A STUDY OF THE ACADEMIC SELF-CONCEPT OF PUPILS IN SELECTED GRADED SCHOOLS AND SELECTED NON-GRADED SCHOOLS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
JACQUELINE ANNE DEEB
1970

This is to certify that the

thesis entitled

A STUDY OF THE ACADEMIC
SELF-CONCEPT OF PUPILS IN
SELECTED GRADED SCHOOLS AND
SELECTED NON-GRADED SCHOOLS

presented by

Jacqueline Anne Deeb

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Curriculum

Dale V. Adam
Major professor

Date July 27, 1970

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ABSTRACT

A STUDY OF THE ACADEMIC SELF-CONCEPT OF PUPILS IN SELECTED GRADED SCHOOLS AND SELECTED NON-GRADED SCHOOLS

By

Jacqueline Anne Deeb

This study is written FOR girls and boys because it is ABOUT them; and information gathered is FROM them. The study is for the purpose of reviewing what has been happening to them; what is happening; and what could happen. The pupils who participated in this study will be entering Junior High School or Middle School. This study is written for that age-group--some younger, some older and some very much older for we wish to share this report with anyone of any age-group.

We had two independent variables: The school program (graded and non-graded) and the pupil age. The dependent variables numbered five: the general academic self-concept; and the self concept of math, English, social studies, and science.

A teacher's practice checklist was used to determine the degree of non-gradedness within the selected schools called Graded and the selected schools called Non-Graded. The schools were selected by a jury whose tool of reference

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was a list of primary criteria and a list of secondary criteria. The teacher's practice-checklist was evaluated by a jury of educators and each practice given a value-point. The instruments measuring academic self-concept (general and specific subject areas) was The Self Concept of Ability Scale Forms A and B. These were developed by Dr. Wilbur Brookover and his staff.

Pupils involved in this study were from three school districts of similar community description in and around Grand Rapids, Michigan. Seven hundred and forty-four pupils participated. Average age 11.4.

A multi-variate multiple regression model was used to analyze the data. Essentially, we learned that there is no significant difference in the academic self-concept of pupils in either the selected graded or the selected non-graded schools except in the specific area of social studies self-concept at 0.40, in favor of non-gradedness. Hence the degree of non-gradedness is related to the social studies self-concept. The alpha level is 0.02. The correlation coefficients of social studies self-concept and the English self-concept is 0.56; the largest relationship, however, is between social studies and science self-concept at 0.74.

The schools selected for this study were neither extremely graded nor extremely non-graded.

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A STUDY OF THE ACADEMIC SELF-CONCEPT OF PUPILS IN SELECTED GRADED SCHOOLS AND SELECTED NON-GRADED SCHOOLS

By

Jacqueline Anne Deeb

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education
Department of Secondary Education and Curriculum

1970

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Dedication

This study is written FOR girls and boys because it is ABOUT girls and boys; and the information gathered is FROM girls and boys. The study is for the purpose of reviewing what has been happening to them; what is happening; and what could happen.

And so this dissertation is dedicated to you--the girls and boys of our schools--and to those of us in the adult world who are directly or indirectly involved in your programs of study.

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ACKNOWLEDGMENTS

LOUD, CLEAR "thanks" to ALL

--to my own Doctoral Committee--I stand straight and tall and I sing the happiest yet most serious of tributes to this VERY IMPORTANT GROUP called the Doctoral Committee. Every doctoral student must have a doctoral committee. The professors on my committee are not necessarily the same professors that are on other doctoral committees. This group of university professors are THE ones who give the MAJOR permissions and decisions about the work that the student presents. When the dissertation (this very large study) is in its various stages, the committee takes the time and gives advice, makes suggestions, and passes approval or no approval. They are the ones who give the student the final examination. They have a responsibility that is enormous. The members of my committee are: DR. DALE V. ALAM, general chairman; DR. WALTER W. SCOTT, dissertation chairman; DR. ERNEST O. MELBY, and DR. JAMES B. McKEE. Again, my gratitude for their undisguised support and contributions.

And very greatly I offer a large basket of thanks to DR. WILLIAM H. SCHMIDT of the University. One of my weak areas of study has always been in the field of mathematics. And one of the study skills needed in this project was in

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math. However, when we are attempting to prove something in research work we use the term statistics. DR. SCHMIDT was extremely helpful; he was my tutor, my resource person, and a real believer in individual needs for individual learners. I thank him for his quiet patience.

Added daisies and smiles must go to educators like Dr. Minnie Berson of New York, Dr. Charles A. Blackman and Dr. Troy L. Stearn of the Michigan State University's Curriculum Department; Dr. Wilbur B. Brookover, Dr. Melvin C. Buschman, Mr. Don Perrin and Mr. Sam Scammon also of Michigan State University; Dr. Robert F. Carbone of Wisconsin, Dr. Mary Taylor Christian of Virginia, Dr. Walter L. Thomas of Chicago, Miss Eleanor Burgess, and Reverend Charles G. Nugent of Grand Rapids.

Whenever you work with a committee on a group project as you do in many of your school studies, you probably have had exciting times learning from one another. I hope that all of you have the joyful, needed experience of working with friends such as the ones I have met on this University campus. I hope you will know people like Lois Blocher, Doug Fairbanks, Ellen Heyting, Zelma Payne, Davis Smith, and Elmer Vruggink. We have had some times that were struggles, and some times that were smooth. I have been able to overcome the rough days with their help; and I have been able to laugh over the silly happenings because they would laugh, too.

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And the gigantic list of interested, marvelous people from school systems in and around Grand Rapids, Michigan: The three Superintendents, the twelve Elementary Principals, twenty-seven Teachers and their school secretaries and the great wonderful group of 744 children. At various stages of this project I asked school authorities--those people with many kinds of working and learning experiences--to act like jury-members. When I needed official, big-business decisions, I would meet with these juries. Some of the problems I had to present to them were those kinds of problems about what schools to select for this study and about the questions given to teachers and principals. The members of these juries would give their evaluation of the problems. And together we would have one final decision. The members of these juries and other resource people were: Sister Mary Bernetta, Miss Mary Laramy, Miss Ina Lovell, Mrs. M. J. Southard, Mr. Richard Bandy, Dr. Jane Bonnell, Mrs. Letha Frisk, Mrs. Iva Kennedy, Mr. Ron Limberg, Mrs. Ann Masselink, Dr. John M. Phillips, Mr. Darrell Weller, and Miss Genevieve Wilkowski. Mrs. Myrtle Nash and Mrs. Shirley Goodwin were like two typing detectives--decoding my rough typewritten copies and returning typewritten masterpieces.

I have other friends who have made this year better and brighter. Perhaps you have friends with names like Barbara, Bev or Sue, Dennis, Edie, Gerrie or Bob, Mariann, Alyce,

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Nancy, or Pat, Pam, Saretta, or Virginia--a grand group of Erickson Hall Secretaries. You probably could mention some of your name-favorites. I have others, too. And I want to shout all of their names to you--the J. L. Bacons, the George Nelsons--my whole, large family from the great grand-children to our Grammie-Great!

To others whom I have the privilege of knowing
And with whom I have worked--children and staffs--
THANKS to YOU and "happiness be yours"

and

a prayerful tribute to educators, Mrs. Leone Kirchgessner and Miss Katherine Van Hautum--who--while they were living--had tremendous interest in this writer's professional and personal growth.

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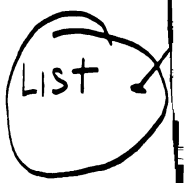

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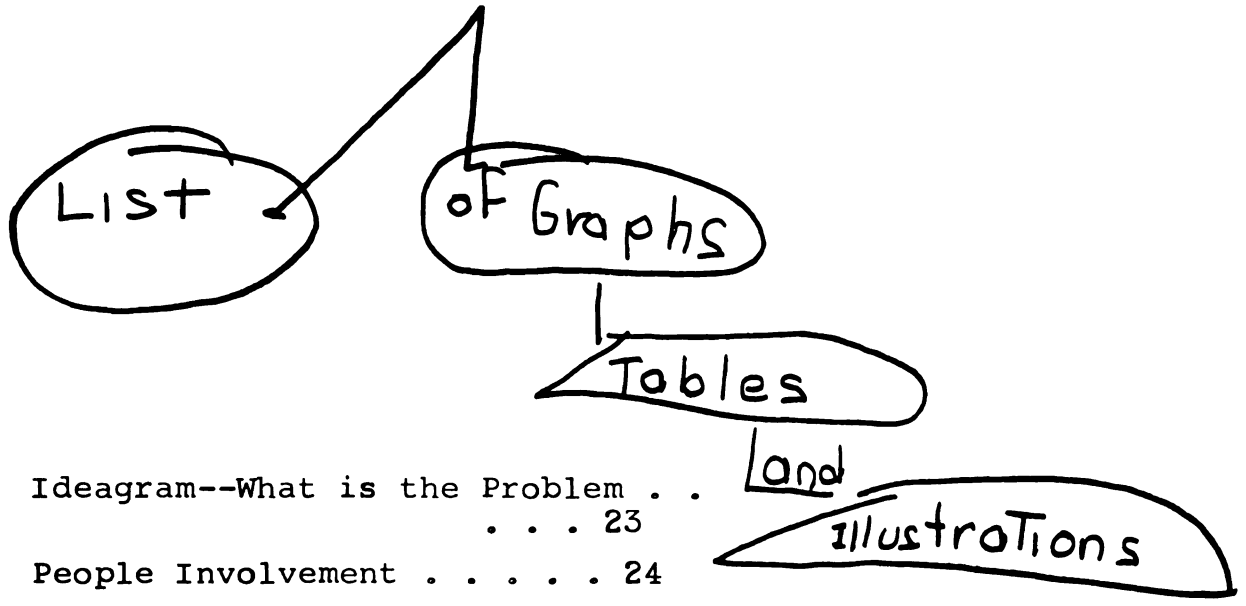

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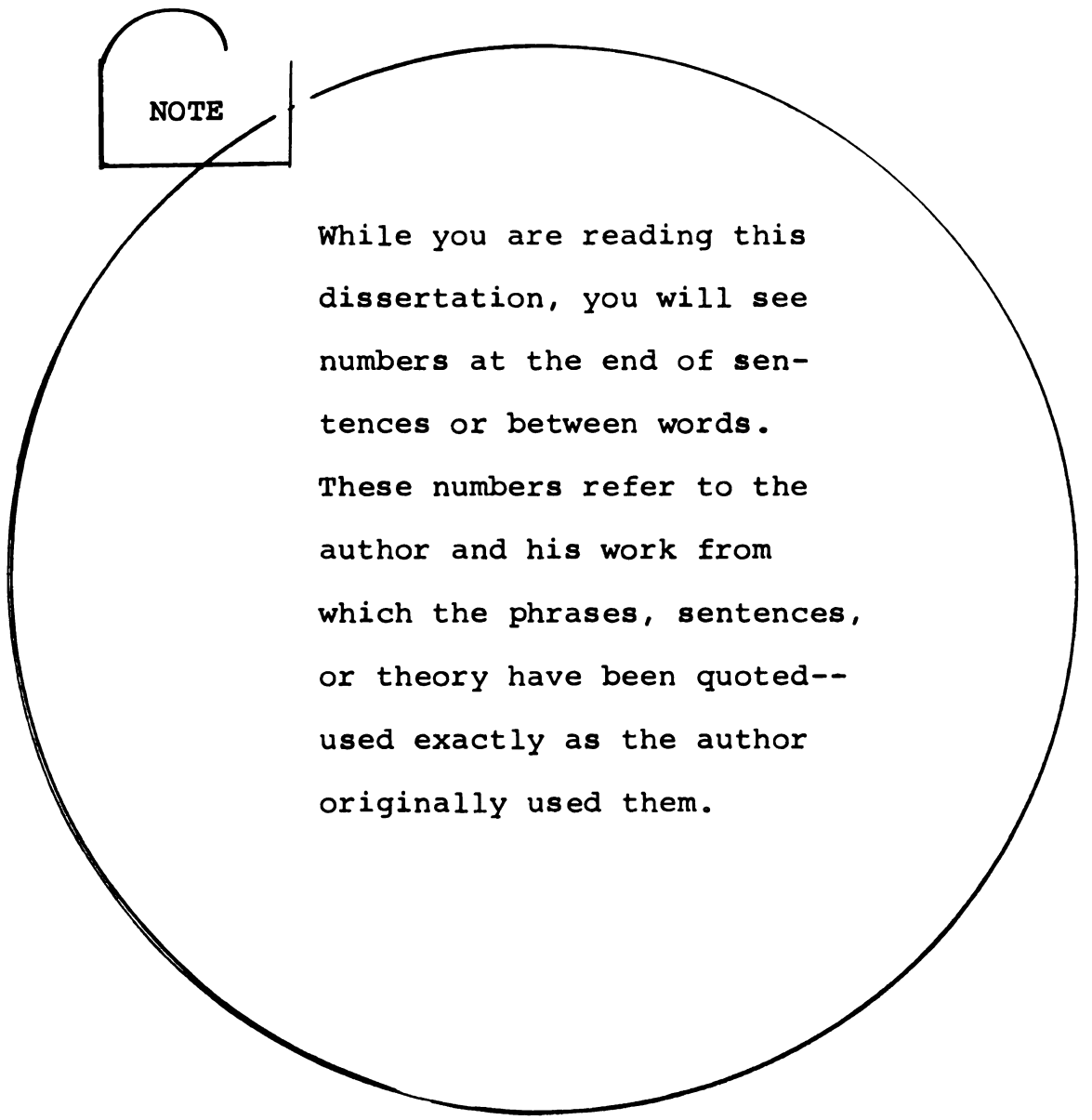
NOTE
While you are reading this dissertation, you will see numbers at the end of sentences or between words. These numbers refer to the author and his work from which the phrases, sentences, or theory have been quoted--used exactly as the author originally used them.

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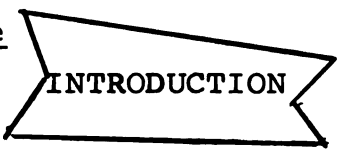

Reaching to an Upward Star--Goal

A dissertation is a very lengthy, very serious study--perhaps to young readers, it is an extremely long piece of research that you could compare to an assignment you may have accepted as the biggest challenge ever in your school life. When accepting your challenge, you chose a topic that was of interest to you, to your classmates, and to your teachers. Your chosen topic required you to do some research in reading and to interview people who have had experience with your topic. Perhaps you sent letters, used a tape recorder, visited special places. Whatever your method of gathering information, you planned it carefully; you sought help from others; you learned new skills. You learned about yourself--your weak areas of learning, your strong areas, your abilities to understand what you read, to understand people, to share with them ideas, suggestions, criticism, and encouragement.

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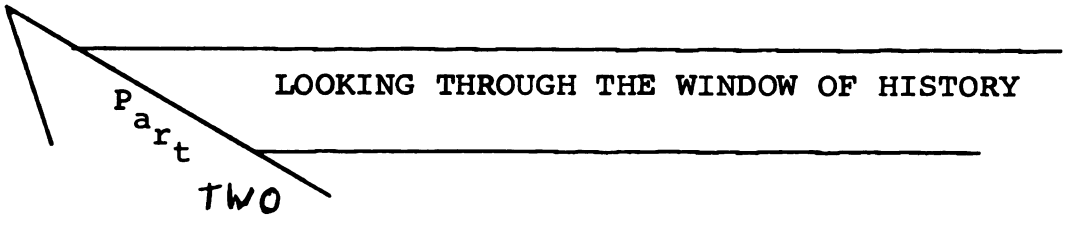
This dissertation has its goal for this writer just as you had your goal. For this writer, it is a requirement for a doctor's degree--a doctor's degree of education. And because of this requirement to write a dissertation, a great and essential goal has been reached: and that is--the opportunity to study two kinds of school programs for you that are now in practice all over our country.

These two programs are called GRADED and NON-GRADED programs. You are in one of them. Before we describe the definitions of these two programs, we will review the history of schools in America--for everything has a beginning. And from the time of every beginning to just yesterday becomes history, so that even today will be added to history when suddenly it is tomorrow!

CHAPTER I



We can be proud of our country's contribution to education. We were one of the first nations in the world to offer free education to all people. Our first settlers came from different parts of Europe and brought with them many ideas of their homeland. They came with their thoughts about religion, and with their skills for jobs and with their habits of living. Each group that came here from various parts of the world found themselves living closely together and guarding their own way of life. And so there were many kinds of traditions that were carried on in this country when the country was new and just beginning to grow. Each country from which the early settlers came had great influence on the kinds of schools we had then. From Spain, England, and France the people formed the kind of schools that were formed in those countries. We had schools called the dame school, the district school, the Latin grammar school, the writing school, and the college. It was the period of history called the Colonial Period.

In 1642, the government of the Massachusetts Colony passed a law that required town officials to force parents to provide elementary instruction for their children. The law did not establish schools, nor did it force the towns to do so; however, the law did demand that parents provide instruction themselves or hire tutors or schoolmasters to instruct the children. The law even directed the kind of instruction to be given: reading, writing, arithmetic--called the three R's. The law required the teaching of catechism and of job training. In 1647, Massachusetts passed another law that required each town of fifty families to provide children with an elementary school teacher and each town of 100 had to provide children with a Latin Grammar School to prepare youths for colleges. Children were not forced to attend school, so that parents could still choose to instruct their children themselves.

At that time our country was remarkable in its desire to accomplish independence from the mother countries of Europe. The reasons for introducing school laws and enforcing these laws were to give strength and nourishment to our growing nation. For instance, when children learned to read, they could learn the laws of the country. With that training they became aware of government. With their reading ability they learned religion so that they could understand and accept the religious thinking of their colony. They had to learn a trade so that they could meet the necessary skills

to help develop our country. Hence, from those early years we learn of the careful planning for the future that our forefathers set as goals for education. At those early dates they planned for growth in government, religion, and economics.

The schools were the kind provided in England and were called dame schools. One woman or more in a community would bring several children into their homes for instruction. The instruction included reading, catechism, spelling, and sometimes writing and arithmetic. Some of the girls learned to knit and sew. Girls usually completed their school experiences at the end of this program. The boys could go on to the district school or town school for further learning of the three R's.

In our Southern colonies, schooling was a private affair. Parents who could do so paid for education. Free schools were for the poor only. Yet, the studies were very similar to those of New England. They had the same goals of teaching government, religion, and economics.

The Middle Colonies had a variety of people from different countries of Europe. With these differences of background we can imagine the difference in religions. Each religious group formed its own school. The parochial school or church school was developed to give freedom to teach the kind of catechism that best described each religious group. The other subjects that were taught were like those of the other colonies.

It was well into the 1700's that the church-schools continued to exist. However, by the middle of that century we had a political challenge: people of church membership had been separated from the right to vote in the affairs of their towns. We were a nation moving toward democracy. Everything was moving. More people came from abroad and were settling throughout this country. Concern about schools was a concern for everyone. Schoolmasters could no longer travel from one community to another within a year, picking up their lessons with children where they had left off at their last visit. People became dissatisfied with that kind of mobile school learning. Money was needed to provide school construction and school maintenance. They directed their complaints to their colonial governments, and they asked for money to build schools for their local districts. Hence, the people could keep their tax money within their own districts to operate their own schools.

In 1789, Massachusetts passed a law which met that particular school goal. With local schools came local control of the schools. The schools were built with one-room only and for one teacher. Children of all ages attended the small building and at the same time each child had his own rates of learning. It was then a non-graded program. But that was progressive New England. The Southern and Middle Colonies continued with their original patterns of teaching and of learning. They were soon forced to follow the New England pattern of school programs.

In 1848 the first graded schools were encouraged. Reading and arithmetic, also writing, spelling and other subjects were expected to be learned at different ages. Hence, different subjects and subject facts from year to year; from grade to grade. The first such graded school was The Quincy Grammar School. Again, Massachusetts took the lead.

The nineteenth century is an essential time in our history of education. Definite guidelines for graded programs were established. The people accepted that kind of school arrangement. Textbooks became popular. One such book was a reader, the McGuffey Eclectic Reader. Publishing houses became prosperous. Teaching became a profession.

These developments brought about an increase in school attendance. Another reason for the increase was a loud reaction against child labor. Owners of factories, cotton mills, and other businesses were no longer allowed to hire children as once they had: forcing long, hard work hours on them. Where children previously had many school interruptions during the school year due to farming and other work, the Massachusetts law of 1836 forced some schooling for the working children.

Because of this increase in school attendance, it then became necessary to classify children into definite age-group. Each age-group had to meet definite learning requirements. Before the individual within that group could move

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on to the next class, he had to complete all of the expected learning. Therefore, some children were promoted; others were not. Problems developed. Dropouts among the slower learners became a great concern. The strict obedience to teaching methods and learning expectations were too hard for all pupils as well as all the teachers. Some of the people who were most responsible for these kinds of expectations were beginning to realize the enormous burden young pupils were forced to bear. These educators, like Samuel Goodrich and Jacob Abbott, were particularly concerned about the individual needs of the pupils. They wrote books and developed special schools because they realized that instruction was too severely rigid with heavy demands on the pupils.

Other educators began to speak out against such methods of yearly promotion; and they began to speak out against the graded system. Their campaign became vigorously concerned about each child and each child's own rates of progress. They had courage to express their feelings about school conditions. And so, in the yesterdays of 1830 to 1850 the educators saw a need for change.

To this day people who are adventurous, who are thoughtful of new ways of doing things, who are willing to accept challenges are called the innovators; and the things they regard as helpful methods of progressing in this fast moving, learning world are the innovations that may or may not regard the pupil as an individual--as that unique person who is <u>you</u> and nobody else.

TIME LINE AND DATE CHART

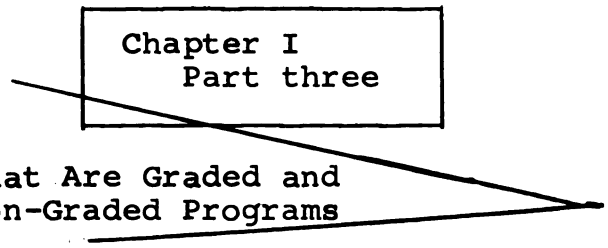
Some Important Events and People in History During the Birth and Growth of Our Education

1620	1630	1640	1650	1660
The Pilgrims founded Plymouth	The Puritans founded Charleston and Boston	Hooker founded Connecticut and Williams founded Rhode Island 1636	Oliver Cromwell and Parliment ruled the English Commonwealth	Charles II became King of England The Restoration Period
The Dutch bought Manhattan Island 1626		Howard College was founded	Massachusetts Educational Law was Passed 1647	New Amsterdam becomes New York 1664
Shakespeare's Plays became popular 1623				
John Bull died 1628				

1670	1680	1690	1700	1710	1720	1730
Joliet and Marquette explored the Mississippi 1673	William Penn founded Pennsylvania 1681	William and Mary became rulers of England	Yale College 1701	War of the Spanish		Franklin founded Poor
				Succession		Richard's Almanac
Bacon's Rebellion in Virginia 1676	LaSalle claimed Louisiana from France 1682	William and Mary College was founded 1693	The 1st American Newspaper	Queen Anne's War 1702-1713		1732
			The Boston Newsletter 1704			Founding of Georgia 1733
	William Penn signed treaty with Indians 1683		Benjamin Franklin born 1706	Thomas Chippendale Born 1718 of Chippendale furniture design fame		James Watt Born 1736

1740	1750	1760	1770	1780	1790	1800
The first American magazine was founded 1741	Hallam's English actors introduced drama to America 1750-1770	Napoleon Bonaporte born 1769	William Wordsworth born	Private academies were founded	Washington became President 1789	Purchase of Louisiana 1803
Franklin invented the Franklin stove	Betsy Ross Born 1752		The Boston Massacre caused ill feeling	Fredrick Froebel Educator born 1782	Whitney invented the Cotton Gin 1794	First ocean-going steamboat Phoenix 1809
Francisco Goya, Artist Born 1746	John R. Smith Born 1752		The Boston Tea Party caused ill feeling 1773	Daniel Webster, Great Orator Born 1782		Niccola Piccinni Musician
Johnathon Swift, Writer of Gulliver's Travels Died 1745	Benjamin Franklin's kite experiment proved lightening is electricity 1752		Oliver Goldsmith Writer Died 1774	First hydrogen balloon 1783		John Brown Born
			American Revolution was fought 1775-1783	First steamboat experience 1785		Raided Syre Harper's Ferry
			Declaration of Independence 1776			William McGuffy of McGuffy Raiders
						Lewis and Clark expedition what is now N.W. U.S. 1804

1810	1820	1830	1840	1850	1860
War of 1812 with England 1812-1814	Monroe Doctrine announced 1823	Samuel F. B. Morse develops electric telegraph	Annexation of Texas 1845	Republican party formed 1854	Whittier Bryant Longfellow Lowell wrote their poems
Harriett Beecher Stowe Born 1812 Wrote Uncle Tom's Cabin during time of fugitive slave act 1850	Irving and Cooper wrote impt. prose 1827	Invention of reaper by Cyress McCormick 1834	California gold discovery 1848	Dred Scott decision agitates slavery question 1857	First Pony Express
Frederick Douglass Born 1817 Negro journalist, orator, anti-slavery leader	Jackson became President 1829	Texas won independence from Mexico 1835-1836	Prescott and Parkman wrote history	Van Gogh Artist Born 1853	First year Civil War 1861
	Slavery in N.Y. state abolished	Seminole War fought 1835-1942		Booker T. Washington Born 1856 Directed Tuskegee Institute	Lincoln's Emancipation Proclamation 1863
		Johannes Bratnons Born 1833			Black voters cast first vote Presidential election 1868
					W. BuBois Born 1868 Negro educator, editor, author



How Do You Grow--With Schoolbooks and Sunshine?

Because of innovators and their innovations we have become sharp and alert in our program needs. These needs have been growing since formal education began. This present year of 1970, educators are still searching for programs that are best for each pupil rather than best for groups of pupils. Many great minds are buzzing with some kind of formula that will meet these needs. People like Goodlad, Ginott, Anderson, Buffie--many, many others. These people are as popular in today's education as are famous names of the past: Horace Mann, Samuel Hall, James Carter, Maria Montessori--all from the 19th Century. Educators then and now looked at the graded expectations. They have altered them, snipping here and raising there. The learner is now the focus of attention; specialists of different school subjects are next in focus; and current happenings in the world events and in world knowledge also come into the focus. The "Sputnik launch" of 1957 was like a drama of

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knowledge explosion. The push was on to teach and to learn; to push and to prod. But even with all this force of knowledge-needs, the pupil has not been lost in his own unique needs of learning growth.

