; and stressing individual responsibility.

In conclusion, the attitudes of pupils toward solving problems of everyday living are reflected in their belief that:

1. Learning to make choices is a goal achieved by eighth and ninth grade pupils.

2. Many necessary skills are developed in many areas.

3. Pupils do not learn through many kinds of experiences except by devoting more time to the area of pupil's interests.

4. Learning experiences are not developed on the level of understanding of pupils.
5. The community is not used as a laboratory of learning except by eighth and ninth grade pupils who are provided field trips.

6. Resource persons are not invited to classes.

7. "Group work" is not used in many activities.

8. Eighth grade pupils learn to accept an assignment and carry it through to completion.

F. Attitudes toward Evaluation Procedures.

The following list indicates possible practices for evaluation:

1. The setting up of objectives in class
2. The testing for content
3. The evaluating in groups for developing social skills

**TABLE 22**

**Evaluation Procedures**

1. Set up objectives in class:

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<td>%</td>
<td></td>
</tr>
<tr>
<td>70.9</td>
<td>77.1</td>
<td>69.9</td>
<td>a. Plan with teachers.</td>
</tr>
<tr>
<td>46.1</td>
<td>51.9</td>
<td>51.9</td>
<td>b. Activities carry out objectives.</td>
</tr>
<tr>
<td>40.8</td>
<td>43.2</td>
<td>35.3</td>
<td>c. Evaluate in terms of objectives.</td>
</tr>
<tr>
<td>60.7</td>
<td>73.3</td>
<td>61.3</td>
<td>d. Changed behavior developed by you.</td>
</tr>
</tbody>
</table>

2. Test for content:

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<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>63.1</td>
<td>64.1</td>
<td>65.8</td>
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<td>38.3</td>
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<td>30.6</td>
<td>67.4</td>
<td>55.6</td>
</tr>
<tr>
<td>31.0</td>
<td>62.1</td>
<td>60.9</td>
</tr>
</tbody>
</table>
3. Evaluate in groups for development of social skills:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percentage</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>26.7</td>
<td>Activities which summarize.</td>
</tr>
<tr>
<td>g</td>
<td>70.9</td>
<td>Complete projects.</td>
</tr>
</tbody>
</table>

4. Allow self-evaluation for your development:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percentage</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>b</td>
<td>34.0</td>
<td>Group chart.</td>
</tr>
<tr>
<td>c</td>
<td>21.8</td>
<td>&quot;Guess who&quot; chart.</td>
</tr>
<tr>
<td>d</td>
<td>45.6</td>
<td>Observe your changed behavior.</td>
</tr>
<tr>
<td>e</td>
<td>67.4</td>
<td>Learn from other groups.</td>
</tr>
<tr>
<td>f</td>
<td>61.1</td>
<td>Written group reports.</td>
</tr>
<tr>
<td>g</td>
<td>26.2</td>
<td>Activities which summarize.</td>
</tr>
<tr>
<td>h</td>
<td>77.1</td>
<td>Committee work.</td>
</tr>
</tbody>
</table>

The following practices and procedures reflect the attitudes of pupils toward evaluation procedures:

1. Planning with teachers is the only listed procedure utilized by all grades for setting up objectives in class. Eighth grade pupils utilized procedures indicating changed behavior traits. Procedures as the following were not developed: suggesting activities which carry out objectives; and evaluating in terms of objectives.

2. The only procedure used by the three grades for the practice of testing for content was that of completing projects. Eighth grade pupils utilized factual tests and panels. Other listed procedures were not carried out.

3. The practice of evaluation in groups for the development of social skills was carried out in all grades.
by committee work. Seventh grade pupils utilized the procedure of learning from other groups. Eighth grade pupils provided written group reports. Other listed procedures were not employed.

4. Procedures for allowing self-evaluation for individual development was not carried out in any grade by the procedures listed.

In conclusion, pupils seem to agree that:

1. Setting up objectives in class is not established.

2. Testing for content is not achieved by any of the listed evaluation instruments.

3. Evaluation in groups for development of social skills is not achieved by any of the listed evaluation instruments.

4. Self-evaluation is not achieved.

In light of the preceding data concerning attitudes of pupils toward the curriculum development program, the following summaries are reported as an evaluation in terms of the following criteria:

3. Does pre-planning contribute to effective teacher-pupil planning of learning activities?

   a. Pupils seem to agree that many teachers and pupils plan together except in making weekly plans.

   b. Pupils were not consulted concerning teachers and pupils setting up criteria for selecting learning units, learning activities and evaluation procedures.
4. Does the curriculum organized with a two to three hour block of time contribute to better learning for pupils?

   a. The beliefs of pupils reflect that they do not engage in problem solving except for the listing of problems, by the eighth grade.

   b. Pupils were not given an opportunity to express their opinions concerning the "cutting across" of subject area lines as resources for learning activities during the block of time.

   c. Pupils generally seem to agree that they learn on their level of understanding as an effective learning process.

   d. Opinions were not requested from pupils concerning caring for individual differences.

   e. Eighth grade pupils seem to agree that they plan together.

   f. Pupils generally seem to agree that many skills are not developed as needs arise except by factual tests given by teachers, and completing projects by pupils.

   g. Pupils seem to agree that they care for home room business and many other activities during the block of time.

   h. Eighth and ninth grade pupils appear to agree that they utilize field trips as a way of studying community resources in developing learning activities.

   i. Eighth and ninth grade pupils generally seem to agree that they work in groups, developing cooperativeness.

   j. Pupils in all three grades seem to agree that they are encouraged to develop individual traits to capacity.

   k. Pupils were not consulted concerning teachers serving as guides and resource persons.
5. Does secondary education stress general education, and special needs and special interests as electives?
   a. Opinions from pupils were not requested concerning problem solving of common problems of living in the general education program.
   b. Pupils appear to agree that democratic goals are not achieved.
   c. Pupils generally seem to agree that exploratory experiences are required in many areas.
   d. The majority of pupils appear to agree that they do not choose electives.
   e. Pupils appear to agree that special needs and special interests as electives are not developing each individual to the best of his ability.

6. Is guidance an integral part of the curriculum?
   a. Opinions were not requested from pupils concerning the engaging in problem solving of problems of common concern or learning to make choices.
   b. Pupils seem to agree that self-direction and self-adjustment are not achieved.
   c. The majority of pupils seem to agree that they do not plan objectives.
   d. Eighth grade pupils appear to agree that they plan activities.
   e. The majority of pupils appear to agree that they do not evaluate either by self-evaluation or by group evaluation.
   f. Pupils generally seem to agree that many objectives of democratic living are not achieved.
   g. Pupils generally seem to agree that many leadership qualities and the enrichment of personal development are not achieved.
   h. Pupils were not given an opportunity to express an opinion concerning teachers serving as
counselors or that the services of a guidance specialist are available.

1. Pupils generally seem to agree that resources for the development of learning activities are not utilized. Pupils were not consulted concerning the fulfillment of many other social needs.

7. Are effective learning activities based on predicted needs of youth, planned cooperatively by teachers and pupils?

a. Pupils were not consulted concerning the setting up of objectives in terms of democratic goals.

b. Eighth and ninth grade pupils generally seem to agree that many personal needs of pupils are developed in learning to make some choices, completing individual assignments, and experiencing activities in pupil's area of interest.

c. Eighth and ninth grade pupils generally seem to agree that many social needs of pupils are cared for in terms of developing many skills and studying the community through field trips.

d. Pupils seem to agree that they do not learn by many and varied types of experiences as a means of effective learning. Pupils seem to agree that they do not experience group work or have resource persons in classes. Pupils apparently agree that learning experiences are not developed on their level of understanding.

e. Opinions were not requested from pupils concerning the suggesting of additional learning activities as a way of planning cooperatively with teachers.

f. Pupils were not consulted concerning cooperatively planned group or self-evaluation.
10. Is there provision for continuous evaluation by teachers, pupils, and parents?

   a. Pupils were not consulted concerning evaluation as a continuous process.

   b. The majority of pupils seem to agree that objectives are not established for evaluation purposes.

   c. Opinions were not requested from pupils concerning drawing of conclusions or making new plans.

   d. The majority of pupils appear to agree that listed formal and informal instruments of evaluation are not used.

   e. The majority of pupils appear to agree that group and self-evaluation are not achieved.
CHAPTER VII
Attitudes of Parents toward the Curriculum Development Program

The structure of the parent questionnaire which was mailed and returned anonymously was described in Chapter I.

In Chapter I, the following assumptions which apply to the explanation of the data in this chapter are:

1. The instruments and procedures utilized for the collection of data will record the opinions of parents.
2. The employment of procedures by 66.6 per cent of the parents reflect approval of stated criteria of curriculum development.
3. The lack of response to the parent questionnaire is due to lack of understanding of the school program, employment of members of the families, and/or the socio-economic background of the families.

Of the 636 letters mailed to parents on April 15, 1952, 122 letters were returned. This number represents 19.9 per cent of the parents of the district. This response is comparable to membership figures in P.T.A. and number of school visitations by parents.

These 122 responses constitute 100 per cent in the
remainder of this chapter.

TABLE 23
Responses from 122 Letters

<table>
<thead>
<tr>
<th>Letters</th>
<th>Checked only for first 17 questions</th>
<th>Checked all first 17 questions and wrote comments for all 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>122</td>
<td>32 - 26.2%</td>
<td>90 - 73.8%</td>
</tr>
<tr>
<td></td>
<td>(84 - 68.9% checked and wrote comments for first 17)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6 - 4.9% checked all first 17 and wrote comments for only 18, and 19.)</td>
<td></td>
</tr>
</tbody>
</table>

Thirty-two or 26.2 per cent of the parents checked the structured part of the first seventeen questions. Ninety or 73.8 per cent of the parents checked the structured parts of questions and wrote comments in the unstructured parts of all nineteen questions. Of these ninety, eighty-four of the 122 or 68.9 per cent wrote "why" and "suggestions" for the first seventeen questions. Six of the 122 of 4.9 per cent wrote on numbers eighteen and nineteen without giving written comments on the first seventeen questions, although these were checked. Twenty-eight or 23.0 per cent wrote comments for number eighteen, and thirty seven or 30.3 per cent wrote suggestions in number nineteen.

An editor of a local newspaper served as a consultant in the attempt to word the questions within understanding of the parents. The questions were arranged
in a way to prevent any "halo effect." The arrangement of questions is not in the same order of categories as the teacher and pupil check list. Explanation of the data is in the same order as the categories in previous chapters. The data is evidence for an evaluation of each criterion.

Categories which reflect sampled attitudes of parents toward the curriculum development program are: teacher-pupil planning; block of time; general education, and special needs and special interests as electives; guidance; solving problems of living; school program; and evaluation procedures.

A. Attitudes of Parents toward Teacher-Pupil Planning.

Parents have little relationship or experience with teacher-pupil planning unless they visit schools, or attend parent conferences. For this reason, a question asked parents in this category in terms of their understanding was, "Do you think that your child feels a 'sense of belonging' at Trewyn?"

TABLE 24

Teacher-Pupil Planning

2. Do you think that your child feels a "sense of belonging" at Trewyn?

<table>
<thead>
<tr>
<th>Checks</th>
<th>&quot;Whys&quot;</th>
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<tbody>
<tr>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>86.1</td>
<td>16.4</td>
</tr>
<tr>
<td>7.4</td>
<td>4.1</td>
</tr>
<tr>
<td>3.3</td>
<td>0.0</td>
</tr>
</tbody>
</table>

4.9% Suggestions for improvement
The following responses reflect the attitudes of parents toward teacher-pupil planning:

2. A large majority, 86.1 per cent of the parents, checked yes, that their children did feel a "sense of belonging" at Trewyn. There were 16.4 per cent who gave reasons why, in addition to checking yes. Several reasons were:

"He likes the school and likes to go, and is interested in school and class work."

"Because he started last year the school's first year. He feels it's 'his' school."

"Because she is very active."

"I think he 'belongs' because he feels he does."

"Because of her interest, and the faculty's interest in her welfare, health etc."

"Participation in so-called extra-curricular activities and band and athletics."

"Because she rebels at thought of going to another school."

"She gets along well with the teachers and students and can feel free to ask the teacher for advice."

"They are interested in their work."

"Because they are interested in attending every day, also when they get home each day—tell me the things they are doing."

"Because he seems to like the school."

"Because he likes to go and always considers it in all his plans."

"He likes the school and classmates."

"She chatters constantly of how she likes Trewyn."
"She likes school and if she didn't feel that she 'belonged' she would not like school."

"Because she has an active part in almost every-thing."

A small percentage checked no and very few reasons were stated.

Some reasons which parents stated were:

"Because he never wants to attend any activities at school."

"He feels left out in various sports, which he excels in very much, but is pushed aside for un-explainable reasons."

"No cooperation between students."

"I don't know why but it's just like grade school."

"He doesn't like some of the teachers."

Below are listed a few suggestions which parents offered to encourage a sense of belonging:

"More curricular activities."

"Have more mass meetings - more of the old school spirit. Make them love it."

"The teachers should see that when something is started that it is well organized."

"All students participating in outside clubs or ac-
tivities."

"None - we appreciate all that is being done on this."

In conclusion, the attitudes of parents seem to agree that:

1. Pupils have a "sense of belonging" in school.

2. Several parents included that pupils belong in the school because they participate in school work
and activities.

3. Several parents included that pupils are interested in their school work.

B. Attitudes toward the Block of Time

The following listed questions were asked parents concerning practices and procedures concerning the block of time:

1. Is the school helping your child to learn how to get along with others?

2. Is the school helping your child to learn to be a responsible, dependable citizen?

3. Do you feel that your child is learning to be a better citizen by studying the community through trips to factories, business houses, newspapers, Bradley University, Red Feather Agencies, Recreation Centers, etc.?

4. Do you like the plan of teaching the fundamentals class in a large block of time?

   TABLE 25

   Block of Time

6. Is the school helping your child to learn how to get along with others?

<table>
<thead>
<tr>
<th>Checks %</th>
<th>&quot;Whys&quot; %</th>
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<tr>
<td>5.7</td>
<td>1.6</td>
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</table>

   3.3% Suggestions for improvement
7. Is the school helping your child to learn to be a responsible, dependable citizen?

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<tbody>
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</tr>
<tr>
<td>7.4</td>
<td>8.2</td>
<td>1.6</td>
<td>1.6%</td>
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</table>

Suggestions for improvement

13. Do you feel that your child is learning to be a better citizen by studying the community through trips to factories, business houses, newspapers, Bradley, Red Feather Agencies, recreation centers, etc?

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<tr>
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</tr>
<tr>
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<td>1.6</td>
<td>2.5</td>
<td>9.0%</td>
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Suggestions for improvement

16. Do you like the plan of teaching the Fundamentals class in a large block of time (3 hours together for 7th and 8th; 2 hours together for 9th)?

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<tbody>
<tr>
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<tr>
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<td>4.1</td>
</tr>
<tr>
<td>18.0</td>
<td>13.1</td>
<td>4.1</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

Suggestions for improvement

The following responses reflect the attitudes of parents toward the block of time:

6. More than 80.3 per cent of the parents indicated that the school was helping their children learn "how to get along with others" and several reasons were offered. A small minority or 6.6 per cent responded no.

Several statements are listed giving reasons why the school helped pupils learn to get along together:

"By taking part in school activities."

"Being with other children and learning to help each other."

"Working together with the children and teachers is helping very much."
"Because he has made friends with a lot of students."
"Social activities."
"Getting acquainted with many friends, not just one."
"His friendliness, self-discipline and interest in others has improved immensely."

7. A large majority, 79.5 per cent of the parents stated that the school helped their children learn to be responsible, dependable citizens and a small per cent added reasons why. Several reasons why parents agreed on this point were:

"Subjects mentioned in the Spotlight (school paper) for April were helpful discussions."
"Because she is trusted and given responsibility."
"Because they learn government laws - also things pertaining to city laws."
"If it is also taught in the home."
"The teachers take interest in the children and help them feel they are trusted."
"By being a part in helping in social activities."
"Student Council, newspaper work and other activities."

A small percentage checked no and a very small percentage suggested improvement.

13. More than 81.0 per cent of the parents agreed that field trips to community resources taught pupils to be better citizens. Many parents added reasons why they checked yes. The following were some examples:
"Child sees how other folks live, their advantages and disadvantages."

"Studying and also doing proves anything."

"They understand better how other people line and do things."

"Yes, but so far my child has had no trips."

"Yes, I think it necessary to see and know about business and community problems and how they are handled."

"Some teachers give a lot of trips and others go on no trips at all. I think some of them are very educational and probably children would never get to go to some of these places if they were not planned at school. However, some teachers carry them to extreme."

"We are very much in favor of these trips."

"Because parents neglect taking offspring to these places - often can't get permission to do so."

"They have more of an idea what they will do when they are out of school."