The non-graded program is in the educational embrace of today's plans. It gives support to your individual needs. It is based on your continuous progress. It has no grade tags like first grade, fourth or sixth grade. It does not offer any special prescriptions for subjects that must be taught just because you are eleven or twelve; six or seven. It is a pattern that can be adjusted up, down, sideways. This pattern of non-graded, continuous progress should make your growth possible whatever your abilities, interests, and experiences are and wherever they are going; and however they are growing. In this program there is no repeating of grades; nor is there skipping of grades. Your physical, mental, and your social capacities differ from other children your age. Capacities is another word for abilities--the amount of knowledge you can digest at a given time. For instance, some of you can eat more food at a meal than others. Your physical digestive systems are different; your mental digestive systems are different, too. In the non-graded continuous progress program, school people attempt to organize your day according to your capacities and your achievements.

Beggs and Buffie, doctors of today's education, have suggested an approach to non-gradedness that could accomplish

the goals--the objectives of this kind of organization. It is a solution to the usual, traditional graded program that sets sixteen grades as your usual, traditional time demands. Their plan is described in the following picture-chart.[9] Reprinted by permission of the publisher.

	PRIMARY	INTER-	JUNIOR	SENIOR
CONTINUED PROGRESS		MEDIATE	HIGH	HIGH
	SCHOOL	SCHOOL	SCHOOL	SCHOOL

Pupils would spend two, three, or four years in each school; three years would be the average length of time. Progress in each of those three blocked areas would be continuous.

If you are able to move ahead rapidly in ALL areas, you would move along to the next block. Perhaps you would move along in one or two areas but not all of them at the same time. You would have the opportunity for a mobile movement in any of the blocks that is needed for your growth patterns. Maybe you need extra time to grow, to develop your abilities. Then an extra year in any of the blocks is available. This kind of time-changes is called flexibility. And flexibility is one of the key promises of the non-graded program.

The Graded-School Program is the other program in current school use. We are aware that this kind of a program is as

old as the Quincy Grammar School of 1848. And this is 1970. Schools that are graded usually force all pupils within the same age group to be exposed to the same sets of skills. Certain learning processes are expected of the group, like division, outlining, or research projects. If you do not understand a major number of these processes, you are not promoted; if you understand them, you are promoted; if you are much beyond the expected grade-learning, you might skip a whole grade. Whichever are your vague growth needs, you are one among a group. Many of the schools that we visit today that are called graded are not operating with such strict guidelines. A number of schools are concerned with <u>your</u> individual needs; and are, indeed, doing something helpful for you. These schools are almost non-graded but as yet have not had the encouragement, or the endorsement of their school boards to adopt the non-graded. And it is important that we record the same kind of observation about non-graded schools. Some of them do not operate as non-graded and are more like graded schools. This observation is strangely lopsided--a kind of contradiction of adult beliefs. But the fact is loud and clear that the people of the adult world are growing, too, and that we need time to experience new situations; time to research innovations; time to think. We are all growing together, learning together; and sharing the excitement and the pains of challenges--like the challenges of school programs, a spring storm, or a new friend's smile.

Chapter II

THE PROBLEM

Part One —— Definitions

Every profession has its own vocabulary. People in these different professions have their own special words: the lawyer has his, the medical doctor, the radio worker, auto mechanic, or the bird watcher, the baseball fan.

In preparing for research work we use a vocabulary that describes what we are doing; why we are doing it; what we hope to accomplish with it. Words that will often be used in this research report are listed. They are purposefully not in alphabetical order. Some words are closely related to others. They are listed in related groups.

RESEARCH
(rē-surch)

a careful investigation of a definite problem

an investigation to discover facts about this problem

It was first used in Old French
re----(again) cerchier----(to seek)

in modern English it means searching or seeking with care, with critical examination.

The Winston Dictionary:
College Edition 1946

PROBLEM (prŏb′lĕm)

A question of great concern

A difficult matter to be settled

SURVEY (sŭr vā′) noun

When used as a noun it is: an examination of anything (like school programs)

HYPOTHESIS (hī pŏth′ ē sĭs)

When used as a noun it is: a person's own idea about something before the idea is proven correct; before the investigation research is completed and the results of the investigation are known.

The hypothesis is the very foundation of the whole research problem. Dr. Sellitz and his group of writers (p. 35) suggest that the hypothesis directs our search for the facts. If there is more than one hypothesis, the word is hypotheses (sez).

VARIABLES (vā′ rĭ ə blz)

Some important items or some details that have weight, importance in proving the hypothesis. In this study, the important variables are: graded programs and non-graded programs. Because they are extremely important, they are independent variables. A variable of lesser importance is the self-concept. It is a dependent variable in this study because it depends upon the independent ones of school programming. We discuss that in Chapter 3. Other detailed variables of this study are: your age, your sex, your group's average scores in school work.

ANALYSIS (ə năl′ ĭ sĭs)

When used as a noun it is the separation of a thing into the parts that compose it. The analysis of a plant; the analysis of a sentence; of a problem. We will have an analysis of a school program.

ANALYZE (ăn′ ə līz)

When used as a verb, it means to separate; to examine closely. We will analyze the results of this investigation.

STATISTICS
(stà tĭs′ tĭks)

Number of facts that are collected carefully about a large group of persons or things, a certain profession, or sport. We have statistics collected in this study about you. According to Barzun and Grass (p. 204) the word STATISTICS was originally used by statemen--people of government power and influence. It was a word first used by Sir John Sinclair of Edinburg, Scotland in 1791. He used the word because he hoped it would attract more public attention.

STATISTICIAN
(stăt′ ĭs tĭsh ăn)

A person who specializes in explaining the facts. He is an expert in the interpretation of statistics.

DATA
(dā′ tà)

A collection of statistics or other facts. The word **DATA** is already in the plural. The data are most important in proving an hypothesis.

CONCEPT(S)
(kŏn′ sĕpt)

A mental picture of an object or person, a general idea: for instance, the concept friendship, happiness, justice. Concepts (or **IDEAS**) cannot be measured. They are formed from experiences of doing, listening--learning.

MEAN
(mēn)

The average of a list of scores in math, science, or any subject.

ACHIEVEMENT
(à chēv′ment)

The work that is completed and how well the work is understood and performed.

POPULATION
(pŏp′ ū lā′ shŭn)

The total number of people in a country; or the total number of people included in a special survey. Students in the last year of elementary school are included in this survey.

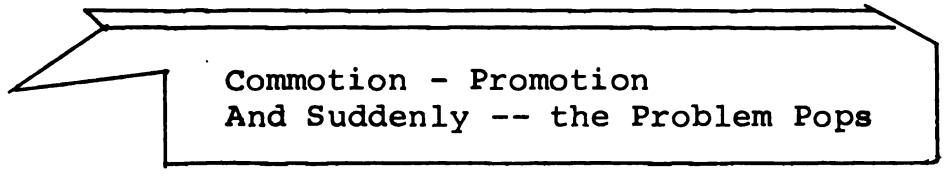
SUBJECTS
(sŭb′ jĕct)

A special area of study such as mathematics, social studies, science, language.

A particular part of the elementary population. Only those pupils in their last year of selected elementary schools.

SAMPLE (săm′pl)	Another word for SUBJECTS. "When your data are taken from only a part of the population, you have a sample of the population." (Elzey's book, p. 22)
THEORY (thē′ō rў)	A hypothesis that has been partly or largely proven by facts; but not entirely proven. The word is described as an intelligent guess. Sometimes we might ask, "That sounds good in theory, but how will it work?" For instance, the non-graded program sounds good in theory (in goals) but will it work?

Many other words are used in the research vocabulary. And some more words are included in this particular study. We will explain them as we use them.



The world is NEW! Nothing is tired, or worn out, or hopeless. Each day is a new day. If we are eight or eighty, the day and the world are here for us to greet. And each day of this world brings joy to some of us; sorrows, music, bruises, kites, problems.

The problems can be solved; but often not in a day. And the problem that this research study is all about is a problem that has not been solved in a day, nor in thirty or sixty days. In fact the first problem a researcher has is: What will be the topic of the problem? And before a decision is made about what the topic of study should be, the researcher asks himself many questions.

Does the problem appeal to my interest?
Is the interest really for children?
Will the results help children?
Is there real need for this problem?
Are there others that would justify the time and effort?

Good[87] (p. 103) reminds the researcher that they should not waste time working on problems that have been investigated. He lists the standards of quality performance that the researchers must reach. And he suggests steps that help to make these standards reachable.

There is a kind of adventure in exploring all the possible topics of interest. There is discovery and mystery. We are hunting for clues about past studies; we are haunting libraries for reading materials. And we are questioning friends, professors, authors.

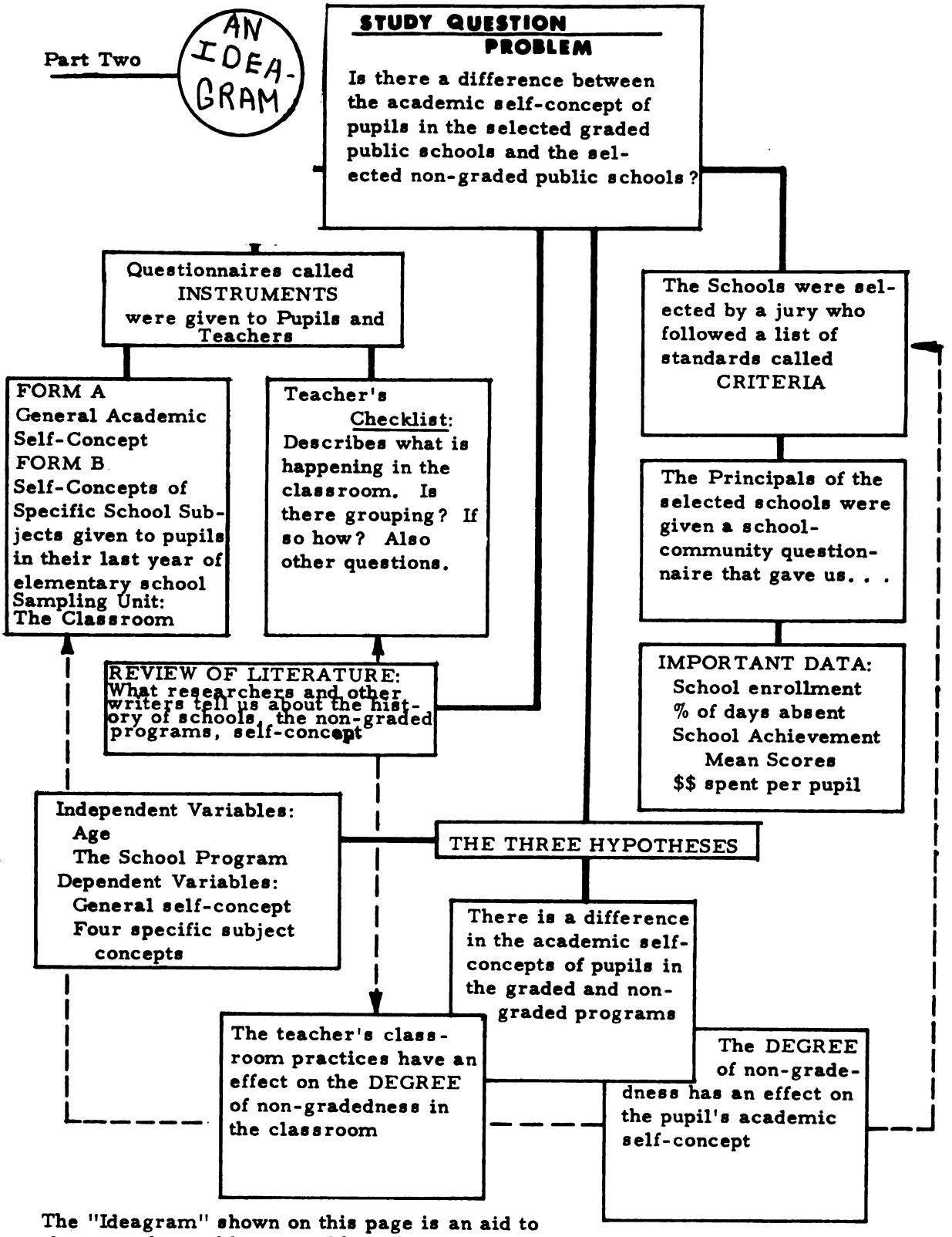
And then comes the flasher; the topic is settled--the committee says YES. The "light is green"--let's GO!

What's its name--this problem?
What will it do?
What's it all about?

We probe and we pull and this is what it's all about:

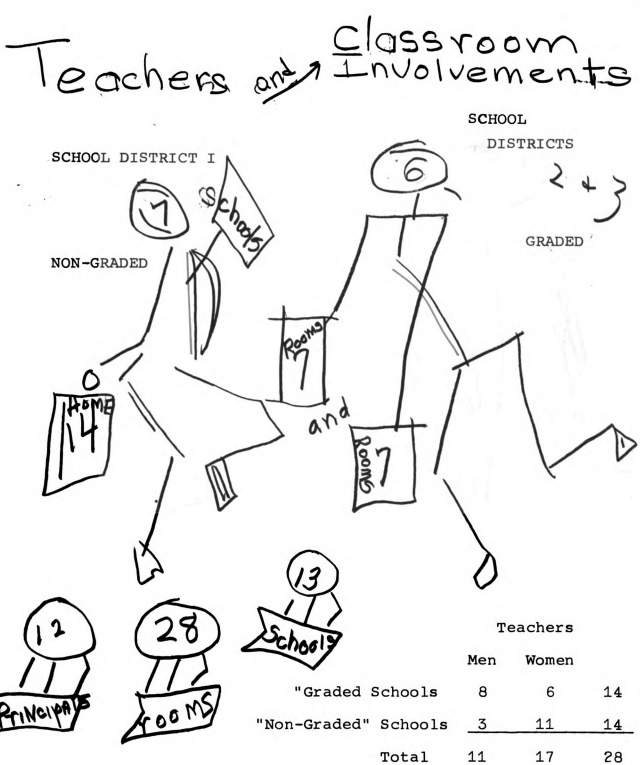
Problem: Is there a difference in the academic self-concept of pupils in the graded schools and in the non-graded schools selected for this study?

Part Two



The "Ideagram" shown on this page is an aid to show you the problems; and how the problem includes you and your school.

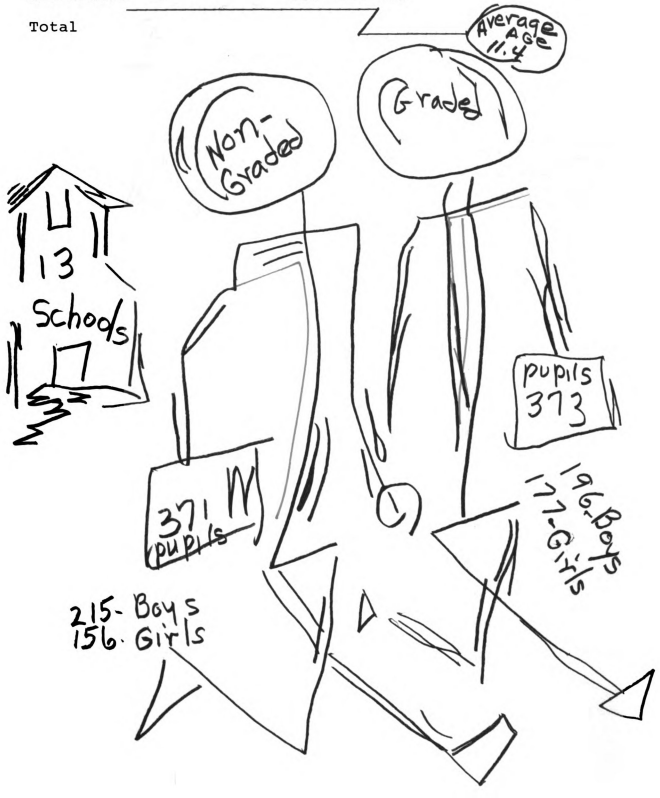
PEOPLE INVOLVEMENT

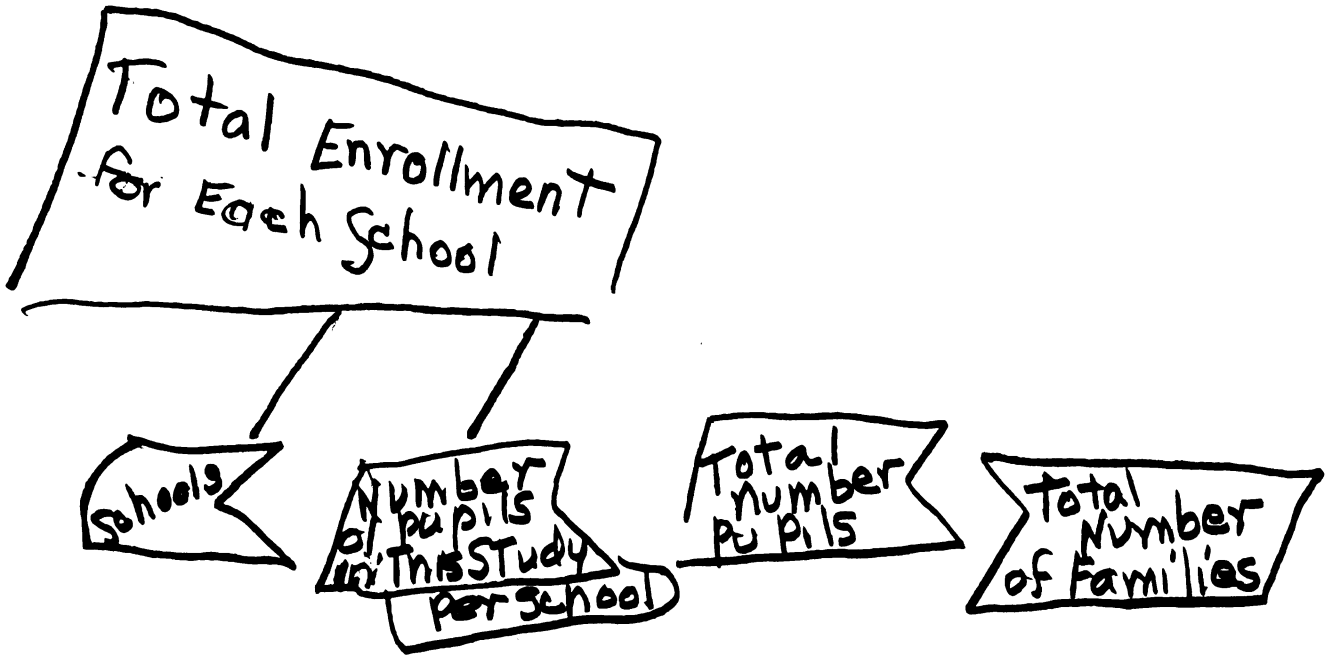


Teachers			
	Men	Women	
"Graded Schools	8	6	14
"Non-Graded" Schools	3	11	14
Total	11	17	28

PUPIL NUMBERS

AGES	10 years old	11	12	13
Graded	1	202	150	20
Non-Graded	0	215	116	14
Total				





1	45	397	270
2	35	395	260
3	53	429	263
4	81	522	330
5	58	460	280
6	37	493	293
7	62	340	225
8	51	319	184
9	70	414	261
10	52	366	230
11	65	410	242
12	77	457	269
13	58	451	300

Chapter III

Part one

Some thi

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Chapter III

The HERE-AND-NOW PROGRAMS

Some things are happening with non-graded programs NOW: from Oregon to Florida; New York to Iowa and places in between. People look at non-gradedness as a catchy, curious, swift cure -- as though it might heal any painful problems of pupil performance. However, it appears that the program is not a magic-change; nor is it always a peaceful-change; nor a performance-promise. But it can be a mood-change and a pupil-project. It can be a mood-change because its purpose usually changes the mood of its teachers. It promotes a mood for individual attention. It can be a pupil-project because it supports individual pupil progress. Its key action words are INDIVIDUALIZED INSTRUCTION: its key subject is the INDIVIDUAL.

Indeed, it is a distinctive change from the graded, if the gradedness is strictly and strongly graded. We have stated that nongraded programs do not always move in easy, peaceful change. It has some uneasy acceptance by the people involved in it, you, your parents, and your teachers--as it is a new way of teaching. It requires teacher-understanding,

willingness, enthusiasm. No doubt, it is a time-strain and a work-load!

Many studies have been reported by Carbone, Miller, DuFay, Anderson, and others. Their studies reveal evidence that non-gradedness must be supported by the school staffs where the program is in action. It demands constant re-evaluation of progress; of regrouping, shifting, planning--of teamwork.

According to some of these authors as well as teachers within the buildings, the school does not need to be large, open, new and without concrete, inner wall-separations. The building can be old, steep, with very definite self-contained rooms--rooms where everything goes on for YOU.

We can operate non-grading any place--a building basement, a mobile trailer, a backyard tent. But if an additional school is needed in your district, the usual building plans could promote and provide for your individualized learning needs. Such purposefully-planned schools are Sherwood Park Elementary in Grand Rapids, Michigan; or Woodcreek in Lansing. These schools are quite typical of the newness in building-projects that promote the purposes of non-grading. They are concrete evidence of adult-promises to pupil-progress. They both provide possible learning situations that you would need for atmosphere, materials, resources, and study areas where you can be alone

with yourself. Whether these kinds of buildings will prove to be significantly better for pupils is yet to be tested. However, we can expect strong building trends like these that will help the purpose of non-gradedness for continued progress. Could pupils help with building plans by being pupil-involved: giving suggestions, studying new building trends; changing his own building structure?

Reports of other HERE-and-NOW programs are showing growth-patterns in favor of the non-grading--IF the non-grading is for the pupil's continuous individual progress. Conclusions from Appleton, Wisconsin studies include the fact that pupils who attended non-graded schools for 3 years showed greater improvement in reading and math than did pupils in the graded for the same length of time. A report describes: Appleton Schools will continue to develop the non-graded program, stating that Appleton's goal is "to make good schools even better."

The study from the Province of Saskatchewan[57] (1968) indicates that on teacher-evaluations of their program, teachers were critical of 2 important items which, they argued, hurt the effectiveness of their program on bright students:

1) Enrollment was too large (teacher's time was limited).
2) Lack of resource materials and facilities.

(Large enrollments and limited time hurt any child in any kind of program.)

Hence, a recommendation for future plans by anyone would be a careful review of these two items--enrollment population

and resource materials. Their study also showed that 86% of their survey responses saw a slight improvement over the graded program. Sixty-eight per cent of their teachers saw their work as a little more effective: not considerably more nor less effective.

Bellevue, Washington, and Their Continuous Growth Program[47]

Again we learn of school building plans that include special constructional spaces for math, reading, and social studies. Again, the planning spaces are both for large and small study areas, movable walls; and again instructional materials are programmed for non-gradedness. Once more the move is on.

Bellevue has information to share other than their physical building plants and their instructional aids. Their study project shows some of the following research data in pupil achievement:

1. There is little difference between the over-all academic achievement of fourth grade pupils who have experienced the three-year Continuous Growth Program and pupils who had been enrolled in graded primary program.

2. The few differences that appear between the two groups center especially in listening and science, with the CGP pupils showing some superiority in listening and the graded pupils in science.

3. Girls of average and high ability appear to benefit more from the Continuous Growth Program than do boys of the same ability levels. Although girls of low ability appear to be at a definite achievement disadvantage in the CGP.

4. Pupils of average ability appear to benefit most in achievement in the CGP; pupils of high ability gain some achievement from the CGP; but pupils of

> low ability evidence higher achievement in the fourth grade from the graded program than from the CGP.

Hence the graded schools and the non-graded schools included in the Bellevue study do not show great gains of achievement-differences. This study--and others--show that non-graded programs are not magic changes nor performance promises.

Grosse Pointe, Michigan with its Monteith Plan has no research data to share but their program evaluation describes their belief in non-grading. Their satisfaction is in pupil progress. Their report praises the "learning climate" of their schools; and that their efforts have brought about positive attitudes of children. They conclude that failure is harmful to children; and that their girls and boys meet successes by being in learning levels that enhance the learner. They feel that their concern and love for children cannot be tested by any standard test like an achievement test.

Henry J. Otto[36] reports a research study from Casis School in Austin, Texas completed in 1969--and he summarizes the data with the following conclusion:

> . . . that it seems safest to conclude that the comparative data of this study resulted in a draw. [The study compared data from selected graded and non-graded programs.] The tabulations contain 36 comparisons. Of this number 14 favored the non-graded program; 11 favored the graded classes while 11 comparisons resulted in identical ratings for graded and non-graded groups or no findings could even be concluded. As one examines the comparisons dealing with resources used, children's use of the library, and grouping practices, one should not have expected important differences to

> appear in a school in which over a period of years teachers had made extensive efforts to adapt instruction to individual differences.

Some of the study's comparisons which showed "no differences"

> Grouping practices in reading, spelling, and math
> Achievement scores
> Individualized learning materials in reading and spelling
> Use of school library by the pupils

Otto continues his summary with a statement of disappointment that school worries and achievement data came out as they did. He and his co-worker expected children's school anxiety to be less in a non-graded program and to decrease over the years as pupils continued to the non-graded arrangement. But their data turned out to be just the opposite on both counts.

His final statement is one which most educators would echo,

> Perhaps we should have expected the achievement comparisons to come out as they did. After all, when an entire school for years has put forth much effort to adapt instruction to individual differences, what can you expect a non-graded program to add?

A report by William P. McLoughlin from his book, The Nongraded School: A Critical Assessment is quoted by Henry Otto with an interesting summary of McLoughlin's findings. McLoughlin published an analysis and summary of 34 studies which had become available between 1958-1966. Without going into all the detail published in his book, we quote only his summary statements of his analysis:

> In the area of reading (21 studies analyzed) ". . . it cannot be claimed that nongrading makes a significant difference in the general reading attainment (achievement) of children." The arithmetic (15 studies analyzed) ". . . Given these data, it would be difficult to develop an uncontestable (unopposed) argument for the positive influence of nongrading on the arithmetic attainments of children." In the language arts area (10 studies) ". . . These data hardly attest (prove) the superiority of either organizational pattern (the graded or the non-graded programs). In total achievement 8 studies "failed to discern (show) differences between the performance of the graded and non-graded." Of eight studies on pupil adjustment, McLaughlin wrote, "No matter how adjustment is defined or measured, there is scant evidence to support the contention (idea) that it is improved by attending a nongraded school." When comparisons of pupil achievement in graded and non-graded programs were made in terms of three ability levels, (high ability, average, and below average ability) McLaughlin found "The predominant, the most important finding of the research in this area is that there are no significant differences in the scholastic achievements of children of varying abilities resulting from attending nongraded schools. Where exceptions to this general idea occur, the differences tend to favor the AVERAGE and BELOW AVERAGE child from graded classes."
>
> *Words in parenthesis were added for explanation.

Among educator-author such as McLaughlin, Robert Garvue, Beggs and Buffie we hear much the same comment regarding research and reports of graded versus non-graded. Such sincere criticisms as a lack of research, poor quality of research, inadequate studies, lack of facts presented in the studies--Major complaint: Lack of meaningful research.

We have presented some geographical name-places and some comparative study results

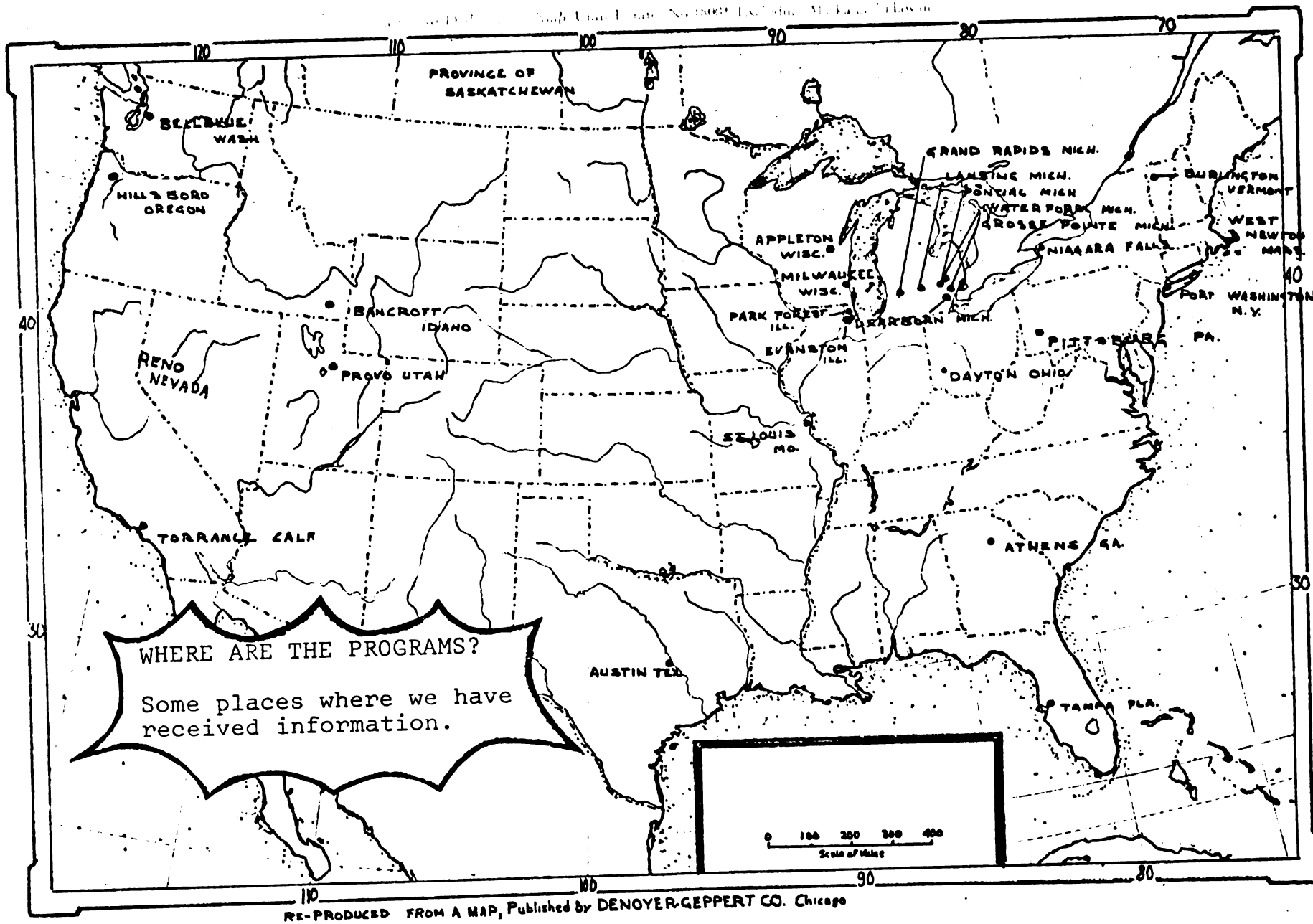
> where the program name is the same or where there has been a change.

and

It is difficult to pronounce one kind of program-name as being better and brighter than another program-name because the Name of a program is NOT the lasting attraction. A name can be gaudy, glitter and tinsel. The HEART of the program is People: you, your parents, teachers, and chums. A program is--people meeting people--and meeting individual people-needs.

The map on the following page

shows program placements



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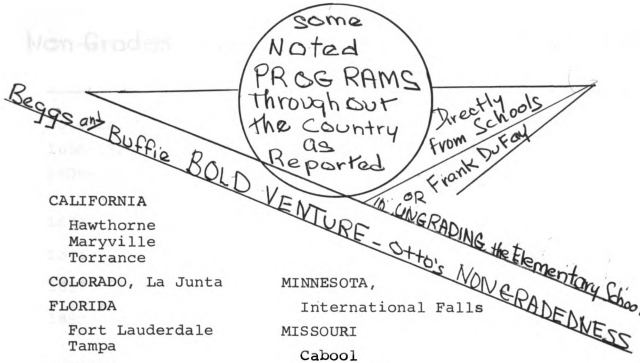


CALIFORNIA

Hawthorne
Maryville
Torrance

COLORADO, La Junta

FLORIDA

Fort Lauderdale
Tampa

GEORGIA

Athens
Douglas
Savannah

IDAHO, Bancroft

ILLINOIS

Evanston
Maywood
Park Forest
Waukeegan

IOWA, Cedar Falls

MASSACHUSETTS

Gloucester
Marblehead
West Newton

MICHIGAN

Dearborn
Grand Rapids
Grosse Pointe-Woods
Lansing
Pontiac
Van Dyke
Warren
Waterford

MINNESOTA,

International Falls

MISSOURI

Cabool
Hawthorne
St. Louis

NEVADA, Reno

NEW YORK

Jamaica
Niagara Falls
Port Washington

OHIO, Dayton

OREGON, Hillsboro

PENNSYLVANIA, Pittsburg

RHODE ISLAND, Cranston

SOUTH CAROLINA, Rock Hill

TEXAS, Austin

UTAH, Provo

VERMONT, Burlington

WASHINGTON, Bellevue

CANADA

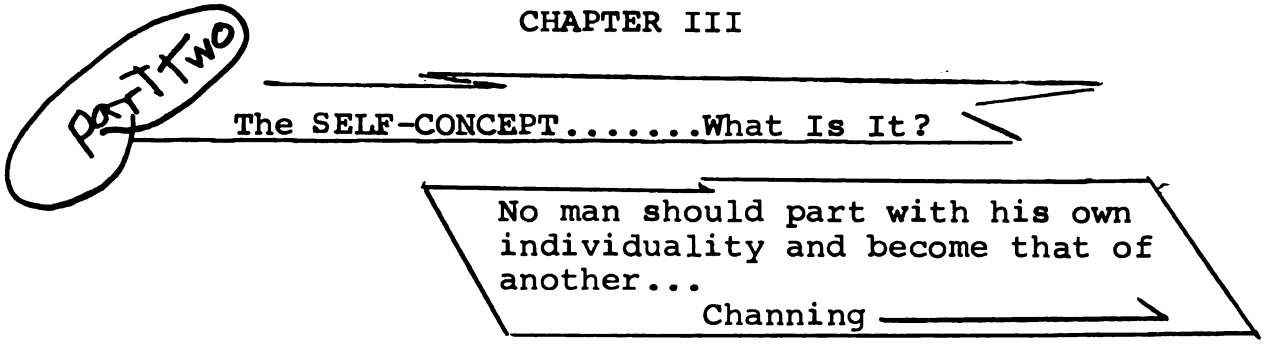
PROVINCE OF SASKATCHEWAN

WISCONSIN

Appleton
Green Bay
Milwaukee

Non-Graded Schools Are NOT 20th Century NEW

Colonial Era	The Dame Schools	
1655-1825	The Reading Writing Schools	
1806-1830	Lancastrian Schools	Contained features of non-gradedness.
1888	The Pueblo Plan	These Plans were innovations during their time of action. They were designed to provide for some individual instruction.
1893	The Cambridge Plan	
1897	The Portland Plan	
1898	The Santa Barbara Plan	
1919	The Dalton Plan and The Winnetka Plan (13)	
1934	The Flexible Progress Group Western Springs, Illinois	These schools developed serious planning of full time non-graded programs
1936	Non-graded Junior Primary Richmond, Virginia	
1939	Junior Primary Athens, Georgia	
1942	Ungraded Primary Milwaukee, Wisconsin (19)	



You are YOU and nobody else! Your smile is yours; and it is a contagious thing. Your feelings, your expressions--the soft and breezy ones; those loud, gusty ones--belong only to you unless you choose to share. There is a <u>special you</u> that is deep inside. An "inside-you" that's filled with feelings about yourself. You had an inside-you when you were but an infant. But it was tiny, quiet; and it was nourished by parent-love and parent-response to your crying demands.

You depended upon your parents (or some older person) to give you the needed care for your body-growth and your body-protection. But there was more to your infant life than body-needs. There was a love-need. Hopefully, you were cuddled, rocked, and kissed good-night. You were told that you were sweet, precious, the king of kings or the Queen of Hearts. Somehow, even at that age you understood. You smiled; you waved; you gurgled and babbled. And that inside-you was growing with feelings about yourself.

Then suddenly, you were older. You had people other than family who became important-others: your age-mates, school chums, teachers, scout troops, music-makers, the school secretary, the church choir. All of these people-contacts were feeding into that inside-you by helping you "see" yourself as a more independent person, more worthy, more valuable. This picture that you see of your inside-self is----the self-concept.

Authors such as Art Combs, Robert Havinghurst, G. H. Mead, Walter Thomas give their theories about the various actions that influence the self-concept.

The following significant actions are some of the change-influences reported by these authors and others:

1. That your self-concept usually is achieved by how you interpret the judgments other people make about you--the judgments of people who are most important to you--the significant others.

2. That your mother, father (or both), teacher, and age-mates (peers) are generally the significant others.

3. That children who view themselves negatively are usually more anxious, less sure of themselves, less able to adjust in school than children who see themselves positively.

4. That there is a relationship between your self-concept and your school achievement. For instance, if you are a high achiever in reading, it is stated that you have a positive self-concept; you are viewed positively by your teachers and peers. And that if you are an under-achiever in reading you probably have a negative self; and you are viewed by your teachers as having problem-areas. The achievement--and the self-concept relationship is not restricted to reading; it includes other areas of academic achievement--like social studies, science, math, study habits.

5. That your teachers generally are aware of self-concepts and most likely provide you with every experience that will encourage you to build a healthy concept of yourSELF.

6. That the self-concept influences your general behavior-qualities as well as those performance and achievement levels.

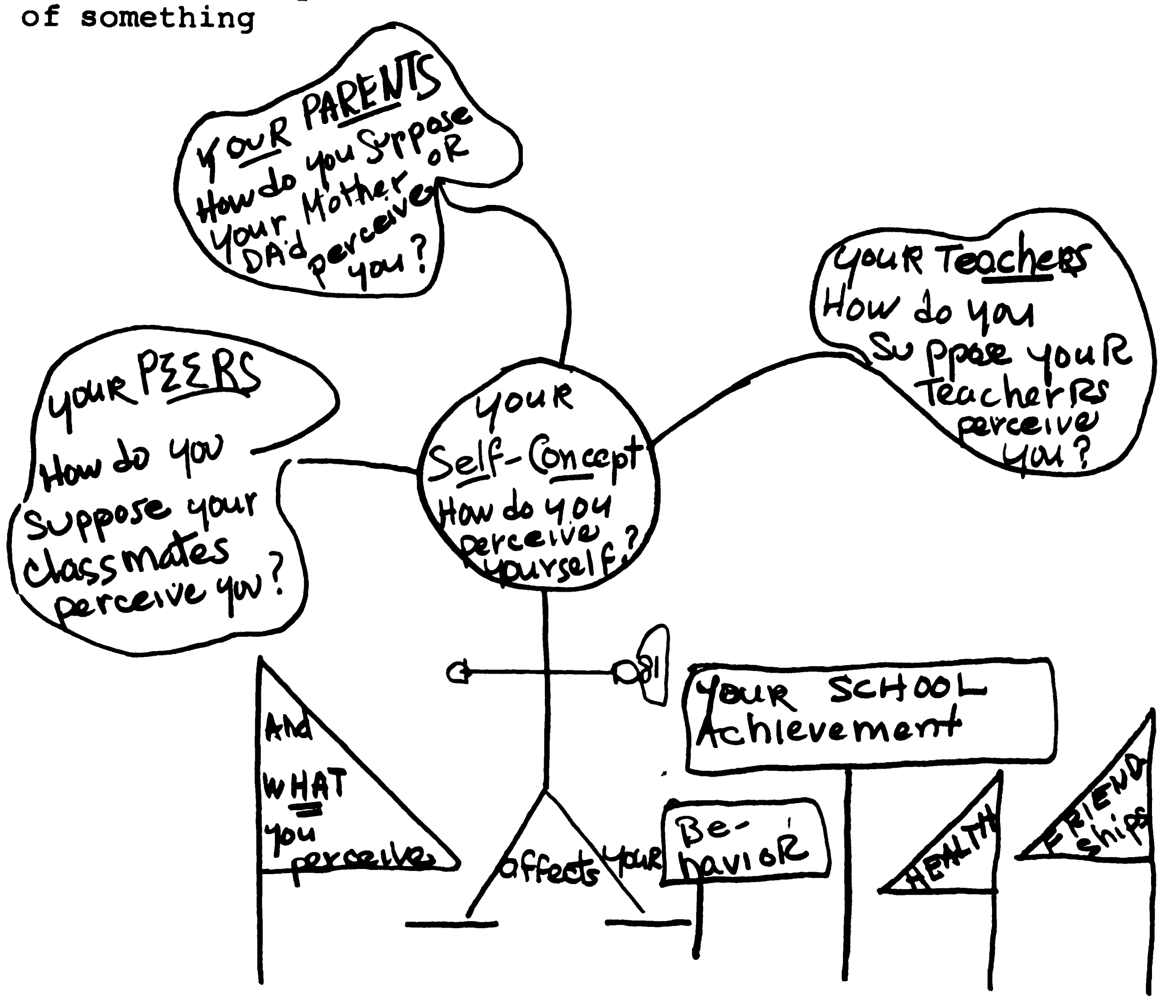
7. That the self-concept is the picture you have of yourself: your values, your attitudes, your feelings--about people, work, about education, money, your religion, your country, recreation. It is: KNOWING YOURSELF.

8. That individuality must be encouraged and respected; therefore, adults should provide opportunities for you to emerge--to come forth with your own set of interests, abilities, uniqueness.

And that when adults do provide situations showing we really care about you and deeply respect you as an individual, we are, indeed, encouraging you to explore, to develop, and to perceive.

That Inside-You, The Self-Concept

to Perceive: is to have a mental picture of something



And that's what it is all about .... ——

Part Three

ARE YOU A DO-DO-er?

Here are some Do-ing SUGGESTIONS for yourSELF

BUILD UP YOUR SELF RESPECT

List some of the things about YOU that you think are

GREAT----

example:

interested in others
friendly
sincere in what you say and do
good jumper
fair loser — good sport
fair winner

a sharing person; sharing things and ideas

an organizer; a suggestion-maker

Do you have a HOBBY? A SOMETHING SPECIAL INTEREST?

Could you learn more about it?

Become an "expert" and teach others? Help someone have something?

SOME THINK-ABOUT QUESTIONS to ask yourself BUT not all at once. Maybe just one a day--or more.

Happy most of the time?
Unhappy most of the time? — WHY?

Attractive?
Straight posture?
Slumped?

Not very healthy?
Healthy?

Should you wear glasses?
Go to a clinic? See a doctor?
Eat properly; rest enough?

ALWAYS doing what others want?
Think about WHAT the others want to do before doing it?

Harsh, demanding voice?
A controlled voice; one with expression?

Next week could you inspire a younger child to know himself better? --by being a student-aide in art, music, drama, not always in school--but in your backyard, a street parade, a garage display.

LOOK in the MIRROR!

and smile. And what you see is beautiful It is remarkably handsome. It's YOURS!

"Super" Questions of "maxi" Interest

Do you feel better or worse about yourself——
Today than yesterday?
This week than last?
Why? Was it something that someone said to you--your teacher or your friend?

Are your school demands too difficult or too easy? Do you feel important to others: your friends, family, teacher? Are they important to you? Do you feel you are liked by them? Do they like you? Do you like them?

Think about school. Is it a happy place? Helpful? Is it a challenge?

Do you think about words like: trust, loyalty, satisfaction, or adequacy.

TODAY did you take the time to listen to someone's worry?

Did you help a lonely person? A person confused with an assignment or a recess problem?

Did you give somebody an expression of encouragement? Of gratitude? (just a nod, a certain look)

Shout commands? Scream out your complaints?

Refuse to accept recommendations, criticism? Corrections? Perhaps you had a reason to react that way. If so, did you think about it? Discuss it?

Did you make any decisions today?

TOMORROW could you ask your teacher(s) to have a conference with you SO you will learn WHAT THEY expect from you? And--sit with your parent(s) and talk about expectations, too?

Chapter IV

How Will We Test the Hypotheses? What Are the Instruments Used?

The original problem we are considering in this research is: Is there a difference between the academic self-concept of pupils in graded schools and non-graded schools. From this study-question we considered two other very important ones

1. Does the DEGREE OF NON-GRADEDNESS have an effect on the pupil's adademic self-concept?
2. Do the teacher's classroom practices have an effect on the DEGREE OF NON-GRADEDNESS?

We have defined graded programs, non-graded programs, and self-concept. The academic self-concept is how well, how high or how good our mind's image is of our work in school. If a pupil thinks that his work in math is high, then his self-concept in the academic area of math is high. We apply this same kind of picture thinking in other areas of academic subjects. We also have a mental picture of all school activities called the General Academic Self-Concept.

We stated that one of the hypothesis for this research is: There <u>is</u> a difference in the academic self-concepts of pupils in the graded and the non-graded programs. However, a school program can be tightly graded and yet be labeled

"Non-Graded" while a graded program can be extremely non-graded and be labeled "Graded". The reason for this statement is that there are DIFFERENT DEGREES of non-gradedness. In this study, we are concerned with school labels and with degrees of non-gradedness. It sounds like a merry-go-round of changed labels, but educators who are responsible for change are usually extremely careful that the change is not a simple adoption of a new name. This background information about name-change is important to this study because it is the essential background for the schools selected for this study.

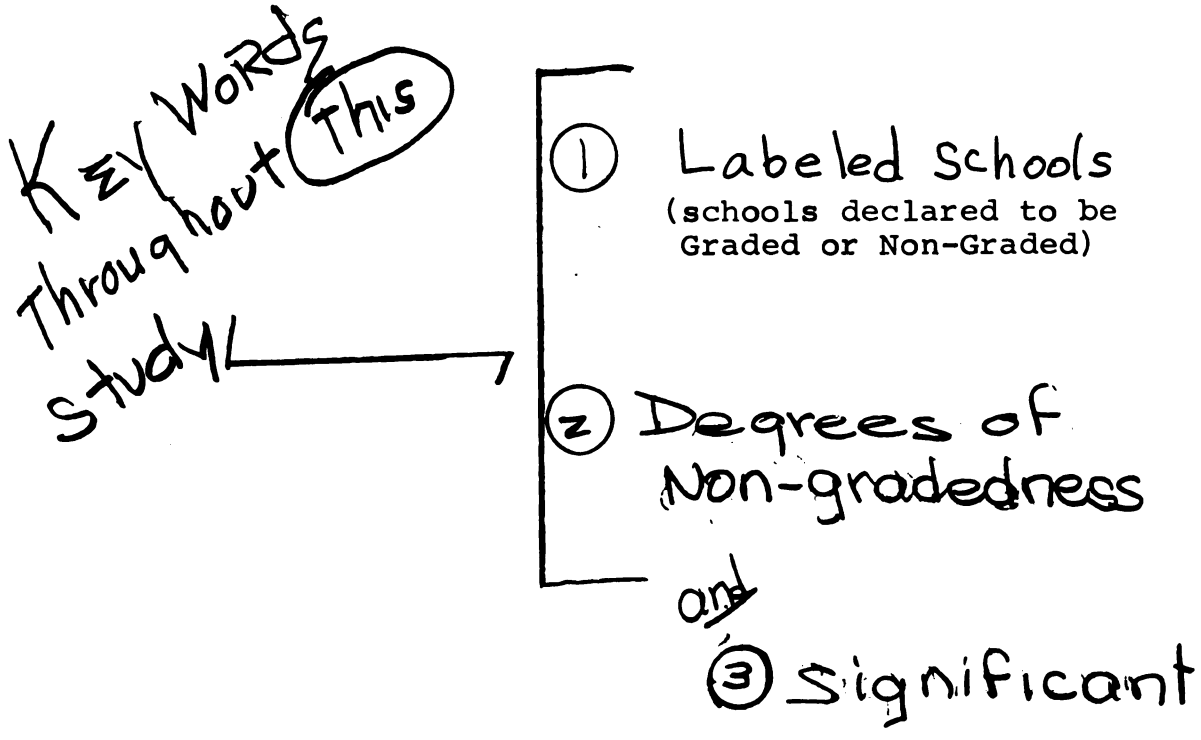
The selection of schools that participated in this research were schools that met a description based on practices that are considered to be sound for nongradedness. One of the authorities who considers certain kinds of practices to be sound non-graded ones is Dr. Richard F. Carbone who has studied non-graded activities .[18] It is essential we remember that these practices can be learning, doing and teaching practices in schools labeled "Graded". The description of practices which the selected school had to match is called the list of criteria. The primary list, found in the Appendices, describes the most important classroom procedures in action. How individualized is the instruction? For instance, how much teaching can be given each girl and boy separately? What are the grouping practices? How is the pupil evaluation made? Are there opportunities for wise use

of resource materials? Is the pupil given HIS chance to grow individually? Does the school have definite objectives--for example, definite goals for its programs?

There is also a secondary list of criteria, stating definite selection rules about the number of pupils within the classroom, the number of teachers on the staff and the length of time that the school program has been established. This is also in the Appendices section of this study.

We now have an explanation of the school selection tool used. And it is with that tool that the juries of school people based their evaluation of the schools. Another tool used in this study is one given to all the classroom teachers of the pupils participating in the study. The teachers checked the kinds of practices they see themselves using with their pupils. The teachers' checklist is a vital part of the strength of this research. From their responses we could form a relationship between pupil academic self-concept and the kind of action that was performed in classrooms. Each teacher's list was studied by another group of jury-people who used a scale of value for each response. This scale of value was an evaluation numbered from zero to four. And each of the eight jurors would decide by himself (and not in a group) which characteristic should be given a zero, one, two, three or four points. If the juror would interpret a certain practice to be very outstanding and, indeed, one that should be practiced in non-graded programs, then he gave

that characteristic a four-point value. And down the scale the points could go. A zero would be given if that practice should not be in action at anytime, anywhere. All of the points were added to a total sum divided by 8, the number of jurors. This was the average--namely, the mean. Then each teacher's checklist was given a score divided by the number he checked off. For example: Out of fifty-one characteristics that a teacher could check, he may have indicated that he practices eleven (the lowest checked) or twenty-seven (the highest number a teacher checked). Again, each practice checked was given a value



Every classroom had a rating then from zero to four which showed how non-graded the room programs were. And we then asked the question: Is all of that related to self-concept? To answer that question we had to use another

instrument
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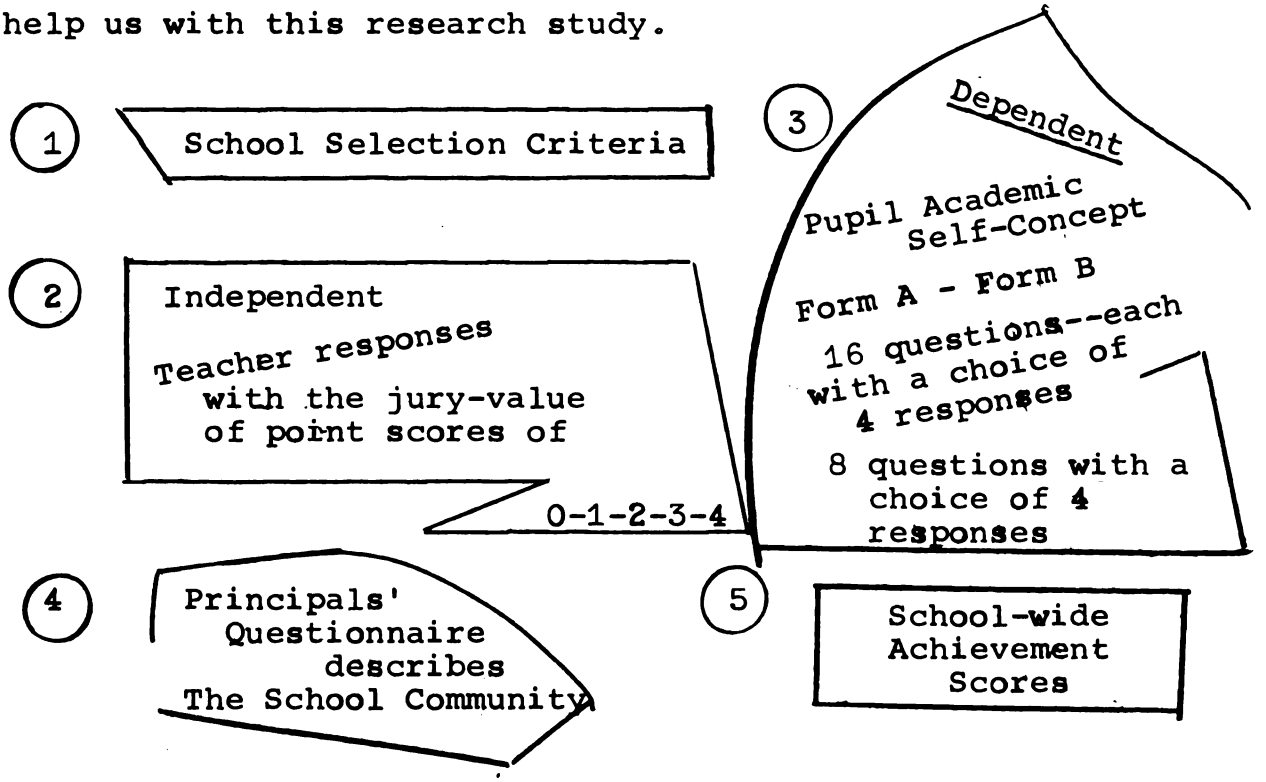
instrument. This instrument was a questionnaire in which pupils from ages ten to twelve answered the questions. The pupils who participated were in their last year of elementary school. This questionnaire asked pupils about how their inside-self feelings reacted to general academic worth and to specific school subjects. The subjects: Math, English, Social Studies, and Science. The questionnaire was divided into two parts covering the five areas. The Academic Self-concept Questionnaire was developed by Dr. Wilbur Brookover of Michigan State University. Form A--the General academic self-concept; and Form B--the four specific subjects. This gives us a total of five areas which, in this study, we call the five dependent variables. They are dependent because the outcome of their scores depend upon the two independent variables of age and of school practices. (When we speak of dependent and independent variables and how the one depends upon the other, we could clear this understanding by thinking of a new born colt as a dependent variable and its dependency on the mare for survival. The mare, in this example, would be the independent variable.)