"One trip I think teaches as much as one week's study would."

"It could help him to realize the world in which he lives better."

"I think it is a good idea but should become a reality instead of promises."

"Seeing is very helpful, and I feel that children who can see these things learn them more thoroughly and do not forget nearly so soon."

"They see things instead of reading about them and will stay in their minds longer."

"This is, I think, a very good idea, from trips made, he'll never forget things. He would have forgotten by just reading them."
They gain experience, by these trips, understand how places of business are operating. How other people outside their own environment earn a living."

"Very good work by the school because seeing things are very helpful on his subjects."

"They should visit these places."

Less than 5.0 per cent checked no and most of the reasons given were that field trips were never scheduled by some classes. The suggestion which was listed most frequently by the 9.0 per cent offering suggestions was to emphasize more field trips.

6. Fifty and eight tenths per cent of the parents favored the large block of time. There were 7.4 per cent of the parents who made suggestions. Listed below are several reasons why parents favored the block of time:

"Class association enable the teachers to know the pupils better."

"You can accomplish more in a longer period than breaking it up and wasting time. Every minute can be useful."

"I think the teacher and child will understand the needs of the child if she is teaching a variety of subjects together."

"Teachers have a chance to know their pupils as an individual."

"The children can accomplish more."

"This way you don’t have to be on the move. Can do more studying."

"Because they can accomplish more."

"I think this gives the pupil a chance to know how to set up a definite plan of study."
"The teacher gets to know the pupil and the pupil the teacher having then a longer length of time."

Reasons given for parents not favoring the block of time were:

"It is too confining especially for the 7th and 8th grades."

"Time element too long. Need for being exposed to the personality of more teachers."

"A great deal of time is wasted."

"Children get restless."

"Too long a period at one time - becomes boring."

"I don't think any one teacher is that well qualified and it is dull for the child."

"That is too long a period with one teacher."

"Three hours is too long a period it becomes boring and uninteresting if you study one thing at a time unless it an emerging study."

"I think separate time should be given to each subject. It seems to me the children learn more that way."

"I don't think it is a good idea to spend so much time with the same teacher."

"I think definitely that three hours at one time with the same teacher is too long. They lose interest."

In conclusion the attitudes of parents toward the block of time are reflected in their belief that:

1. The school teaches pupils how to get along together in many ways.

2. Pupils learn to get along together by working together such as, by participating in school activities, and helping others.
3. The school is helping pupils learn to be dependable, responsible citizens. Several parents include that this is achieved by giving pupils responsibilities.

4. The school emphasizes citizenship such as understanding the community through field trips.

5. Several parents include that through varied types of experiences gained from field trips, pupils study and better understand community resources in developing learning activities.

6. Parents do not favor the two to three hour block of time. Several include statement that the time is too long to be with one teacher.

C. Attitudes toward General Education and Special Needs as Electives.

Possible questions which are in this category were:

1. All seventh and eighth grade pupils are now required to take Home Living, Industrial Arts, Music, Arts and Crafts, and Typing (eighth grade). Do you agree with this policy that all special areas should be required for all pupils?

2. In the ninth grade pupils are permitted to choose electives; such as Algebra, Foods, Clothing, Business, General Shop, Arts and Crafts, Music and Foreign Language. Do you feel that your child should be allowed to choose subjects in which he is interested from the above list?

3. Do you feel that your child is benefitting from: typing, home living, industrial arts, music, arts, and crafts?
4. Does the school help your child find his or her interests and abilities?

**TABLE 26**

General Education and Special Needs and Interests

10. If you have children in the 7th and/or 8th grades, answer this question. All 7th and 8th grade pupils are now required to take Home Living, Industrial Arts, Music, Arts and Crafts, and Typing (8th grade). Do you agree with this policy that all these special areas should be required for all pupils?

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<thead>
<tr>
<th>Checks</th>
<th>&quot;Whys&quot;</th>
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<tbody>
<tr>
<td>%</td>
<td>%</td>
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<tr>
<td>63.2</td>
<td>13.8</td>
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<tr>
<td>25.3</td>
<td>18.4</td>
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<tr>
<td>3.4</td>
<td>0.0</td>
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</table>

11. If you have children in the 9th grade, answer this question. In the 9th grade, pupils are permitted to choose electives; such as Algebra, Foods, Clothing, Business, General Shop, Arts and Crafts, Music, and Foreign Language. Do you feel that your child should be allowed to choose subjects in which he is interested from this above list?

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
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<tbody>
<tr>
<td>85.7</td>
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<td>0.0</td>
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</tbody>
</table>

12. Do you feel that your child is benefitting from: Typing, Home Living, Industrial Arts, Music, Arts and Crafts?

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.3</td>
<td>13.9</td>
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<tr>
<td>2.5</td>
<td>0.0</td>
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</tbody>
</table>
4. Does the school help your child find his or her interests and abilities?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>No opinion</th>
<th>Suggestions for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.2</td>
<td>31.1</td>
<td>3.5%</td>
<td></td>
</tr>
</tbody>
</table>

The following responses reflect the attitudes of parents toward general education and special needs and special interests, as electives:

10. Sixty three and two tenths per cent of the seventh and eighth grade parents agreed with this policy of requiring special areas for seventh and eighth grade pupils. There were many reasons given why parents agreed with this policy:

"These are subjects which I feel will help them later in life - in every day living."

"Especially for a boy to know something about cooking and sewing."

"Although Home Living at times seems a little foolish. Don't we parents have obligations to teach our youngsters something?"

"My child seems satisfied. I think a lot of children need Home Living. Perhaps that is the only training he or she gets."

"If each child only learns 1 or 2 things from these subjects, it may be something that will help determine their future work or health or safety."

"It gives a better idea what they want to take in high school."

"The projects are also extended to our home and it occupies idle time."

"I think every child-boy or girl should take up all these subjects. They help whether they marry in
life or stay single."

"Art, music, typing, are very important."

"I think this is very important at this time for the children's future."

"It helps them to know things that will be useful in getting a job."

"It gives them a perspective of different fields so that by the ninth grade, they have a knowledge of which they should study further."

"An interest can be built in these subjects at this age, that they're envying older brothers and sisters."

Twenty-five and three tenths per cent of the parents did not agree with this policy. A larger per cent of these parents gave reasons, than those who favored the policy. Several reasons were:

"Why industrial arts."

"Industrial arts is of no use to the girls - as far as I can see."

"All are not essential for living."

"I do not think these should be required unless a child has a special interest for them, but if they are not sure of what they want it does give them an opportunity to find out."

"I think it is a waste of time for a girl to take shop work and never complete her work in English, Writing, Mathematics etc."

"Industrial arts should be limited to boys."

"Instead of home living the boys could be spending more time on a subject they need help in."

"My son dislikes cooking and sewing. His time could be spent learning more about spelling or arithmetic."
"I believe it might be too much for some probably a minority, who would otherwise get good grades in Fundamental studies, but I feel that for the average pupil it is fine and incidentally enjoyable."

"Where there is lacking interest, the time could be better spent."

"As one boy I knew had no ability in woodwork, he tried but couldn't make a good project he had a poor grade on it and was so discouraged he wanted to quit school because of the poor grades on his card."

"Boys are doing the girls projects in shop, several girls mothers have said to me. I don't believe these subject should be required by all pupils, especially in mixed group of boys and girls."

"I see no sense in boys learning cooking and sewing; shop or something like that would be better for boys."

"Industrial arts is certainly not for girls. I think girls should take home living and boys should take industrial arts."

"Boys in general, hate home living, why make them take it?"

"Girls as a rule are not interested in Industrial Arts, neither are boys in Home Living."

"All don't have talents for all subjects."

There were some suggestions for improvement as follows:

"I see no reason why they should be required, but have nothing against it."

"Girls shouldn't have industrial arts - nor boys Home Living."

"I feel industrial arts is more of a subject for boys and girls should not have to take it unless they choose to."

"Let the pupils take their choice."
"Have these classes of shop and home living composed of all boys and classes for all girls."

"More reading should be required by the students."

"I don't think they should grade less, because they don't respond quickly."

"I think classes in modern dancing is much better."

"Make these subjects elective, students choose field of interest."

"Leave other subjects to girls - and boys continue all subjects unless girls like Industrial Arts."

"Let some subjects be a choice so if they didn't need or want to take it they wouldn't have to."

"After seventh grade they could be allowed to pick the areas that they like."

11. More than 85 per cent of the ninth grade parents favored the policy of allowing children to choose subjects in which they were interested. In addition, one fourth of the parents answered why they indicated this point of view, as follows:

"Because they will do better work in things they are interested in."

"A child will not do his best if not interested."

"Because now is the time to prepare themselves for the future."

"They definitely will earn a living from knowledge from one of the subjects."

"My child knows her ambitions, she is 15. I let her discuss them over with me but I don't tell her to take this subject and not that. She chooses."

"To be prepared for high school."
"Because they will choose what interests them thus they are more likely to learn them best."

"The child will take more interest in subjects he likes or chooses for himself."

"They are the ones to choose the subjects which they feel will enable them to do the work they intend doing."

"Because the subject he picks may be important to him in making his living later on in life."

"Most boys and girls are doing some kind of work at the age of 16. They should choose subjects to help improve his work or to help him decide whether he is capable of taking certain subjects in college."

"If they can choose, and get the subject they choose instead of 2nd choice, they feel more willing to do them."

"Because it makes him feel he is the same as a freshman if he was attending a high school."

"An interested pupil is a better student."

"It's what a child is interested in and what they like they most likely will follow through. No person is going to go in a business he doesn't like or care for."

Three and two tenths per cent checked no. One reason was given which indicated that choices should not be made until entering high school.

12. Parents responded to the question, "Do you feel that your child is benefitting from: Typing, Home Living, Industrial Arts, Music, Arts and Crafts?"

This question was to have been constructed in column form for parents to check any or all of these special areas. It was thought that emotional feeling would be
aroused among special area supervisors if there should be this segmentation of the question. The division between areas was omitted. As a result, the question is actually a combination of questions ten and eleven. A few parents checked specific areas but those figures are of no significance. This question is not of vital significance after considering questions ten and eleven.

A large majority of the parents stated that their children were benefiting from these special areas, whether they were required or elective. Some significant statements to support their favorable responses were:

"The earlier they get this training, the better for later high school education - they can make a career of any of these."

"Because they are useful subjects for everyday life."

"Because she shows interest in many of above subjects are not shown before."

"Most of these can be taken through high school if desired."

"They are learning to use their hands, and in that way I feel can keep themselves occupied in the hours when they are not in school."

"Because of the feeling of accomplishment, and of creating, and an opportunity for originality especially in the arts, crafts and home living."

"Everyone should have a knowledge of typing. Boys as well as girls need training in home living. Boys don't appreciate music as a rule but it doesn't do them any harm. My child probably wouldn't even care to go to school without art."

"Yes he has learned to type and does good."
"They are subjects that are used in everyday living."

"Most of these subjects can be useful in later life."

"Home Living and Arts and Crafts, as my child really likes cooking and would like further work in it."

There were very few unfavorable statements and very few suggestions for improvement.

4. "The school helps children find their interests and abilities" was checked by 67.4 per cent of the parents. Many reasons were stated supporting their responses. Several reasons were:

"Enthusiasm shown, in regard to school."

"For example: School newspaper, art. etc."

"Because having different subjects he can choose for his 'electives'."

"Perfect interest is shown by teachers."

"Because she is given an opportunity."

"She is doing something about her interests."

"To a certain extent."

"Only by a varied program the child must find for himself."

"Because he has found something he likes in shop or art."

"The projects they undertake seems to find where their abilities lie. If they are interested they do a good job."

"He is interested in art and his teacher is surely encouraging him."

"Very apparent."

There were a few responses which described a negative
point of view, as:

"Could do much more."

"They evidently do not have the time."

"Because they are made to take subjects that are disliked and should have the students note on what modern activities they want."

Very few suggestions for improvement were offered.

In conclusion parents appear to agree that:

1. Parents do not agree with the school policy of requiring special areas for all pupils on the seventh and eighth grade levels.

2. Special parents include that special areas should not be required if no interest is shown by boys or girls.

3. Parents favor pupils choosing electives on a ninth grade level.

4. Several parents include that pupils take more active interest and do better work in areas which they like.

5. Pupils benefit from special areas whether these areas are resources for learning activities in the general education program or are electives.

6. Several parents include that special areas, useful in everyday living, will be beneficial in later life lending achievement and creativity.

7. The school helps children find their interests and abilities in many ways.

8. Several parents include that pupils enjoy special areas, such as by showing interest, and by choosing projects.

D. Attitudes toward Guidance.

A question which was asked in this category was written in language understandable to parents as a possible
general guidance question: "Do you feel that the school knows your child?"

Table 27
Guidance

1. Do you feel that the school knows your child?

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The following responses reflect the attitudes of parents toward guidance:

1. Parents declare that the school knows their children as 73.0 per cent checked yes. Many reasons were contributed:

"Because he gets along well with all students and teachers."

"From her attitude - favorable toward faculty."

"The teachers I have talked with seem to know his personal life and are very considerate."

"The staff is very interesting and friendly."

"Because my child is happy going to Trewyn."

"If they don't understand a child, they ask parent help."

"Because she loves the school."

"President of class, band, and student council."

"I feel that they try to know the children. I have talked to several teachers about my son. They seemed to try to understand and help him in his studies."
"By the interest that is shown in the student."

"I have talked to his teachers and feel they know him."

"Trewyn has such a good program and the teachers are very understanding."

"Because she has made many friends and makes good grades."

"Most teachers help when needed."

"I think especially since I belong to the P.T.A. it helps become acquainted with school and child and parents."

There were 16.4 per cent of the parents who evidenced an unfavorable response. Some reasons were:

"Too many students for teachers to know in all the classes, some teachers have students only once or twice a week."

"There are too many children to learn each one."

"Because teachers do not have enough time with the individual child."

"All teachers do not know health conditions."

"They have never taken time to know him."

"There are too many children for the teachers to understand one child's problems."

"She doesn't like rough treatment."

"There are too many pupils for any teachers to really know each child."

"Because the teachers won't take sufficient time to explain anything they teach."

"School and faculty too large."

There were no suggestions for improvement.

In conclusion, the attitudes of parents toward guidance
are reflected in their belief that:

1. The school knows and understand their pupils in many ways.

2. Several parents include that teachers show interest and concern for their pupils in many ways.

3. Several parents include that teachers help pupils in many ways.

4. Several parents include that teachers could know pupils better if classes were not large, and staff members had more available time.

E. Attitudes toward Solving Problems of Living.

Problems of living are based on the predicated needs of youth. Some questions which were asked parents in this category are:

1. Does the school help your child with personal problems that he or she faces in everyday life?

2. In general, does the school help your child understand his school subjects?

3. Is the school helping your child to do things that will be useful to him or to her in everyday living?

Table 28

Learning Activities

3. Does the school help your child with personal problems that he or she faces in everyday life?

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5. In general, does the school help your child understand his school subjects?

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7.4% Suggestions for improvement

8. Is the school helping your child to do things that will be useful to him or to her in everyday living?

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4.9% Suggestions for improvement

The following responses reflect the attitudes of parents toward solving problems of living among youth:

3. As 57.4 per cent of the parents checked yes, parents do not express that the school helps children with personal problems that they face in everyday life. Some of the reasons why parents felt the school was helping were:

"I think an honest effort is being made to help the children."

"She learns how to work out problems for herself by meeting others."

"The physical education teachers and fundamental learnings teachers have been friends and marvelous counsellor to her."

"It has brought a 'shyness' out of her."

"She is improving wonderful in all her studies."

"The office staff is very understanding."

"More confidence in self-changed attitudes..."

"Because it helps him to solve his own problems better."
While 19.7 per cent indicated no to this question, nearly as many parents gave reasons for their negative point of view, as:

"Not to my knowledge."

"This is the parent's duty to their child. Our teachers are there for education."

"Because I think only a child's parents can help."

"All personal problems are handled in the home."

"They evidently do not have the time."

"My child has a complex, and would never go to any of his instructors for advice."

"In my opinion a young person moving from room to room."

5. "The school helps children understand school subjects," as 77.9 per cent of the parents checked yes. A few reasons were given as follows:

"Because of the teachers interest in the children in her charge."

"Because the teachers are interested."

"Because the teachers instruct him in general."

"I think most of the teachers are sincere in their efforts to help the children."

"She brings home an average report so I think she has a fairly good understanding of her subjects."

"Report card shows it."

"Because he seems to know his subjects and talks about them lots."

"Most of the teachers at Trewyn seem very understanding of children and the children sense this feeling which is very helpful."
There were no reasons emphasizing unfavorable responses. Some suggestions for improvement were:

"I really don't think the school devotes enough time for the boy or girl to understand the personal problems that one must encounter in life. I think more time should be allowed for this subject."

"More education on sexual diseases and narcotics."

"They simply don't take the time."

"Place a blind question box in hall and once a week in general assembly, draw so many and give answers. If child doesn't sign his name he will feel free to ask some he might not otherwise."

"Students should have more individual attention from teachers."

"Not handle personal problems in an antagonistic way but in a constructive way."

"Talk over teen-age problems because students of this age are at a very critical age and think every one is against them."

"Probably more of a job for the home."

8. A vast majority, 86.1 per cent, of the parents indicated that the school is helping children do things that will be useful in everyday living.

Some reasons which parents pointed out were:

"An interest has been developed that will always be useful to her. Where there is interest in a subject, it's bound to rub off on the child."

"In the program, they are learning the things which they will need in everyday living."

"Cooking-housework-respecting others rights-fair play."
"Because of the subjects which he studies."

"Our important reason by teaching him History. Also what an American is and a meaning of citizenship."

"That seems to be the only goal of the school."

"They give them typing, woodwork and things that will be useful."

"We approve of industrial arts for boys, basic, fundamentals, arts and crafts, they are all needed in everyday living."

"I think such subjects as clothing, cooking are especially ideal that they teach, although my girl is in the 9th and doesn't get them."

"More so by far, than when I attended school."

One and six tenths per cent indicated no. Some suggestions for improvement were:

"More interest in civic responsibilities, also school, home, and church.

"We believe home living for boys should be optional."

"I think more reading, writing, and arithmetic should be taught in this age group. The other courses should come later."

"In seventh grade cooking class the boys baked cookies. Now that is something not half of the homemakers today do and 90 per cent of the boys who baked the cookies will never do again. They were so inexperienced they didn't know a ts. from a tb. I think it is necessary that boys know something about cooking they should first be taught some simple things like cooking eggs and cereal for their breakfast and simple recipes that they would use on camping trips. But these complicated recipes that they didn't understand and won't use again was a waste of time and money of the child and tax-payers.

Also in the sewing class they were supposed to make an apron bound in bias tape that is a task for an experienced seamstress. They should be taught how to sew buttons on and simple seams."
In conclusion, parents seem to agree that:

1. The school does not help pupils with personal problems which they face in everyday life.

2. The school is helping children understand school subjects.

3. Several parents include that teachers have an understanding and interest in pupils.

4. The school is helping children do many things that will be useful in everyday living.

5. Several parents include that the school is meeting many needs of pupils.

F. Attitudes toward School Program

The following questions were included in this category:

1. Do you feel that you understand the school program?

2. Do you believe that P.T.A. or a citizens' group is helpful to your understanding of the school program?

3. Do you feel that you should help plan the school program?

Two questions encouraged additional comments and suggestions for the improvement of Trewyn Junior High School.

Table 29

Lay Participation

9. Do you feel that you understand the school program?
14. Do you believe that P.T.A. or a citizens' group is helpful to your understanding of the school program?

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15. Do you feel that you should help plan the school program?

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18. If you have not been able to answer the questions fully and wish to make any additions, you may add any comments in this space:

23.0% Response

19. In the space below, will you write any other suggestions, not covered in the questions, that you feel will help Trewyn develop and improve to be a better school.

30.3% Response

Over half of the parents responded that they understood the school program, offering a few reasons to support their expressions. A few parents listed twice the number of reasons for not understanding the school program as those parents who stated reasons for understanding the program. Some suggestions for improvement were:
1. "If parents would visit schools more, it would help."

2. "More specific fields in training, more time on 5 R's (3 R's plus respect and responsibility - include parental.

3. "I feel teachers should have conferences with parents and explain the program and just what the children are doing."

14. Almost two-thirds of the parents responded that they believed P.T.A. or a citizens' group was helpful to the understanding of the school program, and listed reasons. Several reasons were:

"You get closer to your schools."

"In reports on school program and parents and teachers get together."

"If parents would take enough interest in it to make P.T.A. what it should be."

"Parents need interest if proper attitudes are to be reflected in children."

"The mothers meet the students, teachers, and help plan programs of interest."

"35 years contact with P.T.A. - childhood, and parenthood now proves it."

"I feel it helps keep the parents interested, help them get acquainted with the teachers and principal, also the school."

"One gets acquainted with the teachers and the needs of the school."

"One may be able to comprehend more of the school life."

"To get acquainted with teachers, and teachers to understand better about the child."
Some suggestions for improvement were:

1. "Have programs planned by a teacher, student, and parent. Each month a different group. Example: one month crafts could be displayed etc."

2. "The P.T.A. should make more of an effort to make those who do not understand about it feel a part of the group."

3. "P.T.A. groups should work more with the school. Have some programs pertaining to the school work."

4. "A well integrated program of adult and student activity. Provide baby sitters - activity for other older children."

5. "Try to make other parents see importance of P.T.A. etc. without antagonizing them - some job."

6. "At P.T.A. meeting the school program should be explained. Teachers should give some class discussions."

7. "Just wish we could have a larger membership at the P.T.A."

15. One third of the parents felt that they should help plan the school program, and gave a few reasons. One third of the parents expressed that they should not help plan the school program. The reason stated by the majority of parents in these responses was that they believed school personnel was better qualified. Four times as many reasons were stated by parents for not helping to plan the school program as reasons why parents should help. Many of these reasons are listed:

"Those that teach our children know more about this than we do."
"Do not understand all subjects."

"It takes people with experience to plan a school program."

"I think the school board and teachers are doing a fine job without a bunch of amateur parents mixing in."

"The students and educators are more qualified to determine what program fits our times and opportunities to prepare them for future jobs."

"I think it is the parents' duty to vote the responsible parties into the school board except for individual aids."

"Because we pay out enough taxes for highly educated people to teach and plan our school program."

"I am not an authority on running a school that should be left to the persons who make it their business."

"Not plan but help in any way that I can."

"I am not sure. If called on for suggestions, yes. If not I believe more educated teachers and etc. better qualified than some parents."

"That should be left to experts."

"Not me but younger parents should."

"I am a mother-teachers know more of this."

"Because I do not have enough time."

"Because we don't have the same ideals of the children. They are smarter than we are."

"Students should have a large part in this."

"Because I myself have not had enough schooling to understand the ways and rulings such as they have today."

"Most parents do not understand what it takes to keep a school going."
"No this is left for persons who are qualified by training in education, guidance, and discipline."

"Because there are so many well educated and dependable people who know more about child training than I."

"I think the people in charge should have a better understanding than I would."

"I feel that is out of my line and should be in the hands of people trained for it."

"I don't have the time as I have to work away from home."

"The people who do the planning know more about it than we do."

Approximately one tenth of the parents suggested ways to help. Several suggestions were:

"I think the children should have study periods at school, instead of so much home work. Thank you."

"By going to all the P.T.A. and keeping up with all activity."

"Perhaps if parents and school teachers should meet 2 or 3 times a year and plan such subjects that would help their child in the coming year."

"I always feel if I'm welcome to drop in unexpectedly in a school room that the children are getting right training."

"By filling out this questionnaire and attending P.T.A."

"Belong to P.T.A."

"Would be glad to offer what help I could, but doesn't an educator spend years in school first? Don't believe I am qualified."

"Possibly by getting better acquainted with my child's teachers and classmates. I could help a lot socially."
"Parents can help only by stating where weak points are in the program, and this comes the hard way of by the pupils, grades, and classes."

"I feel that the school program should be explained more to the parents."

"By bringing in the parents and letting them in the schoolroom discussions and children get outside adult ideas and views."

"It will give everyone an understanding although the same children will never have any interest in one subject another way."

"This questionnaire promptly answered may help willingness to help otherwise, if asked - but no bossiness."

"Equitable distribution of funds. Most suggestions for administration."

18. Question eighteen was worded, "If you have not been able to answer the questions fully and wish to make any additions, you may add any comments in this space."

There are listed below several responses to this question:

"Some way to keep other children from taking their pencils, paper, and money which there hasn't been a thing done about."

"I think some children are not ready for junior high at the age of 12."

"When I went to school they didn't have activities after school to keep children interested and keep them from running around on the streets. The way it gives the children places to go and have fun and meet other boys and girls. I think the subjects the school has helped them to be able to get a job and apply their learning."

"As I am working and don't have time to help but would if I had time."
"Have the teachers give a little more time to the ones who can use the extra help instead of picking on them. I know they will do better. The better students always get more attention. And does as they please and get by. Give the average child a break too. Let the teachers use a little consideration as they think the pupil should. There is always too many pets."

"One thing that does bother me. If a child isn't up to par in his school work, why let him out at 2:30 to go to a basketball game etc? He should not be allowed to go unless he is keeping up his work, which my boy isn't. He should also be sent home work to do at night."

"Christian parents can not enter into the planning for dances and other such things as card parties. May I suggest that some kind of meetings be planned for such parents and Christian teachers or any who care to attend and plans can be made for activities for our children who are left out of dances or such activities and other things as the children have, and there I think a lot of your parents who are Christians and would be interested."

"It seems that among girls at Trewyn there is a noticeable lack of good sportsmanship, especially when it comes to being a good loser, or being a bit out of the limelight. Maybe this is true of all children, in the average small family of today. The bigger the family, the more good sportsmanship."

"I don't believe students in the seventh grade are ready for junior high school. Too much rushing around from rooms to lockers, are a constant confusion the first month of the year. Their minds are on where their next class room is located, remember their lockers combinations and too hurry so they won't be late for their class."

"More school activities such as: all school skating parties, picnics, in which more students will participate in. Contests (such as writing, art, etc.). Student government. Less dances. Open house at the beginning of the year and at the end."

"I have gathered, in two years, the knowledge that the teachers don't seem to have control of the classes in many cases. In one particular case,
last year, my child received her first 'C' because the teacher said, 'There was so much noise all month, I don't know what anyone did.' Something is lacking somewhere."

"In all high schools I think students are required to make too many book reports. I can not see their value, especially for business and industrial students. Our business complain of poor spelling and writing. I can not see the use of questions about train rates (and other things) of that nature as they all change with each year."

"In the gymnastics and sports, I'd like to express my view. Always an answer to my child's asking to play on a team. 'There are too many already,' and he is left out. His interests in sports and also he is good in his grades, so why the answers by the instructor. Will a few always have to stand by and envy others?"

"Maybe I'm old fashioned, but industrial arts doesn't seem natural for all types of girl students - maybe reason I haven't seen enough finished products, as our sons brought home for this subject. Gym day was dreaded by my child - now she loves her teacher - I would like to know her technique, but don't want to intrude on class."

"Equipment in Home Economics beautiful but not what average Trewyn student will step into. Need a few wash boards and tubs. Too commercial."

"I think there needs to be much done work done in the fundamental subjects in all schools, not just Trewyn. Typing and related subjects are of very little use to children who cannot spell or use correct English. Perhaps if these subjects were left until the last two years of high school it would be better for the children. I cannot feel that they should be emphasized so much in junior high. Music and art of course should be taught to some extent in all grades."

"This survey all adds up to the kind of teachers you have. We could use better ones. They give out work and don't collect it or ask for it three or four months later. If a child does not understand the lesson they just don't get it or get help from a fellow student. My child doesn't have science so in
the history period the teachers give science lessons and vice versa, therefore she misses out on her history lesson. She also misses out on one period of industrial arts and is expected to make up after school or she gets incomplete. Her program could have been arranged properly so she could get all her work in during school hours. Some of the pupils have rarely used their history books. If you are going to teach it then do so. We pay rental for books why not use them."

"Some times I believe the school could be much stricter with the children."

19. Question nineteen, directed, in the space below, "Will you write any other suggestions, not covered in the questions, that you feel will help Trewyn develop and improve to be a better school." Several suggestions were:

"While I feel that Trewyn is probably the best school in Peoria, and my child is fortunate to be attending such a modern and well laid out school, I think the children have too little supervision. I am confused in what it does - for a while a child has to grow up and adjust himself to adult life, that they can be given too much responsibility for adult behavior, especially in the seventh and eighth grades."

"Seventh graders should have less change of classes, so by their second year they have a general idea of the school's rules, where all class rooms are located and generally know the curriculum of the school. I believe a questionnaire should be sent to all teachers to be unsigned; on their suggestions of the subjects they teach, the books they teach from, interest shown by the students in Home Living, Industrial Arts, Music, Arts and Crafts, Typing, etc."

"Interior needs some inexpensive decorating such as pictures, etc. After all, surroundings have a lot to do with a student's morale. Worthwhile lectures that will help students overcome smoking, swearing, and carousing. Bible classes would help amazingly. I hope Trewynites will really benefit from these comments. Thanks."
"Are there any aptitude tests given at school? If so, I believe many of these questions will have very good yes answers. I realize each child cannot have an individual hearing test, but some shown talents and are passed up. Your school is to my opinion, very modern, the best teachers I have met and I hope they will always have the high esteem which is held by them now.

This questionnaire is a very good idea, and let's have more. Thank you."

"This questionnaire is a good start - an open letter to parents through newspapers, or radio broadcast if possible from Trewyn - urging parents to attend P.T.A. and other meetings to help develop Trewyn's many good points. The teacher went all out to show parents they have a good sense of humor and I for one think parents should show their appreciation more! Imagine 32 parents and teachers out of 802 enrollment."

"Most parents need to be personally contacted and interested in their school and student activities. Addition of supplies and equipment. (How about an auditorium)."

"I have one suggestion. The children are expected to act and be adult like in many ways. Why not treat them as adults. In one instant they are treated as babies, and punished as such and yet they're expected to be adult boys and girls the next instant."

"The grades on the report card does not correspond with work done on daily papers. Report card should be graded by the pupil's work and not on personal feelings to work the child."

"I think instead of making all the children take the same subjects they should try to find what each child is best fitted to do. I know in the case of my son he is rather slow to learn but he likes to make things with his hands. He is good in art and likes shop. I think instead of Home Living he could spend that time doing something that would do him some good when he gets out of school."
"I think it would be nice if there were some class, for children who have a defect in speech. My son has developed stuttering in the last 4 years. The doctor says it is because his mind functions faster than he can speak and it is affecting his spelling and writing also. He is smart in every way, but it holds his grades down."

"Why can't the Board of Education have some plan to rent typewriters at a low fee. I can't afford to pay $100.00 for one and my child likes typing very much. Or may find a firm who would sell one to a parent cheap or small payments."

"Check excuses more closely to see if written by parents. Insist on respect towards teachers and other children, regardless of color or financial means.

It is probably impossible, but it would be nice if all kids could take in all games and dances and other socials. If they could work as a group and earn enough money for everyone in the class to go to Chicago and things. Lots of kids don't live a very good home life; I believe it would teach co-operation, consideration, and general regard for each other."

"Trewyn offers a very good program. Every child should come from Trewyn with more knowledge and understanding of his school work than any other school in Peoria."

"The repeating of the Lord's Prayer each morning and also one hour of Bible study."

"Getting a new school starting and meeting the problems as they all have done, has been met and handled very, very well. I am proud my son has been in Trewyn these first two years of it's infancy."

"I think at Prom time certain mothers should be appointed to be chaperones. This should not apply to P.T.A. mothers only."

"I visited our school at Open House last night and think we have one of the best, if not the best school and faculty in the city. I think the teachers are wonderful in the interest they take in each child's problems."
"It seems to me that for a new school this community shower in the girls' gym is a very poor arrangement. Girls of this age should develop their pride. The privacy of showers or bath is certainly a necessity. I am thoroughly ashamed of this arrangement."

"I definitely do not like seventh grade in junior high. Children look forward to graduation. Also are mingling with too many older students."

"It is my opinion that seventh and eighth grade pupils that attend dances etc. in the evening should be out of the school by 10.00".

"I think Trewyn is trying hard to make a good school, but I feel it is being a little too modern."

"When school opened last September and my daughter entered Trewyn for the first year (the 9th) the only thing I disapproved of was the 'gang showers'; it may be all right, however I think it spoils a girl's pride. Couldn't the private showers be managed, I think this is the only comment. And I think the members of the faculty are very nice. Trewyn is a very good school."

"I believe the school needs a swimming pool so the kiddies that can not or do not have the money to learn to swim at the city pools can be taught to swim at school, it is not only a very good body building exercise but also a very good sport and a need in live."

"Let's try to impress on all children to treat the more less fortunate children that they are a part of the group even though they haven't as much of this world's goods as the others."

In conclusion, the attitudes of parents toward the school program are reflected in their belief that:

1. Parents do not understand the school program, but give very few reasons to support their thinking. Very few suggestions for improvement are offered.
2. Many parents indicate that participation in P.T.A. or a citizen's group is helpful to the better understanding of the school program. A few ways in which parents can help are suggested.

3. Parents do not wish to help plan the school program, believing that school personnel better understands educational problems. Several ways in which parents can help are offered.

4. Several parents include that: more discipline is needed; and the curriculum needs changes. The school program is complimented.