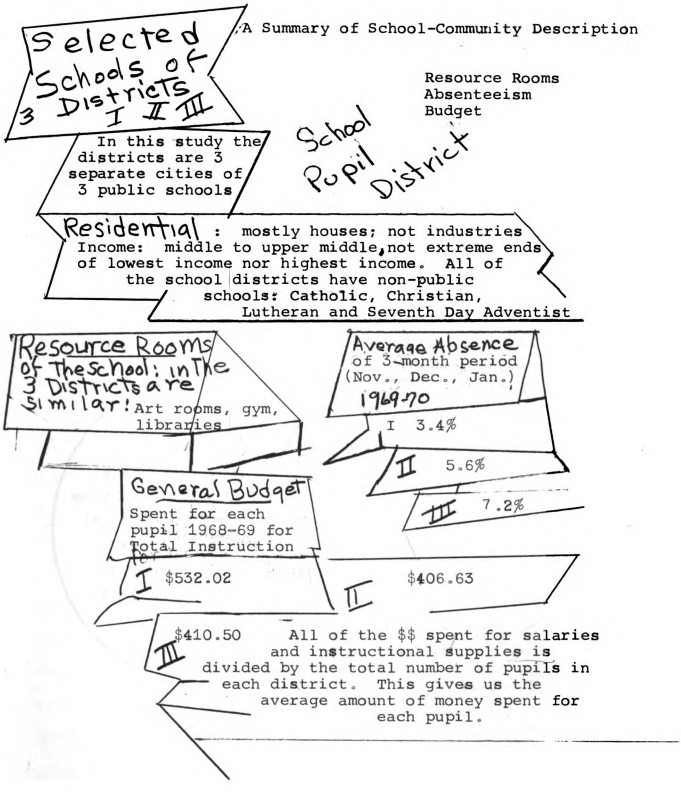
Other data that we use in this research come from the achievement scores of the schools selected for this study. We took the means of these achievement scores and compared them with the means from each of the other schools. This comparison showed us that the scores among the schools were similar; that there was no one school high on the pole of pupil achievement; nor was there a school low on the pole

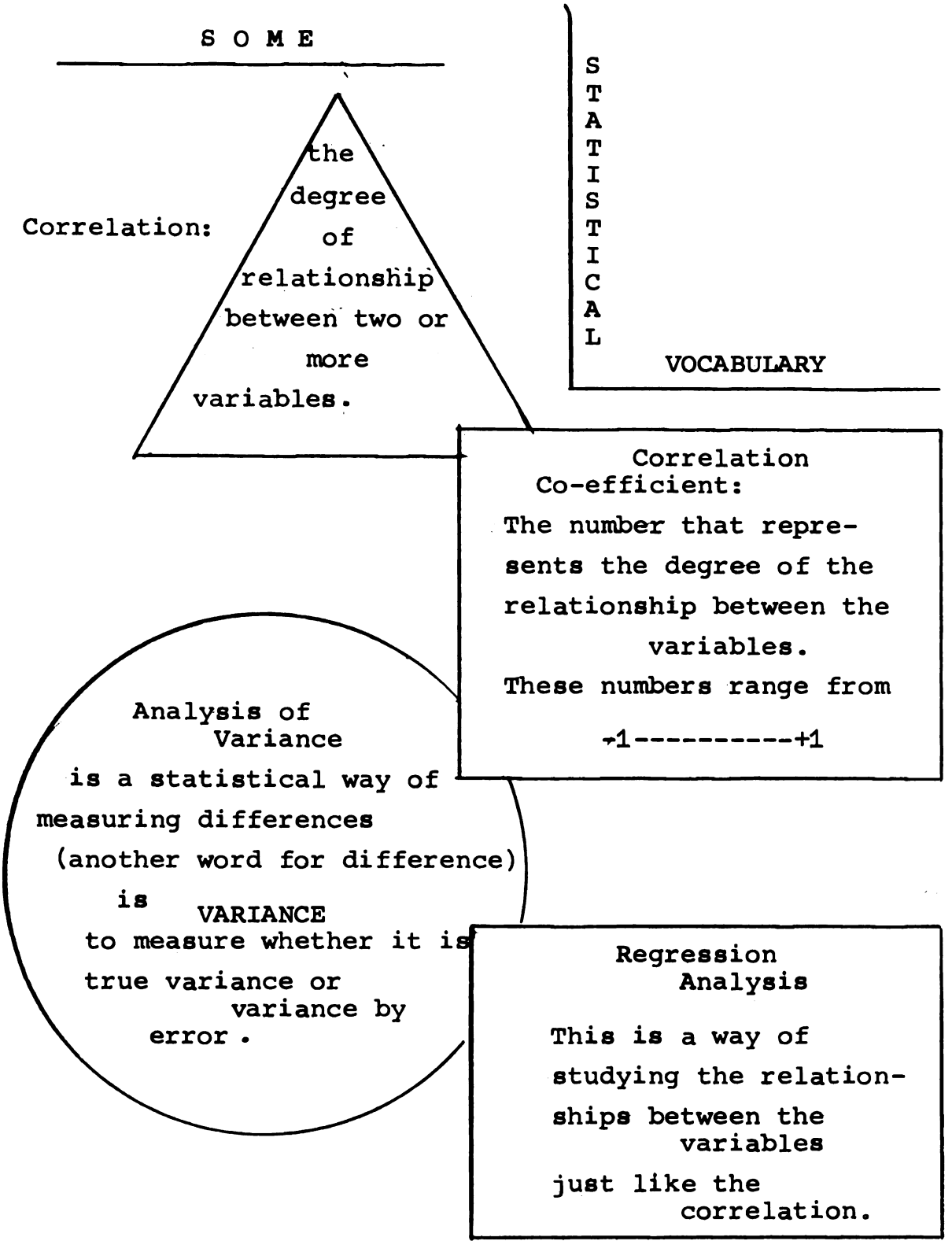
of achievement. Each year pupils of these schools are given achievement tests; and the results of these tests show similarity among the thirteen schools.

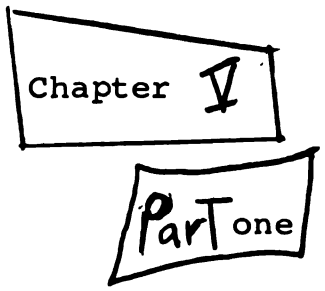
A similar situation is in the communities where these schools have been built; the school population, the number of school families; the money available to spend for school materials, as well as special rooms for art, libraries, and special instruction; audio-visual materials like television and tape recorders. We were also interested in pupil absence records. We asked whether the community is mostly homes or industries. These kinds of features, which we call parameters, were indicated by the school principal's responses to yet another questionnaire. We have included their responses on the following page. The questionnaire is found in the Appendices.

In summary, we have five different instruments that help us with this research study.




Selected Schools of 3 Districts I II III
A Summary of School-Community Description
Resource Rooms
Absenteeism
Budget
School
Pupil
District
In this study the districts are 3 separate cities of 3 public schools
Residential : mostly houses; not industries
Income: middle to upper middle, not extreme ends of lowest income nor highest income. All of the school districts have non-public schools: Catholic, Christian, Lutheran and Seventh Day Adventist
Resource Rooms of The School: in The 3 Districts are Similar! Art rooms, gym, libraries
Average Absence of 3-month period (Nov., Dec., Jan.) 1969-70
I 3.4%
II 5.6%
III 7.2%
General Budget
Spent for each pupil 1968-69 for Total Instruction
I $532.02
II $406.63
III $410.50
All of the $$ spent for salaries and instructional supplies is divided by the total number of pupils in each district. This gives us the average amount of money spent for each pupil.


S O M E
STATISTICAL
VOCABULARY
Correlation:
the degree of relationship between two or more variables.
Correlation Co-efficient:
The number that represents the degree of the relationship between the variables.
These numbers range from
-1----------+1
Analysis of Variance
is a statistical way of measuring differences (another word for difference)
is
VARIANCE
to measure whether it is true variance or variance by error.
Regression Analysis
This is a way of studying the relationships between the variables just like the correlation.



SURVEY RESULTS

What Do They Mean?

The data are ready for interpretation! The light is GREEN! And now we go into the horizons of discovered meanings.

First, what we have done with the data is to analyze the results of the instruments; to compare one with the other; and the other with another. And yet another. All of the instruments together gave us information. And separately, we discovered questions that were answered; and questions yet to be answered. When we looked at the results, we related the same data in a statistical analysis.

To measure the effect of these data, we reviewed the first hypothesis: Is there a relationship between the degree of non-gradedness and the academic self-concept? To do that we had to have a regression analysis. And that is the statistical term used for the action of relating non-gradedness with the academic self-concept.

The checklists that each teacher gave showing the teaching characteristics they practice in their classrooms were rated according to that scale of zero to four as the jurors

had evaluated. Every classroom had a rating then from zero to four where zero was given for extremely graded practices and four was given where the practices were considered extremely non-graded. That is what we mean by "degrees of non-gradedness"--that scale from zero to four. Again, zero is for the NO degree of non-gradedness and four is the yes--very non-graded. What we did, then, was to take those ratings and ask ourselves: Is the rating related to the academic self-concept? To answer that question we did the regression analysis.

In the regression analysis we have two independent variables: the degrees of non-gradedness and age. And remember, the degree of non-gradedness refers to those ratings of zero to four. We used as our sampling unit the classroom in each school because the children in those classrooms in a particular school had the same home room teacher. First, we took the ratings and related them to Form A: the General Academic Self-concept.

Then we took the results of the Form B (pupils' instruments) which was the one interested in specific school subjects. We took each subject area and looked at them separately. Then we looked at those results and the results of Form A and we did a multivariate multiple regression analysis. Multi means many. And with the multivariate multiple regression analysis we can relate many kinds of instrument results--more than one. We then asked: Are age

and the degree of non-gradedness important in predicting how good a self-concept pupils have of themselves?

What the analysis shows is that in the general overall picture, considering all of the self-concept scores, the age and the degree of non-gradedness are not significantly different in the schools we selected. "Significant" is a key word in this analysis. Significant means: important, noteworthy, weighty. Age and degree of non-gradedness could make some little difference; but not a <u>significant</u> difference in this study. But when we study the dependent variables of math, English, science self-concepts or the general academic self-concept scores, we see that age and degree of non-gradedness had no effect on those areas of study. However, it does have a significant effect on the social studies self-concept 3.597731 (we can round that out to 3.60), which is significant at the .02 (alpha) level. This is highly significant. And it is even more significant when compared to .05 alpha, which is a more common test of significance. Alpha .02 means that our results could only occur <u>by chance</u> two times out of a hundred. We are statistically safe in sharing the fact that the higher the degree of non-gradedness, the higher is the academic self-concept in the area of social studies, or in other words, the more independent a pupil feels about his social studies ability.

Table I

		Raw Regression Coefficients - Independent x dependent variables				
		1	2	3	4	5
		Social Studies	Science	English	Self-Concept	Math
1	Age	+4.468647	+4.872324	+1.004135	2.537292	+2.676270
2	Non-gradedness	3.597731	1.195148	1.037693	+1.384372	0.232689

We used age as one of the independent variables; and we put age first in the analysis so we could eliminate the effect of age. We have eliminated any effect age has on the self-concept. Statistically, we took age out of the analysis. It does not matter if the pupil is 10 or 12 or any other age.

Then we took another look at the ratings of the teachers' checklists. And we asked: Is the degree of non-gradedness important in predicting the five variables of general academic self-concept, math, English, social studies, and science? Look at the table below--which shows a step down regression analysis.

Table II

MULTI-VARIATE MULTIPLE REGRESSION MODEL*
STATISTICS FOR REGRESSION ANALYSIS WITH 2 COVARIATES (age and non-gradedness)
(Importance of predicting Social Studies Self-Concept)

VARIABLE	SQUARE MULT R	MULT R	STEP DOWN F	P LESS THAN	
1 Soc.St.	0.3059	0.5531	5.0682	0.0151	
2 Science	0.1600	0.4000	1.2311	0.3114	not significant
3 English	0.0360	0.1948	0.3518	0.7075	not significant
4 Self-Ct.	0.1611	0.4013	0.2814	0.7577	not significant
5 Math.	0.1143	0.3382	0.4506	0.6439	not significant

* Step-down Analysis

We can see that degree of non-gradedness does not have any effect on math, English, science self-concepts or on the general self-concept. It does have a significant effect on the social studies self-concept at the 0.02 level if we round that level off. This is highly significant. Again, that is better than the 0.05, the usual level. Remember? Our results could only occur by chance two times out of a hundred. So what we are saying is that there really is a relationship between non-gradedness and the social studies academic self-concept. We realize that we could be wrong two times out of a hundred. But that is not very large, so we are willing to tolerate that error.

Taking another look at the step-down analysis, we see that the degree of non-gradedness of the selected schools in this study is not important for any of the other subject areas, nor for the general academic self-concept. The essential message of the analysis is telling us in strong terms that the answer to our study question is NO--the degree of non-gradedness--(how graded or how non-graded the selected classrooms were rated) has no effect, except in social studies. The higher the classroom non-graded practices, the higher is a pupil's social studies self-concept. There is a relationship between degree of non-gradedness and academic self-concept. There is a relationship between degree of non-gradedness and academic self-concept in the subject area of social studies; not math, science, English or general self-concepts.

Now let us look at the school mean which is the average score given to the classroom practices that indicate whether the practices are from zero to four.

Taking all the classrooms together, the non-graded mean (or average) is 2.356. We had a 0 to 4 rating. The average age was 11 years and four months (11.4) and the average self-concept score is 18.4. These are important data appearing on the following pages describing school ratings. These are the overall means.

DEVELOPMENT OF THE SCHOOL MEAN:

How did we get it?

Teachers checked the list of 51 characteristics which they perceive themselves as practicing in their classrooms.
A copy of this checklist is in the appendices.

A jury of 8 raters whom we call jurors looked at the list of 51 characteristics. They gave each one a value point from 0-4. A 4-point is considered by them to be the most non-graded practice.

Each teacher's checklist of classroom practices was scored.

Each item checked was given the jurors' score for that item.

Example: if the teacher checked number 1 as one of her classroom practices, that item was rated 1.25. The teacher's scores for the items checked were totaled and ./. by the number of items checked. We then had each teacher's Mean Score.

Each item on the checklist has an average rating as judged by the 8 jurors. Example: number 1 was rated 3-1-1-1-1-1-1-1. These points were totaled and ./. by 8. The mean 1.25. Each item has a mean. Each rater has a mean as well. See p. 59.

The Means of all the teachers within a school were then added and the total was ./. by the number of teachers who participated in that particular school.

Giving us the SCHOOL MEAN See p. 60.

The school mean determines the degree of nongradedness as judged by the jurors. The Jurors' Mean is 2.356 which we use as our indicator for degree of non-gradedness.

The Jurors Ratings of the Classroom Practices

NOTE: This chart gives each juror's average rating of the 51 practices

Table III

EIGHT JURORS	THE AVERAGE OF EACH JUROR'S RATINGS OF CLASSROOM PRACTICES
1	2.82
2	2.20
3	2.18
4	2.22
5	2.71
6	2.24
7	2.04
8	2.08
	2.356 Mean of all the Jurors

Each school was rated according to the teachers responses on the teachers' Checklist of Classroom Practices. Those schools that had an average value above 2.356 are judged by the jurors to be Non-Graded. Those schools at or below are judged to be Graded. This figure of 2.356 was carried out to a three point placement for extreme exactness.

The Jurors' Titles

One	College Director, Department of Education
One	Director of Student Teachers
Three	School Principals
Three	School Consultants

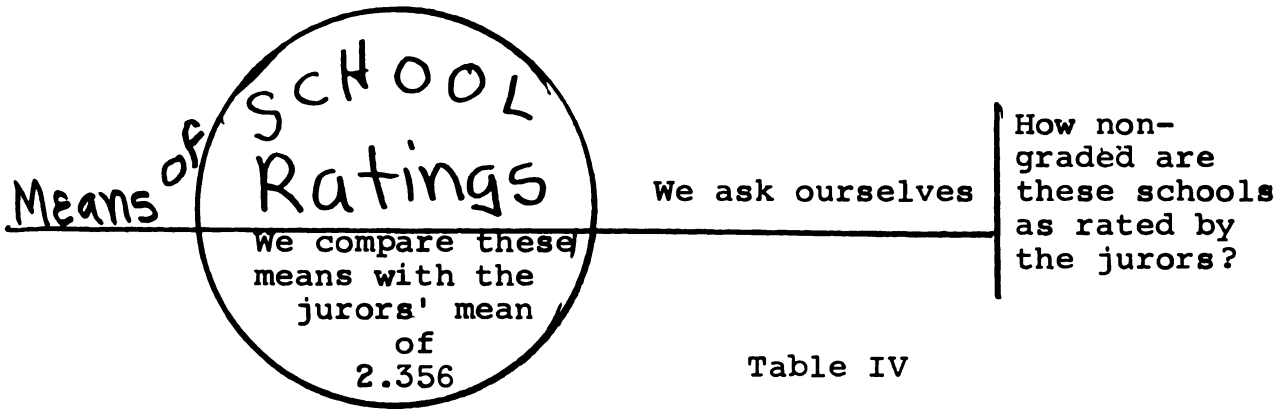


Table IV

Schools LABELED Non-Graded and Graded		Schools JUDGED as Non-Graded and Graded	
Non-Graded Schools	Mean	Non-Graded Schools	Mean
1	2.215	3	2.575
2	2.159	4	2.528
3	2.575	5	2.453
4	2.528	7	2.490
5	2.453	11	2.372
6	2.353	13	2.500
7	2.490		
Graded Schools		Graded Schools	
8	2.240	1	2.215
9	2.333	2	2.159
10	2.288	6	2.353
11	2.372	8	2.240
12	2.122	9	2.333
13	2.500	10	2.288
		12	2.122

In research studies schools are identified by a number or some kind of a symbol rather than their names.

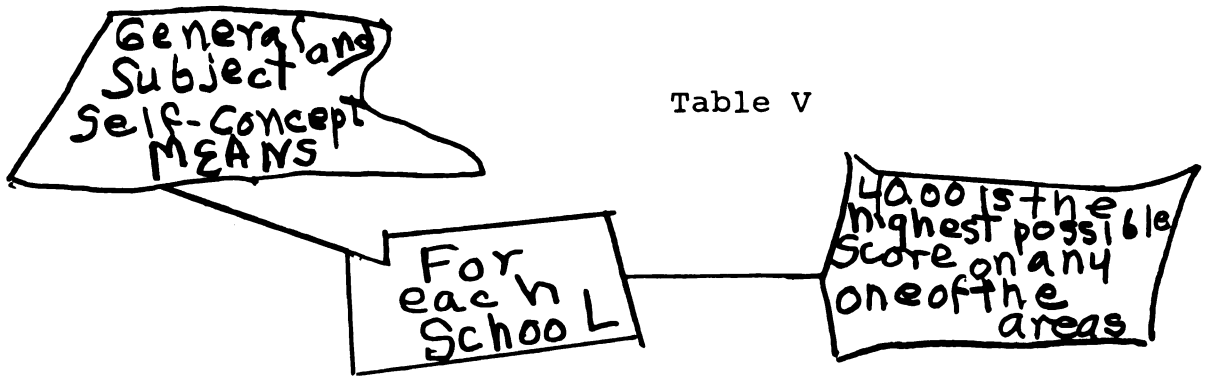
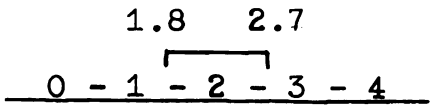


Table V

SCHOOL	SELF-CONCEPT GENERAL	MATH	ENGLISH	SOCIAL STUDIES	SCIENCE	AGE
1	18.97	29.77	27.30	28.23	30.70	11.52
2	18.66	29.37	28.11	28.43	28.74	11.54
3	17.43	29.23	28.21	29.85	32.43	11.47
4	18.89	29.34	28.48	28.04	28.78	11.47
5	19.00	29.48	28.20	27.16	28.31	11.60
6	16.73	31.78	30.11	29.97	29.95	11.22
7	17.77	29.89	28.70	29.96	30.11	11.29
8	20.57	27.65	25.41	25.41	27.13	11.41
9	18.60	28.61	28.86	28.15	28.72	11.36
10	18.21	29.33	30.05	28.59	29.67	11.48
11	19.18	29.69	29.21	27.23	28.15	11.55
12	19.77	27.72	27.40	25.78	26.63	11.60
13	19.52	28.28	27.54	27.68	26.64	11.64

8 questions on each pupil-questionnaire. The highest value for a response = 5. 8 x 4 = 40. See Appendices for questionnaires.

The variance, or differences in the teacher-rated classrooms is very small, with little variation. Ninety-five (95%) of the selected classrooms fall between 1.9 and 2.7 on the scale which means there is not much variability. Essentially, what we have is a scale that goes from zero to four as previously discussed. All of the classrooms fall into this range.



So we see that classrooms, as rated on the four-point scale, did not fall at either upper or lower extremes of the scale.

We also see the Stanford Achievement averages of the selected schools as being quite similar. The findings are indicated in another graph below. The study question that could have been a concern if the scores were very widely different would be: What effect does the individual school Stanford Achievement Score have on the end results of the pupil academic self-concept? However, the scales among the schools were not significantly different. And therefore, we have charted the Stanford scores only. These are raw scores and have not been included in a statistical analysis.

Table VI

The School Average Stanford Achievement Scores 1968-1969 of the pupils who participated in this series of Stanford Achievement Program also participated in this Study of Academic Self-Concept: Form A and B.

Schools	Reading	Language	Social Studies	Math	Science	School Total Means
1	6.41	6.65	6.49	5.97	6.56	6.41
2	5.65	5.22	5.64	5.17	5.59	5.45
3	6.30	6.06	6.31	5.82	6.47	6.19
4	5.77	5.84	5.91	5.60	5.67	5.76
5	5.46	5.32	5.62	5.34	5.37	5.42
6	6.36	6.83	6.57	5.71	6.08	6.31
7	6.36	6.35	6.40	5.84	6.51	6.29
8	5.90	5.70	5.95	6.03	6.40	6.00
9	6.08	6.40	6.20	6.01	6.55	6.25
10	5.42	5.85	5.40	5.73	5.40	5.56
Pupil placement for above ten schools						5.80
11	5.91	6.00	5.65	5.80	5.20	5.71
12	5.49	5.53	5.31	5.04	5.53	5.38
13	5.70	5.80	5.90	5.80	6.00	5.84
Pupil placement for above three schools						5.60

NOTE—— A figure such as 5.60 is interpreted: fifth year sixth month

School Districts						
I	6.04	6.04	6.13	5.64	6.04	5.98
II & III	5.75	5.88	5.74	5.74	5.85	5.79

SCHOOLS 1-7 are schools labeled Non-Graded.

SCHOOLS 8-13 are schools labeled Graded.

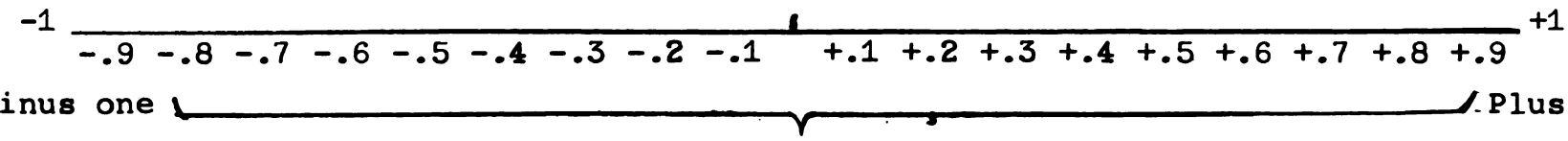
Table VII

CORRELATION COEFFICIENTS

		1 Non-Graded	2 Age	3 Self-Concept	4 Math	5 English	6 Social Studies	7 Science
1	Non-Gradedness	0.000000						
2	Age	0.024308	1.000000					
3	Self-Concept	+0.233003	0.321019	1.000000				
4	Math	0.080366	-0.326411	-0.689727	1.000000			
5	English	0.157455	-0.110880	-0.059545	0.611236	1.000000		
6	Social Studies	0.402969	-0.368924	-0.697419	0.471722	0.564826	1.000000	
7	Science	0.117460	-0.379417	-0.670918	0.545016	0.394530	0.743099	1.000000

The preceding table shows correlation coefficients which are relationships between two variables, such as the correlation between math and English self-concept; or math and science; science and social studies or the relationship between any pair of variables in this study. Looking at the science self-concept and non-gradedness, we can determine that there is a correlation coefficient of 0.117 rounded off to 0.12 which does not indicate a strong relationship. The social studies and non-gradedness has a correlation coefficient of 0.40 which indicates a much stronger relationship. The math self-concept is correlated about 0.61 with the English self-concept, whereas, the English self-concept is 0.56 when related to the social studies self-concept. The correlation coefficient of 0.56 is not as high when compared with other coefficients in the table. The very biggest relationship is between science and social studies (0.74). Science and math with a correlation coefficient of 0.55 is not as high as the relationship shown between social studies and science. These relationships can go anywhere from a minus one (-1) to a plus one (+1). The closer the correlation coefficient is to a +1, the greater is the positive relationship. The closer the correlation coefficient is to a -1, the greater is the inverse relationship--the opposite effect.

To further clarify the +1, -1 relationship look at the following diagram of positive-negative relationships.