G. Attitudes toward Evaluation Procedures

The present report card attempts to appraise pupil growth, in addition to evaluating social skills and other objectives of citizenship. A question in this category asked, "Do you like the present report card?"

Table 30

Evaluation Procedure

17. Do you like the present report card?

<table>
<thead>
<tr>
<th>Checks</th>
<th>&quot;Whys&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>68.9</td>
<td>9.9</td>
</tr>
<tr>
<td>17.2</td>
<td>14.8</td>
</tr>
<tr>
<td>3.3</td>
<td>0.8</td>
</tr>
<tr>
<td>9.9%</td>
<td>Suggestions for improvement</td>
</tr>
</tbody>
</table>

The following responses reflect the attitudes of parents toward an evaluation procedure:

17. The parents like the present report card, as 68.9 per cent checked yes. Several reasons which parents expressed were:
"The remarks of the teachers when they put the numbers tells a better report than just grades."

"I think the teachers should fill out the report in full marking the citizenship grade and progress being made."

"It explains the grade in detail."

"I think it doesn't compare your child with anyone else and you really know what the individual is doing."

"It is more complete."

"Quite informative."

"Gives true picture of child's progress."

"Easier to understand."

Seventeen and two tenths per cent indicated disfavor with the progress report. Parents gave reasons as follows:

"I think they should have a separate grade in each subject."

"I don't think any teacher knows a child well enough to mark all those separate items fairly."

"Can't understand it until my child explains it."

"Too hard to follow."

"I don't understand your ways of grading."

"It's too hard to understand."

"They are hard to understand. Most parents are interested in grades not attitudes."

"It is hard to read. Impractical."

"I like the plan one sheet card like last year."

"Because they are hard to understand."

"She needs more help and understanding."
"Not particularly - it seems too vague."

"Report cards should be issued every month."

"Because it is difficult to understand how they grade it."

"Not exactly as I had some trouble reading what month the grades were listed for. My daughter explained it to me as it is somewhat complicated."

Some suggestions were as follows:

"That more teachers fill in comments."

"Like the report card, but like it monthly."

"Teachers should complete it."

"That each teacher grade her subject fully."

"Prefer monthly reports."

"Bring back the old fashioned card at least we know what the children learn."

"Restore former report cards or do away with altogether."

"Like old one best."

"Tell parents how they can help child improve grades without helping the wrong way."

"More frequent use."

In conclusion, parents seem to agree that:

1. Parents favor the progress report. Several parents include that the report appraises pupil growth and evaluates many social skills and many objectives of citizenship.

2. Many parents include that the report card gives a picture of pupil growth in many ways.

3. Several parents include reasons for disfavoring the progress report.
In light of the preceding data the following summaries are reported in terms of the criteria:

3. Does pre-planning contribute to effective teacher-pupil planning of learning activities?
   a. Parents were not consulted concerning pre-planning among staff members.
   b. Parents generally appear to agree that teachers and pupils work together effectively as pupils have a "sense of belonging."
   c. A small number of parents included statements that seem to agree that pupils participate in planning and working on activities with teachers.
   d. A few parents included statements that they appear to believe that pupils are interested in their school work.
   e. No opinions were requested from parents concerning teachers and pupils setting up objectives or evaluating in terms of objectives.

4. Does the curriculum, organized with a two to three hour block of time, contribute to better learning for pupils?
   a. The majority of parents seem to agree that the school emphasizes such objectives for citizenship as cooperativeness, social sensitivity, and responsibility.
   b. Parents were not consulted concerning subject areas as resources for contributing to better learning.
   c. Several parents included statements that they appear to agree that pupils learn effectively through varied types of experiences, particularly in studying the community.
   d. Parents were not given opportunity to express an opinion concerning the care for individual differences among pupils.
e. No opinions were requested from parents concerning teacher-pupil planning.

f. Parents were not consulted concerning the development of skills.

g. The majority of parents seem to agree that pupils study the community, especially through field trips.

h. Several parents included statements that they seem to agree that individual responsibility is developed.

i. Parents generally seem to agree that "group work" is stressed.

j. Parents generally seem to agree that they do not favor the two to three hour block of time. Parents were not consulted concerning homeroom business and other activities cared for during this period.

k. Parents were not concerning the development of learning activities on the pupils' level of understanding.

5. Does secondary education stress general education, and special needs and special interests as electives?

a. The majority of parents seem to agree that special areas are beneficial in everyday living.

b. Parents were not consulted concerning the general education program developing many democratic goals.

c. Opinions were not requested from parents concerning the development of many necessary skills for citizenship.

d. Parents generally seem to agree that special areas should be elective.

e. Several parents included statements that they appear to agree that special areas should not be required if interest is not shown.

f. Parents generally seem to agree that the school helps pupils find their interests and abilities.
g. Parents were not consulted concerning engaging in problem solving of problems of living among pupils in the general education program.

h. Parents were not consulted concerning the utilizing of subject areas as resources for developing learning activities.

6. Is guidance an integral part of the curriculum?

   a. Opinions were not requested from parents concerning the school helping pupils engaging in problem solving or learning to make choices.

   b. Several parents included statements that they seem to agree that the school program develops many individual qualities.

   c. Parents were not consulted concerning the achievement of democratic goals.

   d. Parents were not given opportunity to express opinions concerning teachers and pupils planning together.

   e. Several parents included statements that they seem to agree that teachers develop many personal and social needs of each pupil.

   f. Parents were not consulted concerning the purposes and functions of a guidance specialist.

   g. Parents generally appear to agree that teachers know and understand their pupils, as counselors.

7. Are learning activities based on predicated needs, planned cooperatively by teachers, and pupils?

   a. Several parents included the statement that they seem to agree that teachers have an understanding and personal interest in helping pupils.

   b. Parents generally seem to agree that the school does not help pupils solve personal problems.

   c. Parents were not consulted concerning the school achieving aspects of democratic living such as learning to make choices.
d. Parents generally appear to agree that the school helps pupils understand school subjects. Parents were not consulted concerning pupils learning through varied types of experiences.

e. No opinions were requested from parents concerning the achieving of objectives in terms of the school philosophy, to develop effective learning.

f. Parents were not consulted concerning pupils planning activities with teachers.

g. Parents generally seem to agree that the school helps pupils solve many problems of everyday living.

h. Parents were not consulted concerning pupils and teachers evaluating learning activities.

9. Does lay participation by lay citizens in curriculum construction build confidence, understanding, and support of the school improvement program, and does any change in the curriculum endure longer if understood and supported by the public?

a. Parents generally seem to agree that they do not understand the school program.

b. Many parents seem to agree that participation in parent groups helps them to understand the school program better.

c. Parents were not consulted concerning lay people serving as resource persons.

d. The majority of parents appear to agree that they do not wish to help plan the school curriculum.

e. No opinions were requested from parents concerning lay participation as more than a public relations policy.

f. Parents were not consulted concerning the community accepting lay participation in curriculum planning.
g. Parents were not given opportunity to express an opinion concerning parent participation using group process.

10. Is there provision for continuous evaluation by pupils, teachers, and parents?

   a. Parents generally appear to agree that the school continuously evaluates in a progress report to parents.

   b. Several parents included statements that they seem to agree that many objectives of citizenship are evaluated.

   c. Parents were not consulted concerning the development of any type of evaluation instruments other than the progress report to parents.

   d. Parents were not consulted concerning adequate group and self-evaluation instruments among pupils.
Chapter VIII

Summary, Conclusions, and Recommendations

This final chapter of the study has three purposes: (1) to summarize the major practices reported by teachers, pupils, and parents (2) to draw conclusions from an evaluation of established criteria presented in Chapter IV, and (3) to suggest recommendations for curriculum improvement.

A. Summary

The following summaries are reported in terms of the criteria developed in Chapter IV:

Criteria 1 and 2 apply to teachers only.

3. Does pre-planning contribute to effective teacher-pupil planning of learning activities?

   a. Teachers, pupils, and parents generally seem to agree that teachers and pupils plan many learning activities together.

   b. Teachers generally seem to agree that objectives are not clearly established. Pupils and parents had no opportunity to express an opinion.

1. Chapter IV, pp. 132-133.

2. For summary of criterion 1, see Chapter V, pp. 204-205; for summary of criterion 2, see Chapter V, p. 205.

3. Chapter IV, p. 132. For separate summaries, see Chapter V, for teachers, p. 206; for pupils, Chapter VI, p. 238; for parents, Chapter VII, p. 287.
c. Teachers, pupils, and parents were not consulted concerning the setting of criteria for selecting learning units and developing evaluation procedures in terms of the objectives.

4. Does the curriculum organized with a two to three hour block of time contribute to better learning for pupils?

a. Teachers, pupils, and parents generally appear to agree that objectives of citizenship are developed.

b. Teachers, pupils, and parents were not given an opportunity to express an opinion concerning a function of subject areas as resources for developing learning activities during the block of time.

c. Teachers express the opinion that community resources are not generally utilized for developing learning activities. Only eighth and ninth grade pupils seem to indicate that field trips are utilized to study the community. Parents generally appear to agree that the study of community resources are effective learning experiences.

d. Teachers and pupils generally seem to agree that learning experiences are planned on the level of understanding among pupils. Parents were not consulted.

e. Teachers and pupils reflect their belief that pupils do not engage in problem solving activities. Teachers generally seem to agree that pupils utilize many resources for better understanding. Eighth grade pupils appear to agree that they list problems. Parents were not given the opportunity to express opinions concerning the engaging in problem solving.

f. Opinions were not requested from teachers, pupils, and parents concerning the provision for individual differences among pupils.

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4. Chapter IV, p. 132. For separate summaries, see Chapter V for teachers, pp. 206-207; Chapter VI for pupils, p. 239; for parents, Chapter VII, pp. 287-288.
g. The majority of teachers and eighth grade pupils appear to agree that teacher-pupil planning of learning activities takes place. Parents were not given an opportunity to express an opinion concerning teacher-pupil planning.

h. Teachers and pupils generally seem to agree that many skills are not developed as needs arise. Pupils generally seem to agree that skills are developed by factual tests and the completion of projects.

i. The majority of teachers seems to agree that they serve as guides and resource persons. Pupils and parents were given no opportunity to express an opinion.

j. Teachers and pupils generally appear to disagree that homeroom business and other activities are cared for during the block of time. Pupils seem to agree that these activities are cared for during this period.

k. Teachers, eighth and ninth grade pupils, and parents appear to agree that working in groups is a recognized procedure.

5. Should secondary education stress general education and special needs and special interests as electives?

a. Teachers, pupils, and parents were not given opportunity to express opinions concerning the engaging in problem solving of common problems of living among pupils in the general education program.

b. Teachers generally appear to agree that democratic goals of citizenship are achieved but pupils appear not to agree. Parents were not consulted.

5. Chapter IV, p. 132. For separate summaries, see Chapter V, pp. 207-208 for teachers; Chapter VI, p. 240 for pupils, Chapter VII, pp. 288-289 for parents.
c. Teachers generally appear to agree, while pupils appear to disagree, that exploratory experiences in many subject areas are not required. The majority of parents seem to agree that subject areas are beneficial whether required or elective.

d. Teachers and parents generally seem to agree that the school helps pupils find their interests and abilities and develops them to their optimum. Pupils generally seem to disagree with this belief.

e. Teachers generally appear to agree that special needs and special interests as electives are offered only to a small degree. Pupils generally appear to agree that electives are really not elected but rather proscribed. Parents generally seem to agree that special areas should be electives and not required if interest is not shown by pupils.

6. Is guidance an integral part of the curriculum?

a. Teachers generally seem to agree that the guidance program, as an integral part of the curriculum is not helping pupils engage in problem solving or in learning to make choices. Opinions were not requested from pupils and parents.

b. Teachers generally seem to agree that the guidance program achieves self-adjustment, and the enrichment of individual development. Pupils generally seem to agree that self-direction, self-adjustment, self-evaluation, and personal enrichment are not achieved. Parents generally seem to agree that the school program develops many activities for individual pupil enrichment.

c. Teachers and pupils generally seem to agree that planning objectives and learning activities in terms of objectives are not developed by teacher-pupil planning. Eighth grade pupils appear to agree that they plan activities. Parents were not given opportunity to express their opinions.

6. Chapter IV, p. 132. For separate summaries, see Chapter V, p. 208 for teachers; Chapter VI, pp. 240-241, for pupils; Chapter VII, p. 289 for parents.
d. Teachers and pupils generally appear to disagree that many democratic goals are achieved. Teachers seem to agree that many democratic goals are achieved. Parents were not consulted concerning the achievement of democratic goals.

e. Teachers and parents generally appear to agree that many personal-social needs are giving direction to the curriculum. Pupils seem to agree that personal needs are not being met. Teachers and pupils generally appear to agree that the utilizing of community resources for the development of guidance activities are not developed. Pupils were not consulted concerning the fulfillment of many social needs.

f. The majority of teachers and parents generally appear to agree that teachers assume counseling responsibilities in addition to teaching responsibilities in order to understand and help pupils. Opinions from pupils were not requested.

g. Teachers, pupils, and parents were not consulted concerning the purposes and functions of a guidance specialist.

7. Are effective learning activities based on predicted needs of youth, planned cooperatively by teachers and pupils?

a. Teachers, pupils, and parents were not given an opportunity to express their opinions concerning objectives for learning activities which are consistent with the school philosophy.

b. Teachers generally seem to agree that an aspect of democratic living is emphasized through group learning activities, but learning to make choices is not achieved. Eighth and ninth grade pupils apparently seem to agree that they learn to make some choices. Parents were not consulted concerning the criterion.

7. Chapter IV, p. 133. For separate summaries, Chapter V, p. 208-209 for teachers; Chapter VI, p. 241 for pupils; Chapter VII pp. 289-290.
c. Teachers, pupils, and parents were not consulted concerning the cooperative planning of objectives, learning activities, and evaluation procedures.

d. Teachers generally seem to agree that many personal needs are not met but social needs, such as the use of democratic group process and development of skills, are achieved. Eighth and ninth grade pupils generally seem to agree that many personal needs such as learning to make choices, completing individual assignments, and experiencing activities in pupils' area of interest are developed. Eighth and ninth grade pupils seem to agree that many social needs are met such as developing skills and studying the community through field trips. Parents generally seem to agree that the school does not meet personal needs, but the school fulfills many social needs as understanding school subjects, and helping pupils with many problems of everyday living.

e. Teachers generally seem to agree, pupils apparently do not, that effective learning is developed by activities planned on the maturation level of pupils. Teachers and pupils generally seem to agree that effective learning is not developed through varied types of learning experiences. Parents generally seem to agree that the school helps pupils understand school subjects. Parents were not consulted concerning the development of varied types of learning experiences.

f. Teachers, pupils, and parents were not consulted concerning evaluation procedures of learning activities.

Criterion 8 applies to teachers only.8

9. Does participation by lay citizens in curriculum construction build confidence, understanding, and support of school improvement programs, and does any change in the curriculum endure longer if understood and supported by

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8. For summary of criterion 8, see Chapter V, pp. 209-210.
a. Most of the teachers seem to agree that lay committees are not used to serve in an advisory capacity. Parents did not have an opportunity to contribute an opinion.

b. Most of the teachers seem to agree that lay participation is not used to promote curriculum improvement, build confidence, promote interest, or understanding. Parents generally seem to agree that they do not understand the school program but participation in parent groups helps them understand the school program better. The majority of parents indicate they do not wish to help plan the school curriculum.

c. Most of the teachers appear to agree that no school-community planning is employed. Parents were not consulted concerning lay participation as more than a public relations policy or community acceptance of lay participation in curriculum planning.

10. Is there provision for continuous evaluation by pupils, teachers, and parents?

a. Teachers and parents generally seem to agree that evaluation is a continuous process. Pupils do not have an opportunity to contribute an opinion.

b. Teachers and pupils generally appear to agree that setting up and revising objectives is not a part of the continuous evaluation program. Parents generally seem to agree that objectives of citizenship are established and evaluated.

c. The majority of teachers and pupils seem to agree that group and self-evaluation among pupils are not carried on. Parents were not consulted.


10. Chapter IV, p. 133. For separate summaries, Chapter V, p. 210 for teachers; Chapter VI, p. 242 for pupils; Chapter VII, p. 291, for parents.
d. Teachers, pupils, and parents generally agree that adequate instruments for evaluation are not utilized.

B. Conclusions

The following conclusions are drawn from an evaluation of established criteria presented in Chapter IV:

1. Does the school have a democratic philosophy agreed upon by the entire staff to give direction to a school curriculum, and does this philosophy undergo continuous examination by active participation of the entire staff?

   a. The staff does not agree on the democratic nature of a philosophy of the school, but agrees that the philosophy gives direction to the school curriculum. The philosophy does not undergo continuous examination by active participation of the entire staff.

   b. The faculty is developing operational citizenship objectives, but is not achieving citizenship goals expressed in the school philosophy.

   c. The staff believes in a democratic aspect of the philosophy which recognizes the worth of each individual.

2. Does pre-planning develop the objectives of the school?

   a. Effective pre-planning is helping to further the objectives of the school, except in the area of problem solving skills.

   b. The staff is pre-planning in terms of many personal-social needs of the pupils.

3. Does pre-planning contribute to effective teacher-pupil planning of learning units?
a. The staff is not pre-planning in terms of many goals of the school.

b. Weaknesses in the area of pre-planning prevent effective teacher-pupil planning of learning activities.

4. Does the curriculum organized with a two to three hour block of time contribute to better learning for pupils?

a. Objectives of citizenship are being developed during the block of time.

b. The two to three hour block of time is contributing to better learning except for engaging in problem solving, caring for individual differences, and developing skills as needs arise.

5. Does secondary education stress general education and special needs and special interests as electives?

a. The general education program is not helping pupils solve common problems of living.

b. There is not a common understanding among teachers and pupils concerning the achieving of democratic goals, the functions of exploratory experiences, and the individual enrichment of pupils.

c. Special needs and interests are not being provided through electives.

6. Is guidance an integral part of the curriculum?

a. The guidance program as an integral part of the curriculum is not helping pupils solve problems of living, establish objectives, or evaluate.

b. As in the development of the general education program, there is lack of common understanding concerning the achieving of democratic goals, the developing of self-direction, self-adjustment, individual enrichment, and the meeting of personal and social needs.
Teachers are serving as counselors, guides, and resource persons.

7. Are effective learning activities based on predicated needs of youth planned cooperatively by teachers and pupils?

a. There is a lack of common understanding concerning the meeting of personal-social needs in learning activities, and the planning of learning activities on the level of understanding of pupils.

b. Effective learning is not developing through varied types of learning experiences.

8. Does the curriculum development program encourage participation by the entire staff?

a. Democratic living is in evidence among the staff.

b. Teachers are not being given a leadership role and democratic group process is not being emphasized.

c. The curriculum development program is encouraging participation by the entire staff.

d. In-service education is being encouraged as a means for curriculum development.

e. Administrative leadership is supporting curriculum development in many ways.

9. Does participation by lay citizens in curriculum construction build confidence, understanding, and support of school improvement programs, and does any change in the curriculum endure longer if understood and supported by the public?
a. Lay participation is not being used in curriculum construction for building confidence, understanding, and supporting of the school program.

10. Is there provision for continuous evaluation by pupils, teachers, and parents?

   a. Evaluation is not carried on as a continuous process.
   b. Objectives are not being established.
   c. Group and self-evaluation are not being achieved.
   d. Adequate instruments of evaluation are not being utilized.

C. Recommendations

The following recommendations are suggested for curriculum improvement. These are given in terms of the established criteria presented in Chapter IV:

1. Does the school have a democratic philosophy agreed upon by the entire staff to give direction to a school curriculum, and does this philosophy undergo continuous examination by active participation of the entire staff?

   a. In the area of developing a democratic school philosophy, the staff should agree upon citizenship goals which should be consistent with operational objectives of the staff.
   b. The staff should continuously re-examine the school philosophy.
   c. In order to evaluate the curriculum development program, the staff should agree upon democratic goals.
2. Does effective pre-planning develop the objectives of the school?

a. The faculty members should agree that such aspects of democratic living as the solving of problems of group concern and learning to make choices should be emphasized.

b. The staff should decide on problem areas of living, during pre-planning sessions, and the staff should "peg" problem areas in terms of needs of each grade level.

c. The staff should establish objectives of learning units which should be consistent with objectives of the school.

3. Does pre-planning contribute to effective teacher-pupil planning?

a. During pre-planning the staff should construct resource units which are based on problem areas decided upon by the staff.

b. The staff should pre-plan in terms of the goals of the school.

c. Teachers and pupils should plan objectives of learning units and evaluation procedures through teacher-pupil planning.

4. Does the curriculum organized with a two to three hour block of time contribute to better learning for pupils?

a. For effective learning during the two to three hour block of time seventh and ninth grade pupils should develop planning with teachers.

b. Seventh grade pupils should learn to work in groups.

c. Varied types of learning experiences should be developed through teacher-pupil planning, including utilizing community resources for many learning activities.
d. All three grade levels should engage in problem solving activities.

e. For effective learning teachers should recognize and provide for individual differences among pupils.

f. Teachers, pupils, and parents should develop a common understanding concerning the functions of the block of time.

g. Skills should be developed as needs arise.

5. Does secondary education stress general education, and special needs and special interests as electives?

a. While the general education program predominates the curriculum design, this program should help pupils solve common problems of living and should help develop each pupil to the optimum of his ability.

b. Teachers and pupils should agree on the development of democratic goals.

c. Teachers and pupils should agree on the functions of exploratory experiences.

d. Pupils and teachers should develop a better understanding concerning the functions and purposes of special needs and interests as electives.

6. Is guidance an integral part of the curriculum?

a. The guidance program as an integral part of the curriculum should help pupils solve problems and make choices as aspects of democratic living.

b. As a phase of developing a guidance program pupils and teachers should agree that personal-social needs should give direction to the guidance program.

c. Teacher-pupil planning in terms of objectives and evaluation should be an integral phase of the guidance program in seventh and ninth grades.

d. The services of a guidance specialist should be available.
7. Are effective learning activities based on predicated needs of youth cooperatively by teachers and pupils?
   a. In cooperatively developing learning activities, objectives should be established which should be consistent with the philosophy of the school.
   b. Teachers and pupils should cooperatively plan objectives, learning activities, and evaluation procedures.
   c. Cooperatively planned learning activities should meet personal-social needs of pupils.
   d. Cooperatively planned activities should be on the level of understanding of pupils.
   e. Effective learning should be developed through varied types of learning experiences.

8. Does the curriculum development program encourage participation by the entire staff?
   a. In order to develop participation by the entire staff in curriculum development, democratic group process should be encouraged and teachers should be given a leadership role during staff meetings.
   b. Administrative leadership should make further efforts toward adequate consultant help and workshops.
   c. During the in-service education program, the staff should consider nature of learning, school-community relations, and evaluation.

9. Does participation by lay citizens in curriculum construction build confidence, understanding, and support of school improvement programs, and does any change in the curriculum endure longer if understood and supported by the public?
   a. Efforts by the administration and staff should be directed toward curriculum improvement through lay participation as a means of developing
understanding, confidence, and support of the school program.

b. School-community relations should be developed into more than a public relations policy.

10. Is there provision for continuous evaluation by pupils, teachers, and parents?

a. In order that evaluation by a continuous process, teachers and pupils should establish objectives and decide on group and self-evaluation instruments. Conclusions should be drawn after problems are solved and new plans should be promoted.

b. Adequate evaluation instruments should be developed and utilized.

c. For continuous evaluation, teachers, pupils, and parents should develop appropriate instruments in addition to factual tests, completed projects, and pupil progress reports sent to parents.

D. Further Research

1. Since 1947 a city-wide in-service educational program is evidencing some curriculum changes on the elementary and secondary levels. The city administration is a stimulating factor for curriculum improvement throughout the city on an elementary and secondary level. The function of the Coordinating Council is to engage continuously in curriculum development. The community survey indicates that the majority of people are satisfied with the schools, and that the schools should teach more about "how to get along with others."

Because of a wide spread in-service education program in the form of workshops, curriculum committees, and coordinating council meetings which have been operating since 1947, a city-wide evaluation of curriculum development in terms of the city-wide tentatively adopted philosophy should be made.

2. Steps should be taken to encourage participation in curriculum construction, particularly since a citizens' council has been formed, and a community survey has already given impetus to curriculum improvement.
3. Provision should be made for continuous re-examination of the city-wide adopted philosophy by means of in-service education.

4. An Administrative Council of Trewyn Junior High School organized to help decide school policy, does not solve the problems which should be met. The Administrative Council should continuously fulfill its purposes as an active group to recommend school policies and solve problems.

5. The achievement testing program is not adequate to measure achievement during the two year period. The achievement testing program should be an adequate and continuous part of the evaluation program at Trewyn Junior High School and in the city-wide testing program.

6. The California Personality Test is a valuable instrument for use for personal adjustment. The use of this test should be extended. Problem areas emphasizing personal needs should be selected especially on the seventh grade level.

7. The Counseling Record commencing in the seventh grade shows no record of previous development of the total child. Counseling records should be studied and adopted which records total child development from kindergarten through the twelfth grade.

8. Parent conferences, parental visitation, and P.T.A. programs should be carefully planned in order to encourage parental participation, attendance, and understanding of the school program.
Check or place a circle around all the procedures for each practice that you use or have used since you have been at Trewyn.

1. Philosophy

A. A democratic philosophy agreed upon by the entire staff should give direction to a school curriculum, and this philosophy should undergo continuous examination by active participation of the entire staff.

1. Plan activities and problems to develop each pupil to the utmost of his ability:
   a. Encourage extra reports.
   b. Encourage extra reading.
   c. Encourage extra work in area of pupil's interest.
   d. Select members of planning committees.
   e. Help slow pupils.
   f. Work ahead of class on same or different problems.
   g. Add classroom responsibilities.
   h. Develop self-competition for self-improvement.

2. Develop citizenship traits as cooperativeness, social sensitivity, creativity, responsibility, and respect for the individual:
   a. Work in groups.
   b. Help others.
   c. Care for materials, property, and equipment.
   d. Participate in activities.
   e. Suggest ideas.
   f. Plan work for the development of the individual pupil.
   g. Give opportunity for leadership.
   h. Allow individual pupils to develop initiative.
   i. Respect ideas, successes, and failures of others.

3. Help to make choices:
   a. Choose electives.
   b. Choose groups with whom to work.
   c. Initiate seating arrangement.
   d. Organize committees to plan with teacher the home room activities.
   e. Help with problem solving.
   f. Choose units.
   g. Select activities.
   h. Select individual projects.
   i. Select methods of evaluation.
   j. Choose remedial work for self-improvement.

4. Plan and work together (school staff of at least 2 members) and several pupils:
   a. Select and plan units.
   b. Set up class objectives.
   c. Work in groups.
Select problem areas for resource units.

- Develop partial teacher-pupil planning of activities.
- Help each other.
- Encourage responsibility by each pupil in order to help each other.
- Hold teacher-pupil conferences.
- Consider the teacher as part of the class or guide or resource person.

5. Strive for democratic leadership by administration:
   - Plan with staff.
   - Carry out plans by helping staff.
   - Receive suggestions by staff members.
   - Meet with staff committees.
   - Face issues and problems together.
   - Inform staff of matters pertaining to staff.
   - Strive for esprit de corps.
   - Allot and spend funds by staff.
   - Plan supervisory program with staff.
   - Plan faculty meetings by staff.
   - Determine school policy by staff.

6. Integrate all subjects and subject areas for better learning by pupils:
   - Construct resource units contributed by all areas.
   - Help develop units of work in all areas by pupils.
   - Pupils describe their work in all areas.
   - Understand objectives of each area by pupils.
   - Help integrate electives with other areas.
   - Suggest ways of integration in electives by pupils.
   - Attain immediate objectives.

7. Emphasize skills as needs arise:
   - Drill when necessary.
   - Test to find out weaknesses.
   - Emphasize skills until no more learning is evident.
   - Anticipate skills which will be needed.
   - Pre-test to find out group or individual weaknesses.

8. Promote self-evaluation:
   - Attain goals, set up by teacher and class.
   - Set up self-evaluation check lists.
   - Show progress by graphs.
   - Self-testing.
   - Make progress chart for individual projects.
   - Make progress charts showing attainment of physical, emotional, and social maturity.

9. Establish objectives in terms of the goals of the school philosophy:
   - Establish by teacher-pupil planning.
   - Clarify goals for all.
   - Evaluate progress toward objectives.
   - Originate criteria for objectives.
10. Develop learning experiences according to maturity level of pupils:
   a. Do partial teacher-pupil planning by a gradual process.
   b. Do complete teacher-pupil planning.
   c. Set up criteria for selecting activities.
   d. Select materials within understanding of pupils.

11. Develop individual traits and responsibilities:
   a. Give room and shop responsibilities.
   b. Permit leadership in class activities.
   c. Suggest plans and activities.
   d. Explore various activities.
   e. Develop habits of dependability and punctuality.
   f. Develop traits of willingness to work.
   g. Develop pride in worthwhile accomplishment.
   h. Encourage self-motivation.
   i. Encourage originality and initiative.
   j. Develop all abilities to optimum.

12. Sponsor co-curricular activities within class period:
   a. Consider as part of developing a learning unit.
   b. Consider as part of the curriculum.
   c. Treat as part of the learning process.
   d. Develop as part of class business meeting.
   e. Consider as of equal value with class work.
   f. Make classwork meaningful.
   g. Develop special moods and special interests.

13. Solve problems of everyday living:
   a. Suggest problems and interests by pupils.
   b. Select problems together (teachers and pupils).
   c. Select problems by teachers, gradually helping pupils to select problems.
   d. Use all available resources.
   e. Understand needs of adolescence.
   f. Choose problems of everyday living.
   g. Choose functional activities.

II. Curriculum Development

A. Effective pre-planning should develop the objectives of the school:

1. Stress skills and knowledge as needs arise:
   a. Give factual tests made and administered by teacher.
   b. Give factual or informational tests made by pupil committee.
   c. Give standardized objective tests.
   d. Permit individual reports.
   e. Consider teacher as a resource person.

2. Develop experiences providing for self-confidence, sense of belonging, security, and success; and respect for the individual.
4. Evidence understanding and liking for each pupil by teacher.
b. Make plans by pupils.
c. Choose activities.
d. Encourage group work.
e. Rotate chairman.
f. Use all materials available.
g. Give responsibility to pupils.
h. Develop self-direction without continuous supervision by teacher.
i. Insist on small group work in conference rooms, when ready.

3. Suggest experiences for good health habits, sound body, and a wholesome mind:
a. Plan activities by teachers and pupils.
b. Set up objectives.
c. Evaluate experiences.
d. Base problems on maturity level of pupils.
e. Evaluate observable changed behavior.
f. Forward hobbies and sports.
g. Provide program of intramurals.
h. Provide atmosphere of ease in classroom.

4. Improve social skills such as ethical and moral ideas, self-discipline, feeling of responsibility, cooperation, sense of sharing, "leadership and fellowship" participation:
a. Emphasize self-direction in class assignments.
b. Learn to accept consequences of their action.
c. Learn to control anti-social actions by individual pupils.
d. Learn self-discipline in group discussion by individual pupils.
e. Continue explanation until group understands.

5. Develop activities for problem solving, solving or critical thinking:
a. Collect data on all sides.
b. Formulate generalizations from data.
c. Distinguish between propaganda and facts.
d. Practice using all resources for pinpoint thinking.

6. Develop experiences for appreciation of beauty in everyday living, as art, music, and literature:
a. Emphasize attractiveness of classroom.
b. Recognize beauty in environment.
c. Appreciate American culture.
d. Develop sense of the aesthetic.

7. Develop experiences for ability to use leisure time wisely:
a. Encourage individual hobbies.
b. Emphasize activities which have carry over value to adult life.
c. Stress participation in using extra class time.

B. Pre-planning should contribute to effective teacher-pupils planning of learning activities.
1. Respect for pupils by teachers:
   a. Realize individual worth.
   b. Consider most ideas of pupils.
   c. Respect economic and social background of pupils.
   d. Respect limitations of pupils.
   e. Conduct individual and group counseling.
   f. Be cognizant of personality problems.

2. Respect for teachers by pupils:
   a. Have pupils assume many teaching responsibilities, as a learning process.
   b. Develop initiative by pupils.
   c. Develop individual differences among pupils, in order to understand teachers better.
   d. Take lead in planning together.

3. Discuss goals of the school in order for teachers and pupils to establish objectives for themselves:
   a. Clarify goals.
   b. Set up immediate objectives.
   c. Plan long range goals.
   d. Evaluate in terms of objectives.
   e. Refocus objectives in terms of evaluating processes.

4. Learn many varied experiences occurring in all areas, as possible:
   a. Give social adjustment tests.
   b. Understand objectives of each area by pupils.
   c. Devote more time to area of pupils' interests.

5. Participate in planning and carrying out activities by majority of pupils:
   a. Help with individual projects.
   b. Help with group work.
   c. Make weekly plans in class.
   d. Act as a resource person or guide.
   e. Plan by teacher-pupil planning.

6. Integrate learning activities from all areas:
   a. Contribute in making resource units.
   b. Work in all areas helping develop learning units in all areas by pupils.
   c. Describe study or work in all areas.
   d. Attain objectives in all areas.
   e. Integrate electives with required work as much as possible.