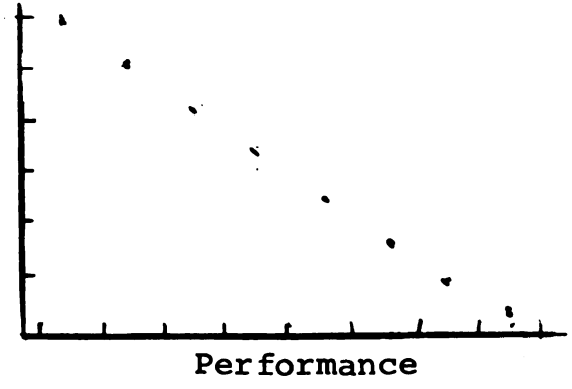


degrees of relationship

The closer to -1, the closer is the inverse (opposite) relationship

example ... When performance goes up; anxiety goes down

One variable (performance) is up; the other variable (anxiety) is down

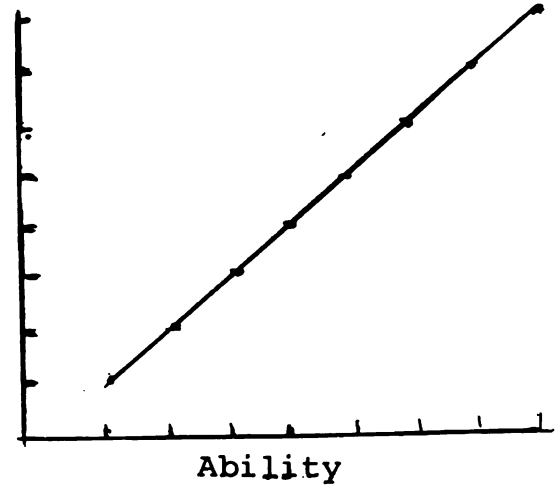


A Perfect Negative Correlation

The closer to +1, the closer the direct (positive) relationship

example ... When his ability is high AND his performance is high

both variables are are going up



A Perfect ~~Positive~~ Correlation

In reviewing our survey results we have

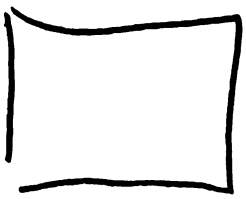
Answers to our Hypotheses

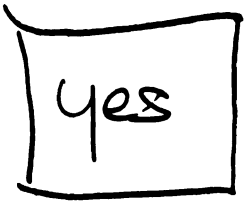
1st Academic self-concepts are different in Graded and Non-Graded Schools.

NO, if by labels only

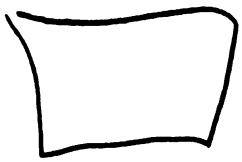
Yes, if by degrees of non-graded practices

2nd Teachers' practices effect the degree of non-gradedness.





3rd The degree of non-gradedness effects pupil academic self-concept.



We have investigated the statistical results of this study; and we have discussed them in terms of statistical meaning.

HOWEVER

This writer has attempted to reduce the complex vocabulary and methods of statistics to simplest forms for the young reader. The whole area of statistics is a very staggering one. There are many special courses from people who have specialized in this area after years of enormous study.

And so, it is not the primary goal in this one chapter to teach the young student a course in understanding statistics

. . . but rather, its goals are

to develop a ZEST FOR INQUIRY

and

to encourage a CURIOSITY FOR DISCOVERY

Interpretation

Chapter V

Part Two

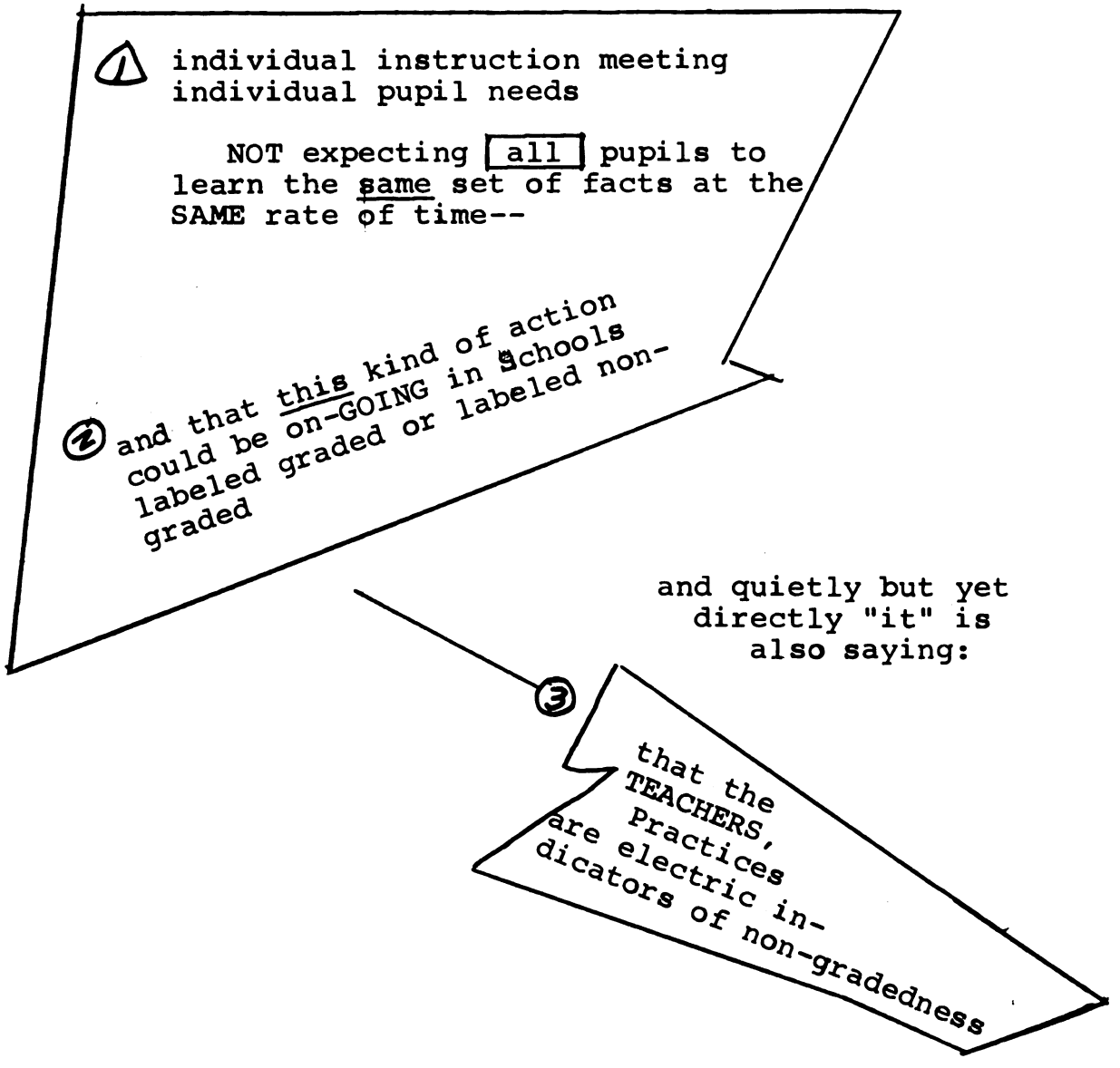
Just between US —

Clear, solid, and loud--are this writer's reactions to the statistical results. We have stated that there is NO significant difference in the four variables of general academic self-concept, and the subject self-concepts of math, English, science. But that there is a significant difference in the one variable of social studies self-concept.

Knowing facts is not enough. The WHYness of these facts is the curious, teasing challenge. So we attempt to relate evidence with practical reasoning.

And we ask <u>why</u> no difference if we believe <u>what</u> we say about non-gradedness. We have already referred to the most essential characteristic of high action non-gradedness when we have defined it as being any kind of a program called any kind of a name if it is Individual-Pupil-Focused. This simple definition is full of punch and it really says much.

it says . . .



So now we should pull at these above 1-2-3 statements and apply them to this person-to-person interpretation.

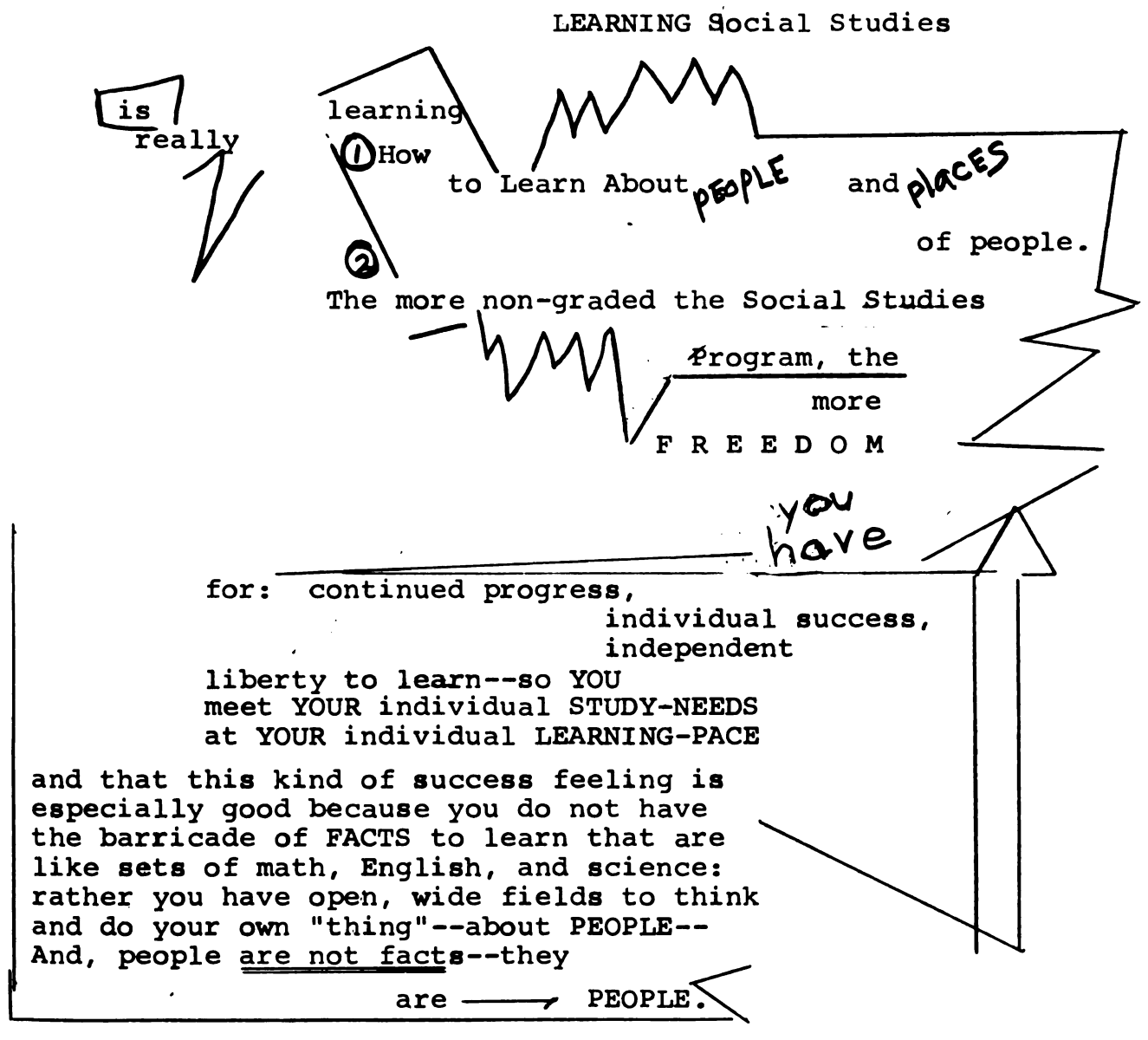
Social Studies is a science. It is a science studying people. It asks: Where they live; how they live. And between the WHERE and the HOW, we learn comparisons in life styles--in ways of living. We learn to consider the WHYness of differences and of similarities among people the world

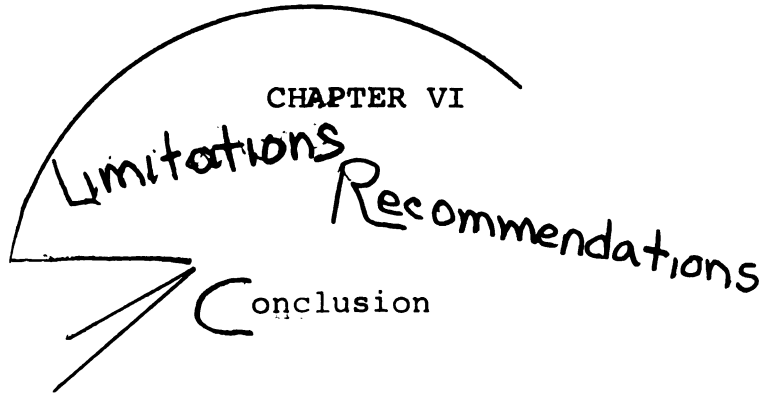
around. So that Social Studies is NOT a long, large line of facts. Usually, we are not as concerned with hard facts as we are with general conditions of human life. We have no right or wrong answers. We do have theory. And it is at this point of freedom that we encourage one another in HOW to search for understanding, for appreciation, and for cooperation among people. How we search for this meaning is the major freedom style of learning that strong non-graded programs give to pupils. For when the program is purposefully non-graded, in its practices it is individual in its instruction. With social studies the individual pupil study-needs are encouraged. Ways to promote these study-needs are especially observed during a time of study preparations of social studies. A greater number of reference books are available which meet the various needs of the young reader. There are many filmstrips and movies; different machines and materials from television to tapes. There are people contacts who are people-informers from a taxi-driver to a taxidermist. The streets of learning are free to all; they are two-way streets--wide and open for you to travel at your own speed. The stop signs are removed; no directions say, "All of you read from the same textbook; watch the same movie; listen to the same tape."--not when you travel at your own speed. You work alone, in a small group, or with the total group. You might be with two or twenty; seven or seventy. No major restrictions; but helpful direction with

individual and independent choices--which gives the learner-do-er a high social studies self-concept: he has opportunities to taste and, indeed, to digest a large amount of study-accomplishments, study-successes, study-growth. These opportunities are usually more frequent in social studies--

and hence,

this writer believes that the significant differences in the social studies self-concept favoring a non-graded program is due to the very important observations that





Part I----- Limitations To Listen and To SUGGEST

There are limits of action no matter what we do. Many adventures, experiences, and even silent wishes have limits that seem to shout, "STOP! This is as far as you can go!" Speed limits; diet limits; physical exercise, worries; too much sunburn, too much pampering, pills, pollution, or pests.

Hence, limitations are very necessary controls so we do not become over-exhausted in mind, body, or feelings. To limit our goals to a definite few is often more thorough and complete than to pledge ourselves to a multitude of goals that can seldom be reached. If we allow ourselves to become too involved, we could be caught in a circle of nothing--simply not completing any one thing well.

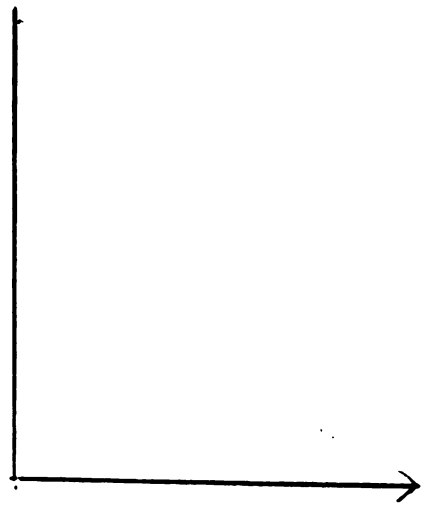
Studies like this research problem could also be clumsy with emphasis on too many concerns about non-graded school programs. And so, limitations were necessary to apply to this work--or the project would be too awkwardly heavy to be researchable.

Listed are three MAJOR LIMITATIONS

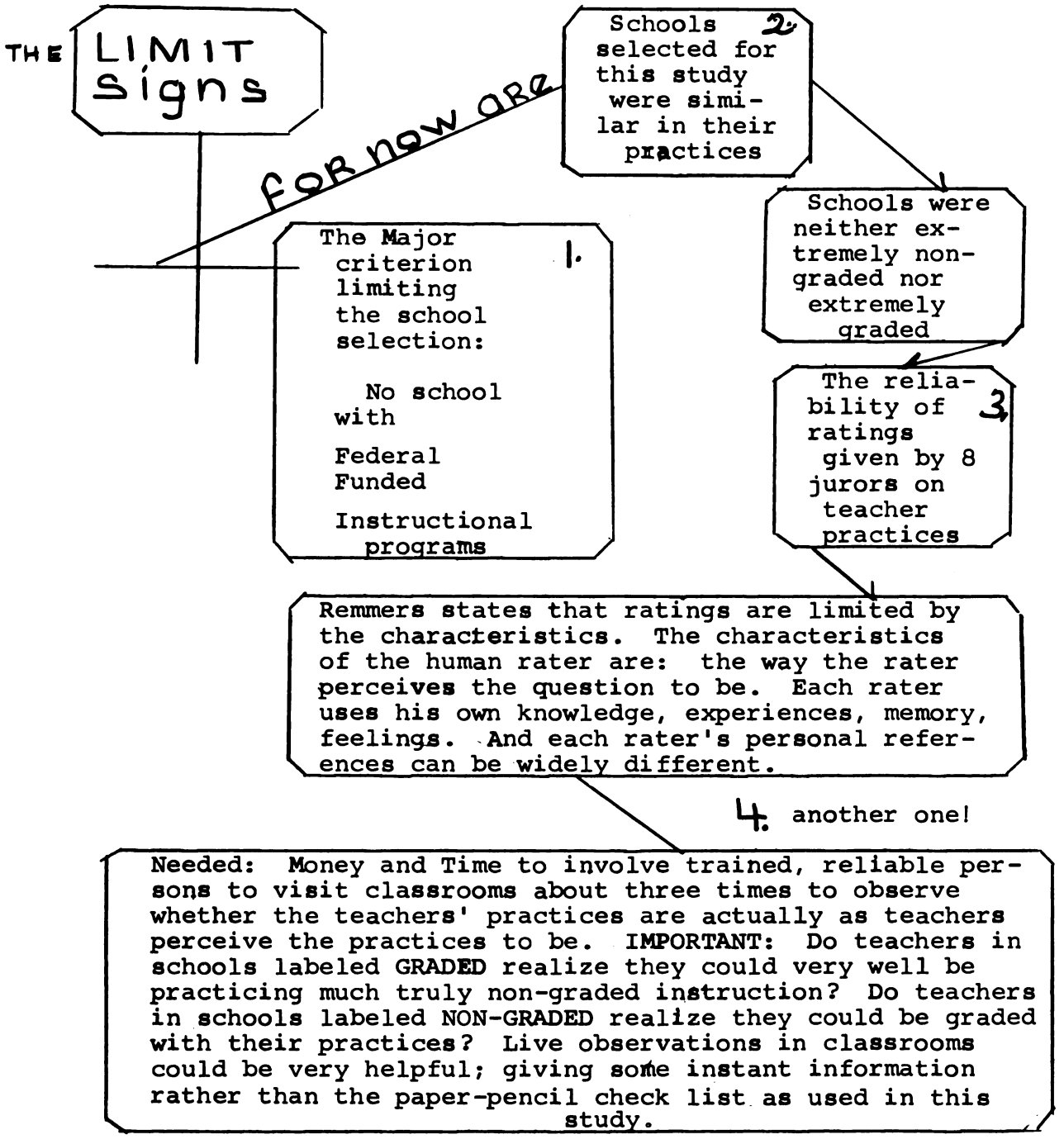
School Selections

Ratings of Teacher Practices

Classroom Visits



LIMITATIONS of This Study:



Chapter VI Part Two Recommendations

When a student anticipates a topic-selection for a dissertation, he usually selects a question that is most important to him because of interest and curiosity. He is interested in a definite problem and he is curious about the problem's effect on people. He wants to contribute some specific information that will be effective for improving program planning. And when he begins to give serious, critical concentration, he is, at once, faced with a variety of choices. His great desire is to scan the space and scope of various interests related to his general topic. He wants to solve all problems and he wants to present to children and the world answers to the ever-present puzzles of current issues.

It may take weeks and months before the dawn of realization comes and the student admits that he is but one person; and that his topic is too much of a research giant. And, hence,--once again, the necessity for limitations!

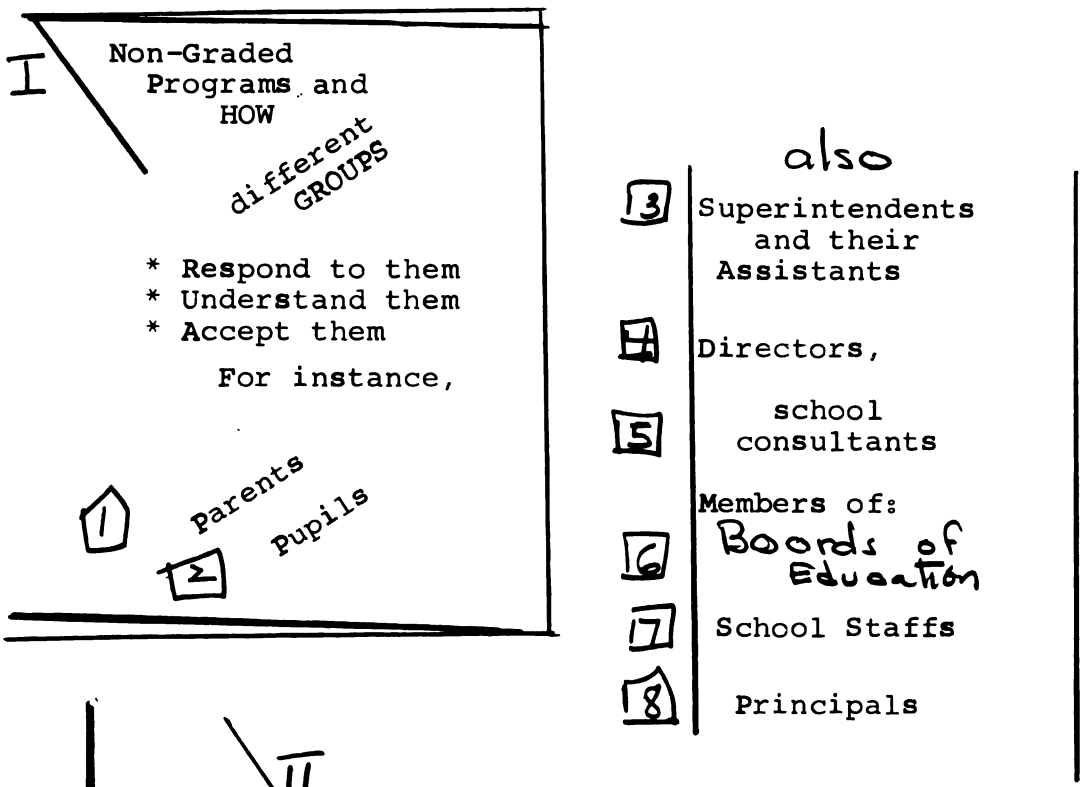
This exercise of disciplined energy and disciplined curiosity was an experience for this student--like the students of years past.

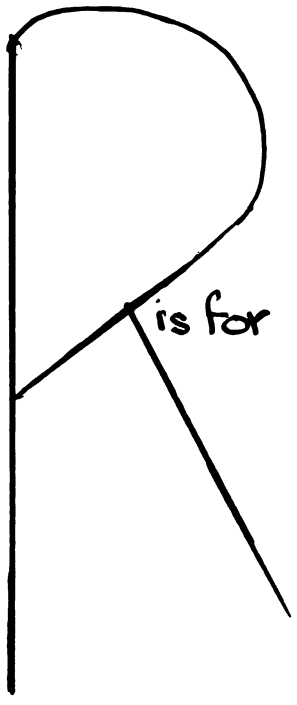
And so, her concerns about school programs had to be altered, modified, and workable. But her original concerns are still alive, still haunting and teasing and still demand attention for future research.

Onward to ShARE with you recommendations for

future study-questions . . .

CHART OF RECOMMENDATIONS





Realization of Goals

Restrictions of Studies

Researching Study-Questions

Recommendations for_____

_____ TOMORROW-TIME

Chapter VI

Part three THE Conclusion

To Share - To Summarize

and---- To Care

"No group ever learned anything; only individuals learn." . . . R. V. Allen

And our principal concern is THE individual. With this concern as our target of interest, we then give it abundant greatness in planning programs for--the student.

The major aim of non-gradedness is to recognize the student as a single person--a ONEness because the individual student has his own way of thinking and doing and reacting. It is a way that is different from that of any other person in the world. A classroom practice that recognizes the ONEness of a student is a kind of non-graded, individual instruction. The quality and the quantity--how well and how much--is called "the degree of non-graded instruction."

The selected schools for this particular study that are called "Non-Graded" have some characteristics that changed the routine of their school organization. Perhaps,

before their name-change, they had a school program that was different in its organization of pupil-grouping and pupil-room assignments. For instance, pupils might have been assigned to one room all day with the same teacher. Some of these same schools have then changed their methods--their school organization; and they have attempted to re-assign one pupil so he can have contacts with more people, both young and adult. To achieve this expansion of contacts, room changes during the day are planned. Now many pupils have exchanges of teachers and of rooms. This kind of movement does NOT automatically assure the pupil of individual non-graded attention. However, it could free the pupil of strains and stresses of a completely closed-in, graded organization.

Some of these same selected non-graded schools recognize the important fact that teachers, too, are individuals with their own strengths and weaknesses. Sometimes, teachers are grouped; and have formed teams. This is a "staffing organization" of team teaching; and it gives teachers an opportunity to share their stronger interests. This team-togetherness could expose each pupil to valuable and effective individual learning and growing.

However, our concern is:

--<u>any</u> school labeled Non-Graded should be careful of the flash-splashes or flat splurges in its organization just for the sake of change;

--and, <u>any</u> school labeled Non-Graded understands WHY it has an organization-change and WHAT it is doing with its organization-change.

We are then concerned with THE DEGREE OF NON-GRADEDNESS.

In reviewing the selected schools of this study that are called "Graded" we have observed that these school programs do not appear to be completely graded. We learned this observation through the teacher checklist of classroom practices. We did not observe this through "seeing" the practices in action. Some of these "Graded" schools had <u>degrees of non-gradedness</u> that matched some of the other schools that are labeled "Non-Graded." Most of these "Graded" schools believe in continuous progress of the individual pupil. Hence, their classroom characteristics are often those kinds of practices that show, tell, and involve the pupil in non-graded goals of instruction.

At this time of our study--conclusion is the powerful phrase

DEGREES OF NON-GRADEDNESS

Again, for review, the eight jurors with their "human yardstick" measured all of the teachers' practices. Their measuring "stick" is called a continuum; and their measuring units are the value points from zero to four, according to the degree of non-gradedness for each practice.

<u>0 - 1 - 2 - 3 - 4</u> (a continuum of value points)

We totaled all of the jurors ratings for each characteristic; divided the sum by 8 for the average score of each characteristic.

Using this rating scheme (or rating measurement) we observe that the teaching practices of both "Graded" and "Non-Graded" schools fall within the same area of rating: the middle range of the continuum.

0 - 1 -(2 - 3)- 4

All schools fall within the 2-to-3 range of the continuum.

Mathematically, they fall within the exact range of 1.9 to 2.7.

There is not a school at either end of the continuum. There is no school toward the zero-end that would identify extreme gradedness. Nor do we have any at the 4-end that identifies extreme non-gradedness.