7. A curriculum organized with a two to three hour block of time should contribute to better learning for pupils.

   1. Carry out problem solving activities:
      a. Suggest many problems by pupils.
      b. List problems of the pupils.
1. Develop activities in areas of daily living of pupils for the most part.
2. Understand all sides of a problem.
3. Generalize at conclusion of study.

2. Emphasize skills as needs arise:
   a. Give factual tests.
   b. Make factual tests by committee of pupils.
   c. Give standard objective tests.
   d. Encourage panel and round table discussions.
   e. Review steps to complete finished project.
   f. Permit individual reports written or oral.
   g. Master a skill as part of problem solving.

3. Plan learning experiences on the maturity level of pupils:
   a. Set up criteria for selecting activities.
   b. Select materials within understanding of pupils.
   c. Understand adolescent problems and interests.
   d. Develop teacher-pupil planning.

4. Develop cooperation among small groups within the class:
   a. Work in groups.
   b. Help others.
   c. Develop leadership qualities.
   d. Share work and experience.
   e. Select and plan units.
   f. Set up activities for groups.
   g. Allow committee work in conference room.
   h. Share responsibilities.
   i. Understand the objectives of entire group.

5. Develop individual traits and individual responsibilities necessary for citizenship:
   a. Encourage room and shop responsibilities.
   b. Develop leadership in class activities.
   c. Develop habits of dependability and punctuality.
   d. Develop traits of willingness to work.
   e. Develop all abilities to capacity.
   f. Encourage pride in accomplishment.
   g. Suggest plans.

6. Counsel pupils as well as serve as a guide and resource person in a classroom:
   a. Develop in each individual a sense of worth.
   b. Give pupils an opportunity to confide.
   c. Conduct interview.
   d. Prepare anecdotal record.
   e. Read autobiography.
   f. Discuss individual problems (personal).
   g. Make home visits.
   h. Keep counseling folder up to date.
   i. Understand family background.
7. Engage in problem solving activities:
   a. Practice using all resources for better understanding.
   b. Collect data on all sides.
   c. Formulate generalizations from data.

8. Use community as resource laboratory for learning:
   a. Encourage field trips.
   b. Involve human resources in classroom or shop.
   c. Promote interviews.
   d. Become aware of community problems on level of understanding of pupils.
   e. Set up criteria for using resources in community.

9. Allow time for field trips:
   a. Plan school buses to observe and visit community resources.
   b. Allow time for changing schedule for pupils who try goals.
   c. Set up objectives and evaluation of trips.
   d. Set up criteria for taking a field trip.

10. Form committees to function:
    a. Make progress report to classes by committee.
    b. Go to special areas and report back to entire class.
    c. Interview resource people.
    d. Participate in field trips.
    e. Compile written committee reports.
    f. Meet with other committees.
    g. Receive help from resource persons.

11. Evaluate committee work in terms of factual tests:
    a. Read widely and take notes.
    b. Develop vocabulary and spelling lists.
    c. Final work.

12. Bring in resource people:
    a. Make plans for inviting resource people.
    b. Prepare questions.
    c. Allow ample time.
    d. Evaluate information gained.
    e. Set up criteria for selecting resource person.

13. Carry out home room business and other activities:
    a. Emphasize planning together as a part of instructional lead.
    b. Select activities.
    c. Write and carry out class constitution.
    d. Counsel individual pupils.
    e. Carry out co-curricular activities.

14. Secondary education through electives, special integration and special needs and special interests, as electives.
in all areas:
a. Allow all pupils to have learning experiences in all areas.
b. Learn to make choices.
c. Select areas of special interest for small group work.
d. Have available materials and resources in all areas.
e. Develop citizenship characteristics, as skills, understandings, attitudes, appreciations, and values.

2. Provide special needs and special interests by offering electives:
a. Give pupils first choice when possible.
b. Make two or three choices by pupils.
c. Develop ability to make choices after exploratory experiences in previous years.

3. Require exploratory experiences in all areas:
a. Understand learning in all areas.
b. Learn to make choices.
c. Understand opportunities in all areas.
d. Develop special needs and special interests by small groups choosing special areas.

4. Promote values, understandings, attitudes, skills, knowledge, and appreciations required by all for citizenship in the United States:
a. Stress individual development.
b. Promote planning and working together.
c. Read widely.
d. Write extensively.
e. Develop skills when needs arise.
f. Understand materials studied.
g. Promote problem solving activities.

5. Develop individuals to best of each one's ability and capacity:
a. Give extra reports.
b. Give extra reading.
c. Encourage extra work in area of pupils' interests.
d. Help slow pupils.
e. Encourage classroom responsibility.
f. Develop leadership qualities.
g. Work ahead of class on same or different problem.
h. Develop initiative.

E. Guidance should be an integral part of curriculum development.

1. Learning to make choices involves a guidance program coinciding with the curriculum:
a. Choose electives.
b. Choose groups with whom to work.
c. Initiate seating arrangement.
d. Organize committees to plan with teacher, homeroom activities.
e. Help with problem solving.
f. Choose units.
g. Organize committees to help select activities.
h. Select activities by individuals or by entire class.
i. Select individual projects with help of teacher.
j. Help select methods of evaluation.
k. Help choose remedial work for self-improvement.

2. Develop citizenship traits:
a. Develop individual to utmost capacity.
b. Stress responsibility.
c. Help others.
d. Develop wholesome attitudes and values.
e. Develop appreciations.
f. Develop skills.
g. Participate in all learning experiences.
h. Develop initiative.
i. Work together well.
j. Set up goals.
k. Evaluate in terms of goals.
l. Are socially sensitive to others.
m. Respect others.
n. Develop creativeness.
o. Develop self-discipline.

3. Stress cooperativeness in democratic living:
a. Work in groups.
b. Help others.
c. Accept responsibility.
d. Develop individual traits.
e. Care for material property and equipment.
f. Participate in most activities.
g. Develop leadership.
h. Set up objectives.
i. Evaluate progress.
j. Respect ideas, successes, and failures of others.

4. Evaluate for individual and group self-direction and development:
a. Set up and attain goals by teachers and pupils.
b. Establish self-evaluation check list.
c. Make graphs to show progress.
d. Encourage self-testing.
e. Make progress charts showing attainment of physical, emotional, and social maturity.

5. Establish goals as learning units are planned:
a. Develop teacher—pupil planning.
b. Clarify goals for all.
c. Evaluate progress toward objectives.

6. Counsel pupils as well as teach classes:
a. Give pupils confidence in themselves.
b. Help them make choices.
c. Help choose electives.
d. Discuss individual and personal problems.
1. Encourage interviews.
2. Have confidence of pupils.
3. Respect each pupil as an individual.
4. Keep records of progress of pupils.

7. Develop activities within class period:
   a. Do partial teacher—pupil planning.
   b. Do complete teacher—pupil planning.
   c. Gradually develop planning together.
   d. Set up criteria for selecting activities.
   e. Select resources within understanding of pupils.

8. Use community resources for learning and guidance activities:
   a. Encourage field trips.
   b. Invite human resources in classroom or shop.
   c. Interview.
   d. Be aware of community problems at level of pupils' understanding.
   e. Establish criteria for using resources in community.

9. Develop leadership qualities among pupils:
   a. Rotate chairmanship on committees.
   b. Give room and shop responsibilities.
   c. Develop traits of willingness to work.
   d. Encourage self-evaluation.
   e. Develop abilities to optimum capacity.
   f. Help others.
   g. Help make choices.

10. Consider home (family, economic, social, nationality) background among pupils:
    a. Consider expenses for school materials, field trips, and cocurricular activities.
    b. Encourage individual counseling.
    c. Consider use of vocabulary in class.
    d. Select activities in class.
    e. Consider kinds of materials used.
    f. Observe choices of electives.
    g. Observe development of attitudes and values.

11. Develop self-direction by emphasizing knowledge, skills, interests, goals, attitudes, and values:
    a. Set up goals.
    b. Make choices as a part of problem solving.
    c. Use all available resources and materials.
    d. Develop self-evaluation chart or check list.

12. Develop self-adjustment by classroom activities which help pupils adapt to realities:
    a. Maintain a relaxed classroom atmosphere.
    b. Encourage group work.
    c. Permit individual projects.
    d. Encourage class and shop responsibilities.
13. Enrich individual pupil's development:
   a. Give extra reports.
   b. Give extra reading.
   c. Give extra projects.
   d. Help slower pupils.
   e. Help plan work.
   f. Work ahead of class on same or different projects.
   g. Give added responsibility.

14. Learn more effectively when there is less anxiety due to fear, apprehension, nervousness, and tension:
   a. Participate in many types of experiences.
   b. Plan with rest of class and teacher to give sense of belonging and security.
   c. Plan activities within maturation level of pupils.
   d. Set up goals.
   e. Evaluate successes and failures.

III. Procedures

A. Effective learning activities based on predicated needs of youth should be planned cooperatively by teachers and pupils.

1. Learn to make choices:
   a. Choose electives.
   b. Choose projects.
   c. Choose committees.
   d. Help select units.
   e. Select activities.
   f. Select methods of evaluation.
   g. Help select remedial or developmental work for self-improvement.

2. Stress necessary skills in all areas:
   a. Drill when necessary.
   b. Test to find weaknesses.
   c. Emphasize skills until no more learning is apparent.
   d. Anticipate skills which will be needed.

3. Learn many varied experiences:
   a. Give social adjustment tests.
   b. Understand objectives of each area by pupils.
   c. Devote more time to area of pupils' interests.

4. Develop learning experiences on maturity level of pupils:
   a. Establish criteria for choosing learning units.
   b. Plan activities and resources within level of understanding of pupils.
   c. Decide if materials and resources are available.

5. Use community as laboratory of learning:
   a. Plan field trips.
   b. Invite human resources in classroom and shop.
   c. Encourage interviews.
   d. Set up criteria for using resources in community.
18. Invite resource people for better learning:
   a. Make plans for inviting resource persons.
   b. Prepare questions.
   c. Allow ample time.
   d. Evaluate information gained.
   e. Establish criteria for selecting resource persons.

7. Demonstrate group process in most activities:
   a. Set up common objectives before breaking into groups.
   b. Plan group work.
   c. Rotate chairmen.
   d. Evaluate work.
   e. Stress individual worth.
   f. Emphasize individual responsibility.
   g. Study and solve problems.

8. Learns to accept an individual assignment and carry it through to completion:
   a. Select an individual project or report according to his interest.
   b. Make progress chart.
   c. Accepts a deadline date.
   d. Use all available resources and materials.
   e. Care for and put away all equipment.

B. Curriculum development should encourage participation by the entire staff:

1. Use school time for pre-planning sessions:
   a. Schedule staff meetings on school time before school.
   b. Use grade staff meetings to build resource units.
   c. Plan individual conferences.
   d. Meet in small groups for planning and discussion of learning units.
   e. Discuss evaluation instruments.
   f. Attend meetings by administration.

2. Avoid "spot" experimentation in a school:
   a. Plan and work together on curriculum by entire staff.
   b. Have materials available for all.
   c. Avoid several teachers receiving favors, privileges, or criticism.
   d. Relieves insecurity for a few teachers.
   e. Maintain "sense of belonging" by all teachers.

3. Encourage sharing and exchanging of ideas:
   a. Promote in-service pre-planning staff meetings.
   b. Plan in small section groups.
   c. Visit other classes by teachers.
   d. Confer with individual teachers.

4. Has support of administration:
   a. Conduct workshops.
   b. Allow planning sessions on school time.
c. promote curriculum study.
d. conduct pre-school workshops.
c. have consulting help.
d. sponsor professional library.
e. plan and work with teachers.

5. Avoid friction among faculty:
a. participate in planning learning units.
b. share ideas.
c. maintain available materials and equipment for all.
d. discuss problems of behavior, learning, etc.

6. Improve school program by entire school staff:
a. plan units together.
b. discuss school policy by planning committee.
c. exchange ideas.
d. study professional literature.
e. study and discuss other school curriculum programs.

7. Adhere to school policy:
a. respect ideas of each individual.
b. work together in groups.
c. give teachers a leadership role.
d. use critical thinking in solving problems.
e. develop a responsibility for each teacher in planning with other staff members.

8. Demonstrate group process in staff meetings:
a. rotate chairmen.
b. contribute ideas by each teacher.
c. use problem solving approach.
d. state problem at beginning of each session.

9. Give security to staff:
a. work together for common good.
b. rely on each other for help.
c. use resources made by all teachers in grade staff.
d. maintain administrative support.
e. develop a sense of belonging.

10. Plan resource units with outcomes of the philosophy in mind:
a. acquire knowledge by wide use of resources in bibliography.
b. develop attitudes by problem solving activities.
c. develop appreciations by many varied activities.
d. develop skills as needs arise.
e. develop understandings and values by many varied experiences of problem solving.

11. Integrate all subject areas for better learning by pupils:
a. construct resource units by contributions from all areas.
b. help develop learning units in all areas by pupils.
c. describe their work in all areas by pupils.
d. understand objectives of all areas by pupils.
e. help integrate objectives with other areas.
f. suggest ways of integration by pupils.
12. Set up criteria for choosing problem areas:

a. Understand needs of pupils.
b. Select areas based on available materials.
c. Select areas based on maturity level of pupils.
d. Discuss all aspects of scope of problem areas.
e. Decide problem areas based on needs of grade level of pupils, by each grade staff.

13. Continue activities, bibliography, and resources to partially completed resource units:

a. Pre-plan at grade staff meetings.
b. Plan learning units.
c. List sources from learning units.
d. Add activities and bibliography as learning units progress in classes.

14. "Fed" problem areas on various grade levels in order not to duplicate work for pupils each year:

a. Decide on problem areas for each grade level by each grade staff.
b. Allow for "cut across" of problem areas to construct new and different problem areas for different resources.

15. Exchange ideas during pre-planning sessions:

a. Plan learning units "across the board."
b. Discuss common problems.
c. Contribute to activities and resources to be used by all.

16. Plan by groups having the same pupils from all areas:

a. Schedule activities to prevent duplication in several areas.
b. Serve as a resource person in many instances.
c. Aid each other in planning and carrying out special needs and special interests.

17. Receive information in form of bulletins, references, and materials:

a. Study professional literature.
b. Circulate professional periodicals among staff.
c. Refer to professional literature on daily bulletin.
d. Have a school professional library.
e. Issue bulletins for staff or individual teacher study.

18. Supervise by individual conferences with teachers:

a. Schedule weekly conferences at appointed time.
b. Encourage teacher requesting help at other times than at appointed times during conferences.
c. Receive help by teacher whenever there is a problem and help is requested.

19. Observe classes in order to see pupil participation:

a. Become part of class to observe pupil participation.
b. Discuss with pupils their objectives and if they achieve these.
c. Ask if pupils are aware of integration of several areas of work.
d. Continue class without interference or interruption by visitors or other outsiders.
Encourage group discussion.
Encourage group planning.
Plan on school time.
Plan workshops by teachers.

Provide consultant help:
Invited by administration.
Suggested by staff.
Plan in-service workshops.

Insure backing by administration for curriculum improvement:
Provide workshop opportunities.
Provide consultant help.
Develop curriculum work on school time.
Allow released school time in afternoons for curriculum development.

Encourage leadership role among teachers:
Encourage teachers as chairmen of grade staff meetings.
Have planning committees for planning school policy.
Have planning committees to plan staff meetings.
Encourage attendance at professional meetings.

Participation by lay citizens in curriculum planning should build confidence, understanding, and support of school improvement plans, and any change in the curriculum should endure longer if understood and supported by the public.

Extend public relations program:
School-community planning to understand school program.
Citizens' committees serve in advisory capacity.
Represented on citizens' committees by all vocations and classes of people.
Demonstrate group process.
Concern itself with child development.

Achieve curriculum planning as a continuous process:
Participate in education planning.
Evaluate school program.
Accept citizen participation by staff, board of education, parents, and community.
Understood by public if participation is carried out.

Accepted by superintendent, school board, and parents.
Advisory capacity only.
Child development of primary interest.
Represent all interested groups.
5. Build confidence in schools:
   a. Understand school program.
   b. Support school program.
   c. Curriculum endures if understood by public.

IV. Evaluation

   A. Provision should be made for continuous evaluation by pupils,
      teachers, and parents.

      1. Set up objectives in class:
         a. Develop teacher-pupil planning.
         b. Check if all or most activities carry out objectives.
         c. Evaluate in terms of objectives.
         d. Changed behavior evaluated by teachers and pupils together.

      2. Test for content:
         a. Give factual tests.
         b. Give essay tests.
         c. Make sociograms.
         d. Encourage panels.
         e. Plan tests by committees.
         f. Have culminating committees.
         g. Test completed projects.