Our focus, then, is on the DEGREES OF NON-GRADEDNESS within the schools that are Graded and Non-Graded. With this focus--clear, bright, and strong--

we share a conclusion to
our original study-question

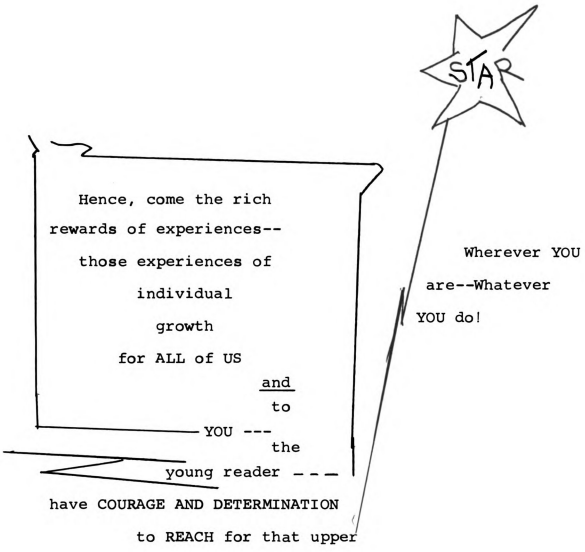
What the statistical analysis tells us is:--That the degree of non-gradedness (how graded or non-graded the classroom is) very much influences the academic self-concept in the area of social studies. It does not influence the academic self-concepts in math, English, science or in the general adademic self-concept.

and that--

The degree of non-gradedness is important in predicting the academic self-concept in social studies more than the other subjects. This relationship (called correlation coefficient) is 0.4; and the correlation coefficient between social studies self-concept and the general academic self-concept is 0.7.

AGE: We have considered age of pupils because we could question whether age-differences of pupils effect the differences in self-concept relationships. But our statistics say "No" because we have included age in our study and still there is that significant relationship between non-gradedness and the academic self-concept.

So, the more non-graded the classroom practices, the more positive is the self-concept in the area of social studies--that area that gives more to ideas than to facts.


STAR
Hence, come the rich
rewards of experiences--
those experiences of
individual
growth
for ALL of US
and
to
YOU ---
the
young reader - - -
have COURAGE AND DETERMINATION
to REACH for that upper
Wherever YOU
are--Whatever
YOU do!

CONCLUSION.....

*"There Was a Child Went Forth"

There was a child went forth every day,
And the first object he look'd upon, that object he became,
And that object he became, part of him for the day or a certain part of the day,
Or for many years or stretching cycles of years.

The early lilacs became part of this child,
And the grass and white and red morning-glories, and white and red clover, and the song of the phoebe-bird,
And the Third-month lambs and the sow's pink-faint litter, and the mare's foal and the cow's calf,
And the noisy brood of the barnyard or the mire of the pondside,----

Walt Whitman

And there was a child went forth everyday to school--
Does he find himself?

---

*THE TEACHER AND LEARNING, by Ernest O. Melby, Center for Applied Research in Education, Inc., New York, 1967 (fourth printing).

Original source of reference: Walt Whitman, THE WORKS OF WALT WHITMAN, Volume One: Collected Poetry (New York: Funk and Wagnalls, 1967), pp. 327-328.

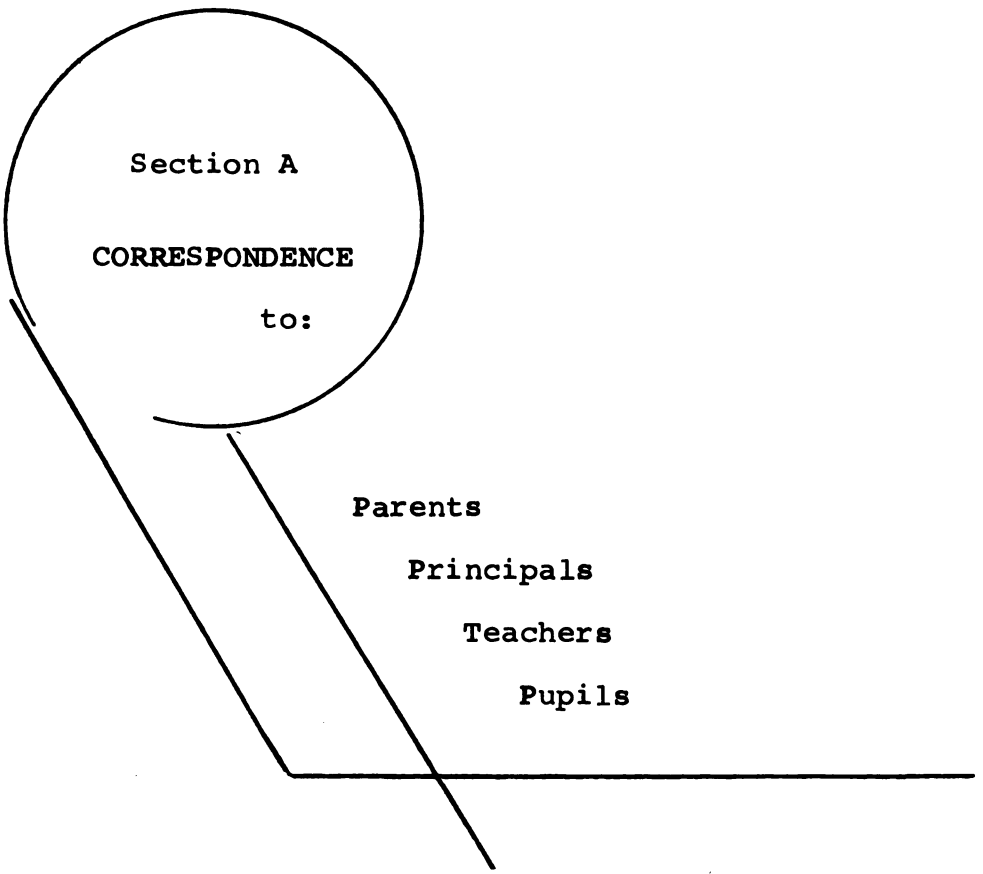
APPENDICES

The APPENDICES

are the added information included at the end of a book. The material is explanatory because it includes extra information that further explains previous sections of a book.

For this report we include a presentation of ideas through our samples of:

- **CORRESPONDENCE** to Parents, Principals, Pupils, Teachers
- **CHARTS** of detailed statistical data for the older students of statistics
- **SAMPLES OF INSTRUMENTS** used by Principals, Pupils, Teachers
- **GRAPHS** of academic self-concepts of specific subjects in schools Graded and Non-Graded and graphs of schools by the Jurors as Graded and Non-Graded.
- **TABLES** of pupil responses to questionnaires by tabulating the number of pupil-responses to each question


Section A
CORRESPONDENCE
to:
Parents
Principals
Teachers
Pupils

LETTER To the Principal

W626 Owen Hall
Michigan State University
East Lansing, Michigan
February 10, 1970

Dear (principal's name)

Permit me to introduce myself: I am (Miss) Jacqueline Deeb, presently on a leave from the Grand Rapids School System during this current year for the purpose of advanced studies in the area of elementary curriculum.

I have chosen for my thesis-subject a study of the academic self-concept of the sixth year pupil (sixth grader) in a Graded Program and in a Continuous Progress Program. Your Superintendent, Mr. _____, has given me permission to come into your schools for data research. I shall be working with children of the sixth grade level in both of the programs. Several _____ schools have been selected and several from other districts: _____ is one of them--for which I am very grateful.

A summary of my objectives--

The scale administered to girls and boys is very simple. I do not have extra copies at this time to enclose with the other materials as I do not have the complete order available yet.

This is just a sample of the scale so you may have an idea what it is like--

CIRCLE THE NUMBER IN FRONT OF THE STATEMENT WHICH BEST ANSWERS EACH QUESTION.

1. How do you rate yourself in school ability compared with your close friends?
   1. I am the best.
   2. I am above average.
   3. I am average.
   4. I am below average.
   5. I am poorest.

There are eight such items on Form A. Form B has 16 items but are more specific in stating school subjects. For each group of sixth graders, the time element would be approximately 15-20 minutes.

And now for the materials enclosed. I would appreciate your review of the following:

1) Parent letter (they will be sent to you upon Mr. _____ approval--one for each sixth grader.
2) Teacher letter: "Dear Colleague" which should be distributed to them before they receive the letters to be sent home to the parents of their rooms
3) A Community-School scale for you which I should collect the day I am in your building (I REALLY appreciate your time!)
4) Checklist scale for teachers (which I shall give to them on the same day
5) and finally, a request for a specific date at your school.

I regret that my initial contact with you is via letter rather than a personal appointment. However, I do plan to phone you for an appointment to be with your sixth graders.

Sincerely,

~~GRAND RAPIDS~~ PUBLIC SCHOOLS

Grand Rapids, Michigan

February 1970

Dear Parents,

It is indeed a privileged opportunity for me to introduce myself to you. I am Jacqueline Deeb, a former elementary principal and currently a graduate student at Michigan State University. I am on a year's leave from the Grand Rapids School System for the purpose of curricula studies and, hence my purpose in addressing you. I am involved in a topic-study of pupils and how the pupils feel about themselves in their school program, whether the program is a graded one or a continuous progress one. The pupils about whom this study is specifically directed are those pupils in their last year of the elementary structure.

I ask for your permission to administer a survey to your child; the total result of the survey will serve as research data about pupils of this age group and their school self-concept.

I shall submit to you a preview of the survey content: "How do you rate your------ What kind of grades do you think-------".

The questions are not related to family, to social, to economic perceptions. There is no personal identification required except for gender and for age.

I am grateful to your Superintendent and his central staff for their cooperation and approval. And I am happy to share with you the fact that their immediate concern was for each pupil and parent. Before their approval was granted, they reviewed the research objectives. You have indeed, a kind of screening committee invested in your Central Administration.

If you have any inquiries, please contact your school principal. I shall respect your decision. <u>If the school does not hear from you</u>, we shall assume that your child will participate. The February date of my visit with the children is not yet definite, pending on yet other unresolved conflicts of time. However, when I do visit, it will require only ten to fifteen minutes.

Please accept my gratitude for your reading time; and my advanced appreciation for your cooperation.

Very sincerely,

JD:mn

Jacqueline Deeb

February 2, 1970

Letter To: Teachers

Dear Colleagues,

How well I remember the appeals from former doctoral students who requested our cooperation and consideration; our time and effort to help them gather research data for their dissertational topics. And now, I join the troop of researchers and ask you for much assistance. Time-wise, the project will not be demanding of your personal day; but your assistance will be appreciated in the form of your extended support. I ask for the privilege of being in your room with your pupils so that I may administer to them a short questionnaire. I am involved in a topic-study of the pupils academic self-concept in graded and non-graded programs. And hence, the questionnaire's content will address itself to that kind of answer-data from each respondent. An example: "How do you rate yourself----" and/or "What kind of grades do you think----." The Survey will not require personal pupil-status of the social, economic, or family. In fact, no pupil identification will be required except for gender and age. The end survey-result will be sent to your superintendent as a total overview of your school system. A specific school will receive its own total school assessment; and by your request you may receive your room-data.

My visitations will begin in mid-February. I shall notify your school office a week in advance with a definite date as I appreciate your commitment to lesson plans. This time-block involved with your home-room pupils will be approximately fifteen-to-twenty minutes during which time you are free to relax in your lounge, library--or--wherever you best relax--so, you will have a rare, private recess!

The offices of your Superintendent are aware of this request and its format of administration.

I have attempted to anticipate any concerns you might have. If I have neglected any inquiry, please do not hesitate to contact me through your school principal. I would be most willing to have you contact me directly but my channel of communication is like a shuttle-system these days---- commuting on various expressways of Eastern Michigan.

To those of you whom I already know, I look forward to seeing you again. To those of you whom I shall yet meet, I look forward to our initial school visit.

Very sincerely,

Jacqueline Deeb

JD/psm

W626 Owen Hall
Michigan State University
East Lansing, Michigan

Dear Girls and Boys,

Thank you for your cooperation during my recent visit with you at your school. Your participation in this study is very valuable. You have been resource people. Somehow and sometime I hope to have a chance to share with you this completed study.

During my visit with you in your room I have been very impressed with the different kinds of growing experiences that are presented to each of you. All the wonderful, exciting opportunities that you have for learning!--for working and for doing!

I wish you a HUGE WISH for a delightful SPRINGTIME!

Miss Jacqueline Deeb

JD:mn

SECTION B

INSTRUMENTS USED

1. Principal's School-Community Survey

2. Teacher's Checklist: with Jurors' ratings of each characteristic

3. Primary and Secondary Lists of Criteria for School Selections

4. Pupils' Self-Concept Scale Forms A and B: With pupil-responses totaled

Instruments Used

Questionnaires	The People Who Used the Questionnaires			
	Pupils	Teachers	Principals	Jurors
General Academic Self-Concept (Form A)	X			
Academic Self-Concepts of Specific Subjects (Form B)	X			
Classroom Practices		X		
Evaluation of Classroom Practices				X
School-Community Description			X	
School Selections				X

The School Principal's Checklist

Community and School Information

School_____

Name of Person (who submits following data)_____
(This identification of name of position is voluntary--rather than a must.)

Position_____

COMMUNITY

1. What is the approximate population of the community?_____

2. Is this an industrial community?_____

3. Is this s residential community?_____

4. In an overview description: What is the socio-economic level?

   High___ High Middle___ Middle___ Low Middle___ Low___

5. Are there church-affiliated schools within the community?

   How many_____
   What kind_____

SCHOOL

1. What is the general school budget? (including: instructional materials, supplementary materials, general school supplied)_____

2. Do you have an instructional center_____ a library_____ Art Room_____ Television_____ Study Cells (These Special areas would be for general pupil-use)

3. What is the per cent absenteeism record of the groups that are administered this Self-Concept Scale?

Month	Room No.	Room No.	Room No.
November	_____	_____	_____
December	_____	_____	_____
January	_____	_____	_____

4. What is the IQ Median for these same groups (the average)?

   Room No._____

5. The following questions refer to academic achievement:

	Median	Room No.	Month & Year of Test
General Achievement	_____	_____	_____
Reading	_____	_____	_____
Math	_____	_____	_____
Science	_____	_____	_____
Social Studies	_____	_____	_____

If achievement data are not available for the individual groups due to mass re-assignment of pupils, please give the achievement scores the total 6th year student body in those areas.

The following questions pertain to your school academic structure: (You might have multiple answers. You are NOT restricted to one)

6. Do you perceive any differences in operational practices between the graded and the non-graded program?

   Slight_____ Great_____ More_____ Less_____

7. How are children assigned to their home room?

   Heterogeneous ability_____

   Heterogeneous Achievement_____

   Homogeneous ability_____

   Homogeneous Achievement_____

   Homogeneous age-group_____

   Multi-age groups_____

   Other_____

8. If you are non-graded, do you non-grade:

   Full student-body_____

   Certain age groups_____ Which_____

   Later Elementary_____

   Specific content areas_____

      Reading_____
      Mathematics_____
      All facets of the entire program

9. Regardless of graded or non-gradedness, are children re-assigned_____ or moved from one classroom to another_____?

   Individual movement_____
   Small or large group movement_____
   At specific time_____
   At any time_____

10. Would you prefer to teach in a graded or non-graded school? Why?_____
_____
_____
_____

I am most grateful for your acceptance of this questionnaire. I realize the time and effort-burden that I have caused you. It is like an invasion of your private school-schedule. However, the information will be helpful to meet the variables of this study. We are one in this profession--with one ultimate goal: the CHILD. And indeed, you have helped reach this goal through your concern, your cooperation, and your response.

Thank you

The TEACHER'S Checklist of Classroom Practices 12

Dear Colleague,

Since I wrote the initial letter of introduction to you, I have the need for more of your effort. Would you please check the items which best describe the procedures and practices in your classroom.

NOTE | Each Juror's value-point 1-2-3-4-5-6-7-8

3-1-1-1-1-1-1-1	1. Ability grouping in reading
4-2-2-2-2-3-2-2	2. Reading achievement levels
4-4-3-4-4-3-4-3	3. Interest grouping
4-4-2-4-4-2-3-4	4. Combination of various grouping patterns
4-3-4-4-4-4-4-4	5. Individualized reading
1-1-1-1-1-1-0-1	6. Basal readers only
2-1-1-2-2-1-1-1	7. Basal readers and supplementary readers
3-2-2-3-3-3-2-1	8. Multi-series texts
2-2-2-2-3-3-1-1	9. Some use of trade books
3-3-4-4-4-4-3-4	10. Extensive use of trade books
	Other:
4-1-2-2-2-2-2-1	11. Ability grouping in mathematics
4-3-2-2-2-2-3-2	12. Achievement levels in mathematics
4-3-4-4-3-4-4-4	13. Individualized instruction in mathematics
3-3-4-2-2-4-1-2	14. Sequential development skills approach in mathematics
	Other:
3-2-1-2-2-1-1-1	15. Science instruction by television
1-1-1-1-1-1-1-1	16. Science instruction primarily through textbooks
3-1-1-1-3-1-3-2	17. Unit approach in science
2-1-1-2-3-2-2-3	18. Science units developed around recurring theme
4-3-4-4-4-4-4-3	19. Differentiated instruction in science
4-3-2-3-4-2-4-4	20. Independent projects in science
	Other:

Each Juror's value point 1-2-3-4-5-6-7-8	
1-1-1-1-1-1-1-1	21. Social studies instruction primarily through basic text
3-3-2-2-2-2-2-2	22. Multi-text approach in social studies
3-2-2-2-3-3-2-1	23. Experience units used primarily in social studies
2-1-1-1-3-2-1-1	24. Social studies units developed around recurring themes
3-2-1-3-3-1-1-1	25. Social studies instruction by television
4-3-2-4-3-2-3-3	26. Individual projects in social studies
2-3-2-2-3-2-2-1	27. Some use of trade books in social studies
3-4-3-3-4-3-2-4	28. Extensive use of trade books in social studies Other:
3-3-3-4-3-2-2-3	29. Books on various levels in each subject matter field
4-2-3-2-3-3-3-3	30. Programmed materials
3-2-2-1-3-2-2-2	31. Films, movies, and audio-visual materials
4-3-4-3-4-4-4-3	32. Self-teaching or independent study materials
3-3-3-3-3-3-2-2	33. Tape recordings and records Other:
2-2-1-1-2-1-1-1	34. Use of standardized tests at beginning or end of the school year
3-3-1-3-3-1-2-2	35. Use of standardized tests at various intervals
3-4-2-1-4-2-2-3	36. Formal and informal measures of evaluation
4-3-4-4-4-4-4-4	37. Individual testing
2-4-4-3-4-4-4-4	38. Evaluate child in light of his previous growth record
2-1-1-1-3-1-1-1	39. Evaluate child in light of his standing in the class
1-1-2-0-2-1-1-0	40. Evaluate child in light of regional or national norms Other:
1-1-1-0-1-1-0-0	41. Pupil progress reported through report card only
1-1-1-0-1-1-1-0	42. Letter grades given on report cards
2-2-2-1-2-3-2-2	43. No letter grades given on report cards
3-1-3-3-2-3-1-3	44. Report cards and parent-teacher conferences
3-2-4-3-3-3-3-1	45. Parent-teacher conferences only Other:

Each Juror's value point 1-2-3-4-5-6-7-8	
4-3-3-3-3-3-1-3	46. The children in my class have an extremely wide range of abilities, they are working on many different levels.
3-1-2-2-2-2-1-1	47. My present class consists of an average group; abilities and variations in aptitude are not too extreme.
2-1-1-1-1-1-0-1	48. My present class is a very homogeneous group; all children have about the same general ability. Other:
3-2-2-2-3-2-2-3	49. Children are reassigned or moved from one classroom to another at certain specified times.
4-3-3-4-4-3-3-4	50. Children are reassigned or moved from one classroom to another at any time the teacher feels it advisable.
1-1-1-1-1-1-1-1	51. Children are reassigned or moved to another classroom at the end of the year only. Other:

Thank you for your cooperation

Jacqueline Deeb

NOTE The number of pupil-responses are given after each question. The first number given is for School District I. The second number given is a combination of School District II and III.

SELF-CONCEPT OF ABILITY SCALE
Form A: General
COLLEGE OF EDUCATION
MICHIGAN STATE UNIVERSITY

Boy_____
Girl_____
Age_____

Schools of District I are labeled "Non-Graded"; II and III are "Graded"

CIRCLE THE LETTER in front of the statement which best answers each question.

1. How do you rate yourself in school ability compared with your class friends?

1. I am the best	25	17
2. I am above average	135	125
3. I am average	202	208
4. I am below average	5	17
5. I am the poorest	4	4

2. How do you rate yourself in school ability compared with those in your class at school?

1. I am among the best	42	30
2. I am above average	104	107
3. I am average	205	211
4. I am below average	11	18
5. I am among the poorest	6	6

3. Where do you think you would rank in your class in high school?

1. Among the best	39	20
2. Above average	122	117
3. Average	189	209
4. Below average	18	23
5. Among the poorest	1	2

4. Do you think you have the ability to complete college?

1. Yes, definitely	114	90

2. Yes, Probably	197	180
3. Not sure either way	42	87
4. Probably not	12	9
5. No	5	6

5. Where do you think you would rank in your class in college?

1. Among the best	32	21
2. Above average	112	108
3. Average	212	211
4. Below average	11	29
5. Among the poorest	4	3

6. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you could complete such advanced work?

1. Very likely	76	56
2. Somewhat likely	157	157
3. Not sure either way	108	111
4. Unlikely	19	35
5. Most unlikely	11	13

7. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

1. My work is excellent	33	28
2. My work is good	222	203
3. My work is average	102	125
4. My work is below average	10	13
5. My work is much below average	4	2

8. What kind of grades do you think you are capable of getting?

1. Mostly A's	181	130
2. Mostly B's	140	166
3. Mostly C's	43	61
4. Mostly D's	5	12
5. Mostly E's	2	1

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NOTE | The number of pupil-responses are given after each question. The first number given is for School District I. The second number given is for School District II; and the third one is for School District III.

SELF-CONCEPT OF ABILITY SCALE
Form A: General
COLLEGE OF EDUCATION
MICHIGAN STATE UNIVERSITY

Boy_____
Girl_____
Age_____

★Schools of District I are labeled "Non-Graded", II and III are "Graded"

CIRCLE THE LETTER in front of the statement which best answers each question.

1. How do you rate yourself in school ability compared with your close friends?			
1. I am the best	25	7	10
2. I am above average	135	58	67
3. I am average	202	95	113
4. I am below average	5	10	7
5. I am the poorest	4	2	2
2. How do you rate yourself in school ability compared with those in your class at school?			
I am among the best	42	17	13
2. I am above average	104	47	60
3. I am average	205	98	113
4. I am below average	11	8	10
5. I am among the poorest	6	3	3
3. Where do you think you would rank in your class in high school?			
1. Among the best	39	13	7
2. Above average	122	56	61
3. Average	189	93	116
4. Below average	18	10	13
5. Among the poorest	1	1	1
4. Do you think you have the ability to complete college?			
1. Yes, definitely	114	49	41
2. Yes, probably	197	83	97
3. Not sure either way	42	35	52

4. Probably not	12	3	6
5. No	5	3	3

5. Where do you think you would rank in your class in college?

1. Among the best	32	15	6
2. Above average	112	47	61
3. Average	212	95	116
4. Below average	11	14	15
5. Among the poorest	4	2	1

6. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you could complete such advanced work?

1. Very likely	76	29	27
2. Somewhat likely	157	70	87
3. Not sure either way	108	49	62
4. Unlikely	19	19	16
5. Most unlikely	11	6	7

7. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

1. My work is excellent	33	10	18
2. My work is good	222	103	100
3. My work is average	102	51	74
4. My work is below average	10	8	5
5. My work is much below average	4	1	1

8. What kind of grades do you think you are capable of getting?

1. Mostly A's	181	76	54
2. Mostly B's	140	68	98
3. Mostly C's	43	23	38
4. Mostly D's	5	4	8
5. Mostly E's	2	1	0

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NOTE The number of pupil-responses are given after each question. The first number given is for School District I. The second number given is a combination of School District II and III.

SELF-CONCEPT OF ABILITY SCALE
Form B: School Subjects
College of Education
Michigan State University

*Schools of District I are labeled "Non-Graded"; II and III are "Graded"

PUT AN "X" IN THE BOX under the heading which best answers the question. Answer for all four subjects of each question. (You will have one "X" opposite each subject.)

1. How do you rate your ability in the following school subjects compared with your close friends?

Subject	I am The Poorest	I am Below Average	I am Average	I am Above Average	I am The Best
Mathematics	6-8	22-54	154-160	155-141	33-28
English	5-3	29-31	206-196	111-122	19-18
Social Studies	5-8	36-49	187-193	118-99	24-21
Science	2-6	14-38	187-195	132-107	34-23

2. How do you rate your ability in the following school subjects compared with those in your class at school?

Subject	I am Among the Poorest	I am Below Average	I am Average	I am Above Average	I am Among The Best
Mathematics	8-8	27-39	163-160	125-126	47-39
English	6-5	30-31	198-196	102-111	33-27
Social Studies	4-13	41-49	181-186	104-92	39-29
Science	4-6	20-39	186-197	110-102	49-26

3. Where do you think you would rank in your high school graduating class in the following subjects?

Subject	Among the Poorest	Below Average	Average	Above Average	Among The Best
Mathematics	3-9	19-20	160-162	137-141	51-39
English	5-5	31-31	182-183	113-118	39-33
Social Studies	7-11	28-38	175-179	111-157	49-34
Science	3-7	20-29	153-188	135-110	59-35

4. Do you think you have the ability to do college work in the following subjects?

Subject	No	Probably Not	Not Sure Either Way	Yes, Probably	Yes, Definitely
Mathematics	6-14	14-24	65-80	188-188	97-66
English	9-8	13-16	94-102	168-178	86-68
Social Studies	11-16	18-23	87-107	162-174	92-51
Science	5-11	11-25	71-101	178-163	104-71

5. Where do you think you would rank in your college class in the following subjects?

Subject	Among the Poorest	Below Average	Average	Above Average	Among The Best
Mathematics	3-6	20-36	171-166	124-130	49-34
English	8-6	23-31	197-191	101-117	38-26
Social Studies	5-14	21-36	185-181	112-113	44-27
Science	2-8	23-33	163-182	122-110	56-39

6. How likely do you think it is that you could complete advanced work beyond college in the following subjects?

Subject	Most Unlikely	Unlikely	Not Sure Either Way	Somewhat Likely	Very Likely
Mathematics	13-15	25-41	85-99	150-148	93-69
English	7-10	36-36	105-114	152-153	66-59
Social Studies	9-15	30-35	103-137	140-125	84-59
Science	8-9	24-32	85-134	148-131	101-64

7. Forget for a moment how others grade your work. In your own opinion how good do you think your work is in the following school subjects?

Subject	My Work Is Much Below Average	My Work Is Below Average	My Work Is Average	My Work Is Good	My Work Is Excellent
Mathematics	5-8	18-23	111-122	166-168	68-51
English	4-8	22-22	146-150	150-155	45-37
Social Studies	4-7	22-40	126-149	160-139	53-36
Science	4-11	12-24	111-143	174-158	65-36

8. What kind of grades do you think you are capable of getting in the following subjects?

Subject	Mostly E's	Mostly D's	Mostly C's	Mostly B's	Mostly A's
Mathematics	5-10	11-14	44-60	138-138	170-145
English	7-1	8-18	76-76	135-140	141-133
Social Studies	5-7	13-26	57-87	150-133	141-112
Science	5-5	3-20	52-73	134-148	171-122

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SELF-CONCEPT OF ABILITY SCALE
Form B: School Subjects
College of Education
Michigan State University

★Schools of District I are labeled "Non-Graded"; II and III are "Graded".

PUT AN "X" IN THE BOX under the heading which best answers the question. Answer for all four subjects of each question. (You will have one "X" opposite each subject.)

1. How do you rate your ability in the following school subjects compared with your close friends?

Subject	I am The Poorest	I am Below Average	I am Average	I am Above Average	I am The Best
Mathematics	6-1-7	22-15-19	154-77-83	155-65-76	33-14-14
English	5-1-2	29-13-18	206-90-106	111-58-64	19-9-9
Social Studies	5-3-5	36-19-30	187-95-98	118-43-56	24-11-10
Science	2-2-4	14-12-26	187-83-112	132-64-43	34-9-14

2. How do you rate your ability in the following school subjects compared with those in your class at school?

Subject	I am Among the Poorest	I am Below Average	I am Average	I am Above Average	I am Among The Best
Mathematics	8-2-6	27-19-20	163-75-85	125-59-67	47-18-21
English	6-2-3	30-13-18	198-90-106	102-51-60	33-16-11
Social Studies	4-6-7	41-21-28	181-83-103	104-45-47	39-17-12
Science	4-3-3	20-12-27	186-85-112	110-57-45	49-15-11

3. Where do you think you would rank in your high school graduating class in the following subjects?

Subject	Among the Poorest	Below Average	Average	Above Average	Among The Best
Mathematics	3-4-5	19-11-9	160-80-82	137-58-83	51-19-20
English	5-2-3	31-16-15	182-83-100	113-55-63	39-16-17
Social Studies	7-6-5	28-20-18	175-77-102	111-49-58	49-20-14
Science	3-3-4	20-9-20	153-80-108	135-57-53	59-22-13

4. Do you think you have the ability to do college work in the following subjects?

Subject	No	Probably Not	Not Sure Either Way	Yes, Probably	Yes, Definitely
Mathematics	6-9-5	14-10-14	65-35-45	188-88-100	97-31-35
English	9-4-4	13-9-7	94-44-58	168-85-93	86-31-37
Social Studies	11-10-6	18-11-12	87-41-66	162-79-95	92-31-20
Science	5-6-5	11-14-11	71-36-65	178-76-87	104-40-31

5. Where do you think you would rank in your college class in the following subjects?

Subject	Among the Poorest	Below Average	Average	Above Average	Among The Best
Mathematics	3-2-4	20-18-18	171-84-82	124-52-78	49-17-17
English	8-3-3	23-16-15	197-86-105	101-52-65	38-16-10
Social Studies	5-9-5	21-13-23	185-79-102	112-56-57	44-16-11
Science	2-3-5	23-12-21	163-77-105	122-62-48	56-19-20

6. How likely do you think it is that you could complete advanced work beyond college in the following subjects?

Subject	Most Unlikely	Unlikely	Not Sure Either Way	Somewhat Likely	Very Likely
Mathematics	13-8-7	25-19-22	85-49-50	150-70-78	93-27-42
English	7-6-4	36-19-17	105-51-63	152-71-82	66-26-33
Social Studies	9-8-7	30-16-19	103-59-78	140-64-61	84-26-33
Science	8-5-4	24-13-19	85-55-79	148-67-64	101-33-31

7. Forget for a moment how others grade your work. In your own opinion how good do you think your work is in the following school subjects?

Subject	My Work Is Much Below Average	My Work Is Below Average	My Work Is Average	My Work Is Good	My Work Is Excellent
Mathematics	5-3-5	18-12-11	111-56-66	166-81-87	68-21-30
English	4-5-3	22-11-11	146-68-82	150-75-80	45-14-23
Social Studies	4-6-1	22-14-26	126-69-80	160-64-75	53-20-16
Science	4-4-7	12-8-16	111-60-83	174-83-75	65-18-18

8. What kind of grades do you think you are capable of getting in the following subjects?

Subject	Mostly E's	Mostly D's	Mostly C's	Mostly B's	Mostly A's
Mathematics	5-3-7	11-8-6	45-25-35	138-58-80	170-76-69
English	7-1-0	8-9-9	76-32-44	135-55-85	141-73-60
Social Studies	5-4-3	13-10-16	57-38-49	150-58-75	141-59-53
Science	5-2-3	3-8-12	52-30-43	134-63-85	171-67-55

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CHECKLIST OF CRITERIA USED BY JURIES
FOR SCHOOL SCREENING PURPOSES

(**) I. PRIMARY CRITERIA

1. OBJECTIVES: Clear statements of its instructional objectives organized in a realistic sequence and covering entire span of its program.

2. INSTRUCTIONAL MATERIALS: Sufficient variety of instructional materials on different levels of sophistication so that each teacher can adjust instruction to the range of abilities found in each classroom.

3. INDIVIDUALIZED INSTRUCTION: moving toward greater individualization or instruction so that pupils can actually progress at individualized rates?

4. GROUPING PRACTICES: flexible enough to allow easy movement from group to group within a class and from class to class within a school?

5. EVALUATION DEVICES: based on instructional objectives that provide clear evidence of pupil attainments and thus facilitate decisions on grouping and progress.

6. HUMAN FACTORS: committed to the concept of continuous progress by all members of the personnel.

   as per:
   THE NONGRADED SCHOOL: ANALYSIS AND STUDY, Richard I. Miller, Editor and Robert F. Carone, Contributor (Chapter 4) Harper & Row, 1967.

(**) II. SECONDARY CRITERIA

1. Minimum TIME OF OPERATION on a graded or non-graded structure: one full school year; including pupil-involvement, teacher-involvement, and school involvement.

2. PUPIL-TEACHER RATIO: 25-35

3. NON-RECIPIENTS OF TITLES I and/or III: Government-funded programs and/or government-funded personnel.

4. SCHOOLS WITH TWO GROUPS OF LIKE LEVELS: minimum of 1 1/2-2 sixth level or sixth grade pupils.

A DESCRIPTIVE ELABORATION OF THE SIX PRIMARY CRITERIA FOR SCHOOL SCREENING PURPOSES

Dr. Richard F. Carbone--Chapter 4 [18]

OBJECTIVES

1. There is an explicit statement of the goals of instruction available for ready use by each teacher.

2. These objectives are stated in specific terms of what the students will actually do; that is, they are stated as student behaviors.

3. The objectives are sequential in nature; they begin with the most basic level and progress in a realistic and continuous manner toward the most sophisticated level of each desired behavior.

4. The objectives are listed in this manner for all subjects in the school curriculum.

5. Some of the objectives indicate desired cognitive behaviors; that is, mental abilities such as knowledge of facts and understanding of concepts, principles, and theories.

6. Some of the objectives indicate desired skills, habits, and motor abilities.

7. Some of the objectives indicate desired feelings, attitudes and sensitivities.

8. All of the objectives include some indication of the subject matter within which they will be learned.

INSTRUCTIONAL MATERIALS

1. There is a wide variety of textbooks, trade books, supplemental materials, and teaching aids available for each teacher.

2. Such materials are available for each subject taught by each teacher.

3. There are sufficient numbers of each text or each type of material so that they can be used when needed.

4. The materials are readily accessible so that they can be used without undue delay.

5. The books and materials in each room cover a range of reading levels (or years in the traditional sense) and this is true for all subjects taught in that room.

6. There is readily available a variety of workbooks and skills-building aids to facilitate practice of basic skills in all areas of the curriculum.

7. These remedial materials are identified so that teachers can easily and quickly locate appropriate practice materials.

8. All of the textbooks and supplementary materials are keyed in some way so that it is clear to the teacher which materials will contribute to the attainment of the specific objectives.

9. Some of the instructional materials in each subject area are "self-testing" in nature so that students can move ahead in appropriate activities with a minimum of teacher direction.

10. Some of the instructional materials in each subject area are "self-testing" in nature so that students can immediately see their progress or lack of it.

INDIVIDUALIZED INSTRUCTION

1. Students frequently work independently on projects and assignments relevant to their individual interests, abilities, and needs.

2. Students in groups of from two to six frequently work together or are instructed by the teacher.

3. Such independent study or small group instruction occurs in all subjects of the curriculum.

4. A period when the entire class receives instruction as a group is the exception rather than the rule.

5. Independent study or small group instruction accounts for a large portion--perhaps approaching two-thirds--of each student's day.

6. Students are encouraged and allowed to follow their individual interests, investigate problems, ask questions, make decisions, and report on their individual efforts.

7. Individual efforts of students are adequately rewarded in terms of teacher approval and by appropriate grades.

GROUPING PRACTICES

1. Teachers regularly regroup students for instruction, using at various times such criteria as general ability, achievement, interests, diagnosed deficiencies, and capacity for self-direction, depending upon the objectives being attacked.

2. These instructional groups vary in size rather than reflect an arbitrary division of the class into groups of equal size.

3. Students move from group to group within the class when evidence of achievement indicates and not just at the end of a unit, a book, a semester, or a year.

4. Some students move from one class to another when evidence indicates that more appropriate instruction will be available in the new classroom and not necessarily just at the end of a semester or a school year.

5. If appropriate group instruction cannot be provided for certain students--whether they be retarded or advanced learners--they are provided with individual instruction or allowed to engage in independent study.

6. Evidence that the continuous progress of individual students actually occurs is indicated by the fact that students in any given classroom are not necessarily of the same chronological age.

7. Students completing a primary nongraded school begin fourth-grade work at various times; students completing an intermediate nongraded school begin juniot high work at various times; students completing a nongraded high school graduate at various times.

EVALUATION DEVICES

1. Teachers are provided (or are aided in creating) a variety of evaluation instruments such as paper-and-pencil tests, check-lists, rating scales, or observation forms for use in all subjects in the curriculum.

2. These evaluation devices are based on the specific instructional objectives and thus are sequential in nature covering the desired concepts, skills, and attitudes at all levels of sophistication.

3. Some of these evaluation devices make possible at least some student self-evaluation in all subjects and at all levels.

4. Some of these devices are used diagnostically and thus they contain references to specific remedial instructional materials which can be used when deficiencies are revealed.

5. Teachers are provided (or are aided in creating) comprehensive forms or charts for recording student progress toward attainment of specific objectives in all subject areas.

6. Teachers are provided technical assistance in collecting and recording evidence of student progress.

7. Teachers and administrators use these records of student progress when making decisions about grouping, in assigning future work, and in grading.

HUMAN FACTORS

1. All professional persons in the school (including teacher aides) are intellectually committed to the concept of continuous and individual student progress.

2. Teachers make a serious effort to individualize instruction in their day-to-day activities.

3. Teachers regularly regroup students within a class, recommend that some students be placed in another class, and readily accept students reassigned to them regardless of when this occurs in the school year.

4. Administrators create an atmosphere that will facilitate the nongraded program by eliminating or modifying all administrative rules and operations that would inhibit the continuous and individual progress of students.

School District——Public School System
Jury Members------(1) Supervisor of Instruction
(3) Elementary Principals

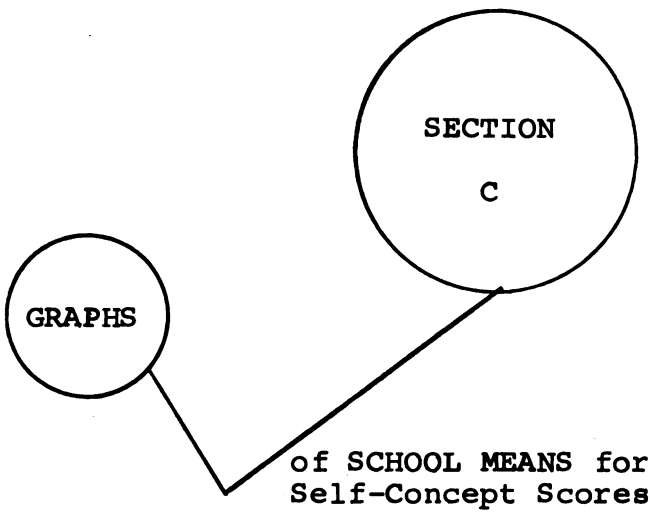
SCHOOL	1	2	3	4	5	6	Total
A							
B							
C							
D							
E							
F							
G							
H							

Secondary Criteria

Primary Criteria

From all 8 schools, 3 were selected. All schools from District III were reviewed. Three schools met the secondary list of criteria.

A sample Graph Used for School Selection



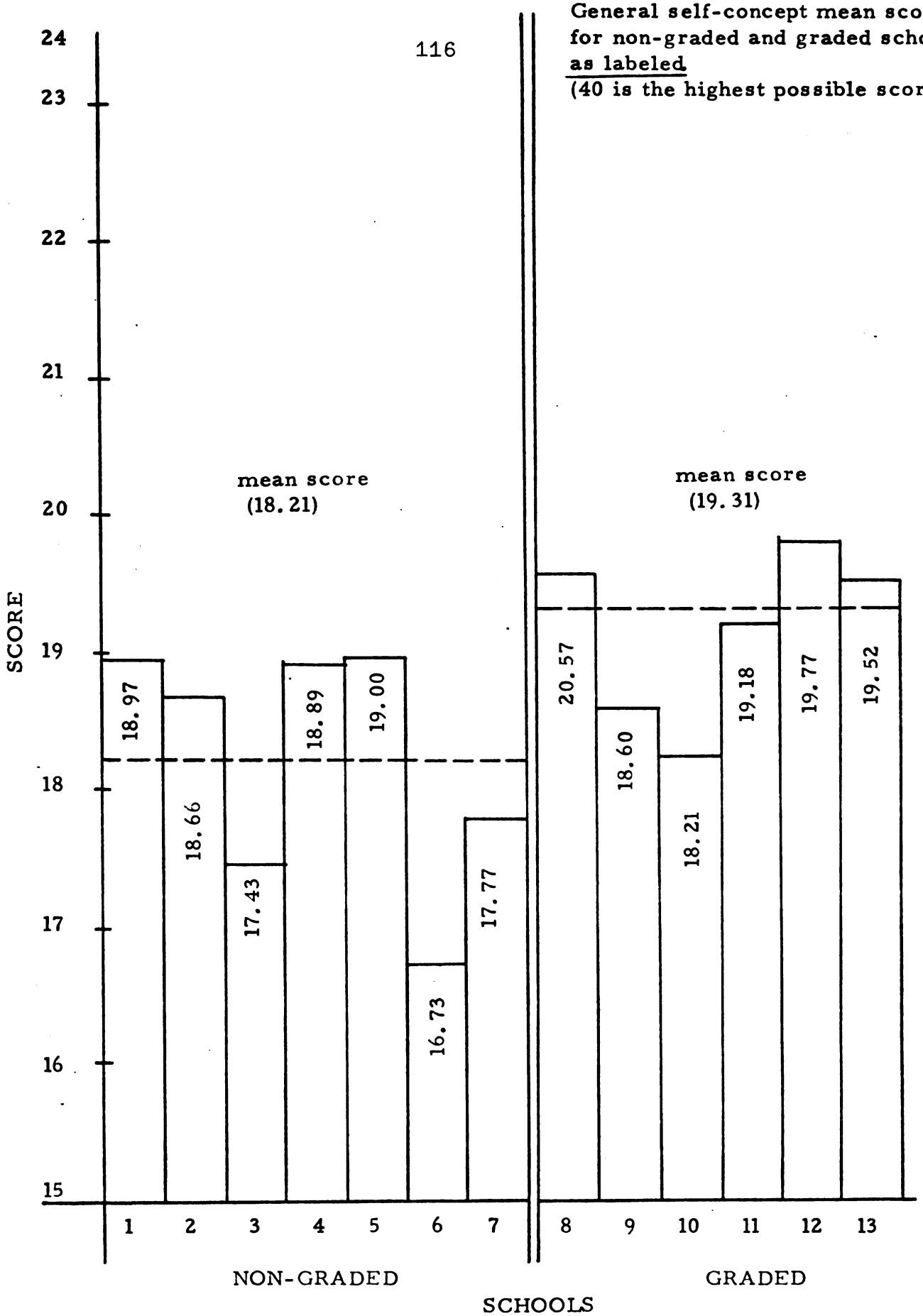
of SCHOOL MEANS for the 5 Academic Self-Concept Scores:

General
Math
English
Social Studies
Science

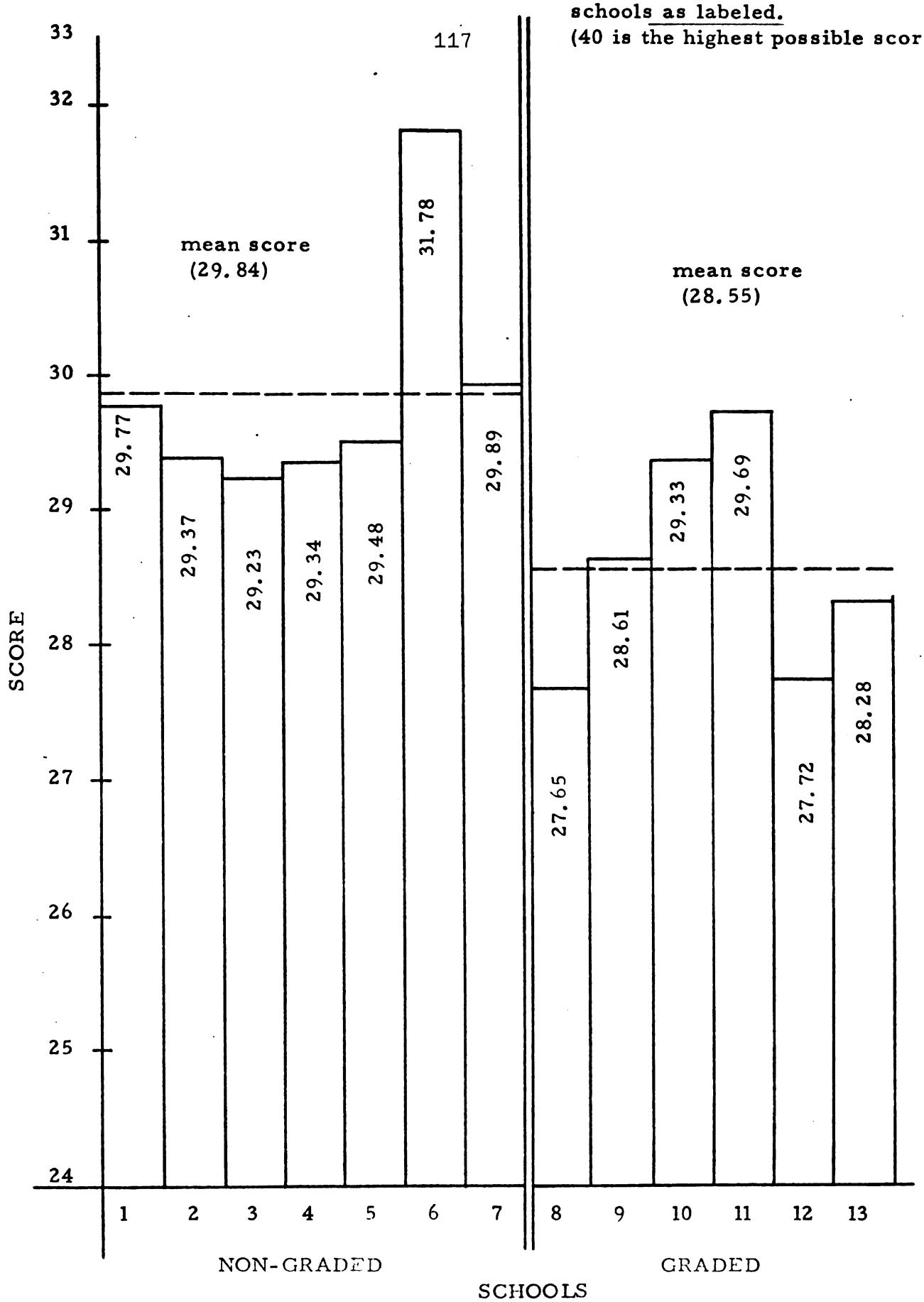
These graphs show the means for those schools that are:

1. LABELED Graded and Non-Graded.
2. JUDGED to be Graded and Non-Graded.

General self-concept mean scores for non-graded and graded schools as labeled
(40 is the highest possible score)

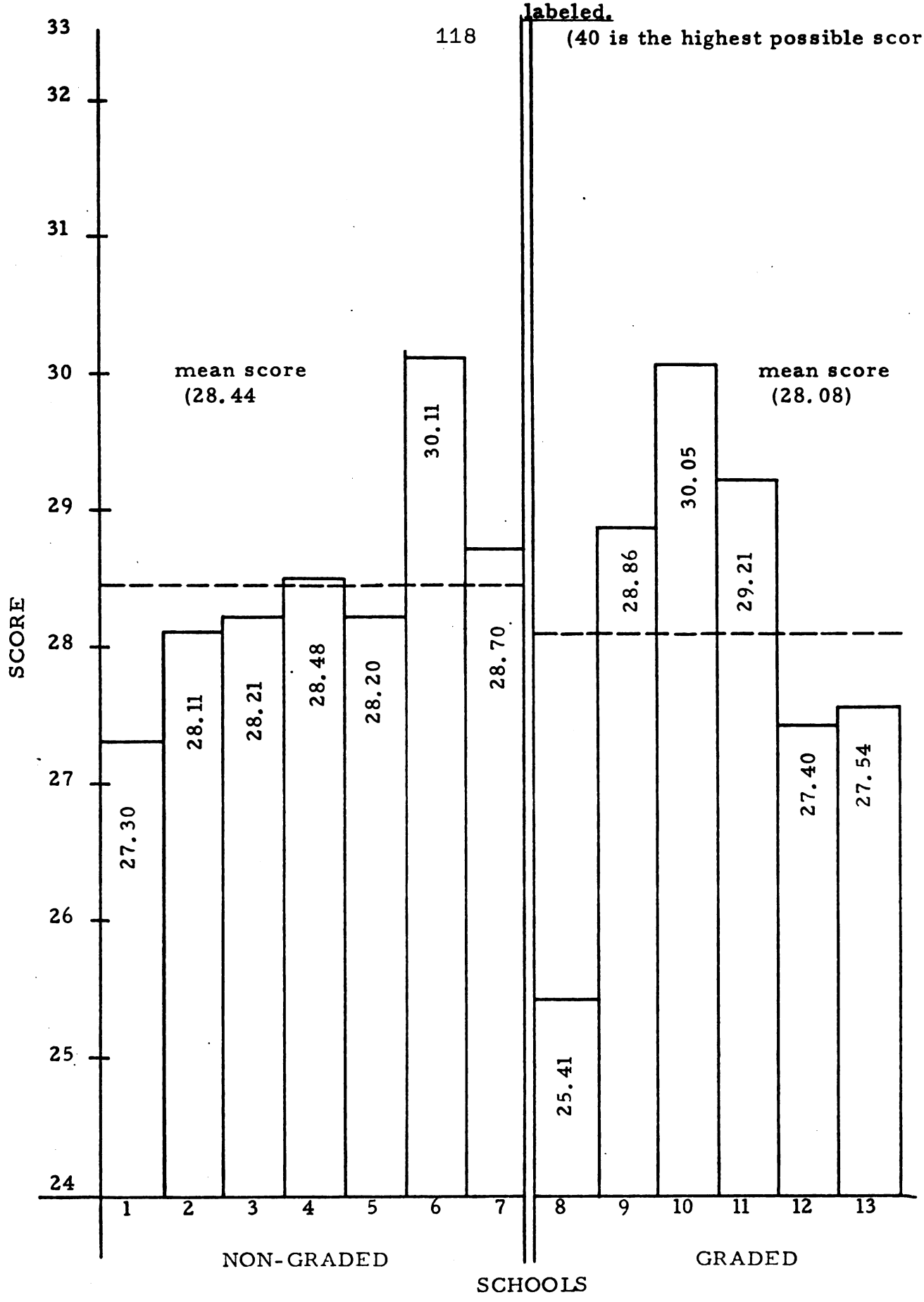


Math self-concept mean scores for non-graded and graded schools as labeled.
(40 is the highest possible score)

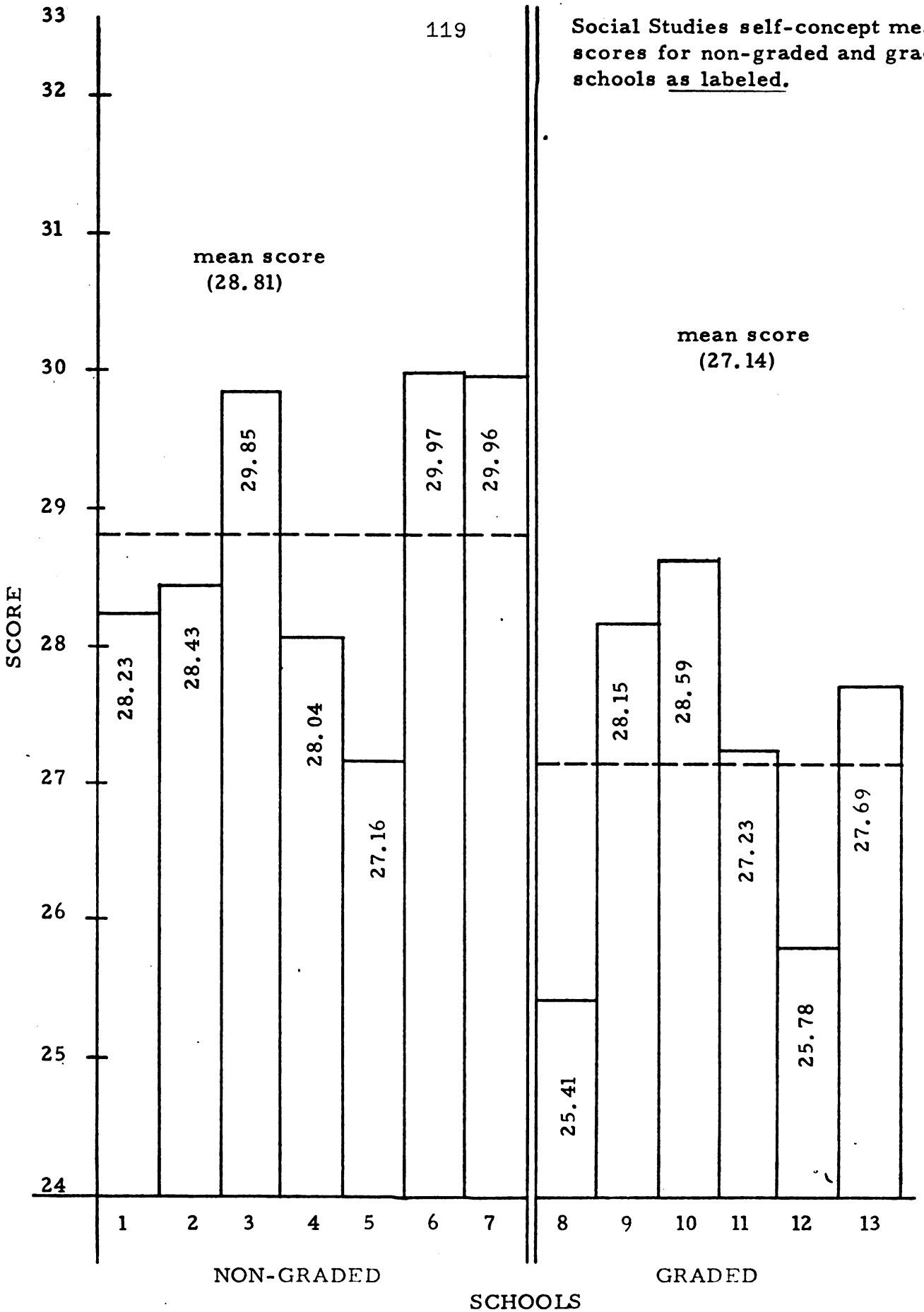


English self-concept mean scores for non-graded and graded schools as labeled.