      3. Evaluate in groups for social development:
         a. Make check lists.
         b. Make group charts.
         c. Formulate "guess who" charts.
         d. Observe changed behavior.
         e. Learn from other groups.
         f. Submit written group reports.
4. Allow self-evaluation for pupil development:
   a. Make check lists.
   b. Make graphs.
   c. Write autobiographies.
   d. Conduct interviews.
   e. Check observable changed behavior.
   f. Make self-improvement chart.

5. Exchange ideas of evaluation during staff meetings.
   a. Discuss by teachers concerned with same pupils.
   b. Discuss in small group meetings.
   c. Exhibit charts and check lists.

6. Observe changed behavior in the form of attitudes, values, understandings, appreciations, and skills:
   a. Check in classes.
   b. Check corridors.
   c. Check cafeterias.
   d. Check library.
   e. Confer with other staff members.
   f. Note outside school reports.
   g. Write parental reports.
   h. Note written or telephone reports from parents.

7. Record interviews:
   a. Keep anecdotal record.
   b. Keep in counseling folder.
   c. Keep check lists.

8. Develop instruments for all types of informal evaluation by teachers and pupils:
   a. Plan teacher-pupil check list.
   b. Set up objectives.
   c. Evaluate continuously.
   d. Encourage culminating activities.
   e. Appoint evaluation committees for classes.
Place a circle around the letter for all activities which you have done since you have been at Trewyn. Think of all of your classes as you do this:

B.2. Respect your teachers.
   a. Help with room responsibilities.
   b. Help with teaching responsibilities.
   c. Understand teachers better by realizing their differences.
   d. Plan with teachers.
   e. Pay attention to teachers.

4. Help with planning and carrying out activities.
   a. Teachers help you with individual projects.
   b. Teachers help you with group work.
   c. Make weekly plans in class.
   d. Teachers act as a guide for you.

B.3.1. Carry out problem solving activities.
   a. You help suggest many problems.
   b. Teachers and pupils list problems
   c. Use all available resources and materials.
   d. Plan activities so you understand them.
   e. Solve problems about your daily living.
   f. Understand all sides of problems.
   g. Generalize at the conclusion of study of a problem.

2. Develop skills as needs arise.
   a. Factual tests given by teachers.
   b. Factual tests made by a committee of pupils.
   c. Standard objective tests.
   d. Panel and round table discussions.
   e. Complete projects.
   f. Master a skill.

3. Plan activities or projects so that you understand them.
   a. Set up reasons for selecting activities.
   b. Select materials that you understand.
   c. Plan with teachers.

4. Develop cooperation among small groups within the class.
   a. Work in groups.
   b. Help others.
   c. Develop leadership qualities.
   d. Share work and experiences.
   e. Select and plan units.
   f. Set up activities for groups.
   g. Committee work in conference rooms.
   h. Share responsibilities.
   i. Understand the objectives.

5. Develop individual qualities and individual responsibilities necessary for citizenship in U. S.
   a. Room and shop responsibilities.
   b. Leadership in class activities.
   c. Develop habits of dependability and punctuality.
   d. Develop qualities of willingness to work.
7. Engage in problem solving activities.
   a. Use all resources that you can.
   b. Collect information from many sources.
   c. Form generalizations after you study a problem.

8. Use the community as resources for learning.
   a. Field trips.
   b. Speakers in classes.
   c. Interviews.
   d. Understand community problems better.
   e. Set up reasons for using resources in the community.

9. Allow time for field trips.
   a. Use school buses.
   b. Allow time for changing schedules for pupils going.
   c. Set up objectives and evaluation of trips.
   d. Discuss reasons for taking a field trip.

10. Carry out committee work.
    a. Committees make progress report to class.
    b. Go to special areas and report back to other classes.
    c. Interview people.
    d. Participate in field trips.
    e. Compile written committee reports.
    f. Meet with other committees.
    g. Receive help from resource people.
    h. Evaluate committee work in form of factual tests.
    i. Evaluate committee reports using informal ways for social skills, cooperation, and responsibility.
    j. Read widely and take notes.
    k. Develop vocabulary and spelling lists.
    l. Plan work.

11. Bring in speakers and people to demonstrate something.
    a. Make plans for inviting resource persons.
    b. Prepare questions.
    c. Allow ample time.
    d. Evaluate information gained.
    e. Discuss reasons for selecting resource persons.

12. Carry out home room business and other activities.
    a. Plan together as a part of democratic living.
    b. Select officers.
    c. Write and carry out class constitution.
    d. Participate in class functions such as parties.

B.4.2. Provide you with special needs and special interests by offering you electives.
   a. When possible, give you first choice.
   b. Make two or three choices.
   c. Exploratory work in previous years help you make choices.

3. Require exploratory experiences in all areas for you.
   a. You learn in all areas.
   b. Learn to make choices.
   c. Understand opportunities in all areas.
   d. Work in small groups or committees in special areas.

   e. Develop all abilities to the best that you possibly can.
   f. Have pride in accomplishment.
   g. Suggest plans.
4. Promote values, understandings, attitudes, skills, knowledge, and appreciations required by you for citizenship in the United States.
   a. Develop you as an individual.
   b. Promote planning and working together.
   c. Read widely.
   d. Write extensively.
   e. Develop skills when needs arise.
   f. Understand materials studied.
   g. Promote problem solving activities.

5. Develop you to the best of your ability and capacity.
   a. Extra reports.
   b. Extra reading.
   c. Extra work in area of pupil's interests.
   d. Help slow pupils.
   e. Room responsibility.
   f. Develop leadership qualities.
   g. Develop self-improvement.
   h. Work ahead of class or the same or different problems.
   i. Develop initiative.
   j. Member of planning committee.

B.5.2. Develop citizenship qualities.
   a. Develop individual to his best ability.
   b. Develop responsibility.
   c. Help others.
   d. Wholesome attitudes and values.
   e. Develop appreciations.
   f. Develop skills.
   g. Participate in all learning experiences.
   h. Develop initiative.
   i. Work well together.
   j. Set up goals.
   k. Evaluate in terms of goals.
   l. Think of others.
   m. Respect others.
   n. Develop creativeness.
   o. Develop self-discipline.

3. Emphasize cooperativeness in democratic living.
   a. Work in groups.
   b. Help others.
   c. Develop responsibility.
   d. Develop individual qualities.
   e. Care of materials, property, and equipment.
   f. Participate in activities.
   g. Develop leadership.
   h. Set up objectives.
   i. Evaluate progress.
   j. Respect ideas, successes, and failures of others.

4. Evaluate for individual and group self-direction and development.
   a. You with your teachers set up goals and attain these goals.
   b. Establish self-evaluation check lists.
   c. Graphs to show progress.
   d. Self-testing.
   e. Progress chart showing progress of physical, emotional, and social maturity.

5. Establish goals as learning units are planned.
   a. Plan with your teacher.
   b. Clarify goals for all the class.
   c. Evaluate progress toward your objectives.
7. Develop activities within class period.
   a. Plan with your teachers part of the time.
   b. Plan with your teachers all of the time.
   c. Gradually develop planning together.
   d. Have reasons for selecting activities.
   e. Select resources within understanding of pupils.

8. Use community resources for learning and guidance activities.
   a. Field trips.
   b. Speakers in classes and shops.
   c. Interviews.
   d. Understand community problems better.
   e. Establish reasons for using resources in the community.

9. Develop leadership qualities among you.
   a. Rotate chairman.
   b. Room and shop responsibilities.
   c. Develop qualities of willingness to work.
   d. Encourage self-evaluation.
   e. Develop abilities to the highest capacity.
   f. Help others.
   g. Help to make choices.

10. Develop self-direction by emphasizing knowledge, skills, interests, goals, attitudes, understandings, and values.
    a. Set up goals.
    b. Make choices as a part of problem solving.
    c. Independent study using all available materials.
    d. Self-evaluation chart or check list.

11. Develop self-adjustment by classroom activities which help you adapt yourself to solving your own problems.
    a. Relaxed classroom atmosphere.
    b. Group work.
    c. Individual projects.
    d. Exercise muscles.
    e. Create pictures or music.
    f. Class and shop responsibilities.
    g. Develop leadership responsibilities.
    h. Develop sense of belonging in room and shop.
    i. Develop sense of being secure in your classes.
    j. Develop confidence in yourself.

12. Enrich your development.
    a. Extra reports.
    b. Extra reading.
    c. Extra projects.
    d. Help slower pupils.
    e. Help plan work.
    f. Work ahead of class on the same or different problems.
    g. Added responsibilities.

13. Learn more effectively when you are at ease and less nervous.
    a. Participate in many types of experiences.
    b. Plan with rest of class and teachers.
    c. Plan activities.
    d. Set $\&$ goals.
    e. Evaluate successes and failures.

14. Learn to make choices.
    a. Choose electives.
    b. Choose projects.
    c. Choose committees.
    d. Select units.
    e. Select activities.
    f. Select methods of evaluation.
    g. Work to develop self-improvement.
2. Develop necessary skills in all areas.
   a. Drill when necessary.
   b. Test to find weaknesses.
   c. Know ahead of time what skills are needed.

3. Learn in many kinds of experiences.
   a. Test to see if you are well adjusted
   b. Understand objectives of each area.
   c. Devote more time to area of your interest.

4. Develop learning experiences on your level of understanding.
   a. Establish reasons for choosing learning units.
   b. Reasons for selecting learning activities.
   c. Decide on materials and resources.

5. Use the community as a laboratory of learning.
   a. Field trips.
   b. Speakers in classes and shops.
   c. Interviews.
   d. Aware of community problems.
   e. Set up reasons for using resources in the community.

6. Invite speakers and other resource people for your better learning.
   a. Make plans for inviting them.
   b. Prepare questions.
   c. Allow ample time.
   d. Evaluation of information gained.
   e. Establish reasons for selecting resource persons.

7. Demonstrate group work in most activities.
   a. Set up objectives before breaking into small groups.
   b. Plan group work.
   c. Rotate chairman.
   d. Evaluate work.
   e. Stress individual responsibility.
   f. Study and solve problems.

8. Learn to accept an assignment and carry it through to completion.
   a. Select an individual project according to your interest.
   b. Make progress report.
   c. Accepts a deadline date when work is due.
   d. Use all available resources and materials.
   e. Cares for and puts away all equipment necessary to use.

D.1.1. Set up objectives in class.
   a. Plan with teachers.
   b. Activities carry out objectives.
   c. Evaluate in terms of objectives.
   d. Changed behavior developed by you.

2. Test for content.
   a. Factual tests.
   b. Essay type tests.
   c. Drama, or puppet shows.
   d. Panels.
   e. Committees plan tests for class.
   f. Activities which summarize.
   g. Complete projects.
3. Evaluate in groups for development of social skills.
   a. Check list.
   b. Group chart.
   c. "Guess who" chart.
   d. Observe you changed behavior.
   e. Learn from other groups.
   f. Written group reports.
   g. Activities which summarize.
   h. Committee work.

4. Allow self-evaluation for your development.
   a. Check lists.
   b. Graph
   c. Autobiographies
   d. Interviews
   e. Self-improvement chart
**CALIFORNIA TEST OF PERSONALITY—INTERMEDIATE Form A**

A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT
Devised by Willis W. Clark, Ernest W. Tiegs, and Louis P. Thorpe

Name........................................................................................................... Grade................ Sex: Boy-Girl

School............................................................................................................. Age.........Birthday..........................................................

Teacher............................................................................................................. Date..........................

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Possible Score</th>
<th>Student's Score</th>
<th>Percentile Rank</th>
<th>PERCENTILE (Chart Student's Percentile Rank Here)</th>
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<tbody>
<tr>
<td>1. Self Adjustment</td>
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<tr>
<td>A. Self-reliance</td>
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<td>B. Sense of Personal Worth</td>
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<tr>
<td>C. Sense of Personal Freedom</td>
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<td>D. Feeling of Belonging</td>
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<tr>
<td>E. Withdrawing Tendencies (Freedom from)</td>
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<tr>
<td>F. Nervous Symptoms (Freedom from)</td>
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<tr>
<td>2. Social Adjustment</td>
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<td>A. Social Standards</td>
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<td>B. Social Skills</td>
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<tr>
<td>C. Anti-social Tendencies (Freedom from)</td>
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<tr>
<td>D. Family Relations</td>
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<tr>
<td>E. School Relations</td>
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<tr>
<td>F. Community Relations</td>
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<tr>
<td>TOTAL ADJUSTMENT</td>
<td>180</td>
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</tr>
</tbody>
</table>

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After each of the following questions, make a circle around the **YES** or **NO**.

For example, if you have a dog at home make a circle around **YES**. Do the other two the same way.

A. Do you have a dog at home?  **YES**  **NO**
B. Can you drive a car?  **YES**  **NO**
C. Did you go to school last Friday?  **YES**  **NO**

On the next pages are more questions.

The answers are not right or wrong, but show what you think, how you feel, or what you do about things.

Go right on from one page to another until you have finished all of them.
**SECTION 1 A**

1. Do you keep on working even if the job is hard?  
   - YES  
   - NO

2. Is it hard for you to be calm when things go wrong?  
   - YES  
   - NO

3. Does it usually bother you when people do not agree with you?  
   - YES  
   - NO

4. When you are around strange people do you usually feel uneasy?  
   - YES  
   - NO

5. Is it easy for you to admit it when you are in the wrong?  
   - YES  
   - NO

6. Do you have to be reminded often to finish your work?  
   - YES  
   - NO

7. Do you often think about the kind of work you want to do when you grow up?  
   - YES  
   - NO

8. Do you feel bad when your classmates make fun of you?  
   - YES  
   - NO

9. Is it easy for you to meet or introduce people?  
   - YES  
   - NO

10. Do you usually feel sorry for yourself when you get hurt?  
    - YES  
    - NO

11. Do you find it easier to do what your friends plan than to make your own plans?  
    - YES  
    - NO

12. Do you find that most people try to boss you?  
    - YES  
    - NO

13. Is it easy for you to talk to important people?  
    - YES  
    - NO

14. Do your friends often cheat you in games?  
    - YES  
    - NO

15. Do you usually finish the things that you start?  
    - YES  
    - NO

---

**SECTION 1 B**

16. Are you often invited to parties where both boys and girls are present?  
    - YES  
    - NO

17. Do you find that a good many people are mean?  
    - YES  
    - NO

18. Do most of your friends seem to think that you are brave or strong?  
    - YES  
    - NO

19. Are you often asked to help plan parties?  
    - YES  
    - NO

20. Do people seem to think that you have good ideas?  
    - YES  
    - NO

21. Are your friends usually interested in what you are doing?  
    - YES  
    - NO

22. Are people often unfair to you?  
    - YES  
    - NO

23. Do your classmates seem to think you are as bright as they are?  
    - YES  
    - NO

24. Are the other students glad that you are in their class?  
    - YES  
    - NO

25. Do both boys and girls seem to like you?  
    - YES  
    - NO

26. Do you have a hard time doing most of the things you try?  
    - YES  
    - NO

27. Do you feel that people do not treat you as well as they should?  
    - YES  
    - NO

28. Do many of the people you know seem to dislike you?  
    - YES  
    - NO

29. Do people seem to think you are going to do well when you grow up?  
    - YES  
    - NO

30. Do you find that people do not treat you very well?  
    - YES  
    - NO

---

Score Section 1 A........................................