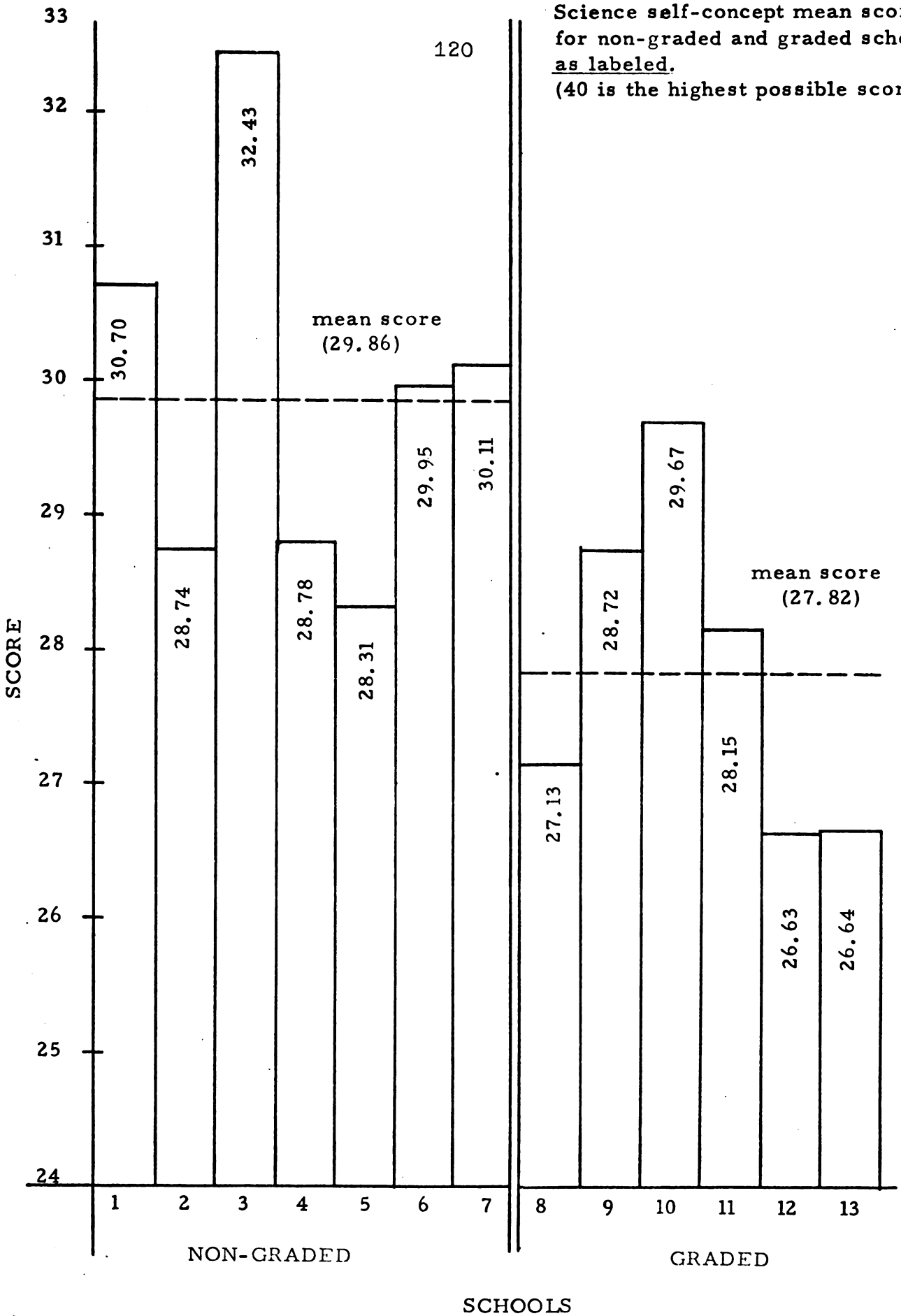
(40 is the highest possible score)



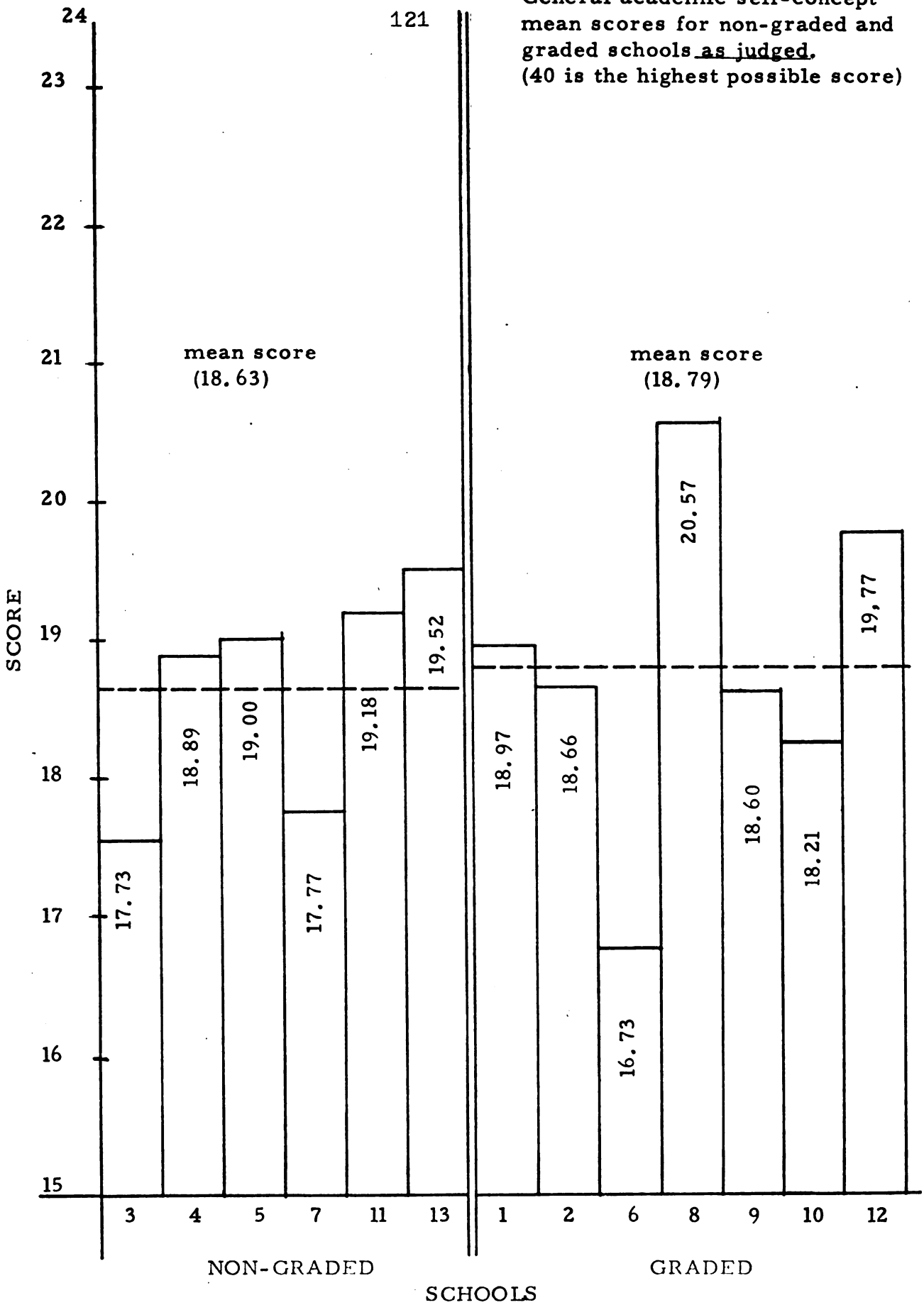
Social Studies self-concept mean scores for non-graded and graded schools as labeled.



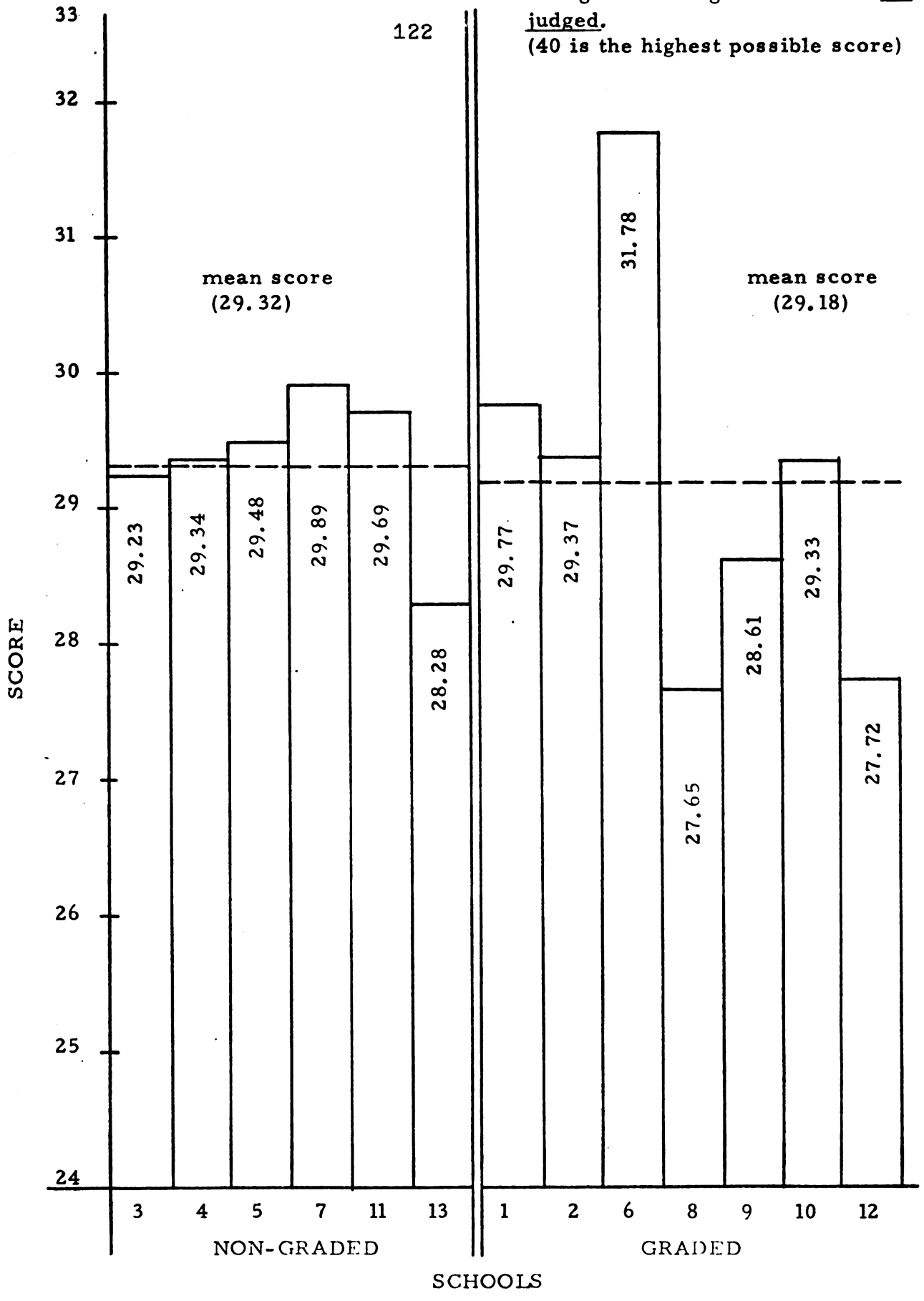
Science self-concept mean scores for non-graded and graded schools as labeled.
(40 is the highest possible score)



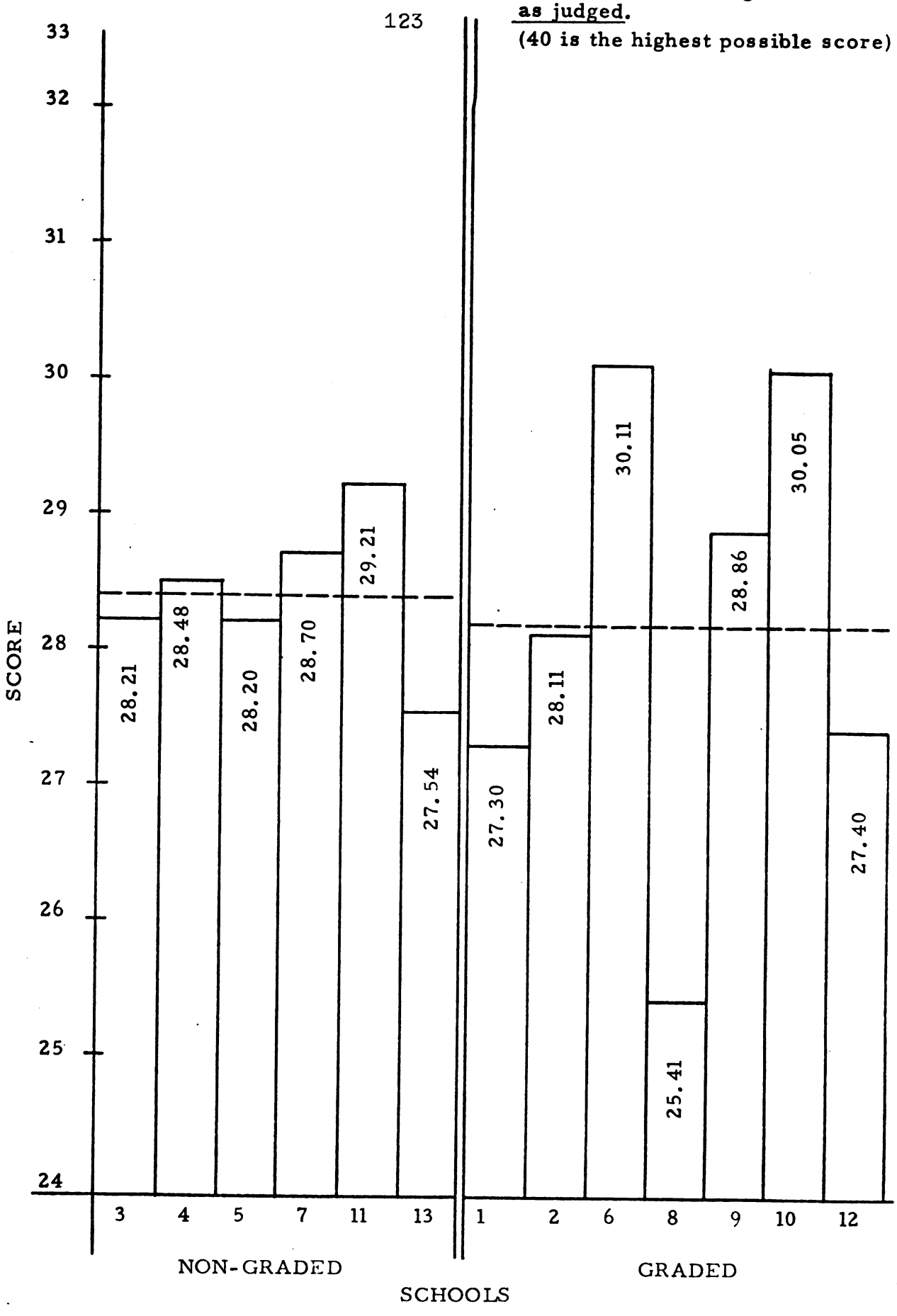
General academic self-concept mean scores for non-graded and graded schools as judged.
(40 is the highest possible score)



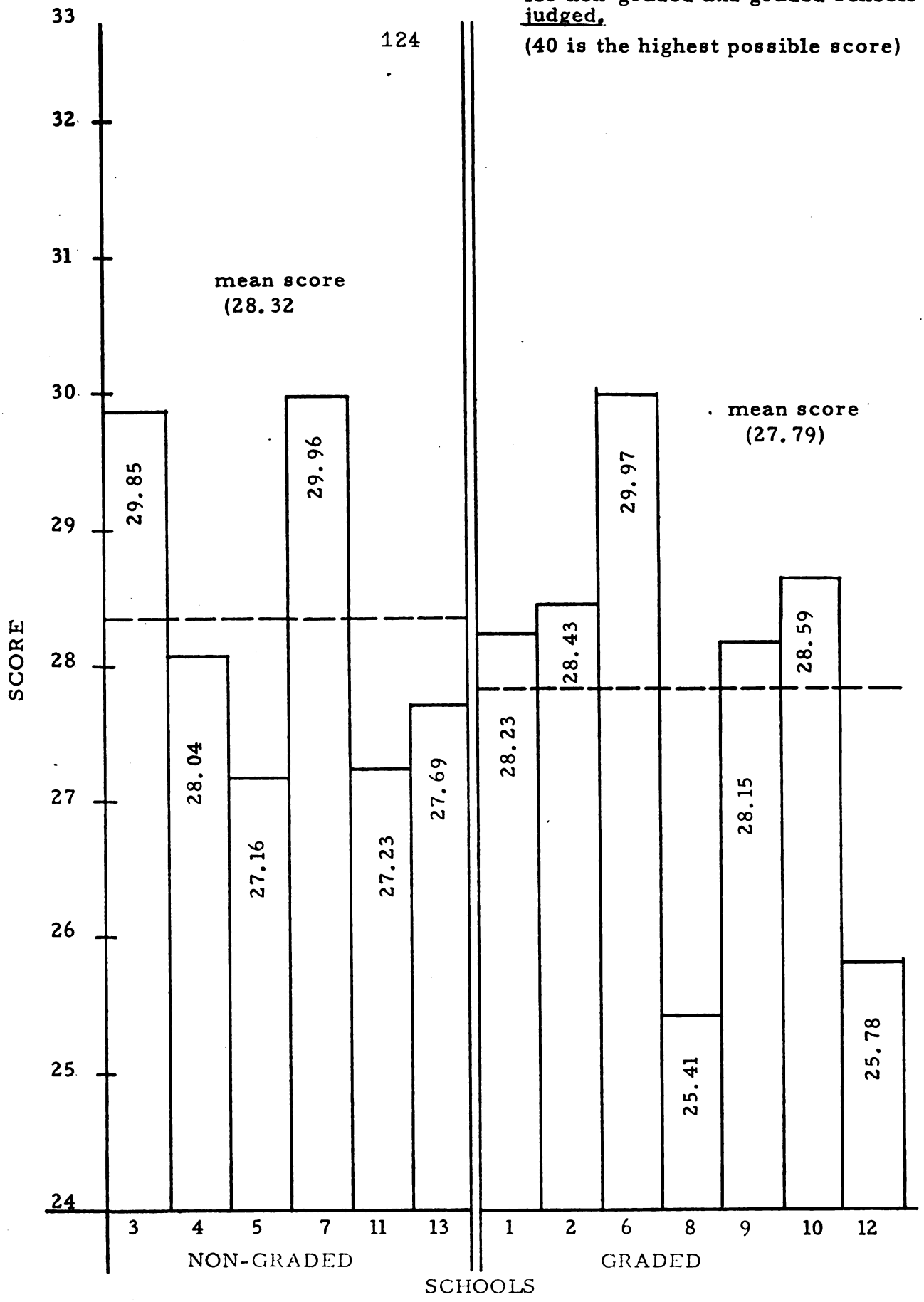
Math self-concept mean scores for non-graded and graded schools as judged.
(40 is the highest possible score)

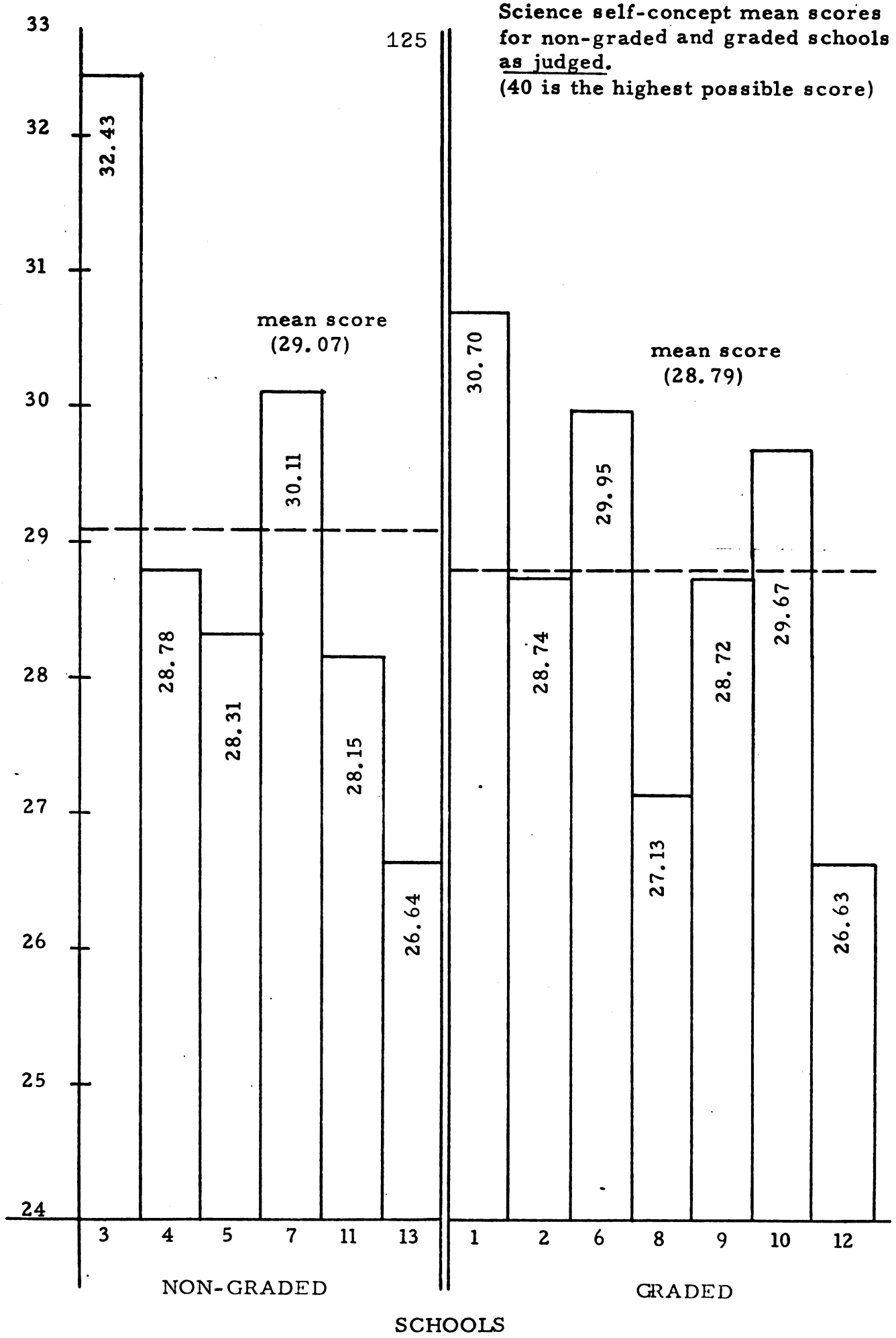


English self-concept mean scores for non-graded and graded schools as judged.
(40 is the highest possible score)



Social Studies self-concept mean scores for non-graded and graded schools as judged,
(40 is the highest possible score)




Science self-concept mean scores for non-graded and graded schools as judged.
(40 is the highest possible score)
125
33
32
31
30
29
28
27
26
25
24
32.43
28.78
28.31
30.11
28.15
26.64
30.70
28.74
29.95
27.13
28.72
29.67
26.63
mean score (29.07)
mean score (28.79)
3
4
5
7
11
13
1
2
6
8
9
10
12
NON-GRADED
GRADED
SCHOOLS

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and, again-----

the Doctoral Committee:

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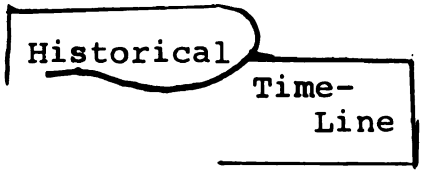
BIBLIOGRAPHY

Bibliography

NOTE: The Bibliography is the list of reading materials used as research material. The "Bib" includes important information about the Who, What, Where, When--the author-name, title, name and place of publishing company, and the date of publication. This information is stated just in case you want to use it for your own future reference. Many, many books and articles are listed in this bibliography but are not referred to in this written report. However, much of their content is valuable for topic-understanding.

Perhaps you have already used a "bib" for your work; or perhaps one time soon you will have this requirement.



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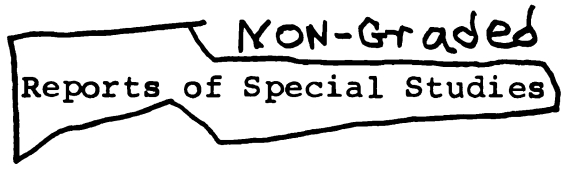

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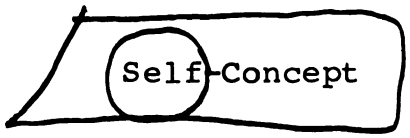

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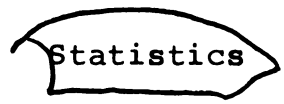

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