Score Section 1 B........................................
SECTION 1 C

31. Are you allowed to say what you think about most things? YES NO
32. Are you allowed to choose your own friends? YES NO
33. Are you allowed to do many of the things you want to do? YES NO
34. Do you feel that you are punished for too many little things? YES NO
35. Do you have enough spending money? YES NO
36. Are you usually allowed to go to socials where both boys and girls are present? YES NO
37. Do your folks usually let you help them decide about things? YES NO
38. Are you scolded for things that do not matter much? YES NO
39. Are you allowed to go to as many shows and entertainments as your friends? YES NO
40. Do you feel that your friends can do what they want to more than you can? YES NO
41. Do you have enough time for play and fun? YES NO
42. Do you feel that you are not allowed enough freedom? YES NO
43. Do your folks let you go around with your friends? YES NO
44. Do you help pick out your own clothes? YES NO
45. Do other people decide what you shall do most of the time? YES NO

SECTION 1 D

46. Do you find it hard to get acquainted with new students? YES NO
47. Are you considered as strong and healthy as your friends? YES NO
48. Do you feel that you are liked by both boys and girls? YES NO
49. Do most people seem to enjoy talking to you? YES NO
50. Do you feel that you fit well into the school where you go? YES NO
51. Do you have enough good friends? YES NO
52. Do your friends seem to think that your folks are as successful as theirs? YES NO
53. Do you often feel that teachers would rather not have you in their classes? YES NO
54. Are you usually invited to school and neighborhood parties? YES NO
55. Is it hard for you to make friends? YES NO
56. Do you feel that your classmates are glad to have you in school? YES NO
57. Do members of the opposite sex seem to like you as well as they do your friends? YES NO
58. Do your friends seem to want you with them? YES NO
59. Do people at school usually pay attention to your ideas? YES NO
60. Do the other boys and girls seem to have better times at home than you do? YES NO

Core Section 1 C

Score Section 1 D
SECTION 1 E

61. Have you noticed that many people do and say mean things?  YES NO
62. Does it seem as if most people cheat whenever they can?  YES NO
63. Do you know people who are so unreasonable that you hate them?  YES NO
64. Do you feel that most people can do things better than you can?  YES NO
65. Have you found that many people do not mind hurting your feelings?  YES NO
66. Would you rather stay away from parties and social affairs?  YES NO
67. Have you often felt that older people had it in for you?  YES NO
68. Do you have more problems to worry about than most boys or girls?  YES NO
69. Do you often feel lonesome even with people around you?  YES NO
70. Have you often noticed that people do not treat you as fairly as they should?  YES NO
71. Do you worry a lot because you have so many problems?  YES NO
72. Is it hard for you to talk to classmates of the opposite sex?  YES NO
73. Have you often thought that younger boys and girls have a better time than you do?  YES NO
74. Do you often feel like crying because of the way people neglect you?  YES NO
75. Do too many people try to take advantage of you?  YES NO

Score Section 1 E

SECTION 1 F

76. Do you frequently have sneezing spells?  YES NO
77. Do you sometimes stutter when you get excited?  YES NO
78. Are you often bothered by headaches?  YES NO
79. Are you often not hungry even at meal time?  YES NO
80. Do you usually find it hard to sit still?  YES NO
81. Do your eyes hurt often?  YES NO
82. Do you often have to ask people to repeat what they just said?  YES NO
83. Do you often forget what you are reading?  YES NO
84. Are you sometimes troubled because your muscles twitch?  YES NO
85. Do you find that many people do not speak clearly enough for you to hear them well?  YES NO
86. Are you troubled because of having many colds?  YES NO
87. Do most people consider you restless?  YES NO
88. Do you usually find it hard to go to sleep?  YES NO
89. Are you tired much of the time?  YES NO
90. Are you often troubled by nightmares or bad dreams?  YES NO

Score Section 1 F
### SECTION 2 A

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>91. Is it all right for one to avoid work that he does not have to do?</td>
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<tr>
<td>92. Is it always necessary to keep promises and appointments?</td>
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<tr>
<td>93. Is it necessary to be kind to people you do not like?</td>
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<tr>
<td>94. Is it all right to make fun of people who have peculiar notions?</td>
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<tr>
<td>95. Is it necessary to be courteous to disagreeable persons?</td>
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<tr>
<td>96. Does a student have the right to keep the things that he finds?</td>
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<tr>
<td>97. Should people have the right to put up &quot;keep off the grass&quot; signs?</td>
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<tr>
<td>98. Should a person always thank others for small favors even though they do not help any?</td>
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<tr>
<td>99. Is it all right to take things that you really need if you have no money?</td>
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<tr>
<td>100. Should rich boys and girls be treated better than poor ones?</td>
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<tr>
<td>101. Is it all right to laugh at people who are in trouble if they look funny enough?</td>
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<tr>
<td>102. Is it important that one be friendly to all new students?</td>
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<tr>
<td>103. When people have foolish beliefs is it all right to laugh at them?</td>
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<tr>
<td>104. If you know you will not be caught is it ever all right to cheat?</td>
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<tr>
<td>105. Is it all right to make a fuss when your folks refuse to let you go to a movie or party?</td>
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Score Section 2 A ........................................

### SECTION 2 B

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
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<tbody>
<tr>
<td>106. When people annoy you do you usually keep it to yourself?</td>
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<tr>
<td>107. Is it easy for you to remember the names of the people you meet?</td>
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<tr>
<td>108. Have you found that most people talk so much you have to interrupt them to get a word in edgewise?</td>
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<tr>
<td>109. Do you prefer to have parties at your own home?</td>
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<td>110. Do you usually enjoy talking to people you have just met?</td>
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<td>111. Do you often find that it pays to help people?</td>
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<tr>
<td>112. Is it easy for you to pep up a party when it is getting dull?</td>
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<tr>
<td>113. Can you lose games without letting people see that it bothers you?</td>
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<tr>
<td>114. Do you often introduce people to each other?</td>
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<td>115. Do you find it hard to help plan parties and other socials?</td>
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<tr>
<td>116. Do you find it easy to make new friends?</td>
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<td>117. Are you usually willing to play games at socials even if you haven't played them before?</td>
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<td>118. Is it hard for you to say nice things to people when they have done well?</td>
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<td>119. Do you find it easy to help your classmates have a good time at parties?</td>
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<td>120. Do you usually talk to new boys and girls when you meet them?</td>
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Score Section 2 B ...........................................
### SECTION 2 C

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<td>121. Do you have to get tough with some people in order to get a fair deal?</td>
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<tr>
<td>122. Do you find that you are happier when you can treat unfair people as they really deserve?</td>
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<tr>
<td>123. Do you sometimes need to show anger to get your rights?</td>
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<td>124. Do your classmates often force you to fight for things that are yours?</td>
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<td>125. Have you found that telling falsehoods is one of the easiest ways for people to get out of trouble?</td>
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<tr>
<td>126. Do you often have to fight for your rights?</td>
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<td>127. Do your classmates often try to blame you for the quarrels they start?</td>
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<tr>
<td>128. Do you often have to start a fuss to get what is coming to you?</td>
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<td>129. Do people at school sometimes treat you so badly that you feel it would serve them right if you broke some things?</td>
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<tr>
<td>130. Do you find some people so unfair that it is all right to be mean to them?</td>
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<tr>
<td>131. Do you often have to push younger children out of the way to get rid of them?</td>
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<tr>
<td>132. Do some people treat you so mean that you call them names?</td>
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<tr>
<td>133. Is it all right to take things away from people who are unfair?</td>
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<td>134. Do you disobey teachers or your parents when they are unfair to you?</td>
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<tr>
<td>135. Is it right to take things when people are unreasonable in denying them?</td>
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Score Section 2 C

### SECTION 2 D

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<tr>
<th>Question</th>
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<tr>
<td>136. Are your folks fair about it when they make you do things?</td>
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<td>137. Do you often have good times at home with your family?</td>
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<td>138. Do you have good reasons for liking one of your folks better than the other?</td>
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<td>139. Do your folks seem to think that you will be a success?</td>
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<td>140. Do your folks seem to think you do your share at home?</td>
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<td>141. Do your folks seem to feel that you are interested in the wrong things?</td>
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<td>142. Do you and your folks agree about things you like?</td>
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<td>143. Do members of your family start quarrels with you often?</td>
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<td>144. Do you prefer to keep your friends away from your home because it is not attractive?</td>
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<tr>
<td>145. Are you often accused of not being as nice to your folks as you should be?</td>
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<td>146. Do you have some of your fun when you are at home?</td>
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<td>147. Do you find it difficult to please your folks?</td>
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<tr>
<td>148. Have you often felt as though you would rather not live at home?</td>
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<td>149. Do you sometimes feel that no one at home cares about you?</td>
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<td>150. Are the people in your home too quarrelsome?</td>
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Score Section 2 D
SECTION 2 C

121. Do you have to get tough with some people in order to get a fair deal? YES NO
122. Do you find that you are happier when you can treat unfair people as they really deserve? YES NO
123. Do you sometimes need to show anger to get your rights? YES NO
124. Do your classmates often force you to fight for things that are yours? YES NO
125. Have you found that telling falsehoods is one of the easiest ways for people to get out of trouble? YES NO
126. Do you often have to fight for your rights? YES NO
127. Do your classmates often try to blame you for the quarrels they start? YES NO
128. Do you often have to start a fuss to get what is coming to you? YES NO
129. Do people at school sometimes treat you so badly that you feel it would serve them right if you broke some things? YES NO
130. Do you find some people so unfair that it is all right to be mean to them? YES NO
131. Do you often have to push younger children out of the way to get rid of them? YES NO
132. Do some people treat you so mean that you call them names? YES NO
133. Is it all right to take things away from people who are unfair? YES NO
134. Do you disobey teachers or your parents when they are unfair to you? YES NO
135. Is it right to take things when people are unreasonable in denying them? YES NO

Score Section 2 C

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SECTION 2 D

136. Are your folks fair about it when they make you do things? YES NO
137. Do you often have good times at home with your family? YES NO
138. Do you have good reasons for liking one of your folks better than the other? YES NO
139. Do your folks seem to think that you will be a success? YES NO
140. Do your folks seem to think you do your share at home? YES NO
141. Do your folks seem to feel that you are interested in the wrong things? YES NO
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146. Do you have some of your fun when you are at home? YES NO
147. Do you find it difficult to please your folks? YES NO
148. Have you often felt as though you would rather not live at home? YES NO
149. Do you sometimes feel that no one at home cares about you? YES NO
150. Are the people in your home too quarrelsome? YES NO

Score Section 2 D

---------------
SECTION 2 E

151. Have you found that your teachers understand you? YES NO
152. Do you like to go to school affairs with members of the opposite sex? YES NO
153. Is some of your school work so hard that you are in danger of failing? YES NO
154. Have you often thought that some teachers care little about their students? YES NO
155. Do some of the boys and girls seem to think that you do not play as fair as they do? YES NO
156. Are some of the teachers so strict that it makes school work too hard? YES NO
157. Do you enjoy talking with students of the opposite sex? YES NO
158. Have you often thought that some of the teachers are unfair? YES NO
159. Are you asked to join in school games as much as you should be? YES NO
160. Would you be happier in school if the teachers were kinder? YES NO
161. Do you have better times alone than when you are with other boys and girls? YES NO
162. Do your classmates seem to like the way you treat them? YES NO
163. Do you think the teachers want boys and girls to enjoy each other's company? YES NO
164. Do you have to keep away from some of your classmates because of the way they treat you? YES NO
165. Would you stay away from school oftener if you dared? YES NO

Score Section 2 E

SECTION 2 F

166. Do you often visit at the homes of your boy and girl friends in your neighborhood? YES NO
167. Do you have a habit of speaking to most of the boys and girls in your neighborhood? YES NO
168. Do most of the boys and girls near your home disobey the law? YES NO
169. Do you play games with friends in your neighborhood? YES NO
170. Do any nice students of the opposite sex live near you? YES NO
171. Are most of the people near your home the kind you can like? YES NO
172. Are there boys or girls of other races near your home whom you try to avoid? YES NO
173. Do you sometimes go to neighborhood parties where both boys and girls are present? YES NO
174. Are there people in your neighborhood that you find it hard to like? YES NO
175. Do you have good times with the boys and girls near your home? YES NO
176. Are there several people living near you whom you would not care to visit? YES NO
177. Is it necessary to be nice to persons of every race? YES NO
178. Are there any people in your neighborhood so annoying that you would like to do something mean to them? YES NO
179. Do you like most of the boys and girls in your neighborhood? YES NO
180. Do you feel that the place where you live is not very interesting? YES NO

Score Section 2 F
Dear Parents:

Trewyn Junior High School has been in operation almost two years. Our program has attracted many visitors who have complimented the work of both the pupils and teachers. We realize that while we have made a good start toward educating Trewyn pupils, there are still many improvements to be made.

The school appreciates the interest of parents and has asked your help many times. At this time I would like your help and cooperation if you will answer several questions about the school. Besides answering the questions, there is also space for you to write in suggestions. By hearing from you soon, we will be able to use your answers and suggestions as soon as they are all in. These will help us make plans before the opening of school in September which will commence the third year for Trewyn Junior High School.

Please do not sign your name. I have enclosed a stamped self-addressed envelope and would appreciate your response as soon as possible. Thank you for your help and cooperation.

Sincerely,

[Signature]

Miss Helen Nance,
Coordinator of Instruction,
Trewyn Junior High School.

Here are the questions. Please place a check which best expresses your opinion. If the form doesn't give you opportunity to express your opinion, there is a space provided at the end of the questions.

1. Do you feel that the school knows your child?
   _____Yes
   _____No
   _____No opinion
   Why

   Suggestions for improvement

2. Do you think that your child feels a "sense of belonging" at Trewyn?
   _____Yes
   _____No
   _____No opinion
   Why

   Suggestions for improvement

3. Does the school help your child with personal problems that he or she faces in everyday life?
   _____Yes
   _____No
   _____No opinion
   Why

   Suggestions for improvement
4. Does the school help your child find his or her interests and abilities?
   ___ Yes
   ___ No
   ___ No opinion
   Why
   Suggestions for improvement

5. In general, does the school help your child understand his school subjects?
   ___ Yes
   ___ No
   ___ No opinion
   Why
   Suggestions for improvement

6. Is the school helping your child to learn how to get along with others?
   ___ Yes
   ___ No
   ___ No opinion
   Why
   Suggestions for improvement

7. Is the school helping your child to learn to be a responsible, dependable citizen?
   ___ Yes
   ___ No
   ___ No opinion
   Why
   Suggestions for improvement

8. Is the school helping your child to do things that will be useful to him or to her in everyday living?
   ___ Yes
   ___ No
   ___ No opinion
   Why
   Suggestions for improvement

9. Do you feel that you understand the school program?
   ___ Yes
   ___ No
   ___ No opinion
   Why
   Suggestions for improvement

10. If you have children in the 7th and/or 8th grades, answer this question. All 7th and 8th grade pupils are now required to take Home Living, Industrial Arts, Music, Arts and Crafts, and Typing (8th grade). Do you agree with this policy that all these special areas should be required for all pupils?
11. If you have children in the 9th grade, answer this question. In the 9th grade, pupils are permitted to choose electives; such as Algebra, Foods, Clothing, Business, General Shop, Arts and Crafts, Music, and Foreign Language. Do you feel that your child should be allowed to choose subjects in which he is interested from this above list?

- Yes
- No
- No opinion

Why

Suggestions for improvement

12. Do you feel that your child is benefiting from:

- Typing
- Home Living
- Industrial Arts
- Music
- Arts and Crafts

- Yes
- No
- No opinion

Why

Suggestions for improvement

13. Do you feel that your child is learning to be a better citizen by studying the community through trips to factories, business houses, newspapers, Bradley, Red Feather Agencies, recreation centers, etc?

- Yes
- No
- No opinion

Why

Suggestions for improvement

14. Do you believe that P. T. A. or a citizens' group is helpful to your understanding of the school program?

- Yes
- No
- No opinion

Why

Suggest ways that it may help

15. Do you feel that you should help plan the school program?

- Yes
- No
- No opinion

Why

Suggest ways that you might help
16. Do you like the plan of teaching the Fundamentals class in a large block of time (3 hours together for 7th and 8th; 2 hours together for 9th)?
   ____Yes
   ____No
   ____No opinion
   Why
   Suggestions for improvement

17. Do you like the present report card?
   ____Yes
   ____No
   ____No opinion
   Why
   Suggestions for improvement

18. If you have not been able to answer the questions fully and wish to make any additions, you may add any comments in this space:

19. In the space below, will you write any other suggestions, not covered in the questions, that you feel will help Trewyn develop and improve to be a better school.

DO NOT SIGN YOUR NAME
PLEASE RETURN AS SOON AS POSSIBLE BY ENCLOSING YOUR ANSWERS IN THE PROVIDED STAMPED SELF-ADDRESSED ENVELOPE.
# Appendix F - 1950-1951 Report Card

**Form 161-2M-8-50**

**Junior High School**  
Peoria, Illinois  
**Report Card**

**Name**  
Family name first.

**Date**  
19__ to 19__

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<th>Social Studies</th>
<th>General Science</th>
<th>Mathematics</th>
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**Principal**
### Appendix G - Revised Report Card, 1951-1952

**Newtyn Junior High School**
Peoria, Illinois

**School Year:** 1951-1952

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**Comments:**
1. Excellent Progress
2. Satisfactory
3. Is Improving
4. Un satisfactory

**Grading System**
A = Superior
B = Excellent
C = Average
D = Below Average
U = Unsatisfactory
F = Failure

No report card will report two consecutive 'U's. The work of the following grade period must either improve or be marked an 'F'.
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INTERVIEW

Marinaccio, Anthony, Assistant Superintendent of Public Schools, Peoria, Illinois.

NEWSPAPERS

The Peoria Star, October 24, 1951.
I, Helen Miriam Nance, was born in Peoria, Illinois, August 1, 1911. I received my secondary school education in the public schools of the city of Peoria, Illinois. My undergraduate training was obtained at Bradley Polytechnic Institute from which I received the degree Bachelor of Arts in 1933. From the University of Wisconsin, I received the degree Master of Philosophy in 1939. I have taught four and one half years in elementary schools in Peoria and for nine years taught at Woodruff High School, Peoria, Illinois. Since 1950 I have been Coordinator of Instruction at Trewyn Junior High School, Peoria, Illinois while completing the requirements for the degree Doctor of Philosophy.